

GRADE 3 LESSON 3

Lesson Details	
Title	What Features Were Found at the Site?
Supporting Question(s)	<ul style="list-style-type: none"> • Who are the Anishinabek? • What features and artifacts were found at the site? • What do the features and artifacts tell us about the Anishinabek?
Social Studies Standard(s)	<p>3 – H3.0.1 Identify questions historians ask in examining the past in Michigan.</p> <p>3 – H3.0.5 Use informational text and visual data to compare how Indigenous People and non-indigenous people in the early history of Michigan adapted to, used, and modified their environment.</p> <p>3 – G5.0.2 Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan</p> <p>P2.3 Use supporting questions to help answer compelling social studies questions.</p>
Connections for integration	ELA: RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Lesson Objective(s)	<p>What should students know or understand?</p> <p>Students will describe two features found at the site and what the features can tell us about the Anishinabek.</p> <hr/> <p>What should students be able to do?</p> <p>Students will analyze photographs and make inferences about the feature shown in the photographs.</p>
Academic Vocabulary	floodplain terrace feature Fire-Cracked Rock (FCR) hearth cache pit
Instructional Resources	<ul style="list-style-type: none"> • Lesson 3 PowerPoint • Lesson 3 Investigation Sheet • Lesson 3 Mystery Feature Cards • Vocabulary Cards #11 - #16
Lesson Extensions	<ul style="list-style-type: none"> • Have students generate a list of questions they might ask an archaeologist about the features found at the M-231 site. • Have students compare common activities that take place in their community to those that took place at the M-231 site.
Additional Resources	<ul style="list-style-type: none"> • <i>Fresh Water Mussels of Michigan</i> brochure: http://mnfi.anr.msu.edu/pub/pdfs/freshwatermusselsofmichigan.pdf

Lesson Sequence

Beginning/ Launch	<p>TEACHER NOTE: Before you begin this lesson it is recommended that you print off one set of the “Mystery Feature Cards” for each group of three students in your class. Cut them apart and place them in envelopes.</p> <ol style="list-style-type: none"> Using SLIDES 2 - 4 discuss the landscape of the M-231 site with students. Using SLIDE 5 and Vocabulary Card #13 introduce the term ‘feature.’ Explain that the red flags show where features were located on one of the terraces of the M-231 site.
Middle	<ol style="list-style-type: none"> Display SLIDE 6 and explain that this slide shows one of the features at the M-231 site. Ask students what they can see in the feature and discuss their responses. Then, display SLIDE 7 and discuss what archaeologists found in the feature. Using SLIDE 8 and Vocabulary Card #14 explain that Fire-Cracked Rock (FCR) was found in this feature. Then, display SLIDE 9 and ask students to discuss the question with a partner. Then, discuss answers to the question in the large group. Using SLIDE 10 and Vocabulary Card #15 explain that archaeologists think this feature was a hearth. Display SLIDE 11 and give each student a copy of the Lesson 3 Investigation Sheet. Explain that students will be recording their ideas on this sheet during the rest of the lesson. Divide students into small groups of 3 and give each group a set of the Mystery Feature Cards shown on SLIDE 12. Display SLIDE 13 and go over the directions for completing the Mystery Feature Activity. Give students time to complete the activity and then have them share their answers to the two questions they have been investigating. Using SLIDE 14 and Vocabulary Card #16 explain that archaeologists think this feature is a cache pit. Display SLIDE 15 and explain that this diagram shows just a few of the many cache pits discovered at the M-231 site. Using SLIDES 16 – 19 share additional information about this feature. Make sure to utilize the questions on the slides. Using SLIDES 20 and 21 discuss what archaeologists think was being stored in the cache pit. Using SLIDES 22 and 23 discuss a final question about the cache pit. Using SLIDES 24 and 25 discuss what cache pits can tell us about the Anishinabek. Using SLIDES 26 – 30 discuss other features found at the M-231 site. Display SLIDES 31 and 32 and have students complete the Lesson 3 Investigation Sheet.
Ending/ Closure	<ol style="list-style-type: none"> Display SLIDE 33 and discuss what archaeologists think the features found at the site can tell us about the Anishinabek. Have students compare what they wrote in section 3 of their Investigation Sheet to what archaeologists think.

Lesson Notes

ENTIRE LESSON	The features (traces of human activity that are in the ground) found at an archaeological site are a critical part of understanding what people did at the site. However, students may find investigating features more difficult than investigating artifacts. Keep this in mind as you work through the lesson.
SLIDE 11	Make sure to stress that students will be writing on their Investigation Sheets at various times in the lesson.
SLIDE 15	Make sure students understand that the map on this slide shows only a small portion of the M-231 site. A map of the entire site would be too complex to use in the unit.

Grade 3

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Instructional Resources

- Lesson 3 Investigation Sheet
- Lesson 3 Mystery Feature Cards

Lesson 3 Investigation Sheet

Study the 4 photographs of the feature and then answer Questions 1 and 2

1. What do you observe in the feature?

2. For what purpose do you think it was used?

3. According to these features what activities were taking place at the site?

Mystery Feature

