

Ancestors, Archaeology and the Anishinabek: Bridging the Past into Future

GRADE 3 UNIT OUTLINE

COMPELLING QUESTION: What can digging tell us about the past?	
Supporting Questions	<ul style="list-style-type: none"> • Who are the Anishinabek? • Where is the site and how was it discovered? • What features and artifacts were found at the site? • What do the features and artifacts tell us about the Anishinabek?
Grade Level	3
Context and Connections	This unit is designed to enrich the teaching of the history of Indigenous People in Michigan and to provide an introduction to archaeology.
Abstract	This unit consists of 5 lessons which include a variety of instructional resources including maps, text selections, artifact cards and PowerPoint presentations. The unit focuses on an archaeological site discovered when a new bridge was built by the Michigan Department of Transportation.
Standards <i>(see detailed standards at the end of this document)</i>	Primary Social Studies Standards: 3 – H3.0.1, 3 – H3.0.2, 3 – H3.0.5
	Secondary Social Studies Standards: 3 – G4.0.2, 3 – G4.0.4, 3 – G5.0.2, 3 – C1.0.1
	Social Studies Process Skills: P2.3, P2.4, P2.5
	English Language Arts Standards: RI.3.3, RI.3.7, W.3.2, SL.3.1
	Science Standards: <ul style="list-style-type: none"> • Cross-Cutting Concepts: Patterns, Cause and Effect • Disciplinary Core Areas LS2 and ESS3 • Science and Engineering Practices 1,2,4,6
Key Concepts	Culture Migration Adaptation
Unit Objectives	What should students know or understand? <ul style="list-style-type: none"> • Students will describe two ways in which the Anishinabek used or adapted to their environment. • Students will describe the location of the M-231 site and explain how the site was discovered. • Students will describe two features found at the site and what the features can tell us about the Anishinabek. • Students will describe two artifacts found at the site and explain what the artifacts can tell us about the Anishinabek. • Students will describe two ways in which the Anishinabek are preserving their cultural heritage.

	<p>What should students be able to do?</p> <ul style="list-style-type: none"> • Students will demonstrate active listening skills by completing an Investigation Sheet relating to the lesson PowerPoint presentation. • Students will use data presented in maps and text to answer a supporting question. • Students will analyze photographs and make inferences about the feature shown in the photographs. • Students will analyze artifacts and make inferences about them. • Students will use maps, photographs and text to answer a supporting question.
Lesson Sequence	<p>Lesson 1: The Anishinabek in the Past Lesson 2: Introduction to Archaeology and the M-231 Site Lesson 3: What Features Were Found at the Site? Lesson 4: What Artifacts were Found at the Site? Lesson 5: The Anishinabek Today</p>
Duration	One week
Primary Michigan Social Studies Grade Level Content Expectations	<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 – H3.0.1 Identify questions historians ask in examining the past in Michigan.</p> <p>3 – H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.</p>
Secondary Michigan Social Studies Grade Level Content Expectation(s)	<p>3 – G4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).</p> <p>3 – G4.0.4 Use data and current information about the Anishinabek and other Indigenous Peoples living in Michigan today to describe the cultural aspects of modern Indigenous People's life.</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>3 – C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government. (e.g. providing public goods and services such as highways)</p>
Michigan Social Studies Process Skills	<p>P2.3 Use supporting questions to help answer compelling social studies questions.</p> <p>P2.4 Know how to find relevant evidence from a variety of sources.</p> <p>P2.5 Use data presented in social science tables, graphs, graphics, maps and texts to answer compelling and supporting questions.</p>
Integrated Standards: English Language Arts	<p>Reading Informational Text:</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</p>

	<p>Writing: W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>Speaking and Listening: SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly</p>
<p>Integrated Standards: Science</p>	<p>Disciplinary Core Area connections:</p> <ul style="list-style-type: none"> • LS2 Ecosystems: Interaction, Energy and Dynamics • ESS3 Earth and Human Activity <p>Science and Engineering Practices of the Michigan K-12 Science Standards.</p> <ol style="list-style-type: none"> 1. Asking questions and defining problems 2. Analyzing and interpreting data 4. Engaging in argument from evidence 6. Obtaining, evaluating, and communicating information