3rd Grade
Social Studies Pacing Guide

Month: September-Mid-October (6 weeks)
Unit 1: The Geography of Michigan

Theme/Big Ideas	GLCEs	Essential/Focus Questions	Assessment	Vocabulary/ Concepts	Resources
How does the geography of Michigan affect the way people live?	**Geography** G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective. 3 – G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment. 3 – G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan. G2 Places and Regions Understand how regions are created from common physical and human characteristics. 2 – G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).	1.How can the five themes of geography be used to describe Michigan? 2.How have people used, adapted to and modified the environment of Michigan?	1."Questions about the Geography of the Community We Read About" worksheet 2. List three ways to tell the relative location of Michigan using a United States Map 3. Written Assessment on natural characteristics of Michigan 4. Students identify and describe three significant human characteristics of Michigan 5. Students create a poster, brochure, or other visual project describing in words and illustrations significant natural and human characteristics of Michigan	geography Great Lakes human/environment interaction location Michigan movement natural resources place region state	Equipment/Manipulative Overhead Projector or Document Camera and Projector Student Resource *Appleford, Annie. *M is for Mitten*. Chelsea, MI: Sleeping Bear Press, 1999. Bergel, Colin and Koenig, Mark. *Mail by the Pail*. Detroit, MI: Wayne State University Press, 2001. **Blank Midwest Region map*. 10 July 2009 http://www.teachervision.fen.com/tv/printables/scottforesman/SSMAP024.pdf *Blank Outline Map of Michigan*. 10 July 2009 http://geography.about.com/library/blank/blxusmi.htm *Bower, Gary. *I'm a Michigan Kid.* May 2005. Storybook Meadow Publishers, 2005.

	3 – G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions. 3 – G2.0.2 Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest). G4 Human Systems Understand how human activities help shape the Earth's surface. 3 – G4.0.3 Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements.(E) G5 Environment and Society Understand the effects of human-environment interactions. 3 – G5.0.1 Locate natural resources in Michigan and explain the consequences of their use. 3 – G5.0.2 Describe how people adapt to, use, and modify the		6. Students create a poster about Michigan's natural resources and write a paragraph summary 7. Written assessment on why people modify and adapt to Michigan environment 8. Written assessment on movement in Michigan 9.Written assessment on regions of Michigan 10. Geography of Michigan presentation (poster, brochure, dramatization, newscast, or PowerPoint)		Cherry, Lynne. *A River Ran Wild*. San Diego: Harcourt Brace, Jovanonich, 1992. *Dunes Photo Tour.* 10 July 2009 http://www.leelanau.com/dunes/tour/ *Geisel, Theodor Seuss. *The Lorax*. New York: Random House, 1971. Geisert, Bonnie and Arthur. *Desert Town*. New York: Houghton Mifflin, 2001. - - -. *Mountain Town*. New York: Houghton Mifflin, 2000. - - -. *Prairie Town*. New York: Houghton Mifflin, 1998. - - -. *River Town*. New York: Houghton Mifflin, 1999. *Gibbons, Gail. *The Great St. Lawrence Seaway*. New York: Harper Collins, 1992. **Great Lakes Info Page.* Great Lakes Kids Website. 10 July 2009 http://www.on.ec.gc.ca/greatlakeskids/glk-glinfo-e.html

	natural resources of Michigan. (H) Copyright © 2001-2015 State of Michigan				**Great Lakes Kids*. 10 July 2009 http://www.on.ec.gc.ca/community/greatlakeskids/glk-home-e.html **How the Great Lakes Formed*. Great Lakes Kids Website. 10 July 2009. http://www.on.ec.gc.ca/greatlakeskids/great-lakes-movie-1-e.html Kellogg, Steven. *Paul Bunyan*. New York: HarperCollins, 1985. Lewis, Anne Margaret. *Hidden Michigan*. Traverse City, MI: Mackinac Island Press, 2006. Lewis, Anne Margaret. *Lighthouse Fireflies*. Traverse City, Michigan: Mackinac Island Press, 2005. Lewis, Ann Margaret. *Sleeping Bear, the Legend.* Traverse City, MI: Mackinac Island Press, 2007. *MacGill-Callahan, Sheila. *And Still the Turtle Watched*. New York: Dial Books, 1991.

					Map of Michigan Lighthouses. 10 July 2009 http://www.michigan.gov/documents/hal_mhc_shpo_lightmap_50933_7.pdf McConnell, David. *Meet Michigan*. Hillsdale, MI: Hillsdale Educational Publishers, 2009. McLerran, Alice. *Roxaboxen*. New York: Lothrop, Lee and Shepard, 1991. *Michigan Maps.* Michigan Advantage.org. 10 July 2009 http://www.michiganadvantage.org/Reference/Maps/Default.aspx **Michigan Webcams.* 10 July 2009 http://www.leonardsworlds.com/states/michigan.htm ● Sault Ste. Marie:http://www.saultwebcam.com/ ● Detroit: http://www.earthcam.com/usa/michigan/detroit/dsc/ ● Mackinac Bridge: http://www.mackinacbridge.org/

					• Copper Harbor: http://www.aviewfromthefield.com/livecam.html *Michigan's State Symbols*. 10 July 2009 http://www.michigan.gov/documents/mhc_mhm_statesymbols2002_47909_7.pdf Munsch, Robert. *Lighthouse, A Story of Remembrance*. New York: Cartwheel Books, 2003. *Photographs of the J.W. Westcott*. 10 July 2009 http://www.boatnerd.com/pictures/special/westcott/mailpailsouthdown.htm *Photographs of Tahquemenon Falls*. 10 July 2009 http://www.exploringthenorth.com/tahqua/tahqua.html *Rodgers, Denise. *Great Lakes Rhythm & Rhyme*. Spring Lake, MI: River Road Publications, 2003. *Seeing the Light: Michigan Lighthouses.* 10 July 2009

					http://www.terrypepper.com/lights/state_michigan.htm Silverstein, Shel. *The Giving Tree*. New York: Harper and Row, 1964. *Sleeping Bear Dunes Kids Site*. 10 July 2009 http://www.nps.gov/slbe/forkids/index.htm *Van Allsburg, Chris. *Just a Dream.* New York: Houghton Mifflin, 1990. Wargin, Kathy-Jo. *Legend of Sleeping Bear.* Chelsea, Michigan: Sleeping Bear Press, 1998. *- - -. *The Edmund Fitzgerald: The Song of the Bell*. Chelsea, MI: Sleeping Bear Press, 2003. Whelan, Gloria. *Mackinac Bridge: The Story of the Five Mile Poem*. Chelsea, Michigan: Sleeping Bear Press, 2006. <u>Teacher Resource</u> *50 States Map.* 10 July 2009 http://www.united-states-map.com/usa7244.htm

					California Home. July 10 2009 http://imgs.sfgate.com/c/pictures/2008/08/07/ba-comingup10_de_0498882016.jpg *Cherry Orchard.* 10 July 2009 http://blog.visittraversecity.com/ **Department of Environmental Quality.* 10 July 2009 http://www.michigan.gov/deq **Department of Natural Resources.* 10 July 2009 http://www.michigan.gov/dnr Egbo, Carol. *Supplemental Materials).*Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2009. *Fishing on the Great Lakes*. 10 July 2009. http://www.michigansportfishing.com/denis%20brigham%206-7-03.jpg **Forests in Michigan.* Michigan Department of Natural Resources. *Great*

					Lakes, Great Parks, Great History: *Do L.A.P.S. for Michigan.* Lansing, MI: Michigan Department of Natural Resources, 1999. *Great Lakes Freighter*. 10 July 2009 http://www.bearingertownship.org/images/images/Great%20Lakes%20freighter%20on%20Lake%20Huron_jpg.jpg *Great Lakes and Seaway Shipping.* 10 July 2009 http://www.boatnerd.com/ **Great Lakes Facts and Figures*. GLIN website. 10 July 2009 http://www.great-lakes.net/lakes/ref/lakefact.html *High Speed Rail Map*. 10 July 2009. http://www.businessinsider.com/obamas-sweeping-high-speed-rail-plans-2009-4 **Image Gallery.* 10 July 2009 http://travel.michigan.org/imagelibrary/ **Lake by Lake.* 10 July 2009 http://www.on.ec.gc.ca/com

					munity/classroom/c2-lake-by-lake-e.html *Limestone Quarry at Rogers City*. 10 July 2009 http://www.boatnerd.com/news/newpictures03b/RogersCity_FRWhite.jpg *Major Highways Map*. Michigan Economic Development Website. 10 July 2009. http://ref.michiganadvantage.org/cm/attach/ab7251e3-c65b-4867-8584-90278c437381/majorhighways.pdf *Maps of Oil and Gas Wells*. 10 July 2009 http://www.michigan.gov/deq/0,1607,7-135-3311_4111_4231-14421--,00.html **Michigan Adventure! Discover Our State Symbols*. 23 Jan. 2008 http://www.michigan.gov/hal/0,1607,7-160-15481-67748--,00.html *Michigan Beach*. 10 July 2009 http://www.michigan.org/Things-to-Do/Outdoors/Beaches/Default.aspx

					Michigan Counties Map. 10 July 2009. http://quickfacts.census.gov/qfd/maps/michigan_map.html *Michigan Elevation Map.* 10 July 2009 http://www.iwr.msu.edu/edmodule/data/img/mielev.gif **Michigan Environmental Briefing Book*, 2005-2006. Michigan Environmental Council. 10 July 2009 http://www.mecprotects.org/05briefingbook.pdf **Michigan Environmental Council*. 10 July 2009 http://www.environmentalcouncil.org Michigan Farm. 10 July 2009 http://www.panoramio.com/photo/18396511 *Michigan Forests Maps.* 10 July 2009 http://mff.dsisd.net/Recreation/Ownership.htm *Michigan Home*. 10 July 2009 http://www.salinemichiganre

					alestate.com/m/blogs/vanceshutes/Beaver%20Crossing%20925.JPG *Michigan Maps.* Michigan Advantage.org. 10 July 2009. http://www.michiganadvantage.org/Reference/Maps/Default.aspx *Michigan's Natural Resources and Environment: A Citizens Guide*. 10 July 2009 http://www.legislature.mi.gov/documents/Publications/NaturalResources.pdf *Michigan's Official Economic Development and Travel Site. 10 July 2009 http://travel.michigan.org/index.asp?m=0 *Michigan Oil Well*. 10 July 2009 http://farm4.static.flickr.com/3358/3285607470_131a271c69.jpg *Michigan Orchards Map*. 10 July 2009. http://www.michiganfruitbelt.org/picture_library/orchard-map.jpg

					**My-Michigan: People and Places that Matter*. Michigan Environmental Council. 10 July 2009 http://www.mecprotects.org/land_mymich.html Outline Map of the United States. 10 July 2009 http://www.nationalatlas.gov/printable/images/pdf/outline/states.pdf **Rich in Resources.* Michigan Department of Natural Resources. *Great Lakes, Great Parks, Great History*: *Do L.A.P.S. for Michigan.* Lansing, MI: Michigan Department of Natural Resources, 1999. Contact 1-888-510-3326. *Salt Mine in Detroit.* 10 July 2009 http://www.detroitsalt.com/images/home-image.jpg *Statewide Data Index*. 10 July 2009 http://www.iwr.msu.edu/edmodule/data/datainx.html *St. Lawrence Seaway Map*. 10 July 2009

					http://www.lre.usace.army.mil/_storage/Pages/1721/seaway(SLSMC).jpg *T.E.A.C.H. Great Lakes Education and Curriculum Homesite. 10 July 200 http://www.great-lakes.net/teach/ Teacher's Lighthouse Resource for Grades K-4. 10 July 2009 http://www.uscg.mil/history/articles/LighthouseCurriculum.pdf *Tilden Iron Mine*. 10 July 2009 http://hunts-upguide.com/ishpeming_tilden_mine_tour.html *Upper Michigan Logging*. 10 July 2009 http://www.uppermichiganlogging.com/ Zebra Mussel Photos from the National Atlas. 10 July 2009 http://nationalatlas.gov/articles/biology/a_zm.html Resources for Further Professional Knowledge

					*State of Michigan Official Website. 23 Jan. 2008 http://www.michigan.gov/ * Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.

3rd Grade

Month: Mid-October-November (6 Weeks) **Social Studies Pacing Guide**

Unit 2: The Economy of Michigan

Theme/Big Ideas	GLCE	Essential/Focus Questions	Assessment	Vocabulary/ Concepts	Resources
How have the geography and economy of Michigan shaped our past?	**Geography** G4 Human Systems Understand how human activities help shape the Earth's surface. 3 – G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E) **Civics & Government** C3 Structure and Functions of Government Describe the structure of government in the United States and how it functions to serve citizens.	1.What do people consider in deciding what to produce and consume in Michigan? 2.How do scarcity and choice affect what is produced and consumed in Michigan? 3.How is Michigan part of the national and global economies?	1. Written assessment on productive resources 2. Read a short scenario and identify examples of scarcity, choice, and opportunity cost 3. Students create a poster describing two important economic activities in Michigan 4. "States Specialize!" project 5. Group Activity- students design a way to meet one of Michigan's economic challenges 6. Written assessment on fines, fees, and taxes	capital resources choice economic activities economic development economics entrepreneurship human resources incentives interdependence location Michigan natural resources productive resources role of government scarcity specialization trade	Equipment/Manipulative Overhead Projector or Document Camera and Projector Student Resource Carle, Eric. Pancakes, Pancakes! New York, NY: Scholastic, Inc. 1990. **Commodity Fact Cards*. Michigan Farm Bureau. 22 September 2009 http://www.michfb.com/education/students/aginfo El Nabli, Dina. *Henry Ford*. Time for Kids Biographies. NY: Harper Collins, 2008. *Lemonade Stand.* Simulation Game. 22 September 2009 http://www.ae4rv.com/games/lemonade.htm McConnell, David. *Meet Michigan*. Hillsdale, MI: Hillsdale Educational Publishers, 2009.

	3 – C3.0.2 Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines). **Economics** E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy. 3 – E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan. 3 – E1.0.2 Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan. 3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G) 3 – E1.0.5 Explain the role of business development in Michigan's economic future. E2 National Economy Use fundamental principles and concepts of economics to				*Produce Grown in Michigan Commodity List.* Michigan Department of Agriculture. 22 September 2009 (See Link at the bottom of this section!) *Wind Energy Animation*. 22 September 2009 http://www.managenergy.net/kidscorner/en/u11/wind.html# * Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers. Teacher Resource Economic and Geography Lessons. Montgomery County Public Schools, Maryland. 22 September 2009 http://www.montgomeryschoolsmd.org/curriculum/socialstd/files/lessons/econ-geog-books/Pancakes.html *Automation Alley*. 22 September 2009 http://www.automationalley.c

	understand economic activity in the United States. 3 – E2.0.1 Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan). E3 International Economy Use fundamental principles and concepts of economics to understand economic activity in the global economy.) 3 – E3.0.1 Identify products produced in other countries and consumed by people in Michigan. Copyright © 2001-2015 State of Michigan				om/autoalley/Automation+Alley *Children in the Marketplace-Lesson Plans in Economics for Grades 3 and 4.* EconomicsAmerica Program, National Council on Economic Education, 1992. pp. 33-44. *Econedlink Online Lessons and Publications*. National Council on Economics Education Website. 22 September 2009 http://www.nationalcouncil.org *Economic Education Web.* 22 September 2009 http://ecedweb.unomaha.edu/K-12/home.cfm *Economics Lessons.* 22 September 2009 http://www.econedlink.org *Economics Posters*. 22 September 2009 http://www.kidseconposters.com *Economics Websites*. 22 September 2009 http://www.emints.org

					EcovElectric. 22 September 2009 http://www.ecovelectric.com/index.html Egbo, Carol. *Supplemental Materials (Unit 2, Lesson 1).*Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2009. *Export Directory.* Michigan Department of Agriculture. International Markets. 13 September 2009. http://www.mdainternational.com/ *Flowers, Barbara, Bonnie Meszaros, and Mary C. Suiter. *Economics and Children's Literature.* Ballwin, MO: SPEC Publishers, Inc, 1993. (Also see 1994 supplement). This is a resource manual containing 45 lesson plans on children's fiction and nonfiction books in grades 1-3 and 4-6. Each lesson teaches language arts concepts. *Harvest Wind Farm Map and Photo.* 22 September 2009

					http://www.wpsci.com/HarvestWindFarm.aspx * Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers. *Henry Ford and a Model-T*. (picture) 22 September 2009 http://heckeranddecker.wordpress.com/2009/04/20/speed-of-light/ *Henry Ford*. Entrepreneur's Hall of Fame. 22 September 2009 http://www.ltbn.com/hall_of_fame/Ford.html *Kellogg Company*. 22 September 2009 http://www.kelloggcompany.com/ *Kellogg's Cornflakes Box*. 22 September 2009 http://www.smartdirect.cn/ProductList.aspx?Lang=en-us&searchtype=category&keywords=&ParentCategoryID=10005&CategoryName=Breakfa

					st+%26+Cereal&categoryid=10208&sortby=1 *The Life of Henry Ford*. 22 September 2009 http://www.hfmgv.org/EXHIBITS/HF/ *The Log Man, LLC*. 22 September 2009 http://thelogman.com/beds.html **The Michigan Economy. 1989-2002.* 22 September 2009http://www.michigan.org/cm/attach/125D281A-61E1-4E2B-98D2-0E7A228CA45D/EconRep.pdf *Michigan Export Data.* Department of Agriculture Website. 22 September 2009 http://www.ers.usda.gov/StateFacts/MI.htm#FC **Michigan: The Upper Hand.* Michigan Economic Development Corp., 2007. 22 September 2009 http://ref.themedc.org/cm/attach/9E39AEC2-0093-4592-A4A6-2D4780701C1D/MEDC_GenBro_single-pg.pdf

					**The Motor City Exhibit*. Detroit Historical Museum. 22 September 2009 http://www.detroithistorical.org/main/dhm/current_exhibits_details.aspx?ID=19 *Outline Map of the U.S*. 22 September 2009 http://www.lib.utexas.edu/maps/united_states/usa_blank.jpg *Shelti, Inc*. 22 September 2009 http://www.shelti.com/ *Sleeping Bear Farms*. 22 September 2009 http://www.sleepingbearfarms.com/ * Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers. **Starting a Business in Michigan*. Michigan Economic Development Corp. 22 September 2009 http://www.michigan.org/medc/services/startups/

					Vlasic Pickles. 22 September 2009 http://www.vlasic.com/ *Wind Energy Brochure*. 22 September 2009 http://ref.michiganadvantage.org/cm/attach/D0FE2DBC-197A-43C9-8A6B-17B5D68CD9F4/Wind_Energy.pdf *Wind Energy for Kids Powerpoint*. 22 September 2009 http://www.kidwind.org/lessons/PPoint.html *Wind Farm Slide Show*. Great Lakes Aerial Photos website. 22 September 2009 http://www.aerialpics.com/B/windgenerators.html *Wind Turbines Generate Michigan Jobs Hopes*. 22 September 2009 Detroit News website. http://www.detnews.com/article/20090507/BIZ/905070406/Wind-turbines-generate-Michigan-job-hopes Further Professional Knowledge *Michigan Council on Economic Education*. 22 September 2009

					http://mceeonline.org *National Council on Economic Education*. 22 September 2009 http://ncee.net *Online Lessons for each National Standard.* 22 September 2009 http://www.ncee.net/ea/standards/ *Teaching Economics as If People Mattered*. 22 September 2009 http://www.teachingeconomics.org/ *Voluntary National Content Standards in Economics*. 22 September 2009 http://www.fte.org/teachers/standards/ Produce Grown in Michigan Commodity List

3rd Grade

Month: December-Mid-January (6 Weeks) **Social Studies Pacing Guide**

Unit 3: The Early History of Michigan

Theme/Big Ideas	GLCEs	Essential/Focus Questions	Assessment	Vocabulary/ Concepts	Resources
How have economics and the early history of Michigan influenced how Michigan grew?	**History** H3 History of Michigan (Through Statehood) Use historical thinking to understand the past. 3 – H3.0.1 Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?) 3 – H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past. 3 – H3.0.3 Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood). 3 – H3.0.4 Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi;	1.How do historians learn about the past? 2.How did people and events influence the early history of Michigan?	1. Written assessment on primary and secondary sources 2. Students create a poster, PowerPoint, or diorama describing some facts of Native American culture in Michigan 3. Students complete a "story elements" chart 4. Quiz over "The French in Michigan" 5. Quiz over "The British in Michigan" 6. Students write a historical narrative describing early pioneer life in Michigan 7. Written assessment over how Michigan became a state	cause and effect chronology culture exploration human/environment interaction Michigan primary sources secondary sources settlement statehood	<u>Equipment/Manipulative</u> Chart paper Globe Highlighters Magnifying glasses Overhead Projector or Document Camera and Projector <u>Student journal or notebooks</u> 12" X 18" white drawing paper (one per student) or 12" X 18" brown construction paper (one per student) <u>Student Resource</u> *Adare, Sierra. *Ojibwe*. New York: Gareth Stevens Publishing, 2002. Cherry, Lynne. *A River Ran Wild*. San Diego: Harcourt Brace, Jovanonich, 1992. *Deur, Lynne. *Nishnawbe: A Story of Indians in Michigan*. Spring Lake, Michigan: River Road Publications, 1981.

	Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs. 3 – H3.0.5 Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment. 3 – H3.0.6 Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan. 3 – H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood). 3 – H3.0.9 Describe how Michigan attained statehood. 3 – H3.0.10 Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).		8. Students construct a timeline of early history in Michigan 9. Students create a diagram showing the causal relationship between events in Michigan history		Gibson, Karen Bush. *The Potawatomi*. New York: Bridgestone Books, 2003. **Great Lakes Artifacts on Line.* Logan Museum. **Great Lakes Clothing Sketches*. 23 Nov. 2009 http://www.nativetech.org/clothing/regions/region7.html Howard, Ellen. *The Log Cabin Quilt*. New York: Holiday House, 1996. Kalman, Bobbie. *Life in an Anishinabe Camp*. New York: Crabtree Publishing, 2004. King, Sandra. *Shannon, An Objibway Dancer*. We are Still Here: Native Americans today series. Minneapolis: Lerner Publications, 1993. Lunge-Larsen, Lise and Preus, Margi. *The Legend of the Lady Slipper*. Boston, MA: Houghton Mifflin, 1999. **Madeline La Framboise: Fur Trader.* Michigan Department of Natural Resources. *Great Lakes,*

	Geography G4 Human Systems Understand how human activities help shape the Earth's surface. 3 – G4.0.4 Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage. Copyright © 2001-2015 State of Michigan				*Great Parks, Great History*: *Do L.A.P.S. for Michigan.* Lansing, MI: Michigan Department of Natural Resources, 1999. *McCall, Barbara, et al. *The Ottawa*. New York: Rourke Publishing, 1992. McConnell, David. *Meet Michigan*. Hillsdale, MI: Hillsdale Educational Publishers, 2009. **Nothing Was Wasted.* Michigan Department of Natural Resources. *Great Lakes, Great Parks, Great History*: *Do L.A.P.S. for Michigan.* Lansing, MI: Michigan Department of Natural Resources, 1999. *Panagopulos, Janie Lynn. *A Place Called Home.* Chelsea, MI: Sleeping Bear Press, 2001. *"Pioneer Life." *The Mitten*. December 2001. *"Pioneers Settling a State". *Michigan History for Kids*. Spring 2004.

					**Potawatomi Fables.* 23 Nov. 2009 http://members.cruzio.com/~nikan/ *"Sieur de la Salle." *The Mitten.* October 2003. *"Statehood for Michigan." *Michigan History for Kids*. Spring 2001. *"The British." *Michigan History for Kids*. Fall 2002. *"The Great Lakes Fur Trade." *The Mitten.* October 2004. *"The Great Mystery." *Great Lakes, Great Parks, Great History*: *Do L.A.P.S. for Michigan.* Lansing, MI: Michigan Department of Natural Resources, 1999. *"The Huron Indians." *The Mitten.* September 2002. *"The Three Fires." *The Mitten.* September 2001. *"The Toledo War." *The Mitten*. November 2002.

					Van Laan, Nancy. *Shingebiss: An Ojibwe Legend.* New York: Houghton Mifflin, 1997. *Virtual Tour of Fort Michilimackinac*. 24 Nov. 2009 http://vm.mackinacparks.com/ *"Voyageurs of the Great Lakes." *Great Lakes, Great Parks, Great History*: *Do L.A.P.S. for Michigan.* Lansing, MI: Michigan Department of Natural Resources, 1999. Waboose, Jan Bourdeau. *Morning on the Lake*. Tonawanda, NY: Kids Can Press, 1998. - - -. *Skysisters*. Tonawanda, NY: Kids Can Press, 2002. Wargin, Kathy-Jo. *The Voyageur's Paddle*. Chelsea,MI: The Sleeping Bear Press, 2007. *Whelan, Gloria. *Night of the Full Moon*. New York: Alfred A. Knopf, 1993.

					Teacher Resource **1747 Map of Detroit*. 23 November 2009 http://www.gpschools.org/ci/ce/mich/det1749.htm *1802 Map of Michigan*. Bay-Journal Website. 23 November 2009 http://bay-journal.com/maps/maps.html Deur, Lynne. *Settling in Michigan*. Spring Lake, MI: River Road Publications, 1992. Egbo, Carol. *Supplemental Materials.* Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2009. *Erie Canal Map.* 23 November 2009 http://www.eriecanal.org "Father Jacques Marquette." *The Mitten.* October 2002. "French Michigan*". Michigan History For Kids*. Fall 2001. *Hopewell Archeology*. Midwest Archeological Center. 23 November 2009

					http://www.cr.nps.gov/mwac/hopewell/v4n1/one.htm *Hopewell Mounds.* 23November 2009 http://aboutfacts.net/Ancient/Ancient14/mounds2.jpg *How Beaver Got His Tail.* 23 November 2009. http://www.firstpeople.us/FP-Html-Legends/HowTheBeaverGotHisTail-Ojibwa.html *Illustration of Early Detroit*. Clarke Historical Library. Central Michigan University. 23 November 2009 http://clarke.cmich.edu/detroit/history.htm *Images of the Erie Canal.* 23 November 2009 http://www.eriecanal.org/images.html *Map of the Northwest Territory*. 23 November 2009 http://members.tripod.com/~tutor_me/book/ordinance.htm *Native American Legends*. 23November 2009 http://www.firstpeople.us/FP-Html-Legends/Legends-VZ.html

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3rd Grade

Month: Mid-January-February (6 Weeks) **Social Studies Pacing Guide**

Unit 4: The Growth of Michigan

Theme/Big Ideas	GLCE	Essential/Focus Questions	Assessment	Vocabulary/ Concepts	Resources
How did people in Michigan work together to meet new challenges as Michigan grew?	**History** H3 History of Michigan (Through Statehood) Use historical thinking to understand the past. 3 – H3.0.1 Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?) **Geography** G4 Human Systems Understand how human activities help shape the Earth's surface. 3 – G4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H) 3 – G4.0.4 Use data and current information about the Anishinaabeg and other American Indians living in	1.How has Michigan changed over time? 2.How have Michigan's resources impacted the economy and growth of the state?	1. Quiz over economic growth and farming 2. Quiz over economic growth and lumbering 3. Quiz over economic growth and mining 4. Graphic organizer on manufacturing 5. Write a historical narrative describing an event in the early history of the automobile industry 6. Graphic organizer showing the causes and effects of the growth of the automobile industry in Michigan 7. "Moving Michigan" chart 8. Assessment over push and pull factors that	agriculture agriculture and manufacturing auto industry automobile industry economic trends entrepreneur human/environment interaction human migration manufacturing Michigan natural resources population push/pull factors	Equipment/Manipulative Overhead Projector or Document Camera and Projector Student Resource *A Michigan Auto Tour.* 19 January 2010 http://www.hal.state.mi.us/mhc/autoshow/vehicles/ Cherry, Lynne. *A River Ran Wild*. San Diego: Harcourt Brace, Jovanonich, 1992. *Cooking in a Logging Camp.* Michigan Department of Natural Resources. *Great Lakes, Great Parks, Great History*: *Do L.A.P.S. for Michigan.* Lansing, MI: Michigan Department of Natural Resources, 1999. *Ethnicity Maps*. 19 January 2010 http://www.geo.msu.edu/geogmich/part-four-E.html

	Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage. **Economics** E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy. 3 – E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making). (H, G) 3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)		influenced the movement of people to Michigan		**Fayette Cause and Effect Activity.* Michigan Department of Natural Resources. *Great Lakes, Great Parks, Great History*: *Do L.A.P.S. for Michigan.* Lansing, MI: Michigan Department of Natural Resources, 1999. **Fayette Historic Townsite Map Activity.* Michigan Department of Natural Resources. *Great Lakes, Great Parks, Great History*: *Do L.A.P.S. for Michigan.* Lansing, MI: Michigan Department of Natural Resources, 1999. **Forests in Michigan: Informational Selection and Assessment.* Michigan Department of Natural Resources. *Great Lakes, Great Parks, Great History*: *Do L.A.P.S. for Michigan.* Lansing, MI: Michigan Department of Natural Resources, 1999. **Hartwick Pines State Park.* 19 January 2010http://www.michigan.gov/loggingmuseum

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					2010 http://quod.lib.umich.edu/cgi/t/text/text-idx?c=micounty;cc=micounty;q1=allegan%20county;rgn=full%20text;view=toc;idno=2897681.0001.001 *Photo Archive of Over 175 Images of the Lumbering Industry.* Michigan Epic. 19 January 2010 http://michiganepic.org/lumbering/lumbering.html *Pioneer Farm.* 19 January 2010 http://www.cemeteries-madison-co-in.com/pioneerfarm.jpg *Round Oak Stove*. 19 January 2010 http://www.swmich.edu/museum/guide.php *Rural Michigan*. 19 January 2010 http://www.hal.state.mi.us/mhc/museum/explore/museums/hismus/prehist/ruralmi/Default.htm *Soo Locks Web Cam.* 19 January 2010 http://www.soolocks.com/cam.phtml

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3rd Grade
Social Studies Pacing Guide

Month: March-Mid-April (7 Weeks)
Unit 5: The Government of Michigan

Theme/Big Ideas	GLCE	Essential/Focus Questions	Assessment	Vocabulary/ Concepts	Resources
How has the government in Michigan responded to the needs of people as Michigan has grown?	**Civics & Government** C1 Purposes of Government Explain why people create governments. 3 – C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law). C2 Values and Principles of American Democracy Understand values and principles of American constitutional democracy. 3 – C2.0.1 Describe how Michigan state government reflects the principle of representative government. C3 Structure and Functions of Government	1.Why do the people in the state of Michigan need a government? 2.How is our state government organized? 3.What are some important rights and responsibilities of Michigan citizens?	1. Written assessment on purpose of government 2. Choice project-poster, cartoon, story, or newspaper article about the purpose of government 3. Written quiz over representation government 4. Complete chart on state versus local government 5. Quiz over the organization of Michigan's government 6. Quiz over the organization of Michigan's government 7. Quiz over the judicial branch	constitution executive branch government judicial branch legislative branch levels of government limited government Michigan public issues representative government responsibilities of citizenship rights of citizens	Equipment/Manipulative Overhead Projector or Document Camera and Projector Student Resource *Find a Representative.* House of Representatives. 11 March 2010 http://house.michigan.gov/find_a_rep.asp **The Michigan Senate.* Michigan Senate. 11 March 2010 http://www.senate.michigan.gov (Click on Kid's Page tab at top). *Welcome to the Michigan Senate. Find Your Senator.* Michigan Senate. 11 March 2010 http://www.senate.michigan.gov/SenatorInfo/find-your-senator.htm Teacher Resource

	Describe the structure of government in the United States and how it functions to serve citizens. 3 – C3.0.1 Distinguish between the roles of state and local government. 3 – C3.0.3 Identify the three branches of state government in Michigan and the powers of each. 3 – C3.0.4 Explain how state courts function to resolve conflict. 3 – C3.0.5 Describe the purpose of the Michigan Constitution. C5 Role of the Citizen in American Democracy Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government. 3 – C5.0.1 Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship		8.Students identify two rights and a responsibility connected to each right.		*Constitution of the State of Michigan of 1963.* Michigan Legislature. 11 March 2010 http://www.michiganlegislature.org/documents/publications/manual/2001-2002/2001-mm-0070-0115-MICon.pdf *Michigan House of Representatives.* 11 March 2010 http://house.michigan.gov/ *Michigan Laws.* Michigan Legislature. 11 March 2010 http://www.michiganlegislature.org/ *Mock Trials.* Available for purchase from the American Bar Association. 11 March 2010 http://www.abanet.org/publiced/mocktrials.html *Welcome to the Michigan Senate.* Michigan Senate. 11 March 2010 http://www.senate.michigan.gov Resources for Further Professional Knowledge *A Citizen's Guide to State Government.* 2003-2004 Michigan Legislature. 11

	(e.g., respecting the rights of others, voting, obeying laws). Copyright © 2001-2015 State of Michigan				March 2010 http://www.michiganlegislature.org/documents/publications/citizensguide.pdf *Chapter 2: About State Government.* Michigan in Brief website. 11 March 2010 http://www.michiganinbrief.org/edition06/text/intro/chap-2.htm * Although not used in the lessons for this unit, these resources are included to provide meaningful options for teachers.

3rd Grade

Month: Mid-April-June (6 Weeks) **Social Studies Pacing Guide**

Unit 6: Public Issues Facing Michigan Citizens

Theme/Big Ideas	GLCE	Essential/Focus Questions	Assessment	Vocabulary/ Concepts	Resources
How do state and national governments work to solve problems citizens face?	**Geography** G5 Environment and Society Understand the effects of human-environment interactions. 3 – G5.0.1 Locate natural resources in Michigan and explain the consequences of their use. 3 – G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan. (H) **Civics & Government** C5 Role of the Citizen in American Democracy Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government. 3 – C5.0.1 Identify rights (e.g., freedom of speech, freedom of religion, right to	1.How do responsible citizens resolve statewide problems? 2.How do people learn about public issue in our state? 3.Why do people disagree about the ways to solve problems facing people in Michigan?	1. Write a persuasive essay taking a position in a public issue facing Michigan residents. Support the position with data and a core democratic value. (3 - P3.1.2; 3 - P3.1.3; 3 - P3.3.1) 2. Make an oral or visual presentation that informs classmates on public issue facing Michigan residents. In the presentation identify the issue and describe two viewpoints. (3 - P3.1.1; 3 - P3.1.2)	core democratic values informed decision Michigan point of view public issue responsibilities of citizenship	Equipment/Manipulative Overhead Projector or Document Camera and Projector Student Resource DiSalvo-Ryan, DyAnne. *City Green*. New York: Morrow Junior Books, 1994. McConnell, David. *Meet Michigan*. Hillsdale, MI: Hillsdale Educational Publishers, 2009. Teacher Resource **Create Your Own Notebook on Core Democratic Values*. 18 April 2010 http://www.michiganepic.org/coredemocratic/indexb.html Egbo, Carol. *Supplemental Materials (Unit 6).* Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2010

	own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws). **Discourse, Decisions, Citizen Involvement** P3.1 Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions. 3 – P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens. 3 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions. 3 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.				*Example of a Water-based Wind Farm*. 18 April 2010. http://www.guardian.co.uk/environment/2009/sep/17/worlds-largest-offshore-wind-farm-dong *Harvest Wind Farm Map and Photo.* 18 April 2010. http://www.wpsci.com/HarvestWindFarm.aspx *Lake Michigan Power Coalition*. 18 April 2010. http://www.protectwithpower.org/ *Michigan Gold: Offshore Winds*. 18 April 2010. http://blogcritics.org/politics/article/michigan-gold-offshore-wind/ *Offshore Potential*. 18 April 2010. http://www.landpolicy.msu.edu/ *Radial Wind Farm in Lake Michigan.* 18 April 2010. http://www.radialwind.info/offshoreWindFarms.html *The Role of Renewable Energy Data*. Energy Kids

	P3.3 Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue. 3 – P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.				Website. 18 April 2010. http://tonto.eia.doe.gov/kids/ West Michigan Residents Give Thumbs Down. 18 April 2010. http://www.associatedcontent.com/article/2610413/offshore_wind_turbine_farm_in_lake.html?cat=9 *Wind Power Map*. 18 April 2010. http://www.aesmichigan.com/mich_wind_map.html Resources for Further Professional Knowledge *National Alliance for Civic Education*. 18 April 2010 http://www.cived.net/ *Teaching Students To Discuss Controversial Public Issues*. ERIC Digest. 18 April 2010 http://www.ericdigests.org/2002-2/issues.htm