

## 3rd Grade Social Studies Curriculum Map

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Pacing for Hillsdale Meet Michigan Text							
Sept	Oct	Nov	Dec	Jan – Mid Feb	Mid Feb - Mar	April	May/June
Chap 1	Chap 2	Chap 3	Chap 4	Chap 5	Chap 6	Chap 7	Chap 8

<b>Michigan Studies</b>	
Unit # 1 Geography of Michigan	Time Frame (Months): Sept
<u>Standards Covered</u>	
<p>3 – G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment.</p> <p>3 – G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.</p> <p>3 – G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions. Examples may include but are not limited to: physical features (lakes versus land), land use (forest, agriculture, urban), and political (state, county, and tribal boundaries).</p> <p>3 – G2.0.2 Describe different regions to which Michigan belongs. Examples may include but are not limited to: Great Lakes region, Midwest, United States, North America.</p> <p>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.</p> <p>3 – G5.0.1 Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan. Examples may include but are not limited to: interdependence of people and the environment, interaction of people with the environment, appreciation for the environment, e.g., taking a walk, watching birds, swimming in a lake, fishing, hunting, photography, harvesting maple syrup.</p> <p>3 – G5.0.2 Locate natural resources in Michigan and explain the consequences of their use.</p>	

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<p><u>Key Concepts</u></p> <p>geography Great Lakes human/environment interaction location Michigan</p>	<p>movement natural resources place region state</p>	<p><u>Essential/Focus Questions</u></p> <ol style="list-style-type: none"> <li>How can the five themes of geography be used to describe Michigan?</li> <li>How have people used, adapted to and modified the environment of Michigan?</li> </ol>
<p><u>MI-Citizenship Lessons/Activities</u></p>	<p><u>Chapter in Text or Other Resources</u></p>	<p><u>Study Island Resources</u></p>
<ol style="list-style-type: none"> <li>What is a State?</li> <li>Theme of Location</li> <li>Michigan’s Natural Characteristics: Landforms and Bodies of Water</li> <li>Michigan’s Natural Characteristics: Vegetation &amp; Climate</li> <li>Michigan’s Human Characteristics (review &amp; story pg. 1, 4, 5)</li> <li>Michigan’s Natural Resources</li> <li>Michigan and the Theme of Human Environment Interaction</li> <li>Michigan and the Theme of Movement</li> <li>Michigan and the Theme of Regions</li> <li>Describing the Geography of Michigan</li> </ol>	<p>Meet Michigan – Chap 1</p>	<ul style="list-style-type: none"> <li>- Map Skills</li> <li>- Natural Resources of Michigan</li> </ul>

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### Michigan Studies

Unit # 3 The Early History of Michigan

Time Frame (Months): Oct-Dec

#### Standards Covered

3 – H3.0.1 Identify questions historians ask in examining the past in Michigan. Examples may include but are not limited to: 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. Examples may include but are not limited to: the Erie canal, more people came, statehood.

3 – H3.0.4 Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories. Examples may include but are not limited to: Teachings of the Seven Grandfathers.

3 – H3.0.5 Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, used, and/or modified their environments.

3 – H3.0.6 Use a variety of sources to describe interactions that occurred between Indigenous Peoples 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 – H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan (pre-statehood). 3 – H3.0.9 Describe how Michigan attained statehood.

3 – H3.0.10 Create a timeline to sequence and describe major eras and events in early Michigan history.

3 – G4.0.4 Use data and current information about the Anishinaabek and other Indigenous Peoples living in Michigan today to describe the cultural aspects of modern life. Examples may include but are not limited to: tribal citizenship, tribal governments, treaty rights, reservation boundaries, cultural events.

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<u>Key Concepts</u> cause and effect chronology culture exploration human/environment interaction Michigan primary sources secondary sources settlement statehood		<u>Essential/Focus Questions</u> 1. How do historians learn about the past? 2. How did people and events influence the early history of Michigan?
<u>MI-Citizenship Lessons/Activities</u>	<u>Chapter in Text or Other Resources</u>	<u>Study Island Resources</u>
<ol style="list-style-type: none"> <li>1. Thinking Like a Historian</li> <li>2. American Indians in Michigan</li> <li>3. Traditional Stories of Michigan Indians</li> <li>4. The French in Michigan</li> <li>5. The British in Michigan</li> <li>6. Migration &amp; Settlement in Michigan</li> <li>7. Becoming a State</li> <li>8. Creating a Timeline of Early MI History</li> </ol>	Meet Michigan Chapters 2-4	<ul style="list-style-type: none"> <li>- Examining the Past</li> <li>- American Indians</li> <li>- Michigan History (through statehood)</li> </ul>

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### Michigan Studies

Unit # 4 The Growth of Michigan

Time Frame (Months): Jan – Mid Feb

#### Standards Covered

3 – H3.0.1 Identify questions historians ask in examining the past in Michigan. Examples may include but are not limited to: What happened? When did it happen? Who was involved? How and why did it happen?

3 – G4.0.2 Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors). Examples may include but are not limited to: Finnish migrating to the upper peninsula, Chaldeans migrating into southeastern Michigan, Dutch migrating to western Michigan.

3 – G4.0.4 Use data and current information about the Anishinaabek and other Indigenous Peoples living in Michigan today to describe the cultural aspects of modern life. Examples may include but are not limited to: tribal citizenship, tribal governments, treaty rights, reservation boundaries, cultural events.

3 – E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development. Examples may include but are not limited to: how waterways and other natural resources have influenced economic activities such as farming, mining, lumbering, automobile manufacturing, and furniture making.

3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.

3 – H3.0.5 Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, used, and/or modified their environments.

3 – H3.0.6 Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan.

*4-H3.0.5* Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past.

*4-H3.0.6* Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.

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4- H3.0.8 Describe past and current threats to Michigan’s natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources.

<u>Key Concepts</u> agriculture agriculture and manufacturing auto industry automobile industry economic trends entrepreneur	human/environment interaction human migration manufacturing Michigan natural resources population push/pull factors	<u>Essential/Focus Questions</u>  1. How has Michigan changed over time? 2. How have Michigan's resources impacted the economy and growth of the state?
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<u>MI-Citizenship Lessons/Activities</u>	<u>Chapter in Text or Other Resources</u>	<u>Study Island Resources</u>
<ol style="list-style-type: none"> <li>1. Economic Growth &amp; Farming</li> <li>2. Economic Growth &amp; Lumbering</li> <li>3. Economic Growth &amp; Mining</li> <li>4. Manufacturing: Putting Resources to Work in Michigan</li> <li>5. The Growth of the Auto Industry</li> <li>6. Population Growth: Push &amp; Pull Factors</li> </ol>	Meet Michigan Chap 5	<ul style="list-style-type: none"> <li>- Groups in Michigan</li> <li>- Michigan History (through Statehood)</li> </ul>

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<b>Michigan Studies</b>		
Unit # 2 Economy of Michigan	Time Frame (Months): Mid Feb - Mar	
<p><u>Standards Covered</u></p> <p>1 – G4.0.1 Use components of culture to describe diversity in family life. Examples may include but are not limited to: foods, language, religion, traditions.</p> <p>3 – C3.0.2 Identify goods and services provided by the state government and describe how they are funded. Examples of services may include but are not limited to: maintaining highways, state parks, state forests. Examples of how things are funded may include but are not limited to: taxes, fees, fines.</p> <p>3 – E1.0.1 Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.</p> <p>3 – E1.0.2 Identify incentives that influence economic decisions people make in Michigan. Examples may include but are not limited to: sales, coupons, tax incentives, recycling.</p> <p>3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.</p> <p>3 – E1.0.5 Explain the role of entrepreneurship and business development in Michigan’s economic future.</p> <p>3 – E2.0.1 Using a Michigan example, explain how specialization leads to increased interdependence. Examples may include but are not limited to: cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan.</p> <p>3 – E3.0.1 Identify products produced in other countries and consumed by people in Michigan.</p>		
<p><u>Key Concepts</u></p> <p>capital resources</p> <p>choice</p> <p>economic activities</p> <p>economic development</p> <p>economics</p> <p>entrepreneurship</p> <p>human resources</p> <p>incentives</p>	<p>interdependence</p> <p>location</p> <p>Michigan</p> <p>natural resources</p> <p>productive resources</p> <p>role of government</p> <p>scarcity</p> <p>specialization</p> <p>trade</p>	<p><u>Essential/Focus Questions</u></p> <ol style="list-style-type: none"> <li>1. What do people consider in deciding what to produce and consume in Michigan?</li> <li>2. How do scarcity and choice affect what is produced and consumed in Michigan?</li> <li>3. How is Michigan part of the national and global economies?</li> </ol>

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<u>MI-Citizenship Lessons/Activities</u>	<u>Chapter in Text or Other Resources</u>	<u>Study Island Resources</u>
<ol style="list-style-type: none"><li>1. Using Resources to Produce Goods &amp; Services in Michigan</li><li>2. Scarcity, Choice, and Opportunity Cost</li><li>3. Michigan's Economy Today</li><li>4. Specialization &amp; Interdependence</li><li>5. Michigan's Economic Future</li><li>6. The Role of Government in Michigan's Economy</li></ol>	<p>Meet Michigan – Chap 6 Meet Michigan – Chap 7, Lesson 1</p>	<ul style="list-style-type: none"><li>- Economic Activity</li><li>- Michigan's Market Economy</li><li>- Specialization &amp; Independence</li></ul>



## 3rd Grade Social Studies Curriculum Map

<b>Michigan Studies</b>		
Unit # 5 The Government of Michigan	Time Frame (Months): April	
<p><u>Standards Covered</u></p> <p>3 – C3.0.1 Distinguish between the roles of tribal, state, and local governments.</p> <p>3 – C2.0.1 Describe how the Michigan state government reflects the principle of representative government.</p> <p>3 – C3.0.1 Distinguish between the roles of tribal, state, and local governments.</p> <p>3 – C3.0.3 Identify the three branches of state government in Michigan and the powers of each.</p> <p>3 – C3.0.4 Explain how state courts function to resolve conflict.</p> <p>3 – C3.0.5 Describe the purpose of the Michigan Constitution.</p> <p>3 – C5.0.1 Identify and explain rights and responsibilities of citizenship. Examples of rights may include but are not limited to: freedom of speech, freedom of religion, right to own property. Examples of responsibilities may include but are not limited to: respecting the rights of others, voting, obeying laws.</p>		
<p><u>Key Concepts</u></p> <p>constitution</p> <p>executive branch</p> <p>government</p> <p>judicial branch</p> <p>legislative branch</p> <p>levels of government</p> <p>limited government</p>	<p>Michigan</p> <p>public issues</p> <p>representative government</p> <p>responsibilities of citizenship</p> <p>rights of citizens</p>	<p><u>Essential/Focus Questions</u></p> <ol style="list-style-type: none"> <li>1. Why do the people in the state of Michigan need a government?</li> <li>2. How is our state government organized?</li> <li>3. What are some important rights and responsibilities of Michigan citizens?</li> </ol>

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<u>MI-Citizenship Lessons/Activities</u>	<u>Chapter in Text or Other Resources</u>	<u>Study Island Resources</u>
<ol style="list-style-type: none"><li>1. Why Do People Need Government?</li><li>2. What is Representative Government?</li><li>3. How Does State Government Differ from Local Government?</li><li>4. What Is the Purpose of the Michigan Constitution?</li><li>5. How Is the Government of Michigan Organized?</li><li>6. How Do Courts Function to Resolve Conflict?</li><li>7. What are the Rights and Responsibilities of Citizens?</li></ol>	Meet Michigan Chap 7	<ul style="list-style-type: none"><li>- State and Local Government</li><li>- Rights &amp; Responsibilities</li></ul>

## 3rd Grade Social Studies Curriculum Map

<b>Michigan Studies</b>	
Unit # 6 Public Issues Facing Michigan Citizens	Time Frame (Months): May/June
<p><u>Standards Covered</u></p> <p>3 – G5.0.1 Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan. Examples may include but are not limited to: interdependence of people and the environment, interaction of people with the environment, appreciation for the environment, e.g., taking a walk, watching birds, swimming in a lake, fishing, hunting, photography, harvesting maple syrup.</p> <p>3 – G5.0.2 Locate natural resources in Michigan and explain the consequences of their use.</p> <p>3 – C5.0.1 Identify and explain rights and responsibilities of citizenship. Examples of rights may include but are not limited to: freedom of speech, freedom of religion, right to own property. Examples of responsibilities may include but are not limited to: respecting the rights of others, voting, obeying laws.</p> <p>3 – P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.</p> <p>3 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.</p> <p>3 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in Michigan. Examples may include but are not limited to: common good, equality, individual rights, justice (fairness).</p> <p>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.</p> <p>3 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.</p> <p>3 – P4.2.2 Participate in projects to help or inform others.</p>	
<p><u>Key Concepts</u></p> <p>core democratic values  informed decision  Michigan  point of view  public issue  responsibilities of citizenship</p>	<p><u>Essential/Focus Questions</u></p> <ol style="list-style-type: none"> <li>1. How do responsible citizens resolve statewide problems?</li> <li>2. How do people learn about public issue in our state?</li> <li>3. Why do people disagree about the ways to solve problems facing people in Michigan?</li> </ol>

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<u>MI-Citizenship Lessons/Activities</u>	<u>Chapter in Text or Other Resources</u>	<u>Study Island Resources</u>
<ol style="list-style-type: none"> <li>1. What are Public Issues?</li> <li>2. Why Do People Disagree on Public Issues?</li> <li>3. Exploring a Public Issue Facing Michigan Citizens</li> <li>4. Evaluating Possible Resolutions of a Public Issue Facing Michigan Citizens</li> <li>5. Composing an Short Essay on a Public Issue Facing Michigan Citizens</li> <li>6. Taking a Stand on a Public Issue Facing Michigan Citizens (optional)</li> </ol>	<p>Meet Michigan Chap 8</p>	<p>- Citizen Involvement</p>