

Unit Title:

The Indians, The French, The British
all in Michigan...Oh My!

Grade Level: 3rd**Subject/Content & Topic Area(s):** Social Studies-The Early History of Michigan**Key Words:** Native Americans, Exploration, Settlement, Statehood**Designed By:** Rochelle Shall**Time Frame:** 2 weeks**School District:** Fraser Public School District**School:** Emerson**Brief Summary of Unit:**

In this third grade social studies unit, students will understand how people and events influenced the early history of Michigan. They will explore four major time periods in the early history of Michigan, which include Native Americans, Exploration, Settlement, and Statehood. Through primary and secondary sources the students will understand how the Native Americans, French, and British lived together and even fought on the land. Throughout the unit the class will construct a timeline on a bulletin board of the events and people who shaped the early history of Michigan. They will understand that the events happened in chronological order and things that happened had a cause and effect relationship. They will be grouped into three groups (Native American Indians, French Explorers, and British Explorers) to take on the actual role of that group as they journey through the unit. As groups they will earn points throughout the unit for answering vocabulary, timeline, people, place questions correctly.

At the end of the unit they will have a performance task in which they will summarize what they have learned about the early history of Michigan by creating a 'People Timeline'. To accomplish this, each student will take on the role of a person from the early history of Michigan. They will write a short description of who they are and present it to the class.

**Understanding by Design
Final Design Template**

Title: The Indians, The French, The British all in Michigan...Oh My!

Subject/Course: Social Studies

Topic: The Early History of Michigan

Grade: 3rd

Designer: Rochelle Shall

Stage 1—Desired Results

Established Goal(s): Content Standards & Benchmarks

Michigan Grade Level Content Expectations:

- 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).

Integrated GLCE's:

- R.NT.03.02 Identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction. (English Language Arts)
- R.NT.03.04 Explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, reveal how thoughts and actions convey important character traits. (English Language Arts)
- R.CM.03.02 Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text. (English Language Arts).

Big Ideas from established goals: The central concepts and IDEAS of this unit are...

- Native Americans
- Exploration (French and British)
- Migration and Settlement in Michigan
- Statehood of Michigan

Transfer: students will be able to independently use their learning to...

- Identify that groups of people settle in places for specific reasons.
- Make connections using cause and effect.
- Recognize and apply the strategy of event sequencing (chronological order on a timeline).
- Understand that events and people from the past impact the future.

Enduring Understanding(s): Big Ideas

Students will understand that...

- Michigan has a history/story to tell.
- There is a connection between past events/people and the future (cause and effect).
- Groups of people settle in areas for specific reasons.
- History can be told through a chronological sequence of events (e.g. timeline).

Essential Questions

- Why is it important to study the history of a place and its people?
- What can we learn from studying the early history of Michigan?
- How did people and events influence the early history of Michigan?
- How can studying events in a chronological order help us to understand history?

(Knowledge)

Students will know...

- The early history of Michigan can be understood through people and events.
- Why people wanted to settle in Michigan.
- There is a connection between what happened in the past and the way things are today.
- History can be told and understood in a chronological order of events.

(Skills)

Students will be able to...

- Identify the relationships between the Native Americans, French, and British. Understand the events that occurred involving all three.
- Compare and contrast the reasons why different groups of people were interested in Michigan.
- Use cause and effect strategies to make connections between the past and future.
- Organize the events of Michigan's early history in chronological order.

Existing Student Knowledge

Anticipated preconceptions...

- Social Studies is boring because it is only about memorizing dates.
- What happens in the past has nothing to do with the future, so it doesn't matter what happened long ago.
- Michigan was always a state.
- People just came to Michigan, they didn't come for a purpose.
- Timelines of events are not helpful because you have to remember the dates on them.

How instructor will use preconceptions...

- Allow the students to become interactive and hands on during Social Studies.
- Provide students with a timeline to display the topics of the lessons (using no specific dates ex. March 4, 1653).
- Present clear connections between the past and the way things are today.
- Provide time and opportunities for students to explore the reasons why they do things, so they can understand that people first came to Michigan for a reason.

Anticipated Challenges...

- Students have different backgrounds (cultural and location).
- Students will not actively participate throughout the social studies unit.
- Students will not learn with an open mind.
- Students will not make the connection between our states history and the way things are today.
- Students will become too concerned with little details instead of connecting the BIG ideas together.

How instructor will mediate these challenges...

- Provide a pre-assessment to know and understand each students prior knowledge of the Early History of Michigan.
- Allow students opportunities to share the state or country they were born in if it was not Michigan.
- Encourage an open environment to promote questions and ideas.
- State the BIG idea before, throughout, and after each lesson. Post it on the BIG ideas board and reference the Social Studies bulletin board.
- Stress the importance of the connection between the way things were in the early history of Michigan and the way they are today.

Stage 2 - Assessment Evidence

Performance Task:

1. Who are You? - Student will summarize what they have learned about the early history of Michigan by creating a 'People Timeline'. To accomplish this, each student will research a person, place, or event from early Michigan history and they will write a short description of who/what they are/researched. They will group themselves according to the four time periods of Native Americans, Exploration, Settlement, and Statehood.

Formal Assessments: (quizzes, tests, work samples):

1. Pre-Assessment- The Early History of Michigan Pre-Assessment will assess the students prior knowledge on the exploration, migration, settlement, and statehood of Michigan.
2. Post-Assessment- The Early History of Michigan Post-Assessment will assess the students understanding at the end of the unit on the exploration, migration, settlement, and statehood of Michigan.
3. Infuse Learning Quizzes- These will be made on the website www.infuselearning.com and the students will take them on their Ipads
4. Sequencing Events- students will use supplemental materials from the MC3 to place events from the French and Indian War to the War of Independence in sequential order
5. Cause and Effect chart- students will determine the cause and effect of the event- The British won the French and Indian War.

Stage 3-Learning Plan

Day	Lesson Name	Goal	Activity	Assessment
1	The Hook: "The Indians, the French, the British, all in Michigan...Oh My!"	Introduce and engage students into the Early History of Michigan Social Studies Unit. Understand the BIG ideas of unit.	-Pre-assessment -Class Discussion of timeline and BIG ideas of the unit.	-Pre-assessment
2	Visitors From Far Away	Students will understand who the first explorers in Michigan were and why they came.	-Read Aloud Pgs. 88-95 in "Meet Michigan" book. -Trade Goods group activity	-Infuse Learning Multiple Choice Quiz
3	Life of the Fur Traders	Students will understand how life changed for Michigan's tribes once they started trading furs with the French.	-Read "The Voyageur's Paddle" by Kathy-Jo Wargin -Discuss the story elements of the story	-Story Elements Paper for "The Voyageur's Paddle"
4	Jacques Marquette	Students will understand who Jacques Marquette was and how he affected Michigan's history.	-Read Aloud Pgs. 96-102 in "Meet Michigan" book. -Discovery Education Video Clip (First European Settlements in the Midwest)	-Writer's Notebook Task: Write why Jacques Marquette is important to the history of Michigan and if you could ask him three questions what would they be?

Day	Lesson Name	Goal	Activity	Assessment
5	Forts, Forts, Forts!	Students will understand why the French began to build forts in Michigan.	-Using maps students will locate and describe life at the forts	-Multiple Choice assessment on Infuse Learning
6	Trouble Between the British and French	Students will understand the cause and effect between the fur trade and trouble between the British and French.	-Read Aloud Pgs. 115-125 in "Meet Michigan" book. -Cause and Effect Chart	-Multiple Choice assessment on Infuse Learning
7	War for Independence	Students will understand the cause and effects of the War for Independence (what it meant for Michigan)	-Read and discuss "Meet Michigan" book P.126-133 and cause and effect discussion	-Cut and paste Sequence of Events in groups
8	Pioneers are Here	Students will understand the challenges Pioneers faced when coming to Michigan.	-Read "The Log Cabin Quilt" by Ellen Howard -Discuss its relation to pioneers in Michigan	-Write a historical narrative
9	Becoming a State	Students will understand what happened for Michigan to become a state	-Construct "The Road to Becoming a State"	-Multiple Choice assessment on Infuse Learning
10	History shows Change	Students will review the Early History of Michigan- Michigan's Journey	-Class discussion of the Timeline Bulletin Board constructed throughout the unit	-Post Assessment for the Unit

