

Overall lesson topic/title: Michigan Island Wrap-Up- Human Characteristics and Pushes and Pulls

Name: Devon Orrin

Grade: 3

Subject: Social Studies

Date: Friday, February 15th

Unit Goals:

- Understand that human and natural characteristics are connected (e.g. bridges are built over water, cities are built by water and roads branch out from cities).
- Demonstrate how to read a special purpose map, and apply these readings to inform why the map's features are in that location.
- Understand how Michigan's Great Lakes are critical to moving goods within, to, and out of Michigan.
- Appreciate the reasons that people move locations (e.g. moving to a different job, moving to/away from city).

GLCE(s):

3-G5.0.2

Describe how people adapt to, use, and modify the natural resources of Michigan.

3-G1.0.2

Use thematic maps to identify and describe the physical and human characteristics of Michigan.

3-G5.0.1

Locate natural resources in Michigan and explain the consequences of their use.

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.

CCSS(s):

3.RIT.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers (Common Core State Standards, 3.RIT.1).

3.RIT.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) (Common Core State Standards, 3.RIT.7).

Learning Target/Objective(s):

- Explain how human characteristics and natural characteristics are interconnected.
- Identify Michigan's natural resources and explain how three human characteristics and natural characteristics are interconnected.
- Identify and explain a push and a pull factor that would influence a family would move into or out of an area.
- Interpret three features on the Michigan Island special purpose map.
- Politely argue the benefits and drawbacks of establishing a city in a particular place.
- Write in neat, complete sentences that demonstrate understanding of content, and reveal thinking.

Materials:

- Exemplary copy of yesterday's Michigan Island Explanation Page - Mining and Forestry
- Student copies of Michigan Island Explanation Page - Human Characteristics (see appendix)

- Connections Poster
- Pushes and Pulls Poster
- Pencils
- Social Studies Unit Library

Rationale:

Students have been introduced to Michigan human characteristics in lessons on bridges, maps, and lighthouses that included special purpose maps to help students make connections between the locations of these human characteristics, as well as their tie to natural characteristics. Students have also studied push and pull factors, and why people move in or out of an area, with a focus upon movement within, in or out of Michigan. Students now have the opportunity to apply what they've learned in this Michigan Island task, that calls students to decide where establish a capital city of an island based upon various features of a special purpose map that they are given every day. So far, they have been given a Michigan island with special purpose maps locating lakes and rivers, roads and railroads, and mining and forests. Today, they will identify how the location of human characteristics impacts where they should place their capital city.

Procedures and approximate time (40 minutes total)

LAUNCH (10 minutes)

Teacher will call students to the carpet, and ask students what different kinds of special purpose maps we've been working with our Michigan Islands. She will place an exemplary student piece on the ELMO, and ask that student (who has been asked for permission to share his/her work) to explain their thinking after the teacher has read their explanation.

Teacher will thank the student, and elicit comments from other students, reminding the students that their comments must be positive and polite. Students will share where they put their capital city yesterday, and why. Teacher will give feedback, and ask other students to comment.

Teacher will then give general feedback to the class, based upon their explanation papers from the previous day. These will have personal comments on them, and will serve as formative assessment.

Teacher will direct the students' attention to the Connections Poster and Pushes and Pulls Poster that are hanging in the room. She will ask the students to *think about* this experience with Michigan Island, and ask the students what was a push or a pull in deciding where to put their capital city.

Students will be dismissed to their seats to work.

EXPLORE (15 minutes)

The teacher will pass out the worksheet, and students will work individually to decide where they want to put their capital city, and write why in the explanation.

Teacher will conference with students, and pair students with others if they are having trouble thinking through the consequences of these natural resources.

Any student who finishes early will be permitted to "check out" a book

Academic, Social and Linguistic support:

The review of yesterday's Michigan Island piece will serve students who need the support in making connections, as well as initial instruction for those who were absent or out of the classroom due to services.

The visual on the ELMO of an exemplary piece will serve as support for visual learners, as well as ELLs, who may need to see that example to make the connection to the language.

The Social Studies Unit Library will serve both as enrichment for students wanting to know more and read during other parts of the day, and also serve integrated literacy curriculum.

from the Social Studies Unit library in the back of the room.

SUMMARIZE (20 minutes)

Teacher will call students to the carpet, and have them bring their worksheet. She will ask students to share their reasons for putting their capital city in a particular location, using the ELMO and screen as supplemental materials.

For each student's piece that she shows, she will ask the student to describe the push and pull factors that helped them make their decisions in this process. She will ask the student how his or her opinions had changed from the first day with just water, to now, with all of this information. She will ask how this student thought through this process.

After using the students' work as models of interaction, the teacher will allow the students 2 minutes to turn and discuss their experience with a partner. The teacher will remind the students to discuss push and pull factors, how their thinking developed, and what they thought about the process.

The teacher will ask if anyone else would like to share.

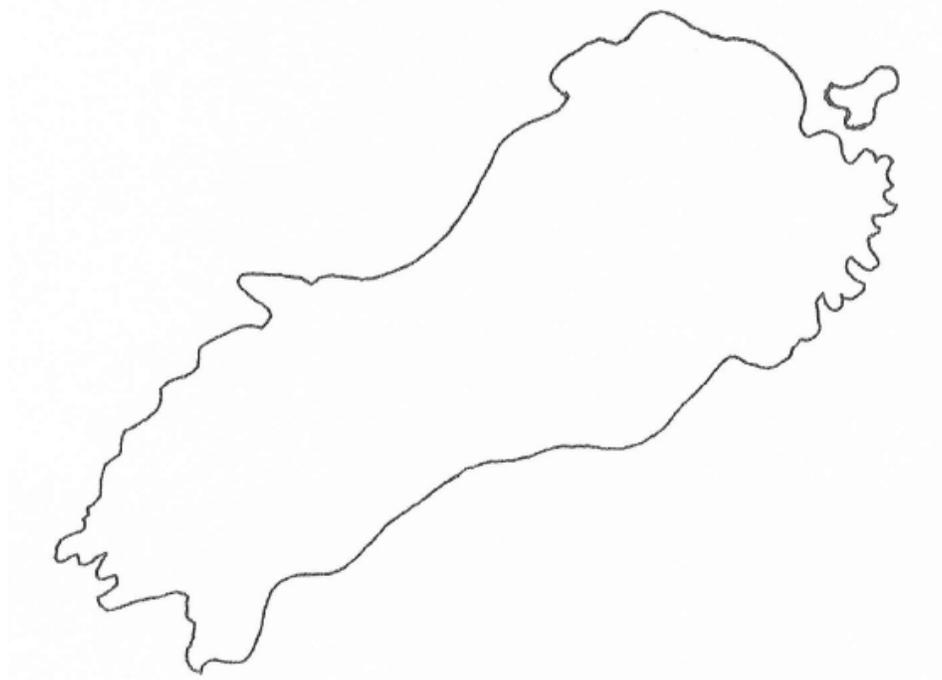
Teacher will then sum up the unit by reminding the students that human and natural characteristics can be push and pull factors for settlement in Michigan, and also around the world.

Formative Assessment: The teacher will collect all of their explanation sheets and use them as a summative assessment, intended to gauge whether students could express themselves through writing, and whether students applied what they know from natural and human characteristics to inform their decision on their capital city location. The sequence of sheets will also gauge how well the students understood their feedback and applied it the next days.

Name: _____

Date: _____

Michigan Island Map



Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.