

3rd Grade Social Studies Curriculum

Michigan Studies

Grade Level Goal

In alignment with the State of Michigan standards, third grade students explore the history, geography, civics, government, and economics of Michigan. Incorporating prior knowledge with Catholic Social Teachings, students come to an understanding of their increasingly complex social environment. The third grade content expectations for the diocese prepares students for more sophisticated studies of their state, country, and world in later grades.

September

Unit Title	The Early People of Michigan
Big Ideas	A variety of Native American tribes comprised the original population of Michigan.
Essential Questions	<ul style="list-style-type: none">• What were the early Native American tribes of Michigan?• How did the arrival of the Europeans affect the Native American way of life?
Skills/ Concepts	<ul style="list-style-type: none">✓ Compare and contrast the early Native American tribes of Michigan.✓ Describe the relationship between the Native Americans and the European settlers and explorers.✓ Create a timeline sequencing early Michigan history.
GLCE	(3-) H3.0.1, H 3.0.2, H3.0.4, H3.0.5, H3.0.6, H3.0.7, H3.0.8, H3.0.10, G4.0.4, (4) H3.0.8
Catholic Social Teachings	The Dignity of the Human Person

October

Unit Title	The Geography of Michigan
Big Ideas	Michigan has plentiful resources due to its location in North America.
Essential Questions	<ul style="list-style-type: none"> • What are the physical attributes of Michigan and how do we locate them? • What are Michigan's natural resources?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Identify and describe the physical attributes of Michigan. ✓ Locate (using a variety of maps) places in Michigan. ✓ Identify and locate natural resources of Michigan
GLCE	(3) G1.0.1, G1.0.2, G2.0.1, G2.0.2, G5.0.1, G5.0.2
Catholic Social Teachings	Care of God's Creation

November/December

Unit Title	The Settlement of Michigan
Big Ideas	Michigan's population growth and settlement leads to statehood.
Essential Questions	<ul style="list-style-type: none"> • How did Michigan become a state? • Why did people want to settle in Michigan and what did they do?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Describe how Michigan attained statehood ✓ Show the relationship between the location of natural resources and where people settled. ✓ Create (or continue) a timeline which sequences important Michigan historical events.
GLCE	(3) H3.0.3, H3.0.9, G4.0.2 (4) H3.0.1, H3.0.2, H3.0.3, H3.0.4, H3.0.6, H3.0.7, H3.0.9
Catholic Social Teachings	Called to Live in Family and Community

January/February

Unit Title	Michigan Government
Big Ideas	Michigan state government reflects the principle of representative government.
Essential Questions	<ul style="list-style-type: none"> • What is the structure of Michigan government? • How does a bill become a law? • Why is a form of government necessary? • What are the rights and responsibilities of citizenship?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Identify the three branches of Michigan government and the function of each. ✓ Explain the necessity of government. ✓ Describe the role of an active citizen. ✓ Illustrate the state symbols.
GLCE	(3) C1.0.1, C2.0.1, C3.0.1, C3.0.2, C3.0.3, C3.0.4, C3.0.5, C5.0.1
Catholic Social Teachings	Rights and Responsibilities

March

Unit Title	Michigan Today
Big Ideas	Clearly state an issue affecting Michigan citizens, create and defend your solution.
Essential Questions	<ul style="list-style-type: none"> • How do you find out about public issues? • How do you find a solution for the issue? • How do you take action on the problem?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Research a current public issue and generate possible alternative resolutions. ✓ Write your representative about an issue in Michigan.
GLCE	(3) P3.1.1, P3.1.2, P3.1.3, P3.3.1,P4.2.1
Catholic Social Teachings	The Dignity of the Human Person, Option for the Poor and Vulnerable, Dignity and Rights of Workers Called to Live in Family and Community Rights and Responsibilities Care of God's Creation, Solidarity

April

Unit Title	The Economy of Michigan
Big Ideas	Michigan's natural resources are an integral part of today's economy.
Essential Questions	<ul style="list-style-type: none">• How are natural resources connected to today's economy?• How is today's economy different from early Michigan economy?• How is Michigan's economy tied into the National and International markets?
Skills/ Concepts	<ul style="list-style-type: none">✓ Analyze how Michigan's location and natural resources influenced its economic development.✓ Compare and contrast one industry of Michigan using current and past data.
GLCE	(3) E1.0.1, E1.0.2, E1.0.3, E1.0.4, E1.0.5, E2.0.1, E3.0.1, G4.0.1, G4.0.3 (4) H3.0.5
Catholic Social Teachings	Rights and Responsibilities, Dignity and Rights of Workers

May

Unit Title	Michigan Week and Culminating Project
Big Ideas	Participate in projects to help and inform others
Essential Questions	<ul style="list-style-type: none"> • Why do we celebrate Michigan Week? • How can you use what you have learned about Michigan to produce a tool which will inform others?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Utilize research techniques to create a multi-dimensional project. ✓ Design activities to celebrate Michigan Week.
GLCE	(3) P4.2.2
Catholic Social Teachings	Care of God's Creation Called to Live in Family and Community, Dignity and Rights of Workers Rights and Responsibilities Option for the Poor and Vulnerable, Solidarity The Dignity of the Human Person

June

Unit Title	Enjoy Michigan
Big Ideas	Michigan is a wonderful place to spend summer vacation.
Essential Questions	<ul style="list-style-type: none"> • What are you going to do this summer to explore Michigan? • How can you use your knowledge of Michigan to plan a family vacation?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Utilize a map to navigate. ✓ Apply your historical knowledge to teach your family about Michigan. ✓ Create a lemonade stand.
GLCE	(4) H3.0.4,
Catholic Social Teachings	Called to Live in Family and Community