

## **I'm a Michigan Historian!**

### **OVERVIEW**

The history grade level content area for third grade in Michigan is focused around the history of Michigan from 10000 BC to Michigan statehood. A big focus in this area is for students to understand how to use resources around them to answer questions they have about history. In this unit they will be using primary and secondary resources to know about Michigan's past, the people involved and their interactions that impact history.

### **RATIONALE**

Knowing about your state's history is very important and being exposed to history can be overwhelming and should be started out at a small level. In third grade students will begin to learn how to be an historian and learn valuable skills that will allow them to think at a deeper level for coming years.

### **INTRODUCTION**

This unit is planned for third grade students to learn the way to be a historian by using questioning and primary and secondary sources to learn about the past. By having the knowledge on using sources they will begin to investigate the past of Michigan from 10000 BC to early statehood and describing life and the interactions of American Indians, early Michigan settler and European explorers.

### **MICHIGAN GRADE LEVEL CONTENT EXPECTATIONS**

- 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-H3.0.5 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 occurs 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.
- 3-H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
- 3-H3.0.10 Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood)

### KUDs AND I CAN STATEMENTS

GLCE	Verbs	Know – What will students know upon learning this?	Understand that – What will students understand?	Do – What will students do to show they understand?	Vocabulary	I Can
<b>3-H3.0.1</b> <b>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?)</b>	Identify	The students will know how historians ask questions to examine Michigan’s past. Like what happened in the past, when did it happen, who was involved, and why it happened.	The students will understand that historians identify questions to ask about Michigan’s past by analyzing primary and secondary sources and identify the cause and effect. They will understand that historians are detectives of the past.	The students will be detectives and identify an array of questions given a certain mystery scenario to solve the mystery.	Historian  Detective  Analyze  Primary source  Secondary source	I can identify questions historians ask in examining the past.
<b>3-H3.0.2</b> <b>Explain how historians use primary and secondary sources to answer questions about the past.</b>	Explain	The students will know that a primary source is a document or physical object that was created during the time period which it represents by the persons who witnessed it firsthand. They will know that	The students will understand that historians examine primary and secondary to examine history.	The students will examine a primary and secondary source in small groups and explain what type of source it is, describe a story that could go along with the object and develop questions about the objects they would like to	primary source  secondary source	I can explain how to use a secondary and primary source to answer questions about the past.

		<p>secondary source is a document or physical object made by someone who hasn't witnessed it first hand and/or during that time period. Lastly the students will know that primary and secondary sources are used to answer questions about the past and historians interpret and evaluate the sources while asking questions about the sources.</p>		discover.		
<p><b>3-H3.0.5</b> <b>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.</b></p>	<p>Use Compare</p>	<p>Student will know that American Indians and settlers adapted to, used and modified their environments similarly by clearing land, planting crops, hunting and fishing, trading different goods, used trees for fuel and shelter. They also did things differently by how</p>	<p>The student will understand how to use informational texts and visual data to compare American Indians and Michigan settlers. Understand that American Indians and settlers in MI lived how? Similarly? Differently?</p>	<p>Student will compare and contrast qualities of American Indians and early Michigan settlers using texts and visual images to explain how they both adapted to, used and modified their environment.</p>	<p>Compare Contrast Environment American Indians early Michigan settlers adapt modify</p>	<p>I can use information and pictures to compare American Indians and early Michigan settlers.</p>

		they moved and stayed in different location, faith, creation and family.				
<b>3-H3.0.6</b> <b>Use a variety of sources to describe interactions that occurs between American Indians and the first European explorers and settlers in Michigan.</b>	Use Describe	Student will know that they can use primary and secondary sources to explain interactions between American Indians and early European explorers fur, traders, and settlers in Michigan. They will know about the interaction of fur trading, trade of manufactured goods, marriage and religion.	Students will understand how to use sources to help describe American Indians, European explorers and settlers in Michigan.	Student will be assigned different roles (American Indian, settler, explorer) and a bag of objects or sources to come up with a short skit about how that role will interact with other using that object or source.	Interactions  European Explorer  American Indians  early settlers  primary and secondary sources	I can use sources to explain how American Indians, Explorers and Michigan settlers interacted.
<b>3-H3.0.7</b> <b>Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan.</b>	Use	Students will know that life in early Michigan was very difficult. They had long and cold winters, little communication with the outside world, worked very hard to obtain food, no stores or transportation like we have today, and children even had	Students will understand how the early settlements of Michigan (pre-statehood) lived on a daily basis. Understand that life in MI was difficult for settlers.	Students will construct a short story book explaining daily life in early Michigan.	Primary Source  Secondary Source  Historical Narrative  Pre-statehood  Settlement	I can use sources to tell about daily life in early Michigan.

		to work				
<b>3-H3.0.8</b> <b>Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.</b>	Use Describe	Students will know that many different people had roles in Michigan to make it as is today. They will know roles of leaders, explorers, voyageurs, traders, missionaries and settlers. For example Cadillac, Pontiac, Tecumseh, Rix Robinson, Stephen Mason, etc...	Students will understand that case studies and stories can be used to describe how Michigan history was affected by ideas and individuals and that individuals have a great impact in history.	Student will use one story of Michigan history and describe how an idea or person affected the outcome of the story/Michigan's history. They then will share with the class.	case studies	I can use case studies or stories to describe how ideas or individuals affected Michigan history.
<b>3-H3.0.10</b> <b>Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).</b>	Create Sequence	Students will know how to create and sequence a timeline. We can use chronological order to construct a timeline of early Michigan history from 10,000 BCE through statehood. <ul style="list-style-type: none"> <li>• American Indians migrate to and settle in the region</li> <li>• Europeans explore the region</li> <li>• Europeans</li> </ul>	Students will understand the sequence of early Michigan history from (but not limited to) American Indians to exploration to the settlement and to the statehood of Michigan.	Students will Make an outline of Michigan history.	Timeline Sequence American Indians Exploration Settlement Statehood	I can create a timeline of Michigan's history.

		establish settlements • Michigan becomes a territory • Erie Canal opens • Michigan adopts a state constitution Statehood				
--	--	--	--	--	--	--

## LESSON ONE

Introduction to Vocabulary

2 days

### Objectives

1. Identify vocabulary words throughout unit
2. Be able to relate vocabulary words to others
3. Identify appropriate questions (the less questions asked the better) to ask to answer their mystery vocabulary cards

### Standards & Benchmarks addressed:

All GLCE's in the unit vocabulary words:

- 3-H3.0.1 Historian, Detective, Analyze, Primary and Secondary Sources
- 3-H3.0.2 Primary and Secondary Sources
- 3-H3.0.5 Compare, Contrast, Environment, American Indians, Early Michigan Settlers, Adapt, Modify
- 3-H3.0.6 Interactions, European Explorer, American Indians, Early Settlers, Primary and Secondary Sources
- 3-H3.0.7 Historical Narrative, Pre-statehood, Settlement, Primary and Secondary Sources
- 3-H3.0.8 Case Studies
- 3-H3.0.10 Timeline, Sequence, American Indians, Exploration, Settlement, Statehood

### Combined List

Historian, Detective, analyze, primary and secondary Sources, Compare, Contrast, Environment, American Indians, Settlers, Adapt, Modify, Interactions, European Explorer, Historical Narrative, Pre-Statehood/Statehood, Settlement, Case Studies, Timeline, Sequence, Statehood,

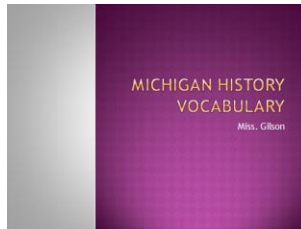
<b>Action</b>	<b>Strategies</b>	<b>Integration</b>	<b>Materials</b>
<p style="text-align: center;"><b>Phase 1: Engage:</b> How do you intend to capture the students' interests? How will you create a desire to learn or a need to know?</p>	<p style="text-align: center;">What strategies are used?</p>	<p style="text-align: center;">How is it integrated?</p>	<p style="text-align: center;">What materials are needed?</p>
<p>The students will be engaged by KWLQ (what we know, what we want to know, what we learned, and questions they have). The students will be assigned to 4-5 groups with a portion of vocabulary words and together they will complete the KWLQ. The groups will then be selected by random and they will share their findings. After the KWLQ, a power point will be shown introducing them to the unit terms. The PowerPoint will include pictures, music, short clips etc. to help conceptualize each word and how they relate with the unit ahead (Marzano's step 1). The students should be taking notes! (Marzano's Step 4)</p>	<ol style="list-style-type: none"> <li>1. KWLQ</li> <li>2. Marz. S1&amp;S4</li> <li>3. Think, pair, share</li> </ol>	<ol style="list-style-type: none"> <li>1. Music</li> <li>2. Pictures</li> <li>3. Technolgy</li> </ol>	<ol style="list-style-type: none"> <li>1. Made powerpoint</li> <li>2. Paper for groups to write KWLQ on</li> </ol>
<p style="text-align: center;"><b>Phase 2: Explore:</b> What are the students going to do? Will it be hands-on? Is it inquiry-based? How will you guide the activity?</p>			
<p>Students will be doing "Who am I activity". All the vocabulary words will be written on cardstock attached to a piece of string which will make a necklace. Each student will be assigned a card. The teacher will place the card lying on the students back and hand out a question log (attached below) (Marzao's Step 4). The students will then be given 5-10 minutes to ask rich yes or no questions to their classmates. One must get through all classmates before asking the same person twice (Marzano's Step 5). As the students ask questions they will write them in their log with the persons answer to the question. The teacher will walk around the room observe and making sure the rules are followed. Once the student has asked the right questions to lead them to who they are, they may write the quantity of questions they asked on the board and take a seat. The person with the least amount of asked questions will win the round. This can be repeated until the teacher feels the class has nailed the vocabulary words. (Marzano's Step 6)</p> <p>After this activity the students will make a vocabulary foldable. This foldable should include all vocabulary words, a definition in their own words and a visual representation of the word. (Marzano's Step 2 &amp;3&amp;4)</p>	<ol style="list-style-type: none"> <li>1. Who Am I cards</li> <li>2. Vocabulary foldable</li> <li>3. Question Log</li> <li>4. Marz S2&amp;S3&amp;S4&amp;S5&amp;S6</li> </ol>	<ol style="list-style-type: none"> <li>1. Integrated in to language arts</li> <li>2. Art</li> </ol>	<ol style="list-style-type: none"> <li>1. Cardstock with vocab words</li> <li>2. Question log made</li> <li>3. Foldable example</li> <li>4. paper and markers/color and pencils for foldable</li> </ol>

<p style="text-align: center;"><b>Phase 3: Explain:</b> How will you be sure the content is well understood? How will students explain their results?</p>			
<p>Students will share their foldable in small groups. Group will come up with cumulative definitions. One student from each group will present their definition for each word. The teacher can listen and observe to make sure students are getting the material and can shortly revisit vocabulary if need to be. (Marzano’s Step 5&amp;6).</p>	<p>1. Think Pair Share 2. Mars S5</p>	<p>1. Language arts</p>	<p>1. Foldables complete</p>
<p style="text-align: center;"><b>Phase 4: Elaborate:</b> How will this lesson connect to other curricular areas? What are the real world connections?</p>			
<p>This lesson of vocabulary can be integrated into language arts, art, and music. There’s multiple writing assignments, drawings activities, and music to help explain ideas. Primary and secondary sources will be shown and used to help explain concepts.</p>			
<p style="text-align: center;"><b>Phase 5: Evaluate:</b> How will students demonstrate their new knowledge and skills? What is the product of this lesson?</p>			
<p>The students will be demonstrating their knowledge and skills throughout lesson with KWLQ, Think, Pair, Share, foldable etc. At the very end of lesson the teacher will have a partner quiz. Each student will turn in their own quiz and evaluate how they think they did on each question and give a peer evaluation on how their partner contributed to the quiz. (Marzano’s Step 5). The teacher will call out a vocab word and the partners will have 2 minutes to discuss it and write it down.</p>	<p>1. Self and peer evaluation 2. Marz S5</p>		<p>1. Quiz/Self-evaluation included 2. Peer evaluation</p>



# LESSON RESOURCES, WORKSHEETS AND MORE

## POWERPOINT



### VOCABULARY LIST

- Historian, Detective, analyze, primary and secondary Sources, Compare, Contrast, Environment, American Indians, Settlers, Adapt, Modify, Interactions, European Explorer, Historical Narrative, Pre-Statehood/Statehood, Settlement, Case Studies, Timeline, Statehood
- KWLQ time!

### A HISTORIAN IS LIKE A...

- Detective**
  - a person whose job is to find information that will solve crimes or mysteries!
  - A historian solves mysteries and crimes of the past!

### ANALYZE

- to separate into parts for close study; examine and explain.
  - If we analyze the problem, perhaps we can solve it.
  - Historians and detectives analyze problems. Keep in mind they analyze problems with their different hats on!



### PRIMARY SOURCES CONTINUED...

- Creative works
    - Relics or artifacts
- 

### SECONDARY SOURCE...

- A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them.
  - Historians sometimes use secondary sources but with much caution. Why?

### PRIMARY SOURCE

- A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event.
  - Historians analyze primary sources to re-write history. They try their hardest to write it by includes all perspectives.
  - Primary sources can be bias to the person who wrote or made it.

### SECONDARY SOURCE CONTINUED...

- Examples
    - PUBLICATIONS
- 

### HISTORIAN CONTINUED...

- A Historian must have several "hats". Why do you think that?



### HISTORIAN CONTINUED...

**HISTORIANS**  
They tell time  
Step by step  
They tread that path  
Trodden by time  
To document events  
Source facts and comment  
They do care about  
Who was, what?  
When was what?  
How did what come up?  
With a Geographer's mind  
They even do  
What happens where?  
Who does what where?  
They never  
Live time alone!  
By: Yusuf Adamu

### PRIMARY SOURCE

- A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event.
  - Historians analyze primary sources to re-write history. They try their hardest to write it by includes all perspectives.
  - Primary sources can be bias to the person who wrote or made it.

### PRIMARY SOURCE CONTINUED

- Examples:
  - Original documents



### COMPARE AND CONTRAST

- to note or describe the similarities or differences of different topics.
  - Historians analyze primary and secondary sources by comparing and contrasting the sources to make the most precise re-writing of history.

### ENVIRONMENT

- The things and conditions that surround someone.



### AMERICAN INDIANS

- People who were born native to America. Before European explorers found America.
  - Historians analyze American Indians primary and secondary sources to understand their past. They wear the American Indian "hat".
  - <http://www.thetracegroup.com/18544-american-indian-timeline-span-1800>



### SETTLERS

- a person who settles in a new area.
  - Many European settlers came to Michigan to settle.
  - Historians analyze primary and secondary sources from the settler and wear their hat to understand their past.



### ADAPT AND MODIFY

- Adapt- to change for a particular use.
  - Modify- the change the way something is done
  - American Indians had to adapt and modify the way of doing things when the settlers came. The settlers had to adapt and modify land and other things to live in Michigan.

### INTERACTIONS

- action of one upon another or others or action in response to others
  - The American Indians and European settlers had interactions with each other.
  - A historian analyzes the primary and secondary sources that show the interactions of the two.



### PRE-STATEHOOD/STATEHOOD

- Pre-Statehood-Before a colony or settlement becomes a state.
- Statehood-The condition, position, or status of being a state



## WHO AM I QUESTION LOG


Directions: Write down the person you ask the question to, the question and the answer to the question (yes or no). Analyze each question to make the next question to ask. Once you have discovered who you are write the number of question you asked on the board and take a seat. Remember ask appropriate question. If you need more room write on the back of the paper.

Question number	Who did you ask?	What question did you ask?	Answer (YES/NO)
1.			
2.			
3.			
4.			

5.			
6.			
7.			
8.			
9.			
10.			

### VOCABULARY PARTNER QUIZ

After quiz complete self-evaluation by drawing or examples the terms afterwards complete the peer evaluation.

Question	Definition and picture or example	Evaluation  Explain why?
1.		
2.		
3.		
4.		

5.		
6.		
7.		
8.		
9.		
10.		

## PEER EVALUATION

Write a few sentences on the behalf of your partner contributions (example/explanation). Then rate them on a scale from 1-10, 1 being the least contribution and 10 being the most.

Name:

Name of Partner:

Contribution:

---

---

---

---

---

---

Rate 1-10:

1 2 3 4 5 6 7 8 9 10