

AAPS Blended Unit Planning Document #2

Grade Level/Content Area

3rd Grade- Social Studies- Michigan History/ELA

Unit Title

How Michigan Came to Be!

Unit Abstract

A description of the featured unit of study that characterizes the subject matter to be studied and states very generally what students are expected to learn and the types of learning activities that will be conducted to provide opportunities for learning.

Students will identify the need for new historical accounts and construct interactive timeline of Michigan's past. Each student will adopt a different historical perspective, either Native American or European, to drive their timeline. Through a series of lessons, students learn historical content (the history of their state), historical empathy (the understanding of different historical perspectives), and historical thinking (chronological thinking and primary and secondary source interpretation) by studying the following aspects in the history of their state and the relationship between these aspects: American Indians in Michigan, European explorers, early settlements, and statehood. As they learn about different aspects of Michigan's journey to statehood, students will create a timeline to sequence significant events (exploration, settlement, statehood) drawing connections and conclusions between and about these events in Michigan's history. Using a variety of primary and secondary resources students will describe interactions and events that occurred throughout Michigan's history.

Standards/Benchmarks

Identifying Expectations and Standards helps to ensure curricular alignment.

Are the appropriate goals (ie: content standards, benchmarks, curriculum objectives) identified?

H3 History of Michigan (Through Statehood)

Use historical thinking to understand the past.

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 – H3.0.3 Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).

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 (e.g., trade, treaties).

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.

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 Michigan history.

Text Types and Purposes:

CCSS.ELA-LITERACY.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCSS.ELA-LITERACY.W.3.3.C Use temporal words and phrases to signal event order.

CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose

CCSS.ELA-LITERACY.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Essential Questions

A meaning of “essential” involves important questions that recur throughout one’s life. Such questions are broad in scope and timeless by nature. They are perpetually arguable – What is justice? Is art a matter of taste or principles? How far should we tamper with our own biology and chemistry? Is science compatible with religion? Is an author’s view privileged in determining the meaning of a text? We may arrive at or be helped to grasp understandings for these questions, but we soon learn that answers to them are invariably provisional. In other words, we are liable to change our minds in response to reflection and experience concerning such questions as we go through life, and that such changes of mind are not only expected but beneficial. A good education is grounded in such life-long questions, even if we sometimes lose sight of them while focusing on content mastery. The big-idea questions signal that education is not just about learning “the answer” but about learning how to learn. (Wiggins, Understanding by Design)

What events led to Michigan becoming a state?
How do those events define Michigan?

Student will know...

Summarizing the key content by setting up knowledge and skill goals for the unit helps designers focus lesson content.

The perspective of Native Americans after first encounter.
The perspective of the British and French
The major events leading to statehood.

Students will be able to....

Summarizing the key skills goals for the unit helps designers focus lesson content.

1. Identify the role of perspective
2. Use a timeline to sequence events
3. Describe Interactions between Europeans and Native Americans
4. Describe the experience of early settlers
5. Describe the relationships between the Native Americans, the French, and English
6. State the effects of the War of 1812
7. State the reasons for the French/Indian War
8. Describe the impact of Lewis Cass

Current Teaching Design*

List every activity that you currently complete in your traditional classroom situation to teach this unit.

The current design of the unit asks students to listen to lecture, discussion and read articles that show different perspectives of people during the time. This unit focuses on primary and secondary sources and allows for some face to face time with materials.

Models

Recommended models for implementation. (ie flex, station rotation, lab rotation, flipped, individual, A La Carte, enriched virtual)

Station Rotation, Enriched Virtual, Individual, Group

Instruction and Activities

Based on what you have learned so far what instruction and activities will students engage with in the face-to-face (F2F) environment? Which will you now move to the online environment? For more support in planning this way, [watch this video](#).

F2F	Online
<p>Classroom discussion/ Lecture Modeling Video Board (StoryBoard Templates https://www.template.net/business/storyboard-templates/audio-video-storyboard-template/)</p>	<p>Reading Articles and moving note taking online via Google Classroom Potential Resources-- https://newsela.com/signin https://www.getepic.com/ (there is a entire section of books on the War of 1812- 30 day Free Trial) http://www.michigan.gov/kids/0,4600,7-247-49069-56001--00.html#facts https://history.state.gov/departmenthistory/people/cass-lewis - Lewis Cass</p> <p>Share Resources via Google Classroom (Examples- https://docs.google.com/document/d/1cp7Z7BRVm-WzGRtG3WZNj9GVAUKC2yH31fYGmxrAjLk/edit https://docs.google.com/document/d/1CFvX7UcpsyR4UyDPbviU6u_1iuzbvoQVfnxTB6U2Ndg/edit</p> <p>Graphic Organizers- https://docs.google.com/drawings/d/1AJ5YnuGrnYVBD8EAyKf-nclC3D4yuwcl4uFwQ7DzBy8/edit</p>

	<p>Read Aloud- Jane Yolen- <u>Encounter-</u> https://www.youtube.com/watch?v=NSRvWICwIKU</p> <p>Have open discussion board to interact with Expand research materials via EPIC App https://www.getepic.com/ (30 day Free Trial)</p>
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Assessments

Based on what you have learned so far what instruction assessments will students engage with in the face-to-face (F2F) environment? Which will you now move to the online environment? Think about how you balance your assessment strategies (formative and summative).

F2F	Online
<p>Planning documents- Pre-writing, note taking, video board Classroom discussion</p>	<p>Create a ted talk/ interactive video/Infographic about an event that led to statehood (Possibilities: First Encounter, War of 1812, Lewis Cass, Pontiac’s Rebellion, French/Indian War, American Revolution)</p> <p>How to use Animoto-https://www.youtube.com/watch?v=2XseYPjogHw How to Use Canva- https://www.youtube.com/watch?v=WL-WbHwsbs8 How to use Imovie- https://www.youtube.com/watch?v=gqNXhDEFgEk How to use Adobe Spark- https://www.youtube.com/watch?v=x6WQG5D1HKk</p> <p>Place the project on a virtual timeline created by the class Timeline of War of 1812 Examples- http://www.weeklystorybook.com/.a/6a0105369e6edf970b0168e4ee4315970c-pi</p>

Resources

A selected repertoire of high quality resources that would equip a teacher to teach the unit is listed here.

F2F	Online
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Planned discussion questions, Examples of potential work

Google Classroom, Google Slides, Imovie or Adobe Spark

TO-DO*

What items must you complete in order to finish the creation of this unit. If any of the items to the right must be modified for online delivery list it here. For example, create a short podcast, find a YouTube video, write a discussion question, re-write directions for an activity so it can take place online.

Create Google Slides that work with the Ann Arbor Integrated Social Studies Curriculum, Create an example video using either Imovie or Spark. Create exit ticket/note taking options for Google Classroom.