

Third Grade Social Studies



Unit 6: Public Issues Facing Michigan
Citizens

Student Name:

Big Picture Graphic

Overarching Question:

How do state and national governments work to solve problems citizens face?

Previous Unit:

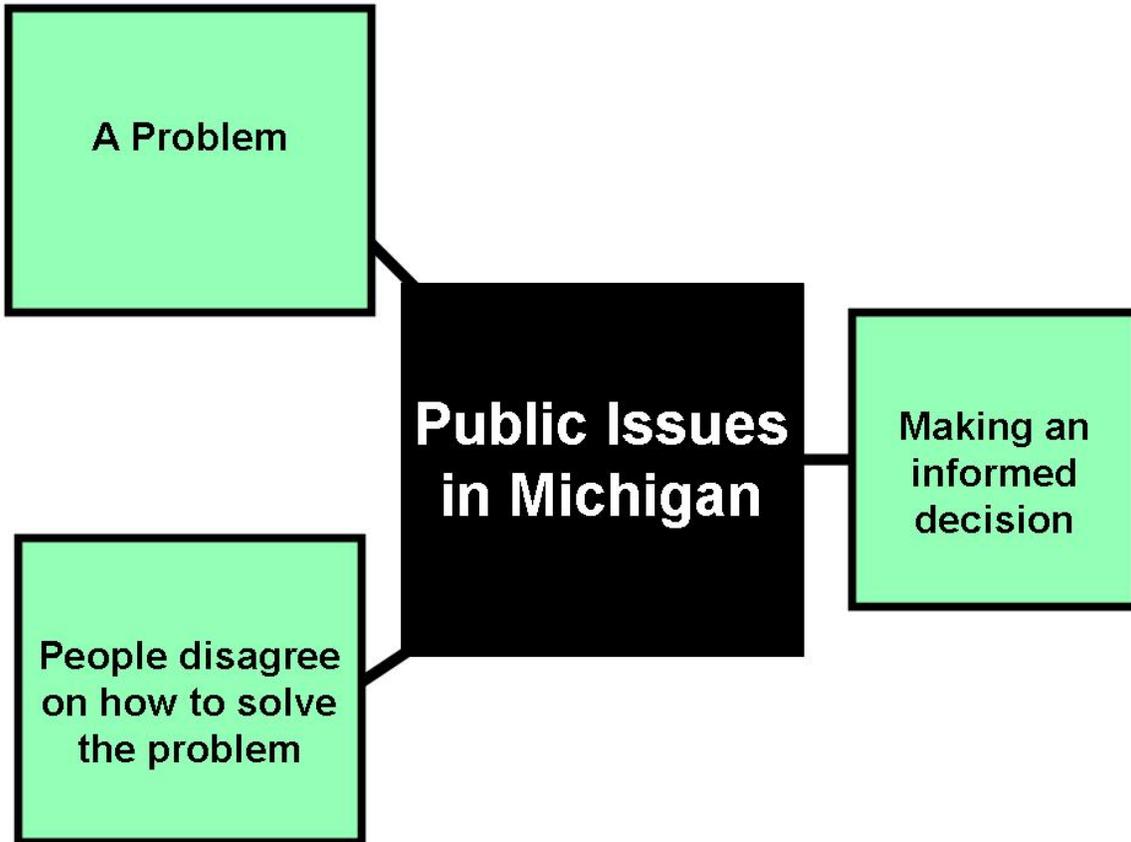
The Government of Michigan

This Unit:

Public Issues Facing Michigan Citizens

Next Unit:

Fourth Grade United States Studies



Questions To Focus Assessment and Instruction:

1. How do responsible citizens resolve statewide problems?
2. How do people learn about public issue in our state?
3. Why do people disagree about the ways to solve problems facing people in Michigan?

Types of Thinking

Compare/Contrast
Evaluation
Perspectives

Questions for Students

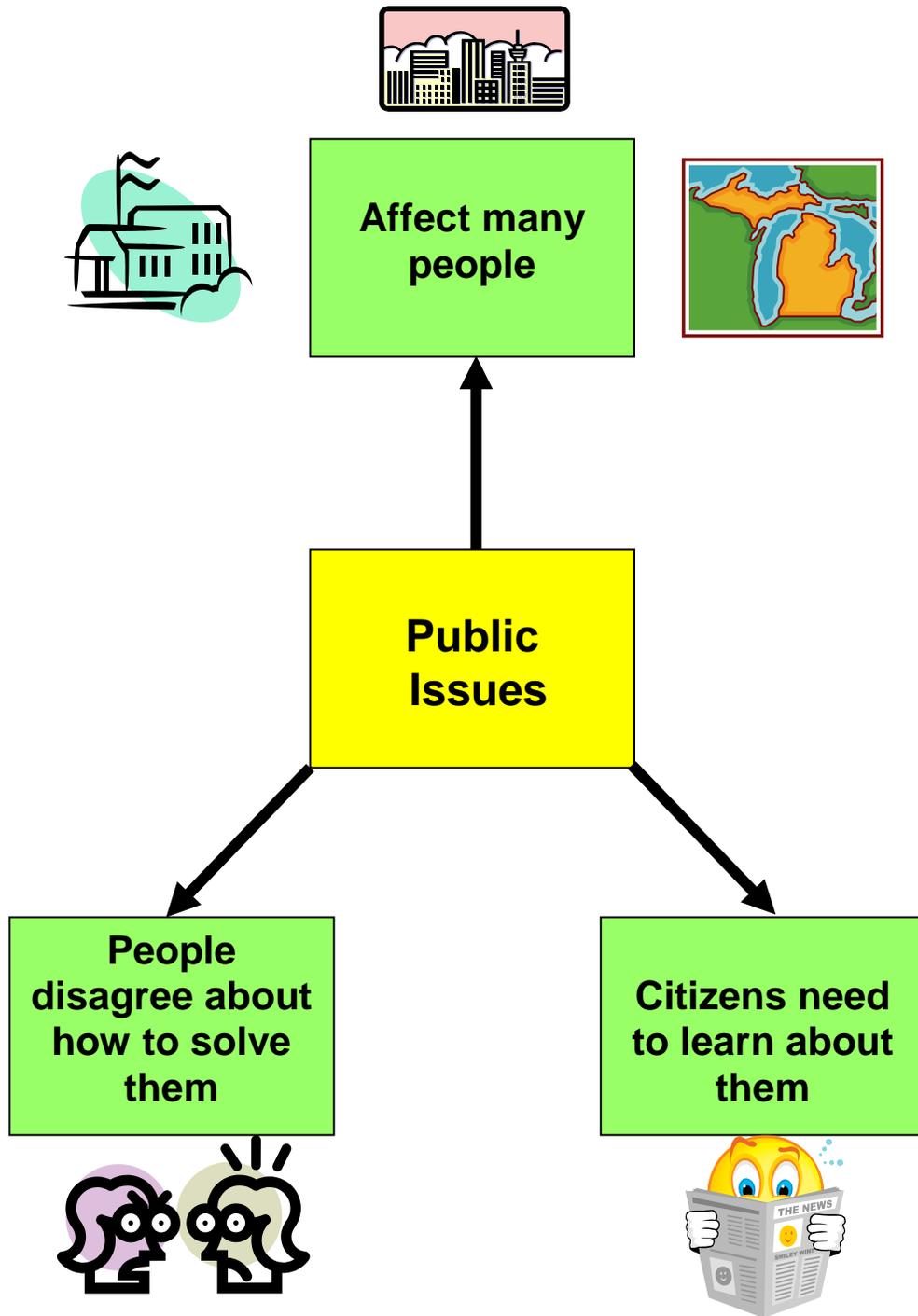
In this unit, we are going to be learning about public issues facing Michigan citizens. Think about the focus questions:

1. How do responsible citizens resolve statewide problems?
2. How do people learn about public issue in our state?
3. Why do people disagree about the ways to solve problems facing people in Michigan?

Use the chart below to write or draw about these questions.

Things I Know	Questions I Have

Lesson 1 Graphic Organizer



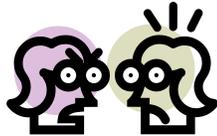
Big Ideas of Lesson 1, Unit 6

- Issues are things that people disagree about.
- Public issues are issues that affect a large group of people such as a school, community, or a state.
- Many times people disagree about how to settle, or resolve, public issues.
- One important responsibility of citizens is to learn about public issues.

Word Cards

**1
issue**

something that people disagree about



Example: One issue in his family was whether or not he should be able to stay up until 10 PM.

**2
public issue**

an issue that affects many, many people



Example: One issue in her city was whether or not to build a new police station.

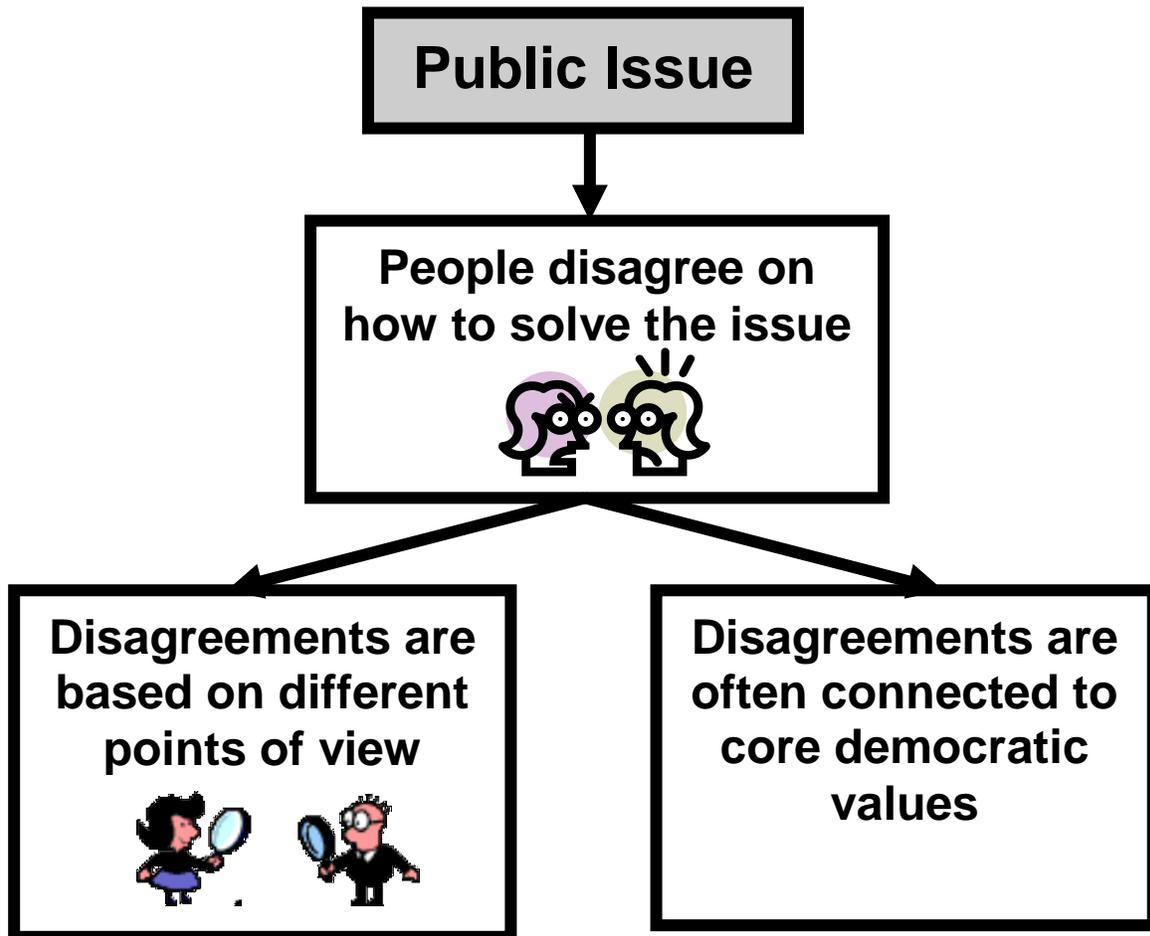
**3
point of view**

the way a person looks at and thinks about an issue



Example: People had different points of view about whether or not to build a new police station.

Lesson 2 Graphic Organizer



Big Ideas of Lesson 2, Unit 6

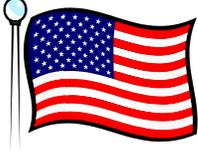
- People have different points of view about public issues.
- To understand an issue, you need to look at different points of view.
- Often, disagreements about public issues are related to core democratic values.
- Core democratic values are things people believe in that bring people together as Americans.

Some examples of core democratic values are freedom, fairness, and the common good.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Public Issue – Word Card #2 from Lesson 1
- Point of View – Word Card #3 from Lesson 1

<p>4 core democratic values</p>  <p>things people believe in that bring people together as Americans</p> <p>Example: Freedom and fairness are examples of core democratic values.</p>	<p>5 freedom</p>  <p>the right to make choices and have your own ideas</p> <p>Example: Liberty, or freedom, means you have the right to make choices and have your own ideas.</p>
<p>6 justice</p> <p>another word for fairness</p> <p>Example: Justice means that people should be treated fairly.</p>	<p>7 the common good</p>  <p>people working together for the benefit of everybody</p> <p>Example: When governments provide services like fixing roads, they are looking out for the common good.</p>
<p>8 individual rights</p>  <p>things an individual person is entitled to have or to do</p> <p>Example: You have the right to own property. You have the right to speak freely.</p>	<p>9 to take a position</p> <p>to give your opinion on a public issue and give a reason for your opinion</p> <p>Example: He took a position on the Garage Sale Law. He said people should be able to have as many garage sales as they want.</p>

Role Cards
Comparing Points of View on a Public Issue

Mrs. Brown

I am Mrs. Brown. I love having garage sales. I have one every other weekend except in the winter. I believe I should have the right to sell my own things on my own property any time I want.

Mr. Jones

I am Mr. Jones, the mayor. I have been hearing a lot of complaints about the garage sales. People complain about noise, litter, and traffic problems. I think it would be best for everybody if there weren't so many garage sales.

Ms. Bloom

I am Ms. Bloom. I own a small gift shop. My sales are lower on days when someone is holding a garage sale in the neighborhood. People shop at the garage sales instead of in my shop.

Mr. Mayes

I am Mr. Mayes. I love shopping at garage sales. When there are lots of them going on, I have more choices about what to buy. I like being able to choose where to shop.

Comparing Points of View on a Public Issue

Public Issue Question: Should the town council pass a law limiting the number of garage sales a person can hold during a one-year period?

PERSON	What do you think the person's point of view on the issue might be? Yes or No????	Why?
Mrs. Brown who has a lot of garage sales		
Mr. Jones, the mayor		
Ms. Bloom, the gift shop owner		
Mr. Mayes , who shops at garage sales		

CORE DEMOCRATIC VALUES

<p>Freedom</p>	
<p>Justice</p>	
<p>The Common Good</p>	
<p>Individual Rights</p>	

Taking a Position – Lesson Review

Should the town of Stockton pass a law limiting the number of garage sales to three per year for each house?

Write one reason for each side of this issue:

Yes	No

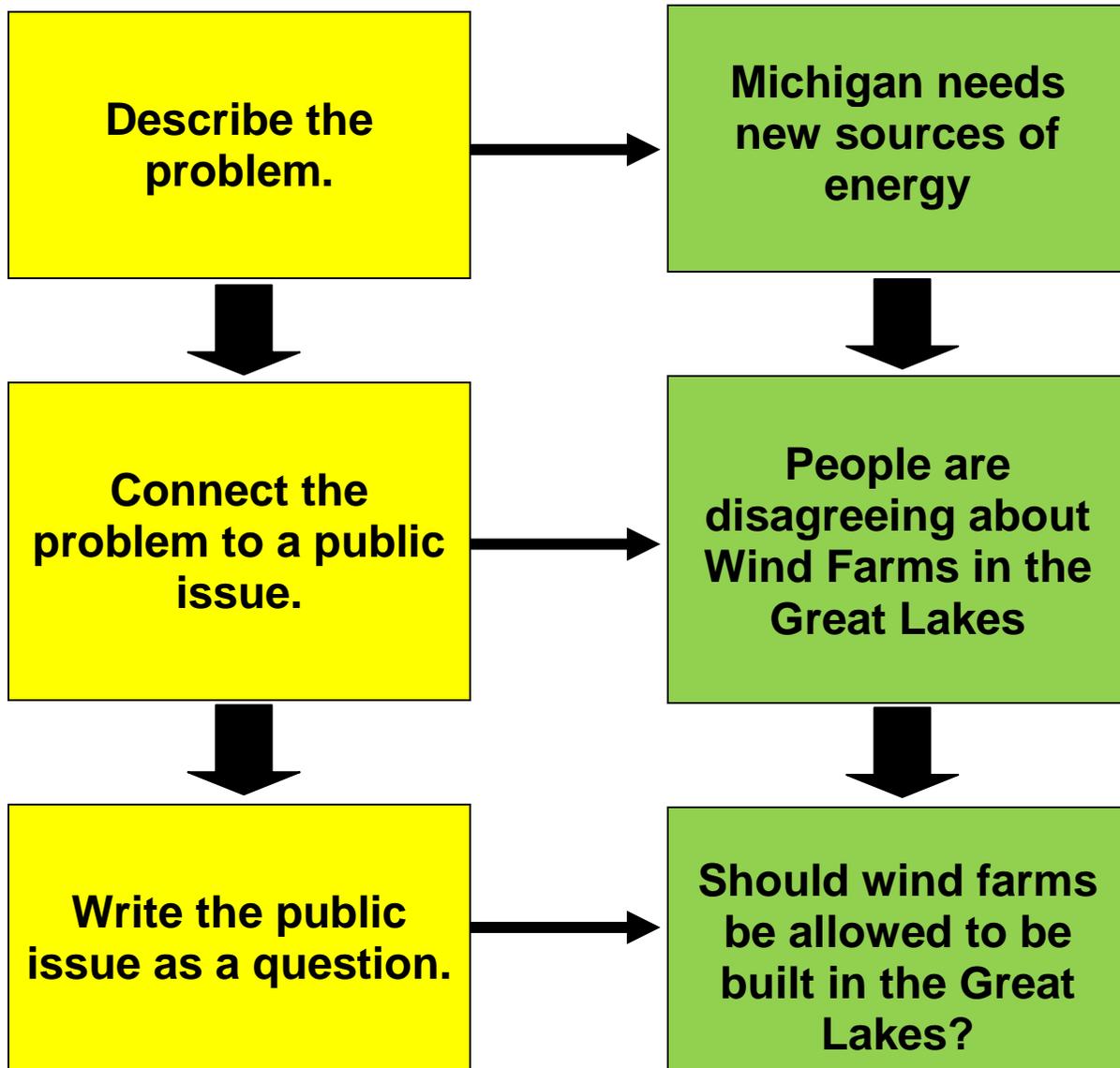
Take a position:

I (agree --- disagree) with the Garage Sale law because

Circle one

Lesson 3 Graphic Organizer

EXPLORING A PUBLIC ISSUE



Big Ideas of Lesson 3, Unit 6

- One problem facing Michigan is our growing use of energy.
- It is important to develop new sources of renewable energy to supply our energy needs.
- Wind farms are a good source of clean, renewable energy.
- Winds are often the strongest off the shorelines of the Great Lakes.
- People disagree over whether or not to allow wind farms in the Great Lakes.

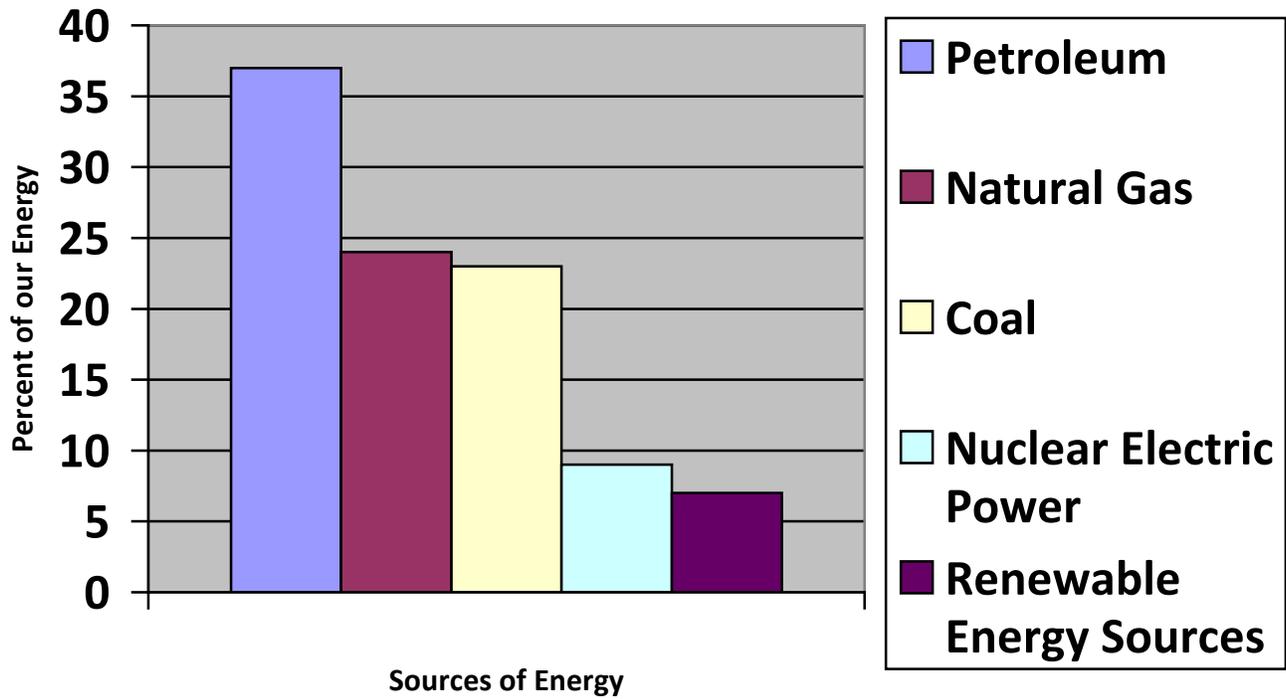
Word Cards

Word Cards from previous lessons needed for this lesson:

- Public Issue – Word Card #2 from Lesson 1
- Point of View – Word Card #3 from Lesson 1

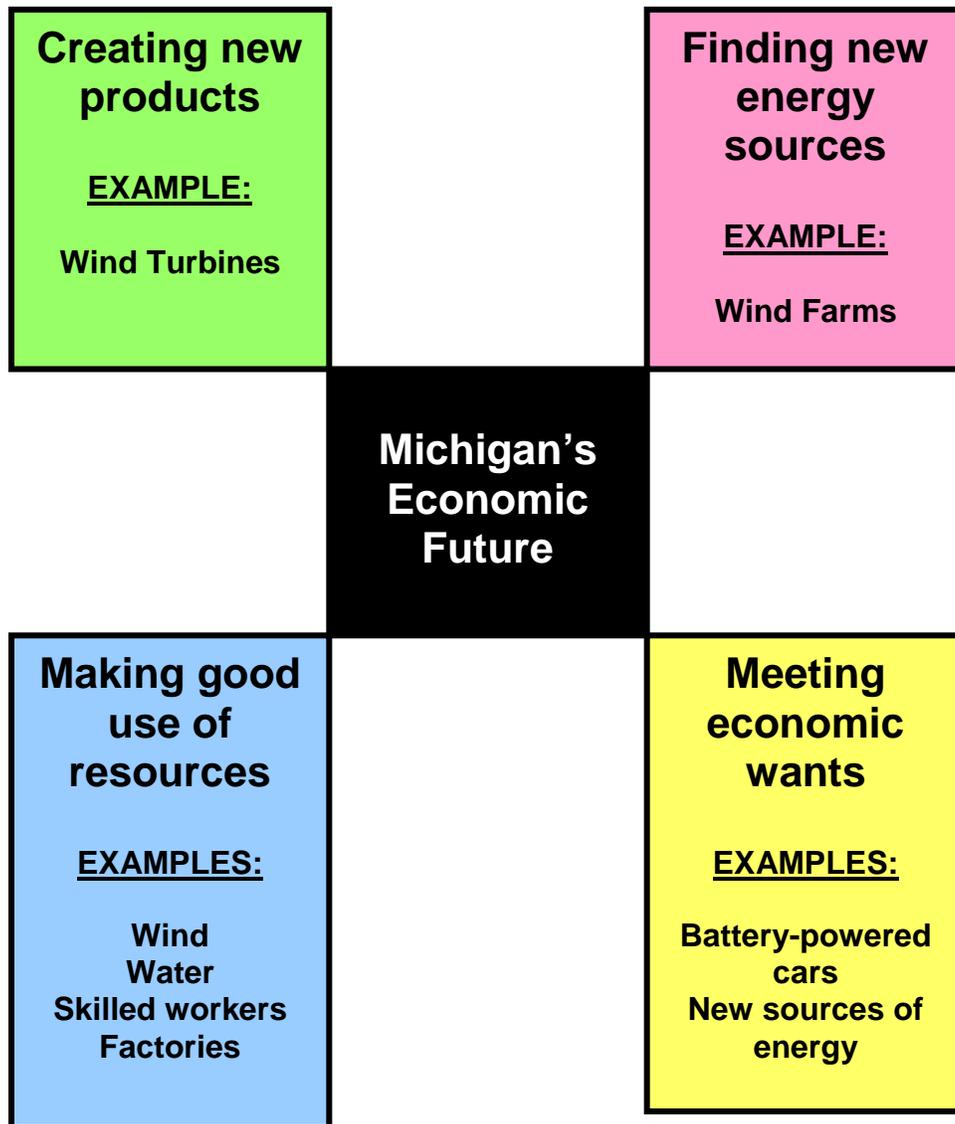
<p>10 natural resources</p>  <p>things in nature that people find useful</p> <p>Example: Water, soil, and trees are natural resources.</p>	<p>11 non-renewable forms of energy</p> <p>forms of energy that will not last forever</p> <p>Example: Coal and oil are non-renewable forms of energy.</p>
<p>12 renewable forms of energy</p>  <p>energy that can be used over and over</p> <p>Example: Sun and wind provide renewable forms of energy.</p>	<p>13 wind farm</p>  <p>a group of wind turbines in the same location</p> <p>Example: Wind farms are being created in Michigan to provide electricity.</p>

Where Do We Get Our Energy?



Source: *The Role of Renewable Energy Data*. Energy Kids Website. US Energy Information Administration. 21 April 2010 <<http://tonto.eia.doe.gov/kids/>>.

Connecting Back

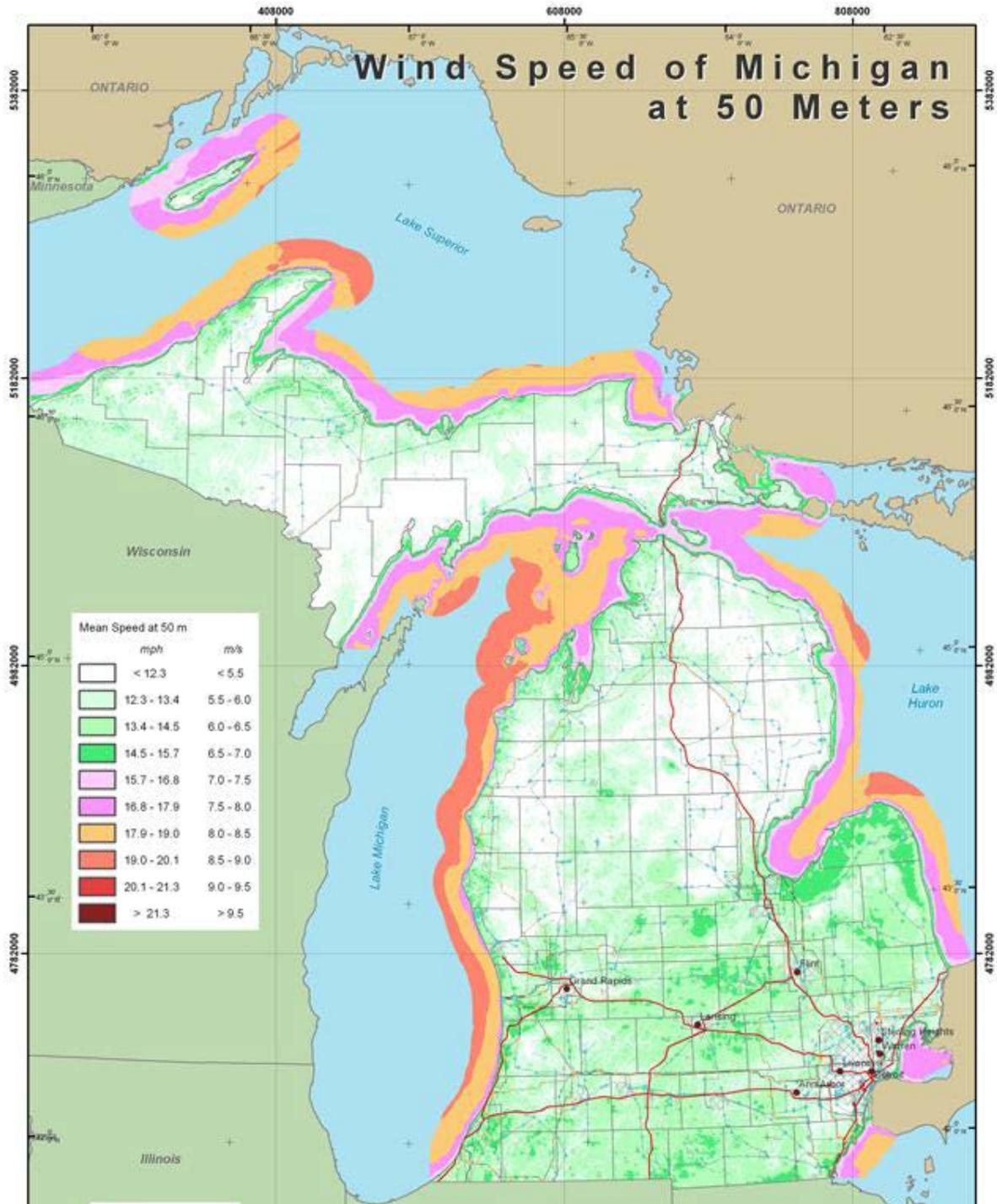


Harvest Wind Farm



Harvest Wind Farm Map and Photo. Wolverine Power Cooperative 21 April 2010
<<http://www.wpsci.com/HarvestWindFarm.aspx>>.

Michigan Wind Map



Source: Michigan Wind Power Map. Alternate Energy Solutions. 21 April 2010
http://www.aesmichigan.com/mich_wind_map.html

Wind Farms in the Great Lakes

Reasons for Building Them	Possible Problems



Source: *Example of a Water-based Wind Farm*. Guardian News and Media Ltd. 21 April 2010
<<http://www.guardian.co.uk/environment/2009/sep/17/worlds-largest-offshore-wind-farm-dong>>.

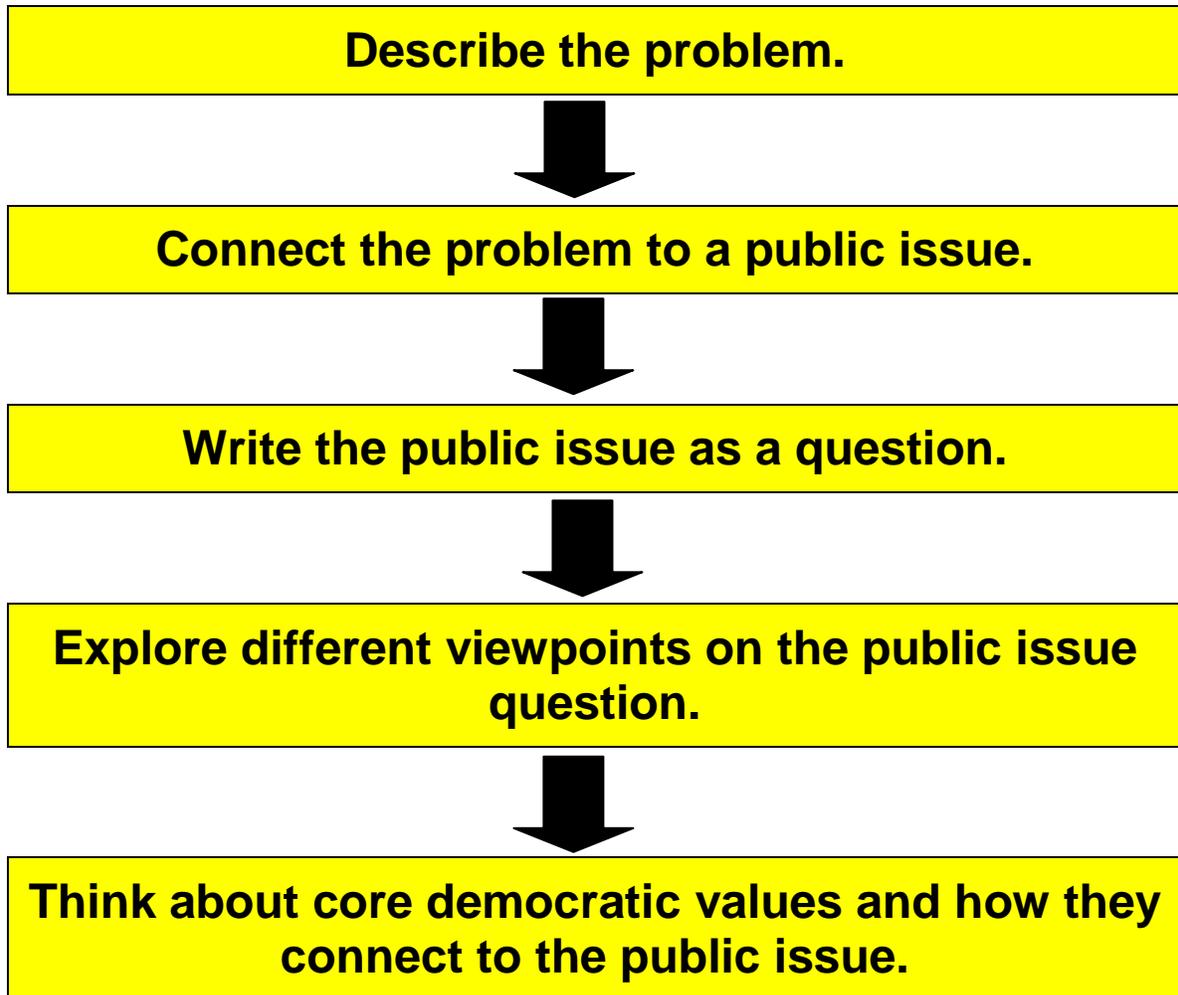
Lesson Review

What kind of wind farms are causing disagreements?

What would be one reason to build this kind of wind farm?

What would be one possible problem with this kind of wind farms?

Lesson 4 Graphic Organizer



Big Ideas of Lesson 4, Unit 6

- People have different viewpoints about how to solve, or settle, a public issue.
- To understand an issue, citizens need to look at different viewpoints about the issue.
- To understand an issue, citizens also need to think about how core democratic values are connected to the issue.
- When citizens understand an issue, they can make better decisions about how to solve the issue.

Word Cards**Word Cards from previous lessons needed for this lesson:**

- Public Issue – Word Card #2 from Lesson 1
- Point of View – Word Card #3 from Lesson 1
- Core Democratic Values – Word Card #4 from Lesson 2
- Freedom – Word Card #5 from Lesson 2
- Justice- Word Card #6 from Lesson 2
- The Common Good – Word Card #7 from Lesson 2
- Individual Rights – Word Card #8 from Lesson 2
- Renewable Forms of Energy – Word Card #12 from Lesson 3
- Wind Farm – Word Card #13 from Lesson 3

Should wind farms be built in the Great Lakes?

Yes	No

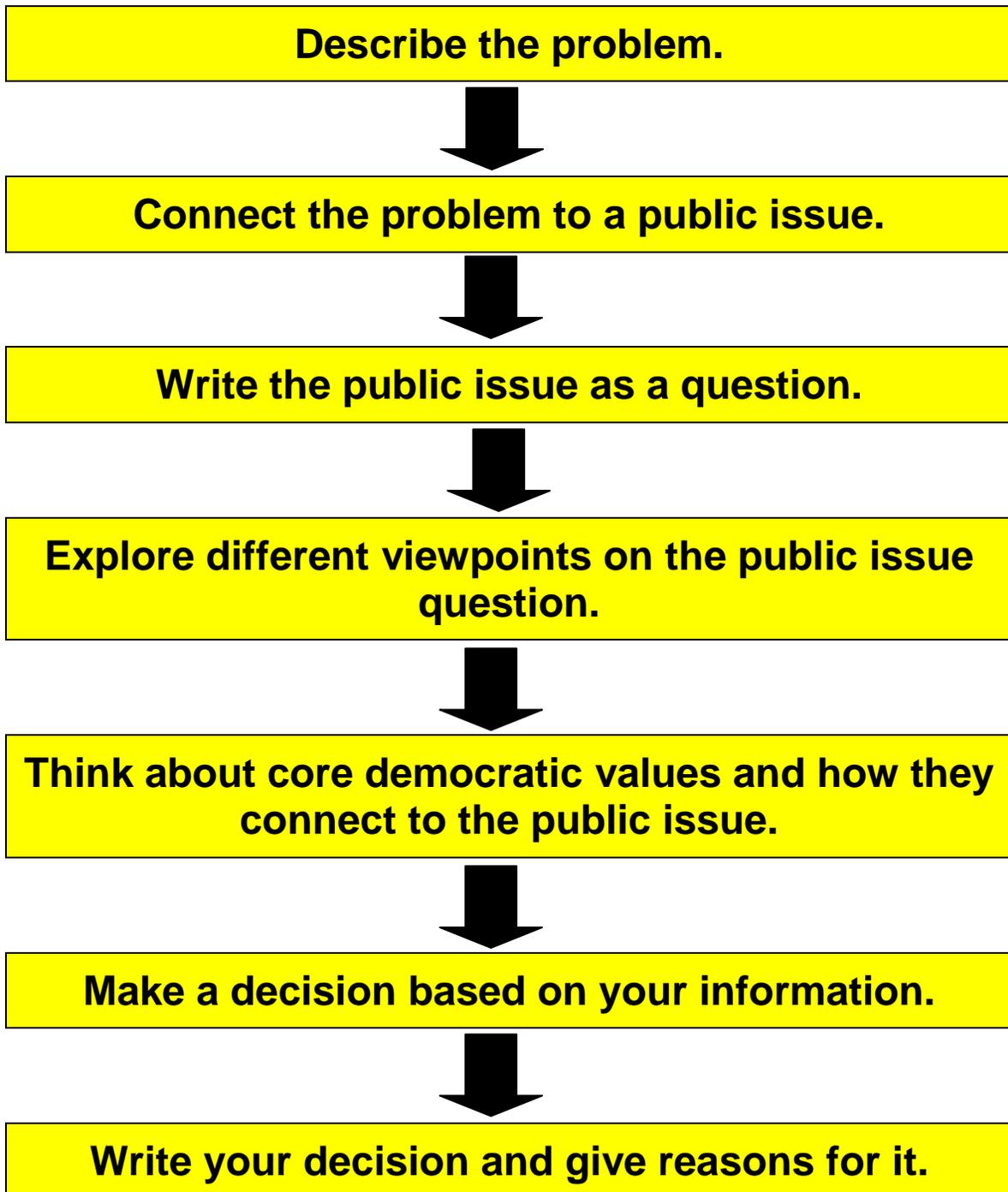
Lesson Review

Should wind farms be built in the Great Lakes?

Write one reason for each side of this issue:

Yes	No

Lesson 5 and Lesson 6 Graphic Organizer



Big Ideas of Lesson 5, Unit 6

- It is important for citizens to take a stand, or a position, on public issues.
- Citizens can express their position on a public issue by writing about their position.
- When citizens write about their position on a public issue, it is important for them to give reasons for their position.

Word Cards**Word Cards from previous lessons needed for this lesson:**

- Public Issue – Word Card #2 from Lesson 1
- Point of View – Word Card #3 from Lesson 1
- Core Democratic Values – Word Card #4 from Lesson 2
- Freedom – Word Card #5 from Lesson 2
- Justice- Word Card #6 from Lesson 2
- The Common Good – Word Card #7 from Lesson 2
- Individual Rights – Word Card #8 from Lesson 2
- To Take a Position – Word Card #9 from Lesson 2
- Renewable Forms of Energy – Word Card #12 from Lesson 3
- Wind Farm – Word Card #13 from Lesson 3

Writing Plan

The Issue: Should wind farms be built in the Great Lakes?

My decision: _____yes _____no

My first sentence: _____

My reasons:

My connection to a core democratic value:

My concluding sentence: _____

Paragraph Review

The Issue: Should wind farms be built in the Great Lakes?

What position did the writer take? yes no

Did the writer give good reasons for that position? yes no

Did the writer connect to a core democratic value? yes no

What was your favorite part of the writing?

What is a question you have about the writing?

Do you think the writer should change anything? yes no

If yes, what would you change?

Reviewed by: _____

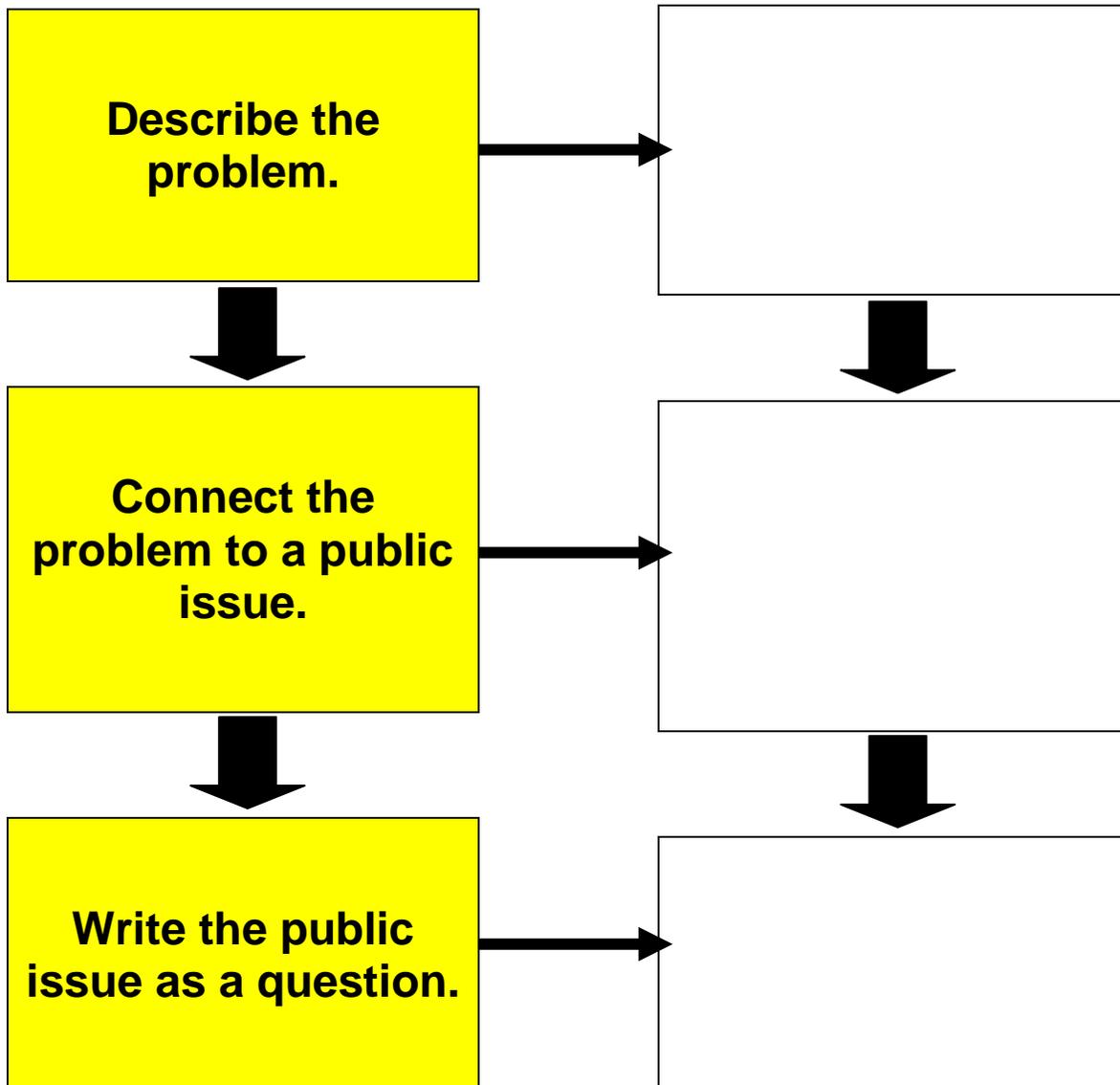
Big Ideas of Lesson 6, Unit 6

- Issues are things that people disagree about.
- Public issues are issues that affect a large group of people such as a school, community, or a state.
- People disagree about how to settle, or resolve, public issues.
- It is important for citizens to take a stand, or a position, on public issues.

Word Cards**Word Cards from previous lessons needed for this lesson:**

- Public Issue – Word Card #2 from Lesson 1
- Point of View – Word Card #3 from Lesson 1
- Core Democratic Values – Word Card #4 from Lesson 2
- Freedom – Word Card #5 from Lesson 2
- Justice- Word Card #6 from Lesson 2
- The Common Good – Word Card #7 from Lesson 2
- Individual Rights – Word Card #8 from Lesson 2
- To Take a Position – Word Card #9 from Lesson 2

EXPLORING A PUBLIC ISSUE



Viewpoint Cards

PERSON#1	PERSON #2
PERSON #3	PERSON #4
PERSON #5	PERSON #6

Public Issue: Should _____

Yes	No

CORE DEMOCRATIC VALUES

Freedom	<ul style="list-style-type: none">* The freedom to make choices* The freedom to believe what you want* The freedom to have your own ideas* The freedom to choose your own friends
Justice	<ul style="list-style-type: none">* This is the same as fairness* The idea that all people should be treated fairly* No person or group should be favored
The Common Good	<ul style="list-style-type: none">* The good of the whole community* People working together for the benefit of all
Individual Rights	<ul style="list-style-type: none">* Things an individual person is entitled to have or to do* One right is the right to own property.* Another right is the right to speak freely

Writing Plan

The Issue: Should _____

My decision: _____yes _____no

My first sentence: _____

My reasons:

My connection to a core democratic value:

My concluding sentence: _____

Paragraph Review

The Issue: Should wind farms be built in the Great Lakes?

What position did the writer take? _____yes _____no

Did the writer give good reasons for that position? _____yes _____no

Did the writer connect to a core democratic value? _____yes _____no

What was your favorite part of the writing?

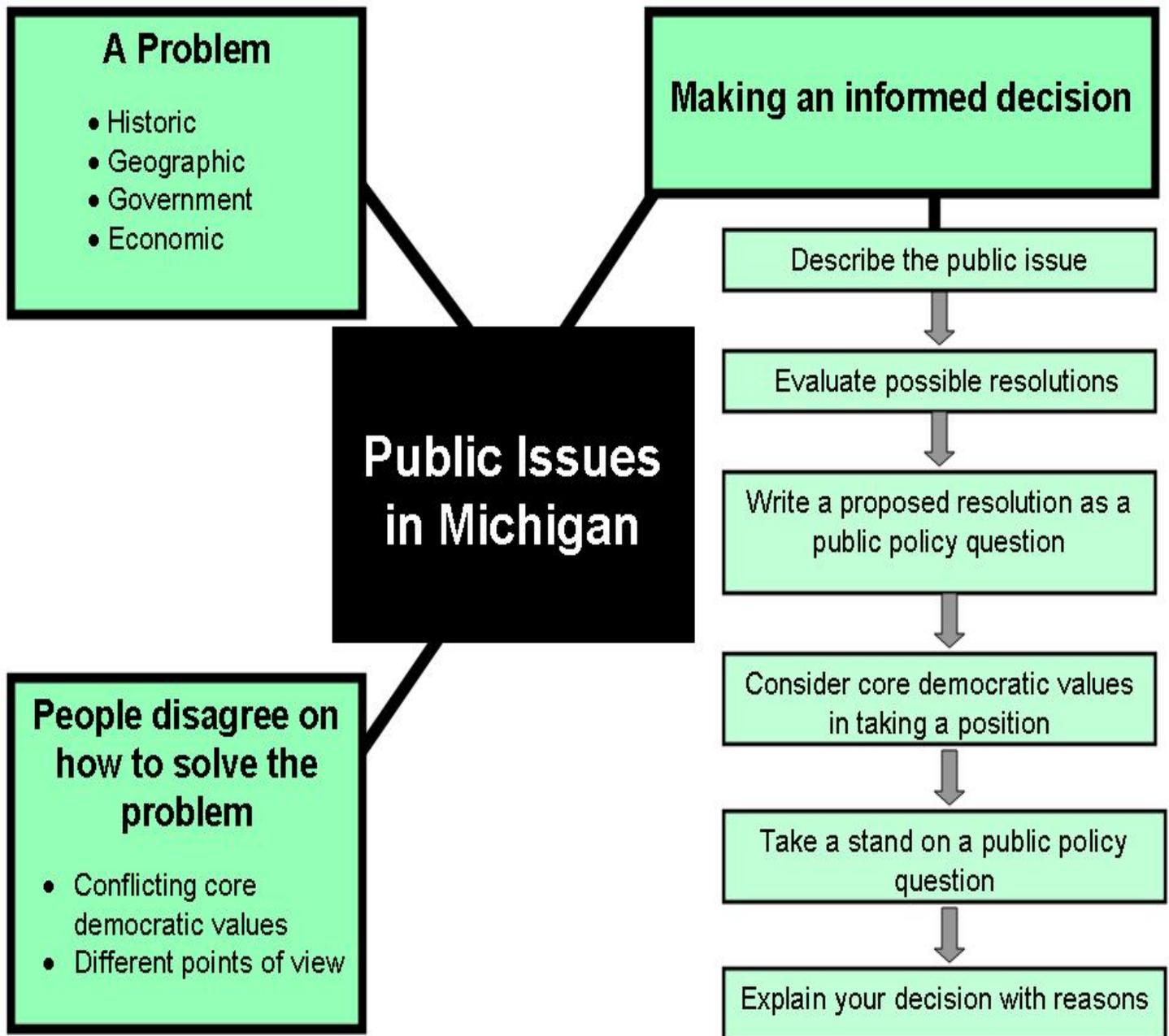
What is a question you have about the writing?

Do you think the writer should change anything? _____yes _____no

If yes, what would you change?

Reviewed by: _____

Unit 6 Graphic Organizer



Unit 6 Vocabulary Words

core democratic values.....	7
freedom.....	7
individual rights.....	7
issue	4
justice.....	7
natural resources.....	13
non-renewable sources of energy	13
point of view.....	4
public issue	4
renewable forms of energy	13
the common good.....	7
to take a position.....	7
wind farm	13

Key Concepts

- core democratic values
- informed decision
- Michigan
- point of view
- public issue
- responsibilities of citizenship