



## Big Picture Graphic

Overarching Question: <p style="text-align: center;"><b>What types of lenses do social scientists use in investigating places and people?</b></p>		
Previous Unit: <p style="text-align: center;">Third Grade Michigan Studies</p>	This Unit: <p style="text-align: center;"><b>Foundations in Social Studies</b></p>	Next Unit: <p style="text-align: center;">The United States in Spatial Terms</p>
<p style="text-align: center; font-weight: bold; font-size: 1.2em;">Social Studies Disciplines</p>		
Questions To Focus Assessment and Instruction: <ol style="list-style-type: none"> <li>1. What questions frame the social studies disciplines of history, geography, government, and economics?</li> <li>2. How are historians, geographers, political scientists, and economists similar and different in how they study people and places?</li> </ol>		<u>Types of Thinking</u>  Compare and Contrast Identifying Perspectives

# Questions for Students

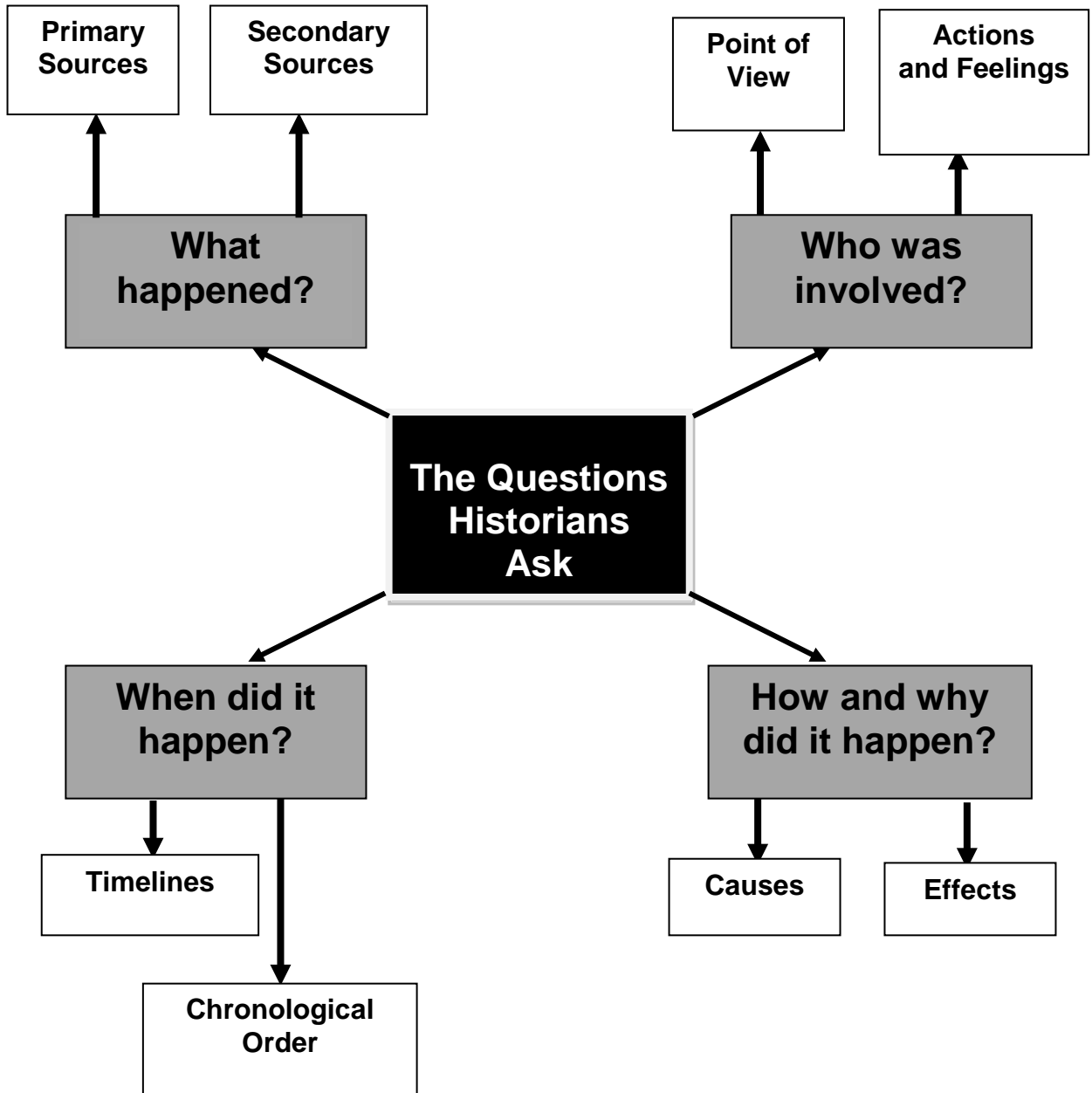
In this unit, we are going to be learning about foundations in Social Studies. Think about the focus questions:

1. What questions frame the social studies disciplines of history, geography, government, and economics?
2. How are historians, geographers, political scientists, and economists similar and different in how they study people and places?

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

Things I Know	Questions I Have




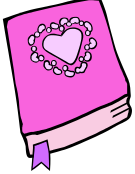
### Lesson 1 Graphic Organizer


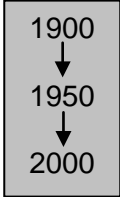
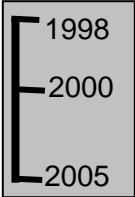

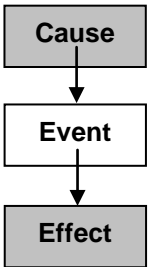
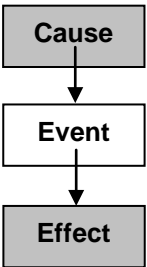


## Big Ideas of Lesson 1, Unit 1

- History is the study of the past and historians are people who study the past.
- Historians study the past by trying to answer certain questions.
- The questions of history are: What happened? When did it happen? Who was involved? How and why did it happen?
- Historians study primary and secondary sources to try and answer the questions of history.
- The questions of history can be used to help us review the history of Michigan.

## Word Cards

<p><b>1</b> <b>history</b></p>  <p>the study of the past</p> <p><b>Example:</b> When you study history you study about people and events of the past.</p>	<p><b>2</b> <b>historian</b></p>  <p>a person who studies the past</p> <p><b>Example:</b> A historian studies clues from the past.</p>
<p><b>3</b> <b>evidence</b></p>  <p>proof that something happened</p> <p><b>Example:</b> Historians look for evidence of what happened in the past.</p>	<p><b>4</b> <b>primary sources</b></p>  <p>records made by people who saw or took place in an event</p> <p><b>Example:</b> Photographs, diaries, newspaper articles and letters are primary sources.</p>

<p><b>5</b> <b>secondary sources</b></p>  <p>records written by someone who was not there at the time of the event</p> <p><b>Example:</b> Textbooks are secondary sources.</p>	<p><b>6</b> <b>chronological order</b></p>  <p>time sequence</p> <p><b>Example:</b> He put the events in Michigan history in chronological order.</p>
<p><b>7</b> <b>timeline</b></p>  <p>a diagram that shows the order in which events happened</p> <p><b>Example:</b> You can make a timeline of important events in your life.</p>	<p><b>8</b> <b>point of view</b></p>  <p>how a person looks at a problem or an event</p> <p><b>Example:</b> People can have different points of view because their ages or backgrounds are different.</p>
<p><b>9</b> <b>cause</b></p> <p>an action that makes something else happen</p>  <p><b>Example:</b> One cause of population growth in Michigan was the opening of the Erie Canal.</p>	<p><b>10</b> <b>effect</b></p> <p>something that results from something else happening</p>  <p><b>Example:</b> One effect of the fur trade in Michigan was that American Indians and the French began to interact.</p>



# Mystery Source #1



## Mystery Source #2 Analysis Sheet

**Partners:** \_\_\_\_\_ and \_\_\_\_\_

What kind of a document is this?

Who do you think wrote this? On what evidence did you base your answer?

When do you think it was written? On what evidence did you base your answer?

What is being described?

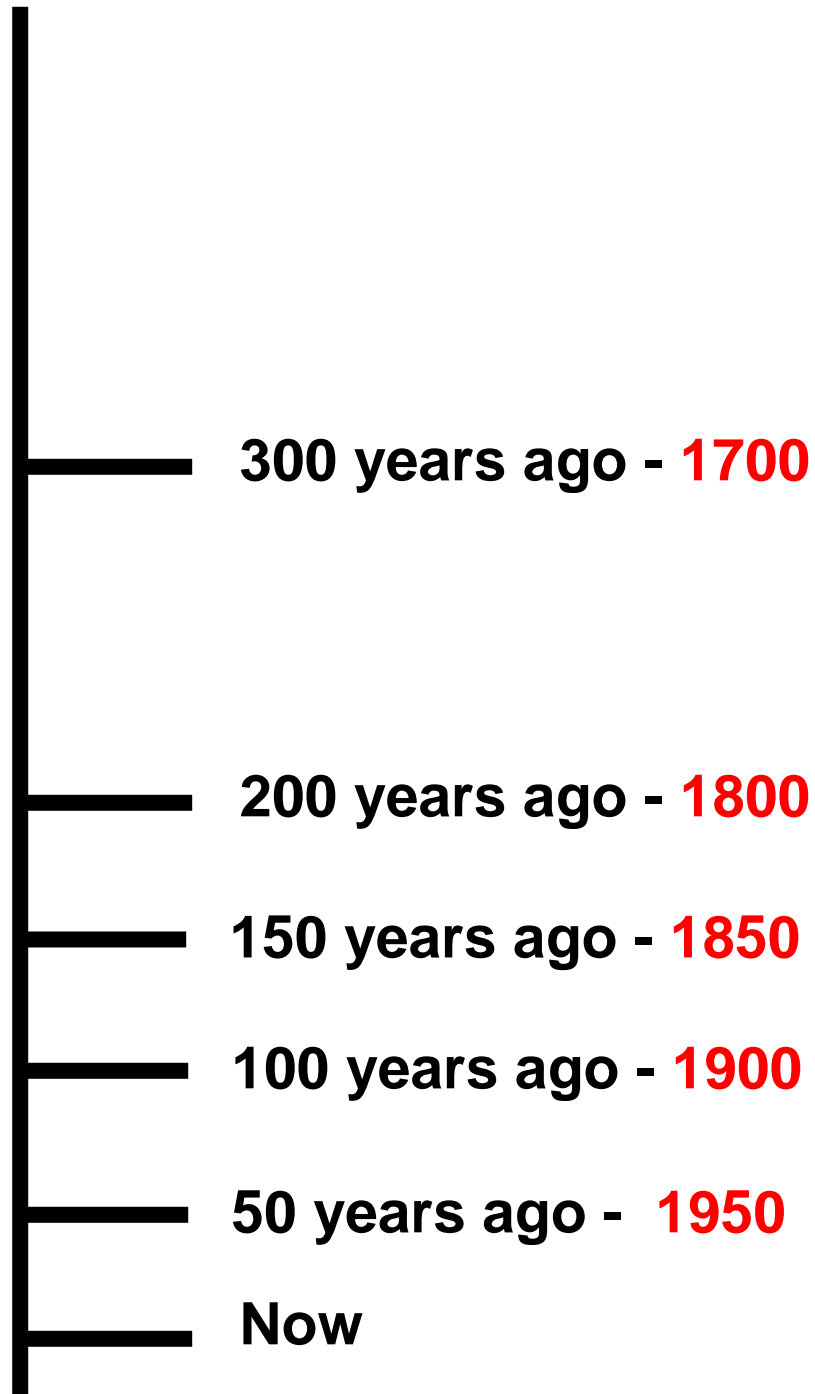
What is an example of the writer's feelings?

What is the point of view of the writer?

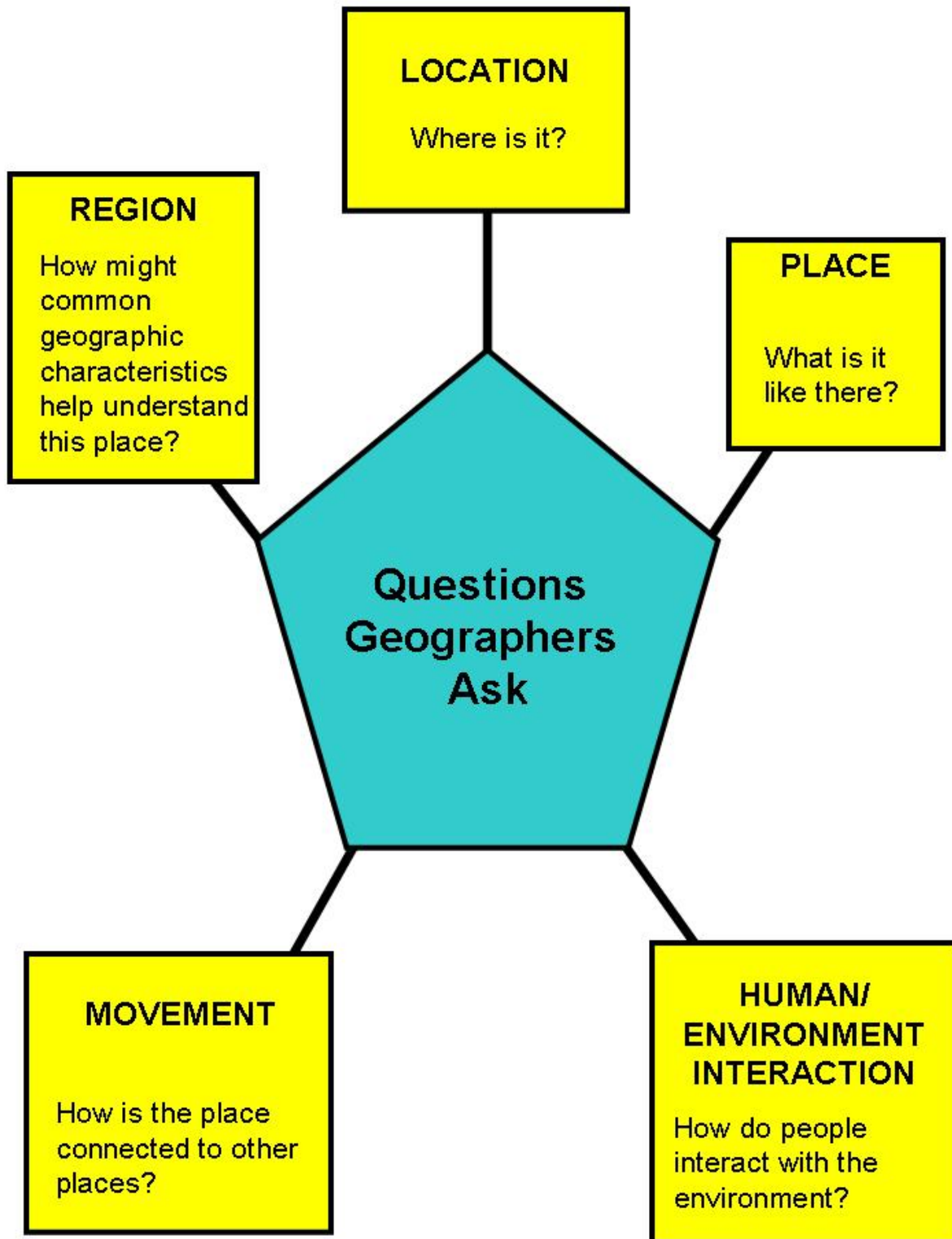
What does this source tell us about early Michigan history?



## Chronology for Michigan History



## Lesson 2 Graphic Organizer



## Big Ideas of Lesson 2, Unit 1

- Geography is the study of the Earth and the ways in which people interact with the Earth.
- Geographers use five themes to organize the kinds of questions they ask.
- The five themes are: location, place, human/environment interactions, movement, and region.
- Some examples of questions geographers ask include: Where is the place located? What is the place like? How do people interact with the environment? How is the place connected with other places? and How might common geographic characteristics help understand this place?

## Word Cards

### 11 geography

the study of the Earth and the way people interact with the Earth



**Example:** When you study geography you learn about different places.

### 12 the five themes of geography

five big ideas that help people understand geography



**Example:** Location is one of the five themes of geography.

### 13 location

the geographic theme that answers the question “Where is it?”



**Example:** Maps can be used to find out the location of a place.

### 14 place

the geographic theme that answers the question “What is it like there?”



**Example:** Geographers use the theme of ‘place’ to describe what an area is like.

**15**  
**physical characteristics**



geographic features that were not made by humans

**Example:** Lakes, rivers, and mountains are natural features.

**16**  
**human characteristics**



geographic features that were made by people

**Example:** Roads, bridges, and cities are human features.

**17**  
**human/environment interaction**



ways in which people use, adapt, or modify with the Earth.

**Example:** When people build new roads they are interacting with the Earth.

**18**  
**movement**



the geographic theme that explains how and why people, goods, and ideas move

**Example:** The theme of movement helps us understand how places are connected to other places.






**19**  
**region**



an area with one or more common features

**Example:** The Upper Peninsula can be one region of Michigan.

## Questions Geographers Ask

Theme	Questions
<b>Location</b> 	<b>Where is it?</b> <ul style="list-style-type: none"> <li>• What is its absolute location?</li> <li>• What is its relative location?</li> </ul>
<b>Place</b> 	<b>What is it like there?</b> <ul style="list-style-type: none"> <li>• What are its natural characteristics?</li> <li>• What are its human characteristics?</li> </ul>
<b>Human/Environment Interaction</b> 	<b>How do people interact with the environment?</b> <ul style="list-style-type: none"> <li>• How have people used the environment?</li> <li>• How have people adapted to the environment?</li> <li>• How have people modified or changed the environment?</li> </ul>
<b>Movement</b> 	<b>How is the place connected to other places?</b> <ul style="list-style-type: none"> <li>• How and why have people, goods, and ideas moved in and out of the place?</li> </ul>
<b>Regions</b> 	<b>How might common geographic characteristics help us understand this place?</b> <ul style="list-style-type: none"> <li>• How can the place be divided into regions?</li> <li>• To what regions does the place belong?</li> </ul>

## Describing the Relative Location of Michigan

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

## Human/Environment Interaction – Small Group Activity

<p><b>Ways people have used the environment of Michigan</b></p>	
<p><b>Ways people have adapted to the environment of Michigan</b></p>	
<p><b>Ways people have changed the environment of Michigan</b></p>	



## Michigan and the Five Themes Assessment

Theme and Question	Concepts related to the theme	Michigan Example
<b>LOCATION:</b> <hr/> <hr/>	<b>Absolute Location</b>	
	<b>Relative Location</b>	
<b>PLACE</b> <hr/> <hr/>	<b>Physical Characteristics</b>	
	<b>Human Characteristics</b>	
<b>HUMAN/ ENVIRONMENT INTERACTION</b> <hr/> <hr/> <hr/>	<b>Using the Environment</b>	
	<b>Adapting to the Environment</b>	
	<b>Changing the Environment</b>	

## Michigan and the Five Themes Assessment, continued

Theme and Questions	Concepts related to the theme	Michigan Example
<b>MOVEMENT</b> <hr/> <hr/> <hr/>	<b>Goods</b>	
	<b>People</b>	
<b>REGION</b> <hr/> <hr/> <hr/>	<b>Ways to divide Michigan into regions</b>	
	<b>Regions that include Michigan</b>	

## How to Remember the Five Themes of Geography Reference Sheet

**M**ovement

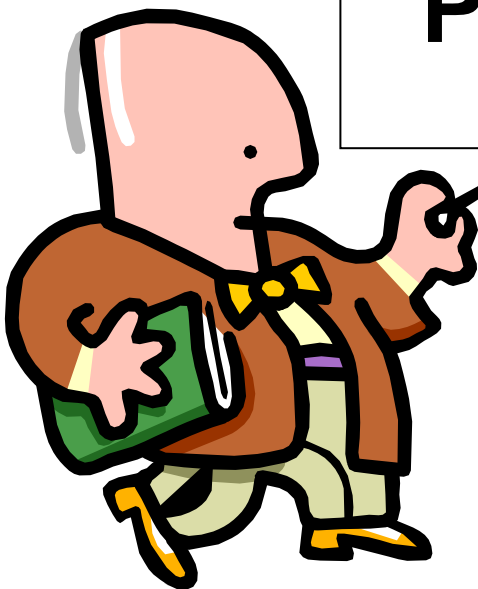
**R**egions

**H**uman/

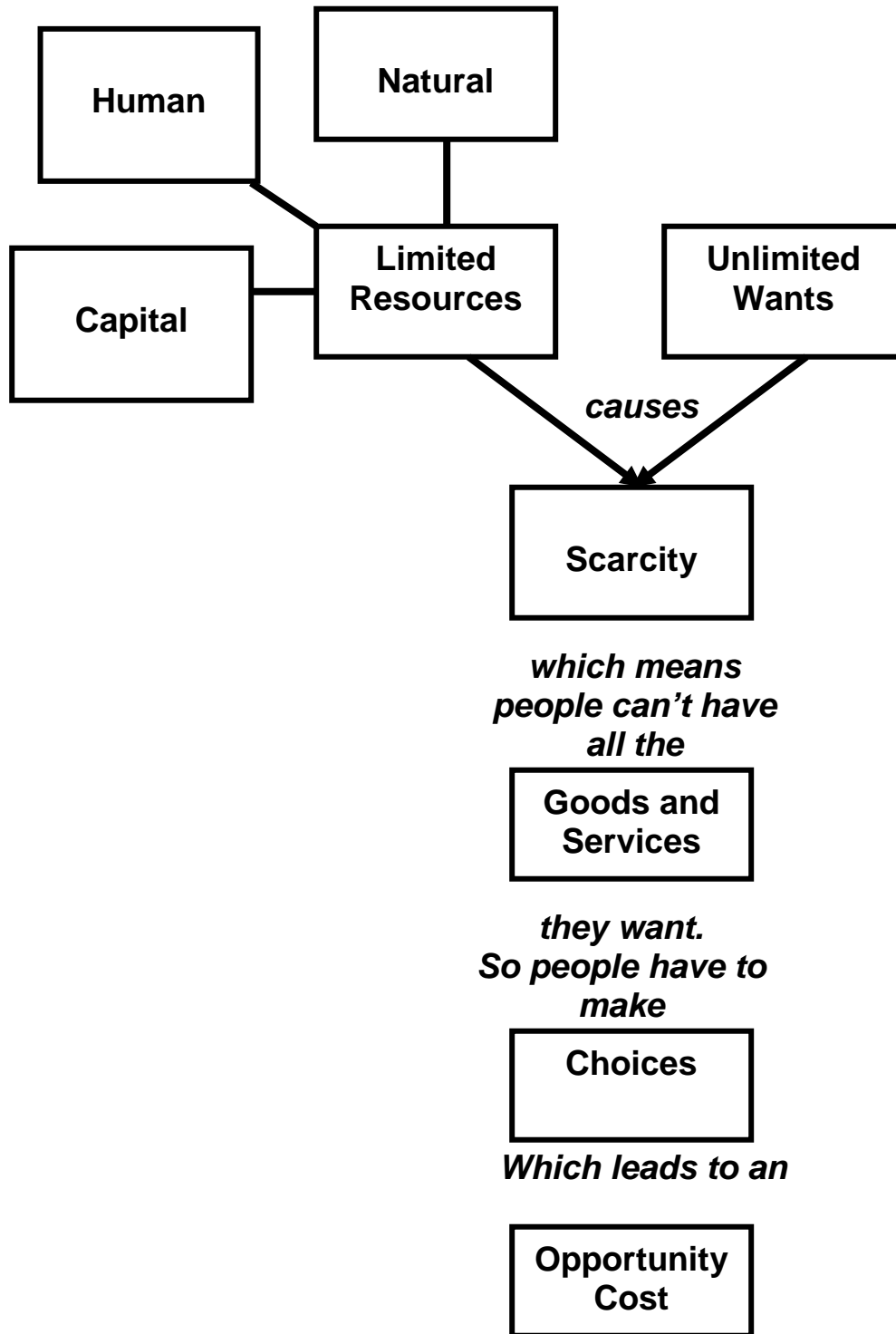
**E**nvironment Interaction

**L**ocation

**P**lace



### Lesson 3 Graphic Organizer



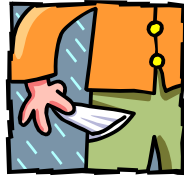
### Big Ideas of Lesson 3, Unit 1

- Economics is the study of how people use resources to fulfill economic wants.
- People’s wants are unlimited but resources are limited. When people cannot have all the goods and services they want, a condition called “scarcity” results.
- Scarcity forces people to make choices when they produce or consume goods or services.
- Economists examine the choices people and societies make by asking questions such as: What is produced?; How it is produced?; Who gets what is produced?; and What role does the government play in the economy?

### Word Cards

**20**  
**scarcity**

not enough






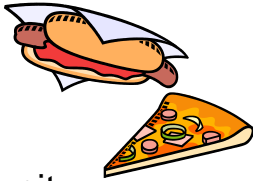
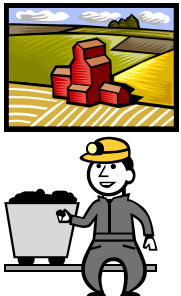
**Example:** Sometimes families have a scarcity of money.




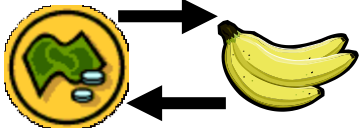
**21**  
**limited**  
**resources**



There are only certain amounts of resources.

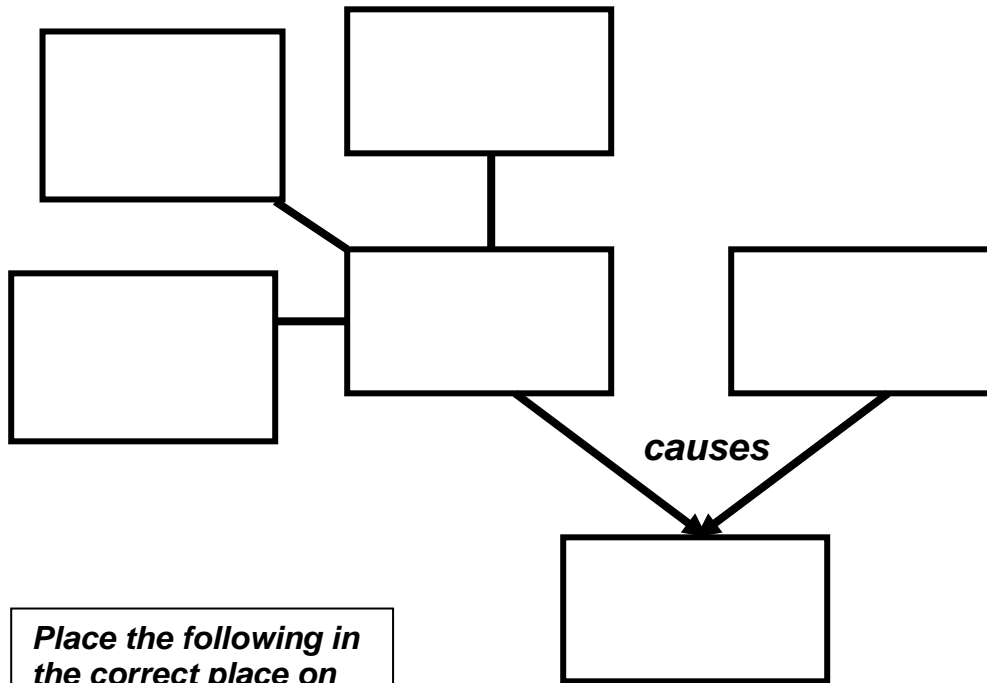
**Example:** Water and trees are limited resources.

<p style="text-align: center;"><b>22</b> <b>unlimited wants</b></p> <p>There is no end to the number of things people want and need.</p> <p><b>Example:</b> People have unlimited wants.</p>	<p style="text-align: center;"><b>23</b> <b>human resources</b></p>  <p>workers and their skills</p> <p><b>Example:</b> Truck drivers, doctors, and teachers are human resources.</p>
<p style="text-align: center;"><b>24</b> <b>natural resources</b></p>  <p>things in nature that people see as useful</p> <p><b>Example:</b> Water, trees, and soil are natural resources.</p>	<p style="text-align: center;"><b>25</b> <b>capital resources</b></p>  <p>things that are used to produce more goods and services</p> <p><b>Example:</b> Factories and tools are capital resources.</p>
<p style="text-align: center;"><b>26</b> <b>opportunity cost</b></p>  <p>When you make a choice, your opportunity cost is the second thing you wanted most.</p> <p><b>Example:</b> Mary chose pizza for lunch. Her second choice was a hot dog. The hot dog was her opportunity cost.</p>	<p style="text-align: center;"><b>27</b> <b>economic activities</b></p>  <p>different ways people use resources and make goods and services</p> <p><b>Example:</b> Farming and mining are economic activities.</p>

<p style="text-align: center;"><b>28</b> <b>producer</b></p>  <p>someone who makes goods or provides services.</p> <p><b>Example:</b> Factory workers and teachers are producers.</p>	<p style="text-align: center;"><b>29</b> <b>consumer</b></p>  <p>someone who buys goods and services</p> <p><b>Example:</b> When you buy something at a store, you are a consumer.</p>
<p style="text-align: center;"><b>30</b> <b>specialization</b></p>  <p>when people produce only some of the goods and services they consume</p> <p><b>Example:</b> Because of specialization people have to trade for the things they do not produce.</p>	<p style="text-align: center;"><b>31</b> <b>exchange</b></p>  <p>to trade</p> <p><b>Example:</b> People often exchange money for goods.</p>



### Important Economic Concepts Graphic Organizer



***Place the following in the correct place on the graphic organizer:***

- Scarcity
- Goods and Services
- Unlimited Wants
- Human
- Natural
- Capital
- Choices
- Opportunity Cost
- Limited Resources

***which means people can't have all the***

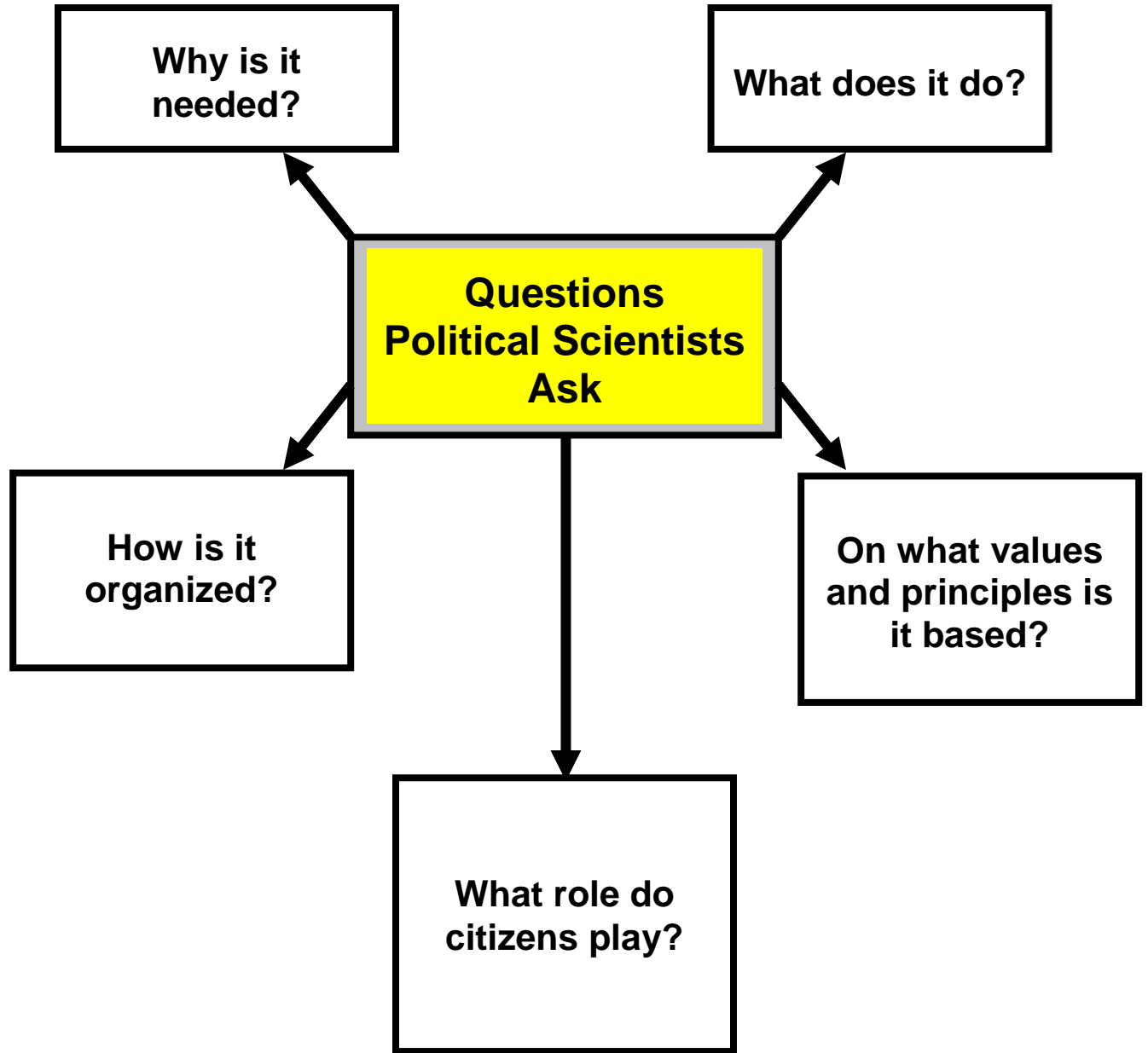
***they want— So people have to make***

***Which leads to an***

**Literature Connection**

<b>Economic Concept</b>	<b>Example from the Book</b>
<b>Producer</b>	
<b>Consumer</b>	
<b>Natural Resource</b>	
<b>Capital Resource</b>	
<b>Exchange</b>	
<b>Specialization</b>	
<b>Scarcity</b>	
<b>Choice</b>	

### Lesson 4 Graphic Organizer



## Big Ideas of Lesson 4, Unit 1

- Government is a system people use to exercise authority, distribute power, and regulate conduct of people.
- Civics is the study of the rights and duties of citizens.
- Political scientists study government and how people interact with them (civics).
- Political scientists ask questions about what governments do, how governments are organized, the values and principles connected to government, and the role of citizens in government.
- Historians, geographers, economists, and political scientists ask different questions, but all help us learn about human society and the human experience, past and present.

## Word Cards

### 32 government

a system people use to exercise authority, distribute power, and regulate conduct of people

**Example:** Cities, states, and countries all have a government.








### 33 civics

the study of the rights and duties of citizens

**Example:** When we study about the how people participate in the government of Michigan we are studying civics.



<p><b>34</b> <b>levels of government</b></p>  <p>federal, state, and local governments</p> <p><b>Example:</b> In our country we have different levels of government.</p>	<p><b>35</b> <b>federal government</b></p>  <p>the government of our country</p> <p><b>Example:</b> Our federal government is centered in Washington, D.C.</p>
<p><b>36</b> <b>state government</b></p>  <p>the government of one of the fifty states</p> <p><b>Example:</b> The state government of Michigan is centered in Lansing.</p>	<p><b>37</b> <b>representative government</b></p>  <p>people elect representatives to make laws for them and be their leaders</p> <p><b>Example:</b> Representative government is an important principle on which our federal and state governments are based.</p>
<p><b>38</b> <b>branches of government</b></p> <p>one of the three different sections of government</p> <p><b>Example:</b> One branch of government makes laws. One branch of government enforces laws. One branch of government decides what the laws mean.</p>	<p><b>39</b> <b>legislative branch</b></p>  <p>the branch of government that makes laws</p> <p><b>Example:</b> The legislative branch made a law that set a new speed limit.</p>

## 40 executive branch

the branch of government  
that enforces laws



**Example:** It was up to the executive branch to enforce the new speed limit.

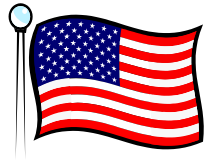
## 41 judicial branch

the branch of  
government that decides what laws  
mean



**Example:** Courts are part of the judicial branch. Courts decide what happens to people who drive over the speed limit.

## 42 core democratic values



things people believe in that bring  
people together as Americans

**Example:** Freedom and fairness are examples of core democratic values.

## Core Democratic Values Group Activity

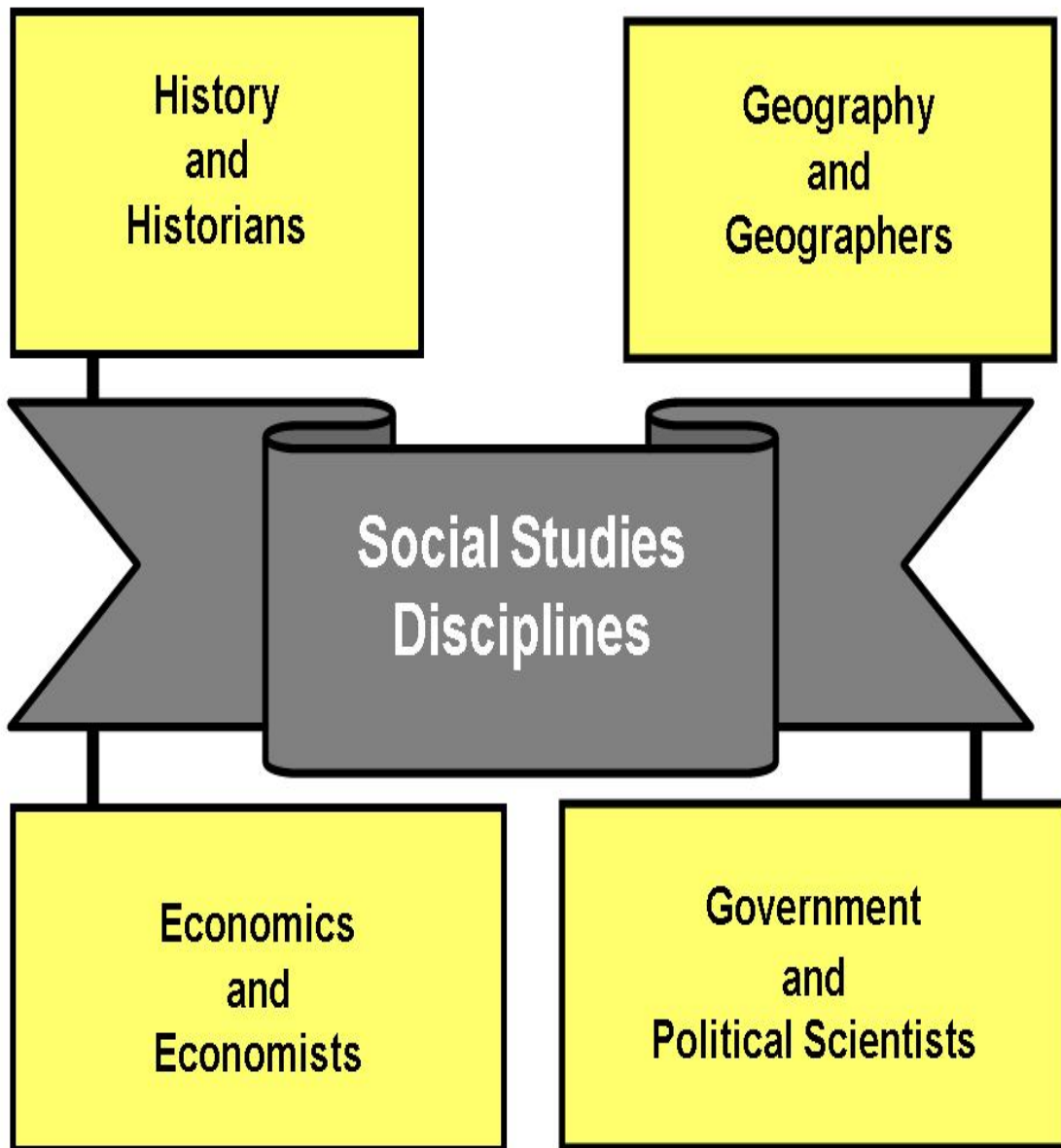
<b>Freedom</b>	
<b>Fairness</b>	
<b>The Common Good</b>	
<b>Equality</b>	
<b>Diversity</b>	
<b>Patriotism</b>	



### Lesson Review

<b>Social Studies Discipline</b>	<b>What do they study?</b>	<b>An example of a question they might ask about Michigan or the United States?</b>
<b>History and Historians</b>		
<b>Geography and Geographers</b>		
<b>Economics and Economists</b>		
<b>Civics and Government / Political Scientists</b>		

# Unit 1 Graphic Organizer



## Unit 1 Vocabulary Words

branches of government .....	26
capital resources .....	20
cause .....	5
chronological order .....	5
civics .....	25
consumer .....	21
core democratic values .....	27
economic activities.....	20
effect .....	5
evidence.....	4
exchange.....	21
executive branch .....	27
federal government.....	26
five themes of geography .....	10
geography .....	10
government .....	25
historian.....	4
history .....	4
human characteristics .....	11
human resources .....	20
human/environment interaction.....	11

judicial branch.....	27
legislative branch.....	26
levels of government.....	26
limited resources .....	19
location .....	10
movement .....	11
natural resources.....	20
opportunity cost .....	20
physical characteristics.....	11
place.....	10
point of view .....	5
primary sources.....	4
producer.....	21
region .....	11
representative government.....	26
scarcity .....	19
secondary sources .....	5
specialization .....	21
state government .....	26
timeline.....	5
unlimited wants.....	20