



DIGITALLY WRITING NEW HISTORIES

Who/what is the most influential individual, group of individuals, or thing — that has made a difference in Michigan history and how might we honor their contributions?



- 1. Who/what were the most important people/group of people/events to the growth of Michigan?**
- 2. From a historical perspective, what makes a person — or group of people — “influential?”**
- 3. How and where do we best honor this individual/group of individuals with a monument?**

The Growth of Michigan

Designed by:	Kevin Withey, North Branch Elementary
Unit Overview:	<p>Students will establish criteria and choose a person, or group of people they feel deserve to have a monument built in their honor for their contributions to the growth of Michigan. Students will present their argument, evidence, and reasoning through Google slides that include primary source photos used to compliment their points to the class and interested adult guests. Presentations will be published on the classroom/school website as well.</p> <p>The research and planning for the presentation will then be expanded and used as a foundation for writing an essay using the same premise and resources.</p>
Grade Level(s):	3rd
Connection to Primary Source Materials	Students will be learning about primary sources and incorporating them into their activities that will culminate with this final unit. Using sites such as Michiganology and the Grand Rapids Public Museum digital collections , students will include primary sources in their presentation.
Michigan Social Studies Standards Addressed:	<p>3 – H3.0.1 Identify questions historians ask in examining the past in Michigan. Examples may include but are not limited to: What happened? When did it happen? Who was involved? How and why did it happen?</p> <p>3 – H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.</p> <p>3 – H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan (pre-statehood).</p> <p>3 – E1.0.3 Analyze how Michigan’s location and natural resources influenced its economic development. Examples may include but are not limited to: how waterways and other natural resources have influenced economic activities such as farming, mining, lumbering, automobile manufacturing, and furniture making.</p> <p>P1.2 Differentiate between primary and secondary source documents.</p> <p>P2.1 Use compelling and supporting questions to investigate social studies problems.</p> <p>P2.3 Use supporting questions to help answer compelling social studies questions.</p> <p>P2.4 Know how to find relevant evidence from a variety of sources.</p> <p>P3.3 Construct an argument and justify a decision supported with evidence.</p>

C3 Indicators

Dimension 1: Developing Questions and Planning Inquiries (establishing criteria)

Dimension 2: Applying Disciplinary Tools and Concepts: history, Economics, Geography

Dimension 3: Evaluating Sources and Using Evidence: Developing Claims and Using Evidence

Dimension 4: Communicating Conclusions and Taking Informed Action: Communicating and Critiquing Conclusions

Disciplinary Literacy Essential Practices:

Practice 1. Inquiry-based instruction

provides regular opportunities for students to make choices in their reading, writing, and communication.

offers regular opportunities for students to collaborate with peers in reading and writing, such as through small-group discussion of texts on questions of interest and opportunities to write within group projects.

provides scaffolded support to students as needed to assist them in developing their literacy proficiencies, removing supports over time to generate more independence.

differentiates instructional processes and product expectations to account for varying academic needs and capabilities and appropriately challenge all students.

Practice 3: Intentional and standards-aligned instruction in disciplinary reading

establishes compelling reasons for reading in social studies

teaches students to evaluate sources and gather and use evidence from multiple sources, including multimodal and digital texts in the context of an investigation or inquiry

Practice 4: Intentional and standards-aligned instruction in disciplinary writing

provides opportunities for students to develop and share multimodal and digital communications authentic to the social studies, including as a means to take informed action around public policy and/or social justice issues.

Practice 6: Opportunities for and instruction in critically viewing, speaking, and listening

establishes compelling reasons for presenting and listening to presentations about social science problems or question

Practice 7: Intentional efforts to build vocabulary and conceptual knowledge

presents vocabulary as language in use (as opposed to words from decontextualized lists).

explicitly teaches words that build necessary knowledge for reading and writing texts of instruction

Other Relevant Standards, Connections to the CCSS, or the Context for the Unit	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.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	CCSS.ELA-LITERACY.W.3.1.A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
	CCSS.ELA-LITERACY.W.3.1.B	Provide reasons that support the opinion.
	CCSS.ELA-LITERACY.W.3.1.C	
	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)
	CCSS.ELA-LITERACY.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Compelling Question:		
Who/what is the most influential individual, group of individuals, or thing — that has made a difference in Michigan history and how might we honor their contributions?		
Supporting Question 1	Supporting Question 2	Supporting Question 3
Who/what were the most important people/group of people/events to the growth of Michigan?	From a historical perspective, what makes a person — or group of people — “influential?”	How and where do we best honor this individual/group of individuals with a monument?

Lesson 1: The Growth of Michigan: MVP?	
Supporting Question 1:	Who/what were the most important people/group of people/events to the growth of Michigan?
Step 1	<p>Read and discuss Mickey Lyons' article, "Did You Know There's a Body in Capitol Park?"</p> <ul style="list-style-type: none"> • https://detroitisit.com/know-theres-body-capitol-park/ • Edited 3rd-grade friendly doc <p>Ask students why there is a statue of Stevens T. Mason.</p> <p>Ask students if they think he might be the most important person to the growth of Michigan.</p>
Step 2	<p>Ask students if they can think of anyone or anything else that might be important to the growth of Michigan.</p> <p>Distribute "My Michigan: Most Important Subject". Have students work in small groups to complete.</p>
Step 3	<p>Discussion and debate for rankings and reasoning.</p> <p>Keep/save this sheet for the next step.</p>
Formative Assessment Task	Reasoning for student's rankings on " My Michigan: Most Important Subject ".

Lesson 2: What is "Monument Worthy?"	
Supporting Question 2:	From a historical perspective, what makes a person, group of people, thing, or event influential (monument-worthy)?
Step 1	<p>Show and discuss "My Michigan Monument Picture Study" Slides</p> <p>For each picture, have students do a short "See, Think, Wonder." If students are comfortable with the protocol, this could be done orally, or some or all pictures could be done on "See, Think, Wonder." template if necessary.</p> <p>Before or at slide #6, distribute the "My Michigan Picture Study" worksheet. Students will not need to fill these in until slide #7.</p> <p>Discuss and fill in sheets during remainder of the "My Michigan Monument Picture Study" Slides</p>
Step 2	<p>After completing and discussion of page one, have students fill in the first three rows of page two. Then as a class, discuss and establish criteria your class will use to decide if something is "monument worthy." This is an important step as it is how students will decide if the subject they choose meets the requirements.</p> <p>Record criteria for what makes something influential (monument-worthy).</p> <p>May want to put a copy of the criteria up in the room.</p> <p>Keep/save these sheets for the next step.</p>

Step 3	<p>Use established criteria to check to see if the subject each student chose on “My Michigan: Most Important Subject”. is monument-worthy.</p> <p>Each student decides on a subject to create a presentation and eventually write an essay to support that their chosen subject should have a monument built in Michigan.</p> <p>Optional - to make it memorable and maybe get the creative juices flowing: Look at some other monuments in Michigan. Be sure to preview sites before sharing with your class. Some are questionable and might go against the criteria that your class established for being monument-worthy. (But, that could lead to a good discussion.)</p> <p>https://www.tripadvisor.com/Attractions-g28943-Activities-c47-t26-Michigan.html</p> <p>https://www.roadsideamerica.com/location/mi/all</p>
Formative Assessment Task	Completion of “My Michigan Picture Study” worksheet including criteria.

Lesson 3: A New Monument	
Supporting Question 3:	How and where do we best honor someone or something for their contributions to our state?
Step 1	<p>Show example of a presentation: (FYI: there are a few “Easter Eggs” linked in the presentation.)</p> <ul style="list-style-type: none"> • My Monument: Stevens T. Mason slide presentation • Mason is used as the example because the students have already seen a statue of him and they will not be allowed to use him as their subject. <p>Discuss what students notice about the presentation.</p> <p>Tell students they are going to create a similar presentation of their own.</p> <p>Distribute each student a rubric. Go over the rubric and if time allows, score the example together. Students keep a copy of the rubric.</p>

Step 2	<p>Go over My Michigan Monument Presentation Planning Guide</p> <p>Make sure students understand that this information will be the foundation for their essay that will be completed in language arts.</p> <p>* Differentiating: Some students could be required to do the optional components.</p>
Step 3	<p>Guided/independent work time in class...</p> <p>Students will “check in” with the teacher using their rubric</p>
Formative Assessment Task	<p>Completed planning guide</p>

Summative Assessment

Who is the most influential individual — or group of individuals — that have made a difference in Michigan history and how might we honor their contributions?

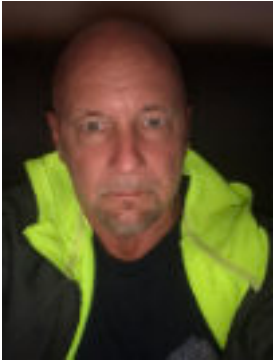
For the social studies presentation the students will be scored on their completed presentation using [the rubric](#).

In language arts class, the teacher will model each paragraph , one at a time for essay writing - following CCSS standards.

After each paragraph is modeled by the teacher, students will use the information gathered for the “My Monument Presentation” and use it to create portions of an essay. (Their body paragraphs will come directly from their evidence on slide #2.)

After completion of essays, students will record the essay and combine it with their presentation and publish

About the Inquiry Author



Kevin Withey teaches 3rd and 4th grade in a looping program at North Branch Elementary in North Branch, MI. He has been teaching social studies and science for almost 20 years. His favorite aspect of teaching social studies is getting the kids excited enough to continue to acquire more knowledge on their own, and encouraging them to become lifelong learners.

Learn More About the Inquiry Here:

