My Unit Topic: Michigan Geography (4th grade)

Purpose and Rationale:
The purpose of this Michigan Geography unit is to help our students develop their sense of place within their local community. It is important for the students to be knowledgeable about the geographic roots and reasons of their culture and those of others in the state so they can think critically about present day cultural and geographic issues. Through this unit, children will become aware of the link between geography and culture.

The goals of this unit are:
- To increase students’ awareness and knowledge of family and personal culture and a variety of cultures in Michigan, so that they can compare and contrast cultures apart from their own to recognize similarities and differences.
- To develop students’ skills in collecting, organizing and presenting information.
- To introduce students to new terminology relevant to the study of geography and culture.
- To develop students’ abilities to work successfully and productively in a small group. For example, we will expect students to be on task as they work in small groups to investigate their ethnic groups, students should be able to work cooperatively in small groups without much management, and in a large group students need to respect those presenting by being attentive and silent during presentations.
- Students should understand that our culture influences our life choices whether we are aware of it or not.
- Students will be aware that each culture expresses cultural characteristics in its own way.
- Students will understand that cultures share common characteristics and that Michigan has many cultures.

Standard II.1: Diversity of People, Places, and Cultures
All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements.

Standard II.3: Location, Movement, and Connections
All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.

Standard II.4: Regions, Patterns, and Processes
All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them.

**Standard II.5: Global Issues and Events**

All students will describe and explain the causes, consequences and geographic context of major global issues and events.

**Standard III.2: Ideals of American Democracy**

All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution and other foundational documents of the United States.

**Standard V.1: Informational Processing**

All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.

**Standard V.2: Conducting Investigations**

All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology.

**Teaching and Learning Standards:**

Higher-Order Thinking: Instruction involves students in manipulating information and ideas by synthesizing, generalizing, explaining or arriving at conclusions that produce new meaning and understandings for them.

Deep Knowledge: Instruction addresses central ideas of a topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understandings.

Substantive Conversation: Students engage in extended Conversational exchanges with the teacher and/or peers about subject matter in a way that builds on improved and shared understanding of ideas or topics.

Connections to the World Beyond the Classroom: Students make connections between substantive knowledge and either public problems or personal experiences.
Assessment Standards:

Organization of information: the task asks students to organize, synthesize, interpret, explain, or evaluate complex information in addressing a concept, problem or issue.

Consideration of Alternatives: the task asks students to consider alternative solutions, strategies, perspectives, or points of view in addressing a concept, problem or issue.

Disciplinary Content: the task asks students to show understanding and/or use ideas, theories, or perspectives considered central to an academic or professional discipline.

Disciplinary Process: the task asks students to use methods of inquiry, research or communication characteristic of an academic or professional discipline.

Elaborated Written Communication: the task asks students to elaborate on their understanding, explanations, or conclusions through extended writing.

Problem Connected to the World Beyond the Classroom: the task asks students to address a concept, problem or issue that is similar to the one that they have encountered or are likely to encounter in life beyond the classroom.

Content Benchmarks (Later Elementary):

Benchmark SOC.II.1.LE.1  Locate and describe cultures and compare the similarities and differences among the roles of women, men and families.

Benchmark SOC.II.1.LE.2  Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.

Benchmark SOC.II.3.LE.2  Describe the causes, consequences, routes and movement of major migration to the United States.

Benchmark SOC II.3.LE.4 Describe some of the major movements of goods, people, jobs and information within Michigan and the United States and explain the reasons for the movement.

Benchmark SOC II4.LE.4  Describe the physical, economic, and cultural geography of contemporary Michigan and its causes, advantages, and disadvantages.

Benchmark SOC II 5.LE.1  Locate major world events and explain how they impact people and the environment. *Partially addressed.*
Benchmark SOC III.2 LE.2 Interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, due process of law and equal protection of the law.

Benchmark SOC V.1 LE.1 Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.
Benchmark SOC V.1 LE.2 Organize social science information to make maps, graphs and tables.

Benchmark SOC V. 1 LE.3 Interpret social science information about local, state, and national communities from maps, graphs, and charts.

Benchmark SOC V. 2 LE.1 Pose a social science question about Michigan or the United States

Benchmark SOC V.2 LE.2 Gather and analyze information using appropriate information technologies to answer the question posed.

Benchmark SOC V.2 LE.3 Construct an answer to the question posed and support their answer with evidence.

Benchmark SOC V.2 LE.4 Report the result of their investigation including the procedures followed.

**Pre-Assessment**

The pre-assessment for my unit was called The Culture Game. Each table group (3-4 students) received a set of cards that had characteristics of culture on them. Each group’s task was to sort these characteristics into five categories and name the categories. The groups were also given dictionaries to look-up unfamiliar words.

I was really interested to find that all of the groups had come up with the exact same 5 categories: food, clothes, (one group put ‘things you wear’), language, holidays and cultures. All of those were the categories I was looking for, except culture should be ethnic origin, but I did not expect them to know this term. From their categories I saw that the students had the misconception that culture meant the same thing as ethnic origin.
I explained that in fact ethnic origin, along with the other categories they found, make up one’s culture. I also brought this up the next day before sharing the Family Surveys because one question asked about which countries students’ families come from. I had them recap the categories from the culture game and I asked why we used ‘ethnic origin’ instead of ‘culture’ as our fifth category.

During the sorting of the cards one group had an issue with general labeling. A girl in the group thought “Japanese” should go under food because there is such a thing as Japanese food, like sushi. She had a point, but her group members said if they were going to sort cards like that, then almost all of the languages and ‘culture’ names could go under food or clothes. I hadn’t anticipated this issue, but during the whole class discussion I brought up what had happened in the one group, and students decided that you should put specific kinds of food or clothes in those categories.

One common thing that happened across groups was that they were left with a couple “unknown” cards. These words weren’t in the dictionary, so students did not know which category to put them in. I talked about these unknowns with the whole class and then had them tell me which categories they should go in. I was impressed with the students’ abilities to categorize the cards, especially to separate the languages and ethnic origins. A couple groups had one or two of these in the wrong category, but overall the groups were right on with their sorting. They were also familiar with most of the words, which told me that they had at least heard about many ethnic groups, languages, holidays, foods, and clothes from cultures other than their own. Since the students did so well with this activity, I felt comfortable moving on to the Family Surveys, knowing that they understood some characteristics of culture and could talk about them.
Narrative Day by Day Overview

1. The students will take home a Family Survey in order to discover more about their family’s heritage. Before taking home the survey the teacher will lead a whole-group discussion to discuss the idea of family and how it differs from person to person. The teacher will also read over the homework assignment and answer questions to make sure all students are clear on what to do for the assignment. (This homework will be assigned before the unit starts to give students time to collect the information.)

2. The students will work in small groups of 3 or 4 to categorize examples and characteristics of culture. Each group will be given five envelopes, teacher-prepared cards with examples of food, language, clothing, ethnic origin, holiday or celebration and dictionaries to help with difficult terms. The students will then organize the cards based on similarities and put the cards into envelopes. The groups will work together to decide on a general label for each envelope based on the similarities of their cards. The teacher then brings the groups together in a teacher-guided discussion to determine the categories and why they were sorted this way. During discussion the teacher will make a chart with the class using the information gained during the Culture Game.

3. The teacher reads *When Africa Was Home* to the class, pausing to let students identify cultural characteristics that they hear in the story. Students will share with the class what they learned from the take-home survey about their families’ country/ies of origin, traditions, celebrations, food and language. The teacher will facilitate a discussion about the similarities and differences that come up when students share.

4. The teacher will lead a short discussion about why people move and introduce the terms ‘push factor’ and ‘pull factor’. The teacher then reads *Coming to America* while students listen for and share push and pull factors relating to immigration to the United States, that are mentioned in the book. The teacher will make connections between what the students shared in the first discussion about why people move and what they hear in the book.

5. The teacher will model how students should find and record push and pull factors in the narrative they are given about a particular ethnic group that settled in Michigan. Students will work with a partner to fill in a chart with either push factors or pull factors for their ethnic group (according to their individual assignment). They will color in the map that shows where their ethnic group settled in Michigan, and they will record (on the same chart) the effects their ethnic group had on Michigan. The teacher will circulate during group work to answer questions and make sure students understand the information they are collecting.
6. The teacher will pass out the study guide for the test about culture and push/pull factors and answers students’ questions about the study guide. Students will continue to work in their small groups and research their topic. The teacher will check that each group’s chart is complete and accurate before they are cleared to present. The groups will decide which group member is going to talk about which part during their presentation. If time permits, groups may rehearse their presentations.

7. Each group will present their push and pull factors (for the group they investigated) to the class. The individual group members will all have a part to talk about. While groups are presenting, the rest of the class will fill out a worksheet, circling the push and pull factors they hear for each ethnic group. The teacher will fill out this worksheet on a transparency, so students can check what they have circled with the teacher’s. The teacher will offer clarification about unfamiliar terms and facilitate ongoing discussion about similar reasons for immigrating that the different groups share.

8. The students will share the effects their ethnic group had on Michigan. They will then tape up their maps on colored paper so that each big piece of paper has 5 maps on it—one from each ethnic group. The teacher will facilitate a short discussion on what the students notice about the maps. The rest of the class period will be spent going over the study guide as a class and reviewing for the test. Students will have a chance to ask questions about the test content and set-up.

9. A formal assessment will be given on the last day of the unit. This assessment is taken from the curriculum guide. A reading passage about a Mexican family immigrating to Michigan is provided for the students, and then 8 multiple choice questions relating to this passage follow. The second part of the test consists of three short answer questions. Students give examples of cultural characteristics, examples of differences between their culture and another, and examples of push and pull factors. The class period starts with a quick review, the students have an opportunity to ask questions and then the test is given.

**Lesson Plans**

<table>
<thead>
<tr>
<th>Family Survey</th>
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<tr>
<td>Lesson One</td>
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**Date:** October 20, 2005

**Overall lesson topic/title and purpose:** The students will start to think about culture in their own lives. They will start to see similarities and differences between aspects of their culture and their classmates’ culture as they become more aware of their own.

**Rationale:** Having the students start this unit by examining their own family’s culture supplies
them with prior knowledge to build on. It’s important that students see the diversity that exists in their class/community and that they have knowledge about their own background. The take-home survey supports Standard II.1: Diversity of People, Places, and Cultures because students are describing and explaining the characteristics of culture. Standard II.3: Location, Movement, and Connections is supported because students will be describing and explaining the locations and characteristics of economic activities, political activities, migration and the interrelationships among them. For some students, filling out the survey with their family will hit on Standard II.5: Global Issues and Events, which includes describing and explaining the consequences and geographic context of major global issues and events (like wars, famine, natural disaster, political unrest). These four benchmarks are also supported by this activity: Benchmark SOC.II.1.LE.1 Locate and describe cultures and compare the similarities and differences among the roles of women, men and families. Benchmark SOC.II.1.LE.2 Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations. Benchmark SOC.II.3.LE.2 Describe the causes, consequences, routes and movement of major migration to the United States. Benchmark SOC II.3.LE.4 Describe some of the major movements of goods, people, jobs and information within Michigan and the United States and explain the reasons for the movement.

Goals/Objectives for today’s lesson: The students will gain a basic understanding of what culture is in their family. They will ask questions they have about culture and the assignment. They will fill out the Family Survey with someone at home and learn things about their own culture and background that they were not previously aware of.

Materials & supplies needed: Worksheet for each student (19)

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<thead>
<tr>
<th>Procedures and approximate time allocated for each event</th>
<th>Academic, Social and Linguistic Support during each event (see p. 71):</th>
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<tbody>
<tr>
<td><strong>Introduction to the lesson</strong> The students will be handed the worksheet. I will ask them to put their name on it and put their pencil down to show me they are ready to go on. (2 min.)</td>
<td>I will use the phonic ear to help students focus on the discussion and minimize noise distractions.</td>
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<tr>
<td><strong>OUTLINE of key events during the lesson</strong> 1. I will start the discussion by reading through the worksheet and having the students follow along. 2. After the directions are covered, a short discussion about culture will follow. I will ask the students what they think culture is. I will call on everyone that has their hand up so all of the thoughts and ideas are heard. I am guessing specific examples will come up when they are trying to explain culture. I will ask if everyone’s culture is the same and what makes it this way? This discussion is going to be highly student oriented and their participation will be crucial. The direction I take the discussion will depend on the answers I get from the students. My role will be to just</td>
<td>I will monitor the students carefully to make sure all of them are engaged. Body language and attentiveness will be monitored and if needed, I will walk over by certain students while the discussion is going on to get them refocused.</td>
</tr>
<tr>
<td>I know of at least one student in my class who is adopted, so</td>
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make sure we stay on topic and do not stray from the direction I want discussion to go. (15 min.) If there is a lack of participation from students, or confusion, I will offer examples of how I would fill the survey out with my family’s information. I will also make the point that all of the answers are not necessarily linked to a family’s country of origin. A family may have a tradition of sharing their favorite part of their day before dinner, which is not related to ethnic origin.

- **Closing summary for the lesson**
  1. When the discussion ends I will explain the importance of working on the survey with someone at home and tell them that it will help give them a better understanding of their family’s culture. The questions asked, which cover countries of origin, food, traditions, celebrations, languages spoken and reasons for settling in Michigan, help describe a family’s culture, and I look forward to learning more about each of you.
  2. I will then give the students the deadline for returning the survey, and let them know that it is worth a Price Buck. (2 min)

- **Transition to next learning activity**
  The students will be instructed by table to put their survey into their cubby so it will go home with them. Then they will return to their seats and wait for more instructions. (2 min.)

**Assessment:** The students will need to complete the worksheet and return it by the deadline with reasonable answers.

**Academic, Social, and Linguistic Support during assessment**
No support needed.

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**Culture Game**

**Lesson Two**

**Date:** October 26, 2005

**Overall lesson topic/title and purpose:** The purpose of the Culture Game is to introduce students to the idea that within a culture there are defining characteristics that make up a particular culture. The game is meant to show that cultures have similarities and differences and characteristics can be shared by different cultures.

**Rationale:** The Culture Game is a worthwhile activity because it investigates a variety of cultures and allows students to compare and contrast characteristics of various cultures. The game is intended to open students’ minds to culture and to spur thoughts on the similarities and
differences among culture in a community and the larger world (SOC.II.1le.1). The activity is also an introduction into how culture is determined, i.e. through categorizing traditions, clothing, language, food and ethnicity. Lastly, the organization of these items touches on the standard under Assessment: V.1le.2. which requires that students have a framework for how to organize information on a topic. This will be achieved through the task of organizing the characteristics into categories labeled by an index card, and then again as we assemble a chart using these categories, as a class.

**Goals/Objectives for today’s lesson:** The activity is meant to open students’ minds to the variety in cultures and how they intermingle, especially in a diverse community. The goal of the activity is to develop students’ sense of the basic characteristics that make up a culture and begin to connect that information to their own culture. Another objective is to give the students the opportunity to work in small groups to develop their inter-personal skills. Lastly, the students will learn a few basic ways that information can be organized and categorized that will be helpful in future lessons when the students research an ethnic group. The activity is also a pre-assessment to see how students what students already know about culture and what categories they recognize as making up culture.

**Materials & supplies needed:**
- Sets of characteristic cards (6 total – 1 for each table and one for assembling the chart)
- Index cards (5 per group)
- Chart Paper – with 5 pre-made columns on it
- Marker (1 per group and 1 for me)
- Tape

**Vocabulary:** traditions, culture, characteristics of culture, diversity, customs, ethnic origin, ethnic groups

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<td><em>Introduction to the lesson</em> I will introduce the lesson by telling the students they have begun to think about culture as they worked at home on their culture surveys and we are going to continue to look at aspects of culture in the Culture Game. (2 min)</td>
<td>I will use the phonic ear to help students focus on the discussion and minimize noise distractions.</td>
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**OUTLINE of key events during the lesson**
- I will then explain the game.
  1. Each group will be given 5 index cards, a set of characteristic cards, and a marker. They will be told to wait until directions are fully explained before touching their supplies.
  2. I will show a model of how they will want to setup and organize their categories by showing them the five columns on the chart paper. That is what we will make our graph on as a class.
I will remind them of the importance of working cooperatively in groups and how everyone’s ideas are important. They will need to take turns voicing their ideas and listening as others speak. (3 min.)

We will then begin the game. I will walk around and monitor the conversations going on as I make notes of who is contributing and in what ways. Because I will be using this as a pre-assessment, I will not give out suggestions or helpful hints. I will wait to give input until we are creating the class chart. (20 min.)

I will get the attention of the students and hang the chart paper at the front of the room. I will ask for ideas for the categories that they have established. We will have a conversation on whether other groups agree or disagree. It is likely that we will need to talk about slight variations in wording that may mean the same thing. When we agree on each category I will write it on the chart.

After we have created our categories I will randomly select one card out of the characteristic set and ask for a volunteer to see where they placed it. I will then ask if the other groups agree or disagree. A discussion will follow if needed. I will do this same procedure with a couple more cards until the students clearly have a handle on it.

Then I will begin to ask the groups to start naming multiple things they have in other categories (maybe 5 at a time if they are grasping the idea). The agree/disagree conversations will have to follow where needed. (15 min.)

**Closing summary for the lesson**

I will discuss the activity using the vocabulary terms and making sure there is a clear understanding for the purpose of the activity. To tie up the lesson I will explain that we will be looking at similar characteristics when we discuss the family surveys. I will also tell them these same concepts will play a role in their investigation of ethnic groups later in the unit.

**Transition to next learning activity**

The students will be instructed to re-rubber band their characteristic cards so they are ready for the next group. They will need to put all of the supplies in the center of the table. They will then be dismissed by ready tables to line up in the back of the room. (2 min.)

**Assessment:** There will be informal assessment as I walk around the room as the small group work is going on. Then

**Academic, Social, and Linguistic Support during assessment**

I will monitor the students carefully to make sure all of them are engaged. Body language and attentiveness will be monitored and if needed, I will walk over by certain students while they are discussing to get them refocused.

The chart we assemble will be a chance for everyone to participate. I will be able to call on students who don’t tend to volunteer as much since I will have had the opportunity to check over the groups and know what terms are in the correct places. This will help keep these students engaged.
there will be more assessment as I observe who is willing and confident to participate in the discussion. Overall, this lesson will be used to find out what the students know about culture and culture traits in general.

Family Survey Day I
Lesson Three

Date: October 27, 2005

Overall Lesson Topic/Title and Purpose: The Family Survey is meant to introduce each student’s personal culture to show how there are similarities and differences even among the students in our class. The activity is also meant to open students’ minds to the idea that everyone is unique and that uniqueness is in part based on their culture. The focus of the lesson is on the portions of the family survey that include country of origin, traditions, celebrations, language and food.

Rationale: This activity serves as a nice starting point for talking about culture and why people leave one place to settle in another. By having the students connect these ideas to their own lives and families, the concepts will hopefully be internalized and the students will see value in them. The sharing of the surveys will build community in our class, as students open up to one another about themselves and their families. During teacher-led discussion, students will develop a sense of “…similarities and differences among the roles of women, men and families” (SOC.II.1le.1). Also during discussion, students will begin to develop a sense as to the “… movements of major migration to the United States” (SOC. II.3le.2). Lastly, students will begin to “interpret social science information about local, state, and national communities from maps…” (SOC. V.1le.3) by identifying where on a map or globe a student’s family originated and by discussing the people that make up the local community.

Goals/Objectives: Students will identify cultural differences that they hear in When Africa Was Home. They will compare cultures in a way that respects their differences, but does not put one above another. Students will be teachers of their own family’s culture and learners of their classmates’ families’ cultures. All students will be shown respect as they share their family survey and will gain a better understanding of the diversity that exists in our class. The map activity will advance the students’ understanding of world geography.

Materials and supplies:
Book: When Africa was Home, by Karen Lynn Williams
World Map
Push Pins (3 colors of pins)
Procedures:

Introduction (5 min.):

I will explain to the students that the purpose of today’s lesson is to learn more about our classmates and the similarities and differences even among our small group of nineteen. I will also discuss how yesterday we played the Culture Game and explain that the game was a way to help us begin to think about how culture can be described using certain characteristics. I will ask if the students recall the five major characteristics we focused on and that we will use some of these characteristics today when discussing the Family Surveys. I will also make sure the students keep in mind each person is unique and the activity is meant to give the students a chance to learn more about their classroom community and the larger communities they are a part of.

Outline of events, 40-45 minutes:

A. I will dismiss students from their tables and have them sit in the read aloud area at the front of the room. (2 min.)
B. I will introduce the book When Africa Was Home and tell students that I will be stopping as I read so they can tell me the differences they hear between the culture described in the book and the culture we know in East Lansing, MI, USA.
C. After I read a page that mentions an aspect of culture I will stop and call on students to tell me what they heard about culture.
D. I will tell the students to quietly return to their seats. While they do this I will pass out their family surveys. (2 min.)
E. I will explain that the Family survey was an investigation into each of our families and that we are now going to report what we discovered.
F. To report information, I will begin at one table and have everyone there share their family’s country/ies of origin and a tradition they have. As each student shares this information, I will put a pin in the map for each country named.
G. I will then go around to each table again, so the students may share traditional food their family eats, celebrations, and a language other than English that is spoken by someone in their family. If the student wants to, he/she may say a word in the language and teach this to the rest of the class.

Closing Summary, 2-3 minutes:

I will close the discussion by discussing with the students some of the main characteristics of culture that came up across individual students and how these characteristics are part of what ties us together as a community; we need diversity in a community in order to have an ever-growing community. I will also make sure to discuss the difference between a traditional food, language or custom in comparison to a blend of culture which reflects a variety of cultural influences such as Christmas trees to celebrate the holiday season in December.
when actually it is traditionally a Greek custom which is how diversity and new
cultural traditions are created. For example, maybe your family normally had a
turkey on Thanksgiving but one year the dogs got to it before the family and you
had to order pizza and now every year you order pizza on Thanksgiving.

_Transition, 1 minute:_

Next week we will discuss why your family may have chosen to come to
America and some of the factors related to their immigration or emigration.

**Assessment:**

I will informally assess students during the Introduction when I ask them about
characteristics of culture and again after the reading of the story to make sure the students
understand the idea of a custom and how some are passed down (traditional) and some
are newly created due to new surroundings.

**Academic, Social and Linguistic support during assessment:**

I plan on doing informal assessment today; thus, any support would come from
me. For example, a student may need clarification on a word or a question to be
rephrased, but other than using the Phonic Ear there will not need to be any additional
support during informal assessment.

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**Lesson Four**

_Why Michigan?; Push/Pull Factors_

**Date:** November 2, 2005

**Purpose:** This lesson will introduce students to the idea of push and pull factors being
the reasons that people have for leaving one place and settling in another. They will learn
about where their classmates’ families’ settled in Michigan and why. The book, *Coming
to America*, will provide general information about immigration to the United States, and
will serve as a foundation for the students when they begin investigating their particular
ethnic group that settled in Michigan.

**Rationale:** Today’s lesson will introduce students to the ideas of push and pull factors as
the reasons for permanent geographic relocation. This knowledge will be necessary for
the students to use for the ethnic group investigation that students do in later lessons. By
starting broad with the topic of immigration to the U.S., the students have a context for
thinking and talking about immigration to Michigan. Students will use the information
from the family surveys and the information in *Coming to America* to begin to “describe
some of the major movements of goods, people, jobs and information within Michigan
and the United States and explain the reasons for the movements” (SS.II.3le.4) and
“describe the causes, consequences, routes and movement of major migration to the
United States” (SS.II.3le.2). In addition to describing these major movements students will begin to see a pattern between “…major world events and how they impact people…” (SS.II.5le.1) and the immigration of people into Michigan. Students will also use the new information discovered in the survey to “interpret social science information about local, state, and national communities from maps…” (SS. V.1le.3) when they compare different families’ experiences.

Goals/Objectives: Students will gain an understanding of push/pull factors and how they explain why people move from one location to another. They will gain a basic understanding of the important role immigration has played in U.S. History. Students will make connections between the text of Coming to America and their own families’ experiences.

Materials and supplies:

- Coming to America by Betsy Maestro
- Family Survey handouts
- Chart paper
- Markers

Procedures:

Introduction, 10 minutes:

Students are seated at their tables. Teacher is standing somewhere that all students can see her. “Last Thursday we shared our Family Surveys. Today we will continue to look at those surveys and focus on where your family first settled in Michigan and why they came to Michigan. First, though, I want to talk about why people move to a new place. Raise your hand if your family has ever moved to a new place? Moving is tough sometimes, isn’t it? It can make people sad and miss their old home and friends, so why do people still do it? Why do people move even though it might make them sad for a little while? I know my family moved because our house was getting too small to fit my whole family and all of our things. We also wanted to move to a city that had really good schools, so my brother and sister and I would get a good education and like our schools. What are some reasons that your families moved?” (Take several answers). Okay when we’re talking about why people move from one place to another, we are really talking about why they leave their original home, which we call push factors because they are the reasons people are pushed out of their old home (make a t-chart on chart paper and write ‘push factors’ above left column). We are also talking about why people settle in the new place that they do, and these reasons are called pull factors, because they are the reasons pulling the people to their new home.” (Write pull factors above right column). Choose one of the students’ answers about why their family moved and write it in the appropriate place/s on the chart as an example, asking for help from the students as to what to write and where.

Transition, 1 minute

Please come up and have a seat on the floor. We’re going to read a book together. (students move, teacher sits in front of them on a chair, with book in hand and chart paper nearby)
Outline of events, 35 minutes:

1. Explain that we will be reading a book about people that immigrated to the United States from other countries and tell the students that they should be listening for push and pull factors that we can write on the chart. If they hear one, they should raise their hand.

2. Teacher reads the book, pausing when students raise a hand to offer a push/pull factor they heard, and then the teacher writes the student’s response in the correct column on the chart paper. The teacher also asks discussion questions:
   - If you moved to a different country, would you want to be near people from your original country or people from other countries?
   - How do you feel about immigrants being treated poorly in the United States?
   - Relate mass exodus from New Orleans to passage in book about people fleeing their homes because of natural disaster

3. “Now that we’ve looked at why the people in this book immigrated to the United States, let’s look at your Family Surveys to see why your families settled in Michigan.” Spread out into an oval and I will pass out your Family Survey. We’re going to go around the oval and everyone can share where their family settled in Michigan. ________, you can start.” The teacher interjects to point out push/pull factors or ask questions of the students as they share. When everyone has shared, instruct students to return to their seats.

4. The teacher asks for someone to summarize what we talked about today. Hopefully the idea of push and pull factors comes up, if not the teacher can add this. The teacher says, “Our next activity is going to be investigating different ethnic groups that settled in Michigan to see what their push and pull factors were. We are going to work together as a class to find out as much as we can. To help us do this, each table group will investigate one ethnic group and then share with the rest of the class what they find out. We’ll start our work on this tomorrow, but right now I’m going to hand you a card that has the ethnic group you’ll be working on and whether you’ll be investigating the push factors or the pull factors for that. It’s okay if you don’t quite understand what we’re doing with these yet, because I’ll be explaining it more tomorrow and you’ll have an opportunity to ask questions then. (Teacher passes out pre-made cards. Ethnic groups are Dutch, German, African-American, Mexican-American and Polish).

Closing Summary, 1-2 minute: After you look at your card you can put it into your social studies folder, and you can put your Family Survey in there too. Show me you’re ready to lineup to go back to our room. Okay Table 4 line up…Table 1.

Assessment:
Today will include informal assessment of the students’ ideas about push and pull factors and how they can apply these concepts to the book and their own families’ experiences. I will listen to the students’ responses, questions and ideas and make mental note of who seems to understand the concepts.
Academic, Social and Linguistic support during each event:
I will use the Phonic Ear so all students, and especially those with auditory processing
difficulties, will be able to hear me better.

Academic, Social and Linguistic support during assessment:
No adaptations.

Lesson Five
Investigating Michigan Ethnic Groups

Date: November 3, 2005

Purpose: Today’s lesson will introduce the students to the information packets they will
be using for their investigations. Students will have a chance to ask questions about their
responsibilities for the investigation and will watch the teacher model how to use the
information packets to identify push and pull factors for a particular group’s move to
Michigan. The students will also be looking at where their group settled in Michigan.

Rationale: Today’s activity will allow the students to apply what they’ve been learning
about push and pull factors to an actual group that immigrated to Michigan. This will
give the teacher a chance to see how the students are making sense of these concepts.
The teacher will also be able to see how they handle finding information from a text and
using a graphic organizer to record found information. The reason for having each group
be responsible for one ethnic group and then presenting the information to the rest of the
class is so more information can be covered in less time. It also gives the student’s
ownership in the learning that takes place. The students’ investigation of ethnic groups
that settled in Michigan will support Benchmark SOC.II.3.LE.2 : Describe the causes,
consequences, routes and movement of major migration to the United States and
Benchmark SOC II.3.LE.4 Describe some of the major movements of goods, people, jobs
and information within Michigan and the United States and explain the reasons for the
movement. The information packets are made up of excerpts from books and websites.
The students will be using these, as well as information on maps to organize, interpret
and explain information, so the students are meeting the Information Processing Standard
V.1.

Goals/Objectives: Students will ask questions to clarify their understanding of the ethnic
group investigation activity. They will work quietly and productively in pairs to extract
information on their assigned topic from their research packets and record this
information on a graphic organizer to be shared at a later time. Students will color in a
map to show where their ethnic group settled in Michigan.

Materials and supplies:
• Map for each student
• Appropriate research packet for each student
• Transparency of sheet students will use to collect information from the packets
• Model research packet for the teacher
• Highlighters
• Markers
• Clipboards

**Procedures:**

*Introduction, 3 minutes:*

“Yesterday you found out what group that settled in Michigan you will be investigating and whether you will be looking at push factors for that group or pull factors. Today you will have time to collect information on your topic. Everyone will get an information packet that has information about your specific group, and everyone will get one of these sheets to record the information they find. Everyone will also get a map to color in the areas in Michigan where their group settled. To get you started we’re going to use a group that none of the tables are investigating, so you can see what you need to do when you are working on your own group today.

**Outline of events, 40-45 minutes:**

1. **Teacher Models and gives directions (10 minutes)** Teacher puts transparency on the overhead and pulls out her information packet. “Okay, so I have my packet and I have my recording sheet. You’ll want to take a few minutes to look over your packet and see what’s in it. You will notice that some areas have already been highlighted for you. This is to help you find the information that will help you answer your questions, either: “What were the push factors that made this group leave their original homes?” or “What were the pull factors that attracted this group to settle in Michigan?” Let’s say I am looking for push factors, so I am going to read one of these highlighted areas, (teacher reads passage aloud). From what I just read, what is one push factor I could write down on my sheet? (Teacher calls on a student and records answer on the transparency). Were there any others? So you’re going to do that—read the highlighted areas and record the push or pull factors—whichever you’ve been assigned—on your sheet.”

2. “When you’ve found all of your information from the highlighted areas, then you go to the last page in your packet—the map of Michigan. The areas where your group settled in Michigan have been outline with dotted lines. You need to color in these areas, and using the key decide what kind of region or regions your group settled in and write down the regions on this line at the bottom.

3. If you finish with collecting your information and you finish your map, then your next job is to figure out what effects the settlers of your ethnic group have had on Michigan. In your packets this information is bracketed off with a pink highlighter. (Show this in teacher packet). That’s what this spot on the bottom of your sheet is for. You will record what you find out about your group’s effects on Michigan in this area.
4. Before everyone starts working on their individual jobs I want to say that you really need to stay on-task today and get a lot done because we only have today and maybe a little time tomorrow to gather all the information and practice presentations before we actually have groups starting to present their information to the rest of the class.

5. Okay, you may start working with your packets. It’s okay to use a clipboard and find a spot in the room to work with your partner—the person at your table who has the same job—and spread around the room a little bit. However, if I see that people are not staying on-task or it gets too noisy, I will have everyone come back and work at their tables. Are there any questions before we start to work? Okay, go ahead and start, and come ask me if you think of a question while you’re working. I’ll be walking around to make sure everyone’s doing okay. If you need markers for your map, they’re right here.

6. **Students work (35 minutes)** Students spread around room in pairs and work with their packets. The teacher circulates to monitor students’ understanding of the material and answer questions.

*Closing Summary, 2-3 minutes:*

Okay we only have a few minutes left, so I need everyone to put away the clipboards and return to their seats with all their materials…You worked well today. Tomorrow we’ll have a little time at the beginning of class to finish up what we were working on today, and then groups can practice how they want to present their information to the rest of the class. We should have time for all the groups to present their push and pull factors tomorrow.

**Assessment:** I will be assessing students’ understanding of the research materials as I walk around. I can ask them questions to get at their thinking and see what they are writing down. I will also be assessing their map reading skills to see if they are able to properly use the key to get the information they need.

**Academic, Social and Linguistic support during each event:**
I will use Phonic Ear when I am modeling at the overhead so students can hear me better. I will try to assign jobs within the groups so that a stronger student will be with a student that could use help either with the work or with staying on task, as much as possible.

**Academic, Social and Linguistic support during assessment:**
No adaptations needed.
<table>
<thead>
<tr>
<th>Key Concepts &amp; Big Ideas</th>
<th>Lesson Title</th>
<th>Length</th>
<th>Instructional Strategies/Activities/Centers/Projects</th>
<th>Grouping Patterns</th>
<th>Standards &amp; Social Studies Threads</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Whole group</td>
<td>Historical</td>
</tr>
<tr>
<td>Introduce culture, assign. homework</td>
<td>Unit Introduction Lesson (1) Family Survey</td>
<td>15-20 minutes</td>
<td>Explain assignment and discuss expectations,</td>
<td>X</td>
<td>X X X X X</td>
</tr>
<tr>
<td>Pre-assessment--Culture characteristics</td>
<td>Lesson (2) Culture Game</td>
<td>45 minutes</td>
<td>Groups will sort culture characteristics cards into categories, name those categories, and discuss them as whole class.</td>
<td>X</td>
<td>X X X X X</td>
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<tr>
<td>Introduction culture/cultural differences, learn about students’ own cultures</td>
<td>Lesson (3) Family Survey: Day 1</td>
<td>45 minutes</td>
<td>Teacher reads to class, Whole-group discussion—identifying differences, Individuals share family survey with whole group,</td>
<td>X</td>
<td>X X X X X</td>
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<tr>
<td>Immigration, introduce Push/Pull factors, finish sharing Family Surveys</td>
<td>Lesson (4) Why Michigan? Push/Pull factors</td>
<td>45 minutes</td>
<td>Whole class discussion about moving, Read aloud book about immigration to U.S., define and identify push/pull factors in book, students share rest of Family Survey with class</td>
<td>X</td>
<td>X X X X X</td>
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<tr>
<td>How to collect information from a text, Push/Pull factors</td>
<td>Lesson (5) Investigate Michigan Ethnic Groups</td>
<td>45 minutes</td>
<td>Teacher models how to find and record information from text, students work in pairs to fill in chart and color map,</td>
<td>X</td>
<td>X X X X X</td>
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<tr>
<td>Learning about the 5 ethnic groups</td>
<td>Lesson (6) Presentation Day One</td>
<td>45 minutes</td>
<td>Groups present push/pull factors for their ethnic group, classmates listen and circle factors on their worksheet, teacher clarifies unfamiliar terms</td>
<td>X</td>
<td>X X X X X</td>
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<tr>
<td>Learning about the 5 ethnic groups, review unit</td>
<td>Lesson (7) Presentation Day Two; Review</td>
<td>45 minutes</td>
<td>Groups share information, listen to classmates, Display and analyze maps, answer review questions, teacher answers questions, expounds on review material</td>
<td>X</td>
<td>X X X X X</td>
</tr>
<tr>
<td>Assessment</td>
<td>Conclusion (8)</td>
<td>45 minutes</td>
<td>Individual assessment, multiple choice and short answer</td>
<td>X</td>
<td>X X X X X</td>
</tr>
<tr>
<td>Topic: Michigan Geography</td>
<td>Title: Michigan Culture and Our Cultural Characteristics</td>
<td>Grade Level: 4th</td>
<td>Unit Length: 7 days</td>
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<td><strong>Students’ Prior Knowledge:</strong> Students will bring prior knowledge of maps, globes, latitude and longitude to the unit that they learned in the previous unit. In addition, students will bring their knowledge of their family background as well as specific examples of culture they may experience in their family. Students who have traveled to other countries or other parts of the U.S. may have knowledge about different cultures they encountered.</td>
<td><strong>Connection to the Next Unit:</strong> In our unit on culture students will learn how resources affect movement of people into Michigan, which in turn will affect the place being settled. The main focus of the next unit is for the learner to be able to describe, compare, and explain how location, movement, and communication influence people, economic activity, and ideas in Michigan.</td>
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