

**Unit 1: The Geography of Michigan****Lesson 1: What is a State?****3<sup>rd</sup> Grade Social Studies****Time Allotted: 4 Days of 45 min Class Period+****Place****Source: Michigan Citizenship Collaborative Curriculum  
[www.michigancitizenshipcurriculum.org](http://www.michigancitizenshipcurriculum.org)****Date: Monday, September 12, 2010****Subject: Social Studies: What is a state?****Benchmarks:****Content Expectations:**

2-G.2.0.2: Describe how the local community is part of a larger region (e.g. county, metropolitan area, state).

**Integrated GLCE's:**

R.NT.03.02: Identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction. (English Language Arts)

**Objectives/ Intended Outcomes:****Students will be able to:**

- Identify and explain the following terms:
  - Geography
  - Geographer
  - Natural Characteristics
  - Human Characteristics
  - County
  - State
  - Border
  - Government
- Explain what is a community and the basic needs that a community provides.
- Explain and show how geographers study places using the example of their local community along with the fictional community of *Roxaboxen*.

- Answer a variety of geographical questions using the example of their local community.
  - Where is the community located?
  - What is the place like?
  - Is this place part of a larger place?
- Look and use a variety of maps to help them identify the community, county, and state they live in.

### Key Concepts:

- Geography
- State

### Materials/ Supplies:

- **Teacher:**
  - Smartboard
  - PowerPoint Slide Handouts
  - Social Studies Pace Guide for Unit 1: Lesson 1
  - Handouts that are not in the student's social studies folders
    - What is a community?
    - What are some basic needs of humans?
  - Map of Michigan
  - Map of Oakland County
  - Map of the United States
  - Read Aloud Book: *Roxaboxen*
  - Candy
- **Students:**
  - Pencil or something to write with
  - Social Studies Folders with handouts
  - My Michigan Journal
  - Their Social Studies Thinking Caps

### Anticipatory Set:

- On the first day I will read them a community book *Roxaboxen* so they will get in the mind frame of what makes a community and comparing it to their own community they live in.
- It will involve the students by using the Smartboard and a PowerPoint presentation.

## Lesson Description:

In this lesson the students are introduced to the ways geographers look at places and the questions they ask. The students begin by reviewing the concept of 'community' and the geography of their local community by completing a class chart. The concepts that they learn will then be reinforced as the students explore the geography of a fictional community featured in a picture book of *Roxaboxen*. The students will review the concept of region by exploring other regions to which their community belongs (e.g., counties, metropolitan areas). Lastly, the students will explore the question of what is a state.

## Procedures:

- Where:
  - On the classroom carpet for the Read Aloud
  - The rest of the lesson the students will be at their desks in front of the classroom Smartboard
- What:
  - Intro the lesson with reading a community story, *Roxenboxen*
  - Demo some of the charts (Questions about Geography of a Community of Roxaboxen)
  - The students will do a lot of group activities with two or three friends throughout this lesson.
- How:
  - Independent work writing one or two questions about Michigan they would like to explore in third grade this year.
  - The students will do a lot of group activities with two or three friends throughout this lesson.
  - The teacher will provide directions to help guide them through the lesson of activities.
  - The students will have the opportunity to use the Smartboard to help share their group's thoughts.
- Sequence:
  - One day before starting the lesson read the students the book, *Roxaboxen* during Read Aloud time.
  - **Day 1:** Using the pace guide for Lesson 1 do Steps 1-4 dealing with exploring the term of geography.

- Turn on the classroom Smartboard and open up to PowerPoint presentation *Day 1 of Unit 1 Lesson 1*.
- Allow the first slide run (Welcome screen and what you expect of the students at that point) while you wait for all the students to get ready.
- Tell and show the students that a lot of what is in the PowerPoint presentation and what we go over can be found in their Social Studies Folders.
- Slide 2: Explain to the students that this unit (Unit 1) they will be looking at the geography of Michigan.
- Slide 3: Explain to the students that this week they will be exploring what is a state.
- Tell the students but before we get to a state we need to look at some other terms.
- Slide 4: Show the students that today they will be looking at the Big Ideas of geography, geographers, and what geographers study. Explain and show the students that they might notice that there are blanks on the page but we will be coming back to this slide often to fill in the blanks as we explore each concept.
- Slide 5: Discuss and give the definition of geography. Go to Slide 6 where the students will see and fill in the blank answering the first Big Idea of what geography is and the first part of the graphic organizer on Slide 7.
- Ask the students to go back to 2<sup>nd</sup> grade Social Studies when they studied their local and other communities. When you studied this idea you were working as geographers. This will lead into Slide 8: What is a geographer.
- Still on Slide 8, explore and explain the concept of geographers and what they do.
- Slide 9: You are able to fill in the next Big Idea blanks on what geographers do and able to fill in some more of the graphic organizer on Slide 10.
- Slide 11: Tell the students that geographers even study the whole Earth itself.
- Slide 12: Explain to the students that we know that geographers study places but how do they do that.
- Slide 13: Tell the students that geographers study places by asking questions about the place and then they try to find the answers to those questions. This leads into Slide 14 which

I don't have a lot of  
 choice w/ this yet so try  
 folding the steps of collaborative  
 1st.

- 1 • Talk about it (each person give an idea)
- 2 • Decide together on what to write down
- 3 • One person records the answer

and job naming + noticing  
 when you saw them doing  
 the right thing

answers the last Big Idea and some more of the graphic organizer on Slide 15.

- Slide 16: Split the students into groups of 2 or 3 and give each student a handout (What is a community?). Show the students the question on Slide 16 and ask each group of students to write down what they believe a community is.
  - Provide the students about 5 minutes to write their ideas (walk around scanning what each group comes up with but also to make sure each group is staying on task) before asking each group to share their ideas as you make a classroom list.
  - Before going to Slide 17 give the idea that you want the students to come across with.
  - Slide 17: Tell the students that one of the main purposes of a community is to help people meet their basic needs.
  - Ask the students to flip over their handout to Basic Needs and ask the students what are some of the basic needs people need to have? Give the students the example of food as a basic need.
  - Provide the students about 5 minutes to write their ideas (walk around scanning what each group comes up with but also to make sure each group is staying on task) before asking each group to share their ideas as you make a classroom list.
  - Still on Slide 17 give some more examples of basic needs.
  - As the students are leaving or putting away their social studies things, allow Slide 18 to run.
- Day 2: Using the pace guide for Lesson 1 do Steps 5-8 dealing with what is a community.
  - Day 3: Using the pace guide for Lesson 1 do Steps 9-10 dealing with what is a county.
  - Day 4: Using the pace guide for Lesson 1 do Steps 11-14 dealing with what is a state.

### Closure:

- This is why it is important to know the concepts of geography, geographer, communities (local and other) natural characteristics, human characteristics, and county in order to understand what is a state.
- It is also important for students to know:
  - The community they live in.
  - The types of characteristics and basic needs that make up a community.

- The county they live in.
- The state they live in.
- The continent they live in.
- The idea that every state as some form of government.

### Assessment:

- The small group activities, especially from Day 2 when the students are asked to answer questions about the geography of a community as described in *Roxaboxen*.

### Adaptations for other learners:

- The students will be in groups of 2 or 3 of fellow friends that can help them during the activities.
- The teacher will be scanning the room to see if anyone needs help with understanding the directions.

### Early finishers can:

- Reread or look at the book of *Roxaboxen*.
- Draw a picture of a community.
- Read their D.E.A.R. book that is in their desk.

### Reference:

- Michigan Citizenship Collaborative Curriculum  
[www.michigancitizenshipcurriculum.org](http://www.michigancitizenshipcurriculum.org)
- *Roxaboxen*

### Reflection:

- Was very nervous
- Going to try to get rid of the handouts to see if this will help the lesson run more smoothly.
- Show the students the vocab page on pg. 3 of their Social Studies notebook to allow the students to be familiar with this page.

### Cooperating teacher comments:

- Show them the vocab cards & have them highlight the new terms.