

Third Grade Writing

Writing Type: Informational Research Writing

S.S. Standards: 3 – H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood). 3 – G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan. 3-E1.0.3 Analyze how Michigan’s location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making). (H, G)

Have students research and write a letter describing a day in their life from someone in pre-statehood Michigan. This could be a lumberjack, fur trader, or even a sailor on a boat coming through the Erie canal.

Mentor Text Ideas: *A Year in the Life of Alexander Henry* an MGA resource

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SS Standards: 3 – H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan. 3 – H3.0.9 Describe how Michigan attained statehood. 3 – H3.0.10 Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood). 3 – G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E) 3 – G4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H) 3 – G5.0.1 Locate natural resources in Michigan and explain the consequences of their use. 3 – G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan. 3-E1.0.3 Analyze how Michigan’s location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making). (H, G)

Have students choose a famous Michigander to research. Have them answer the questions:

Who they are and why are they important?

Where are they on a timeline of Michigan history?

How does it relate to Michigan today?

Did they have any impact on who lived and/or worked in Michigan?

Did Michigan’s location play a part in their story?

Did Michigan's natural resources have anything to do with their success or actions?

Mentor Text Ideas:

I'm a Michigan Kid! Official Passport by Gary Bower

Michigan by Licia Raatma

Year Round! By George and Michele Zavatsky

M is for Mitten: A Michigan Alphabet by Annie Appleford and Kathy-jo Wargin

<https://www.teachervision.com/reading-comprehension/henry-ford-biography-reading-warm>