

Third grade students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies. Building on prior social studies knowledge and applying new concepts of each social studies discipline to the increasingly complex social environment of their state, the third grade content expectations prepare students for more sophisticated studies of their country and world in later grades.

### History

In third grade, students refine their abilities to think like a historian by identifying the types of questions that historians ask. Building upon experiences of timeline construction, students sequence early periods of Michigan history from exploration through attaining statehood. The expectations move students from examining a variety of simple sources to understanding how historians use both primary and secondary sources to learn about the past. Students use both types of sources as they explore the early history of Michigan, providing a rich connection to the English language arts. Through traditional stories, students learn about the beliefs of American Indians. They compare how American Indians and settlers interacted with their environment through informational text. The skill of constructing historical narratives is developed using the context of daily life in the early settlements. The expectations build on students' sense of chronology by requiring students to describe causal relationships among events. These foundational understandings prepare students for more sophisticated writing and analyses as they prepare to study United States history in subsequent grades.

### Geography

Third grade students draw upon prior knowledge to create more complex understandings of geographic concepts using the context of Michigan. They further develop spatial awareness through the use of more complex maps of Michigan. Students refine the concept of regions as they explore different ways Michigan can be divided into regions and learn about the different geographic regions to which Michigan belongs. Building upon their knowledge of human systems, students investigate current economic activities in Michigan and explore factors that influence the location of these economic activities. The expectations also extend the geographic theme of movement as students describe current movements of goods, people, jobs, or information to, from, or within Michigan, and investigate the reasons for the movements. In addressing human-environment interactions, the expectations integrate history as students apply their knowledge of how people adapt to, use, and modify the environment to the more complex social environment of their state. More sophisticated understandings are also created as students locate different natural resources in Michigan and analyze the consequences of their use. These foundations prepare students for a more elaborate understanding of geography as they examine their country and world in subsequent grades.

### Civics and Government

In extending students' civic perspective beyond the family, neighborhood, and community to the state, the third grade content expectations prepare students for their role as responsible and informed citizens of Michigan. Building upon their knowledge of government of the local community, students distinguish the roles of state government from local government. Using the context of state government, students examine the concept of separation of powers by exploring the powers of each branch of state government. By examining how the state courts function to resolve conflicts, students deepen their understanding of the rule of law. The idea of representative government is introduced. By focusing on key concepts, such as citizens' rights and responsibilities, separation of powers, individual rights, rules of law, representative government, and justice, students are prepared for the roles of citizens in our democratic republic.

## Economics

Third grade students refine their understanding of the principles and concepts of economics. Building on a basic understanding of scarcity and choice, students learn to appreciate the relationships among scarcity, choice, and opportunity costs in making economic decisions. In addition, students are introduced to how incentives impact economic decision making. Students explore Michigan's economy by examining how natural resources have influenced economic development in the state. An introduction to the concepts of entrepreneurship, specialization, and interdependence allows students to explore the relationship of Michigan to the national and global economies. Finally, students use these concepts to consider the role of new business development in Michigan's future.

## Public Discourse, Decision Making, and Citizen Involvement

Students continue to develop a more sophisticated understanding of public issues and the importance of citizen action in a democratic republic. Using the context of Michigan, third grade students identify public policy issues facing citizens in Michigan, use graphic data and other sources to analyze information about the issue, and evaluate alternative resolutions. By utilizing core democratic values to demonstrate why people may differ on the resolution of a state issue, students continue to develop competency in expressing their own opinions relative to these issues and justify their opinions with reasons. This foundational knowledge is built upon throughout the grades as students develop a greater understanding of how, when, and where to communicate their positions on public issues with a reasoned argument.

**HISTORY****H3 History of Michigan (Through Statehood)**

*Use historical thinking to understand the past.*

- 3 – H3.0.1 Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)
- 3 – H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.
- 3 – H3.0.3 Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).
- 3 – H3.0.4 Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.
- 3 – H3.0.5 Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.
- 3 – H3.0.6 Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.
- 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 – 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).

**GEOGRAPHY****G1 The World in Spatial Terms**

*Use geographic representations to acquire, process, and report information from a spatial perspective.*

- 3 – G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.
- 3 – G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.

**G2 Places and Regions**

*Understand how regions are created from common physical and human characteristics.*

- 3 – G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.
- 3 – G2.0.2 Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).

**G4 Human Systems**

*Understand how human activities help shape the Earth's surface.*

- 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 – G4.0.3 Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements. (E)
- 3 – G4.0.4 Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.

**G5 Environment and Society**

*Understand the effects of human-environment interactions.*

- 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. (H)

**CIVICS AND GOVERNMENT****C1 Purposes of Government**

*Explain why people create governments.*

- 3 – C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).

**C2 Values and Principles of American Government**

*Understand values and principles of American constitutional democracy.*

- 3 – C2.0.1 Describe how Michigan state government reflects the principle of representative government.

**C3 Structure and Functions of Government**

*Describe the structure of government in the United States and how it functions to serve citizens.*

- 3 – C3.0.1 Distinguish between the roles of state and local government.
- 3 – C3.0.2 Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).
- 3 – C3.0.3 Identify the three branches of state government in Michigan and the powers of each.
- 3 – C3.0.4 Explain how state courts function to resolve conflict.
- 3 – C3.0.5 Describe the purpose of the Michigan Constitution.

**C5 Roles of the Citizen in American Democracy**

*Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.*

- 3 – C5.0.1 Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).

**ECONOMICS****E1 Market Economy**

*Use fundamental principles and concepts of economics to understand economic activity in a market economy.*

- 3 – E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.
- 3 – E1.0.2 Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in 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)
- 3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)
- 3 – E1.0.5 Explain the role of business development in Michigan's economic future.

**E2 National Economy**

*Use fundamental principles and concepts of economics to understand economic activity in the United States.*

- 3 – E2.0.1 Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).

**E3 International Economy**

*Use fundamental principles and concepts of economics to understand economic activity in the global economy.*

- 3 – E3.0.1 Identify products produced in other countries and consumed by people in Michigan.

**PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)****P3.1 Identifying and Analyzing Issues**

*Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*

- 3 – P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.
- 3 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.
- 3 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.

**P3.3 Persuasive Communication About a Public Issue**

*Communicate a reasoned position on a public issue.*

- 3 – P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.

**P4.2 Citizen Involvement**

*Act constructively to further the public good.*

- 3 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
- 3 – P4.2.2 Participate in projects to help or inform others.