



# MICHIGAN

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STANDARDS	PAGE REFERENCES
<b>Social Studies Content Expectations Grade Three</b>	
<b>History</b>	
<b>H3 History of Michigan (Through Statehood)</b>	
<i>Use historical thinking to understand the past.</i>	
<p>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?)</p>	<p><b>Student Edition:</b>  <i>Chart and Graph Skills</i> 88-89  <i>Focus Lesson Review</i> 47, 54, 63,87, 94, 101, 111, 116, 121, 128, 150, 158, 165, 173, 182  <i>Hands On Activity</i> 67  <i>Quick Check</i> 53, 61, 63, 83, 85, 87, 91, 93, 94, 99, 101, 109, 111, 113, 116, 119, 121, 125, 126, 128, 147, 149, 150, 161, 165, 171, 173, 179, 181, 182  <i>Review the Big Idea</i> 134  <i>Timelines</i> 4-5, 74-75, 99, 106-107, 138-139, 196-197, 258-259</p> <p><b>Teacher's Edition:</b>            AI 89</p>

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<p>3 - H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.</p>	<p><b>Student Edition:</b>  26-27, 56-57, 122-123, 176-177, 224-225, 310-311  <i>Primary Sources</i> 32, 53, 100, 115, 163, 181, 208, 240, 280, 295  <i>Using Primary Sources</i> 41, 105, 167, 189, 251, 289</p> <p><b>Teacher’s Edition:</b>  CC 26, 162; EPS 115, 163; LI 26, 122, 176, 310; TI 177, 311; UPS 26, 56, 122, 176, 224, 310</p>
<p>3 - H3.0.3 Describe the causal relationships between three events in Michigan’s past (e.g., Erie Canal, more people came, statehood).</p>	<p><b>Student Edition:</b>  119, 125-126  <i>Datagraphic</i> 127</p> <p><b>Teacher’s Edition:</b>  BI 119, 129; MO 124; T 119</p>
<p>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.</p>	<p><b>Student Edition:</b>  50-54, 56-57, 64-65</p> <p><b>Teacher’s Edition:</b>  BI 56, 61; CC 52; QTS 62; T 51; VQ 65</p>
<p>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.</p>	<p><b>Student Edition:</b>  3, 44-47, 52-53, 61-62  <i>A Day in the Life</i> 64-65  <i>Activity</i> 135  <i>Quick Check</i> 53  <i>Review The Big Idea</i> 70  <i>Write About The Big Idea</i> 47, 54, 63</p> <p><b>Teacher’s Edition:</b>  QC 53</p>

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<p>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.</p>	<p><b>Student Edition:</b>  82-87, 90-94  <i>Activity</i> 135  <i>Biography</i> 95  <i>Explore The Big Idea</i> 73  <i>Quick Check</i> 85  <i>What You Learned</i> 94  <b>Teacher's Edition:</b>  ACT 93; BI 83; QC 85; QTS 86</p>
<p>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).</p>	<p><b>Student Edition:</b>  26-27, 56-57  <i>Primary Sources</i> 53  <i>Using Primary Sources</i> 41, 105  <b>Teacher's Edition:</b>  CC 52; H 57; RLW 54; UPS 56</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.</p>	<p><b>Student Edition:</b>  4-5, 74-75, 138-139, 196-197, 258-259, R4-R7, R16-R19  <i>Activity</i> 255  <i>Biography</i> 129, 159  <i>Literature</i> 76-77  <b>Teacher's Edition:</b>  BI 95, 159, 244, 282; UA 5, 75, 139, 197, 259</p>
<p>3 - H3.0.9 Describe how Michigan attained statehood.</p>	<p><b>Student Edition:</b>  125  <i>Biography</i> 129, 159  <i>Quick Check</i> 125  <b>Teacher's Edition:</b>  BI 129</p>
<p>3 - H3.0.10 Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).</p>	<p><b>Student Edition:</b>  4-5, 74-75, 83, 91, 99, 106-107, 109, R10-R11  <i>Chart and Graph Skills</i> 88-89  <b>Teacher's Edition:</b>  CC 88; UTL 74</p>

STANDARDS		PAGE REFERENCES
<b>Geography</b>		
<b>G1 The World in Spatial Terms</b>		
<i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i>		
3 - G1.0.1	Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.	<b>Student Edition:</b> G10-G11 <b>Teacher's Edition:</b> LI G10
3 - G1.0.2	Use thematic maps to identify and describe the physical and human characteristics of Michigan.	<b>Student Edition:</b> G12-G13, A10-A12, 11, 13-15, 21, 23, 43, 46, 205 <i>Datagraphic</i> 127, 279 <i>Geography</i> 25, 47 <i>Map and Globe Skills</i> 18-19 <i>Map Skill</i> 21, 23 <b>Teacher's Edition:</b> ACT A10, A12, 15; CC G13, 18; CE 11; DI 23, 46, 127, 279; HOA 11
<b>G2 Places and Regions</b>		
<i>Understand how regions are created from common physical and human characteristics.</i>		
3 - G2.0.1	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.	<b>Student Edition:</b> 20-22, TR32-TR35 <i>Map and Globe Skills</i> 49 <i>Map Skill</i> 15, 23 <i>Reading Strategy</i> 25 <i>What You Learned</i> 25 <b>Teacher's Edition:</b> QTS 21, 22
3 - G2.0.2	Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).	<b>Student Edition:</b> 13, 16-17 <i>Map Skill</i> 13 <b>Teacher's Edition:</b> MS 13; QTS 13, 16

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<b>G4 Human Systems</b>		
<i>Understand how human activities help shape the Earth's surface.</i>		
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)	<p><b>Student Edition:</b> 21-23, 272-275, 276-278, 280-281 <i>Activity 71</i> <i>Datagraphic 279</i> <i>Geography 275, 281</i> <i>Link to Language Arts 275</i> <i>What You Learned 275, 281</i></p> <p><b>Teacher's Edition:</b> BI 273, 277; DI 21, 23; QTS 21, 22, 274, 277, 278</p>
3 - G4.0.2	Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).	<p><b>Student Edition:</b> 172-173, 178-179, 181-182, 273 <i>Comprehension Check 188 #8, #9, #10</i> <i>Critical Thinking 182</i> <i>Datagraphics 180</i> <i>Economics 182</i></p> <p><b>Teacher's Edition:</b> QTS 179, 273</p>
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.	<p><b>Student Edition:</b> 246-247, 280-281, 284-287 <i>Datagraphic 127</i> <i>Focus Question 287</i> <i>Geography 287</i> <i>Reading Skills 202-203</i> <i>What You Learned 25, 281, 287</i></p> <p><b>Teacher's Edition:</b> BI 285; CC 202; QC 281; QTS 247, 285, 286</p>
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.	<p><b>Student Edition:</b> 54 <i>Biography 55</i> <i>Primary Sources 53</i></p> <p><b>Teacher's Edition:</b> QTS 54</p>

STANDARDS		PAGE REFERENCES
<b>G5 Environment and Society</b>		
<i>Understand the effects of human-environment interactions.</i>		
3 - G5.0.1	Locate natural resources in Michigan and explain the consequences of their use.	<p><b>Student Edition:</b> 21-22, 126, 128, 248-249, 274 <i>Focus Question</i> 249, 275 <i>Geography</i> 25 <i>Link to Art</i> 249 <i>Link to Science</i> 25 <i>What You Learned</i> 275 <i>Write About The Big Idea</i> 25</p> <p><b>Teacher’s Edition:</b> A 248; QTS 274</p>
3 - G5.0.2	Describe how people adapt to, use, and modify the natural resources of Michigan. (H)	<p><b>Student Edition:</b> 21, 126, 128, 248, 274 <i>Focus Question</i> 249, 275 <i>Link to Science</i> 25 <i>What You Learned</i> 249</p> <p><b>Teacher’s Edition:</b> A 248; QTS 274</p>
<b>CIVICS AND GOVERNMENT</b>		
<b>C1 Purposes of Government</b>		
<i>Explain why people create governments.</i>		
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).	<p><b>Student Edition:</b> 293-294, 306-308 <i>Reading Strategy</i> 308</p> <p><b>Teacher’s Edition:</b> A 295</p>
<b>C2 Values and Principles of American Democracy</b>		
<i>Understand values and principles of American constitutional democracy.</i>		
3 - C2.0.1	Describe how Michigan state government reflects the principle of representative government.	<p><b>Student Edition:</b> 306, 308 <i>Critical Thinking</i> 308</p> <p><b>Teacher’s Edition:</b> C 308; QTS 306</p>

STANDARDS		PAGE REFERENCES
<b>C3 Structure and Functions of Government</b>		
<i>Describe the structure of government in the United States and how it functions to serve citizens.</i>		
3 - C3.0.1	Distinguish between the roles of state and local government.	<b>Student Edition:</b> 304-308, 314-318 <i>Critical Thinking</i> 318 <i>Figure</i> 316 <i>Focus Question</i> 318 <i>Reading Strategy</i> 318 <i>Write About The Big Idea</i> 318 <b>Teacher's Edition:</b> QTS 315, 316
3 - C3.0.2	Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).	<b>Student Edition:</b> 305 <i>Review The Big Idea</i> 326 <b>Teacher's Edition:</b> QTS 305
3 - C3.0.3	Identify the three branches of state government in Michigan and the powers of each.	<b>Student Edition:</b> 306-307 <i>Write About The Big Idea</i> 308 <b>Teacher's Edition:</b> A 307; QTS 306
3 - C3.0.4	Explain how state courts function to resolve conflict.	<b>Student Edition:</b> 307 <b>Teacher's Edition:</b> QTS 306
3 - C3.0.5	Describe the purpose of the Michigan Constitution.	<b>Student Edition:</b> 306 <i>Citizenship</i> 128 <i>What You Learned</i> 308

STANDARDS		PAGE REFERENCES
<b>C5 Roles of the Citizen in American Democracy</b>		
<i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i>		
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).	<b>Student Edition:</b> 293-295, 308, C3 <i>Citizenship 297</i> <b>Teacher's Edition:</b> QTS 293
<b>ECONOMICS</b>		
<b>E1 Market Economy</b>		
<i>Use fundamental principles and concepts of economics to understand economic activity in a market economy. -</i>		
3 - E1.0.1	Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.	<b>Student Edition:</b> 266-270, 276-281 <i>Critical Thinking 270</i> <i>Focus Question 281</i> <i>Scarcity is also mentioned on page 232.</i> <b>Teacher's Edition:</b> CC 86; QTS 267
3 - E1.0.2	Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.	<b>Student Edition:</b> <i>Quick Check 269</i> <b>Teacher's Edition:</b> QC 269
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)	<b>Student Edition:</b> 21-23, 128, 274-275, 276-278 <i>Activity 71</i> <i>Focus Questions 275</i> <i>Geography 25, 275</i> <i>Map Skill 23</i> <i>Write About The Big Idea 25</i> <b>Teacher's Edition:</b> QTS 21

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3 - E1.0.4	Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)	<p><b>Student Edition:</b> 15, 21-23, 266-270, 272-275, 276-281 <i>Critical Thinking</i> 281 <i>Focus Question</i> 275 <i>Geography</i> 281 <i>Write About The Big Idea</i> 25, 270</p> <p><b>Teacher’s Edition:</b> A 15; QTS 21</p>
3 - E1.0.5	Explain the role of business development in Michigan’s economic future.	<p><b>Student Edition:</b> 278, 280-281 <i>Critical Thinking</i> 281 <i>What You Learned</i> 281 <i>Write About The Big Idea</i> 281</p> <p><b>Teacher’s Edition:</b> QC 281; QTS 280</p>
<b>E2 National Economy</b>		
<i>Use fundamental principles and concepts of economics to understand economic activity in the United States.</i>		
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).	<p><b>Student Edition:</b> 22-23, 272-273, 284-287 <i>Map Skill</i> 23</p> <p><b>Teacher’s Edition:</b> MS 23</p>
<b>E3 International Economy</b>		
<i>Use fundamental principles and concepts of economics to understand economic activity in the global economy.</i>		
3 - E3.0.1	Identify products produced in other countries and consumed by people in Michigan.	<p>The following references can be used to facilitate this objective.</p> <p><b>Student Edition:</b> 272, 284-287</p>

STANDARDS		PAGE REFERENCES
<b>Public Discourse, Decision Making, and Citizen Involvement (P3, P4)</b>		
<b>P3.1 Identifying and Analyzing Public Issues</b>		
<i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i>		
3 - P3.1.1	Identify public issues in Michigan that influence the daily lives of its citizens.	<b>Student Edition:</b> <i>Citizenship Democracy in Action</i> 245, 283 <i>Citizenship Points of View</i> 28-29 <i>Persuasive</i> 325 <b>Teacher's Edition:</b> CC 8, 28
3 - P3.1.2	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.	<b>Student Edition:</b> <i>Citizenship Democracy in Action</i> 283 <i>Citizenship Points of View</i> 28-29 <b>Teacher's Edition:</b> CC 8
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.	<b>Student Edition:</b> <i>Citizenship Democracy in Action</i> 283 <i>Citizenship Points of View</i> 28-29, 302-303 <b>Teacher's Edition:</b> A 17; CC 28
<b>P3.3 Persuasive Communication About a Public Issue</b>		
<i>Communicate a reasoned position on a public issue.</i>		
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.	<b>Student Edition:</b> <i>Citizenship Democracy in Action</i> 283, 320-321 <i>Expository</i> 69 <i>Persuasive</i> 325 <i>Write About It</i> 29, 283, 303, 321 <b>Teacher's Edition:</b> A 17, 302, 320; CC 28

STANDARDS	PAGE REFERENCES
<b>P4.2 Citizen Involvement</b>	
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.	<b>Student Edition:</b> <i>Citizenship Democracy in Action</i> 245, 283 <i>Persuasive</i> 325 <i>Write About It</i> 245 <b>Teacher's Edition:</b> A 302
3 - P4.2.2 Participate in projects to help or inform others.	<b>Student Edition:</b> <i>Expository</i> 69 <i>Persuasive</i> 325 <i>Write About It</i> 283 <b>Teacher's Edition:</b> A 302; CC 245