

How Do People Use, Modify, and Adapt to the Environment of Michigan?

Big Ideas of the Lesson (from MDE Social Studies Curriculum and Assessment Alignment Document)

- People use the natural resources of their environment to produce goods and services that fill economic wants.
- People modify (change) the environment by actions such as cutting down trees, planting crops, building roads, or mining.
- People adapt by adjusting to the conditions of their environment such as climate and water accessibility.

Lesson Abstract: (summary of main points)

Students will use a set of primary source photographs to examine how people in Michigan have used, modified, and adapted to their environment. A photo analysis worksheet provides questions to guide discussion and promote understanding. First, the teacher will lead students in a whole-group discussion of one or more photos. Next, students will work in small groups to discuss photos, and then report back to the whole group. Finally, students will answer assessment questions on their own about a photo.

Recommended Time Frame

Three class sessions: one for whole-group discussion, one for small-group discussion, and one for assessment.

Content Expectations or Standards

3 - G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan.

Integrated GLCEs

- 3 - G5.0.1 Locate natural resources in Michigan and explain the consequences of their use.

- 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.)
- 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.

Key Concepts / Objectives

- Students will draw upon recently acquired knowledge of natural resources and geographic features of Michigan.
- Students will be able to analyze a primary source photo and explain how people in the photo used, modified, or adapted to their environment.
- Students will begin to understand and articulate how the geography of Michigan influences economic activity.

Instructional Resources

Powerpoint presentation of photo set—"Michigan People and Their Environment"

Printed copy of photo set

Photo Analysis Worksheet

Assessment Piece—Photo and Questions

Lesson Sequence

1. Review the concept of a natural resource—something found in nature that is useful to humans. Recall the natural resources of Michigan, including water, trees, soil, and minerals. (This lesson is intended to be taught after students have studied natural resources.)
2. Discuss the term "environment." Make sure students understand that environment includes the air, land, water, minerals, and living things that surround a person. Discuss the concept that people sometimes change their environment to meet their needs, or adapt to their environment as it is. *(I would use an example of the temperature in my classroom, which is often way too hot, even in winter. I try to change the environment by asking the custodian to lower the temperature. I have adapted to the environment by wearing short sleeves, even in winter!)*
3. Introduce the photo set to students. Explain that these photos show people in the natural environment of Michigan. The people in the photos may be using natural resources in the

environment, changing the environment, or adapting to the environment. Show the Powerpoint slide show of the photos to students. Before the presentation, give students a focus for viewing—which photo catches your attention the most, and why? After the presentation, discuss students' answers to this question.

4. Explain to students that we are going to look closer at these photos in order to learn more about people and the environment of Michigan. Pass out the photo analysis worksheet.
5. Go to the first photo in the slide show, "Fishing on Mackinac Island." Lead students in a whole-group discussion of the questions on the photo analysis worksheet. Depending on students' level of understanding, you may want to use photo #2 for whole-group discussion as well.
6. Next, students are going work in small groups to analyze a photo. The purpose of the small group is to encourage discussion and engagement with the photos. If you choose, you can have students write on the small group recording sheet. Use a fishbowl technique to model for students how to work in a group. Choose three students to come up in front of the class, bringing their photo analysis worksheet. Go to photo #3 in the slide show, and give the three students one hard copy of the same photo. Have students put the photo in the middle of their group where all three can see it. Explain that students will take turns with the role of discussion director, with each student leading the discussion for one section of the photo analysis worksheet. Model how the discussion director asks a question, and all three students in the group contribute answers. If you choose to use the small group recording sheet, model how to write appropriate answers. Each student in the group could be the recorder for one question.
7. Divide the class into groups of three. Give each group a hard copy of one of the photos, and the small group recording sheet (if you choose to use this.) Have them take turns leading the discussion of the questions on the photo analysis worksheet. Walk around to listen and offer input to the small group discussions. Then gather again as a whole group, and have the small groups report on their discussion. You could do this by showing a photo to the whole group, asking select questions from the photo analysis worksheet to the small group, and then giving the whole group a chance to offer input. Alternatively, you can have small groups show their photo and share their answers from the small group recording sheet.
8. Pass out the photo and questions for assessment. Have students answer these questions on their own. An alternative assessment could be to have students draw a picture of their backyard or school playground, and then explain three ways that people have used, changed, or adapted to this environment.