

Social Studies

Grade 3



Third Grade Distant Learning Plan

An Overview

UPDATE

There are updates to the digital student distance learning materials for Social Studies grades K-5. There were some errors with some of the links we received from our curriculum partners. We have now corrected these links with new QR codes and bit.ly links in the distance learning student materials online pdfs. Because the student distance learning packets have already been printed, a chart has been created for reference to the previous materials and the updated changes made to the bit.ly link. Please closely monitor students to be sure they are viewing the correct Studies Weekly videos. Be sure students are working from the latest pdf online, direct students to YouTube, or provide the bit.ly links below.

Grade	Previous bit.ly link in printed student materials	Updated bit.ly link
Third Grade	Week 6: bit.ly/product213 Week 7: bit.ly/2Xbk7R7 Week: 8: bit.ly/3bUxCZy	Week 6: bit.ly/responsible780 Week 7: bit.ly/logs22 Week 8: bit.ly/whymich

You can also provide your students a direct link to Studies Weekly videos by calendar week via our DPSCD Social Studies YouTube channel. Here is a list of links for weeks 1-10.

	Third Grade
Week 1	https://youtu.be/1GkQB1wbOLs
Week 2	https://youtu.be/Y7Vyc1R_mWw
Week 3	https://youtu.be/iRqjp2petVs
Week 4	https://youtu.be/uNPXu9i737w
Week 5	https://youtu.be/o_rU04V6rx8
Week 6	https://youtu.be/9RdQp19U0II
Week 7	https://youtu.be/VMidkGNva7c
Week 8	https://youtu.be/qpMjkwvuzf4
Week 9	https://youtu.be/6r5CygE2ko8
Week 10	https://youtu.be/nl8p3plCQII

using the printed packed with the updated bit.ly link from the below chart.

Content During Distant Learning

General Structure Overview

Each week students will read and complete assignments using *Studies Weekly* printed newspapers. A student schedule has been created which details lesson specifics for the duration of the distance learning experience. Each week, students will read a new issue of *Studies Weekly*. The expected outcomes are listed on the Weekly Distance Learning Student Schedule. In addition to the printed materials, there is an online platform with multi-media resources to enrich learning.

Pace of Learning

Weekly

Each week students are expected to complete all tasks listed on the Weekly Distance Learning Student Schedule, using the *Studies Weekly* printed newspapers. An hour per week should be dedicated to completing Social Studies.

Daily

Students are expected to read and review the specific *Studies Weekly* newspaper issued for the week and complete a selected task.

Online Access to Materials

<https://www.studiesweekly.com/>

This website gives students access to the weekly newspapers and primary source images and videos to support learning. It can be accessed through Clever.

Schedule of Learning

Content Covered Each Week

Week 1	<i>Studies Weekly Third Grade: More Decisions</i>
Week 2	<i>Studies Weekly Third Grade: Economic Incentives Influence Decisions</i>
Week 3	<i>Studies Weekly Third Grade: Competition in business</i>
Week 4	<i>Studies Weekly Third Grade: Support your Local Businesses</i>
Week 5	<i>Studies Weekly Third Grade: What brought Settlers to Michigan?</i>
Week 6	<i>Studies Weekly Third Grade: Take a Stand</i>
Week 7	<i>Studies Weekly Third Grade: Take a Stand Again</i>
Week 8	<i>Studies Weekly Third Grade: Why Michigan?</i>
Week 9	<i>Studies Weekly Third Grade: The Great Lakes</i>
Week 10	<i>Studies Weekly Third Grade: Symbols of the US Government</i>

Support

Technology Support

<https://www.detroitk12.org/onlinelearning>

Learning Support

For additional learning support contact: info.curriculum@detroitk12.org

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WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Third Grade Week 1: April 14– 17

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Economics and Michigan Business

Materials Needed: *Studies Weekly Third Grade: More Decisions*

READ

Read *Studies Weekly Third Grade: More Decisions*. Highlight important information as you read, that will assist you in completing the related activities.

WATCH

bit.ly/SarahBreedlove



DO

- **Mapping and Charting:** Use the information in the key to color the sections of the pie graph. Then answer the questions below the graph.
- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.
- **Let's Write:** Can you think of any more advantages or disadvantages to being your own boss? Add them to the chart on page 4. Does starting a new business sound like something you want to do? Why or why not? Write a paragraph to explain your thinking and support your answer with some of the details from the chart.

Standards
Addressed

E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.

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WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Third Grade Week 2: April 20 – 24

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Economic Decisions for Michigan Businesses

Materials Needed: *Studies Weekly Third Grade: Economic Incentives Influence Decisions*

READ

Read *Studies Weekly Third Grade: Economic Incentives Influence Decisions*

Highlight important information as you read, that will assist you in completing the related activities.

WATCH

bit.ly/FurFrontier



DO

- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.
- **Reading Non-Fiction Text:** Read this nonfiction text about Fort Michilimackinac. Use a highlighter to mark important details. Then answer the questions below.
- **Let's Write:** On Page 3, you read about some positive incentives businesses offer to their customers. Which of those incentives have you or someone in your family used? Write a letter to the business that offered the incentive about why you thought it was a good idea.

Standards
Addressed

E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.

Let's Write

Ruled lines for writing

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WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Third Grade Week 3: April 27 – May 1

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Michigan's Economy

Materials Needed: *Studies Weekly Third Grade: Competition in business*

READ

Read *Studies Weekly Third Grade: Competition in Business*
Highlight important information as you read, that will assist you in completing the related activities.

WATCH

bit.ly/ConsumerProducer



DO

- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.
- **Math Connection:** Look back at the pie chart called "Jobs in Michigan." If you add up all the percentages, what number do you think you will come up with and why?
- **Economics:** Using the *Jobs in Michigan*

Standards Addressed

E1.0.5 Explain the role of business development in Michigan's economic future.
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)

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WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Third Grade Week 4: May 4 – May 8

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Production and Consumption

Materials Needed: *Studies Weekly Third Grade: Support your Local Businesses*

READ

Read *Studies Weekly Third Grade: Support your Local Business*. Highlight important information as you read, that will assist you in completing the related activities.

WATCH

bit.ly/MakingSyrup



DO

- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.
- **Let's Write:** Design a brochure that encourages new businesses and entrepreneurs to come to Michigan.

Standards Addressed

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).
E3.0.1 Identify products produced in other countries and consumed by people in Michigan.

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WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Third Grade Week 5: May 11 – 15

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Production and Consumption

Materials Needed: *Studies Weekly Third Grade: What brought Settlers to Michigan?*

READ

Read *Studies Weekly Third Grade: What Brought Settler to Michigan?* Highlight important information as you read, that will assist you in completing the related activities.

WATCH

bit.ly/IsleRNP



DO

- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.
- **Let's Write:** Use the information provided to make a transportation timeline. Start by putting the events in chronological order (by year, from earliest to latest). Then label each event with the year. You can draw a picture to go with some or all of the events.

Standards Addressed

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).
E3.0.1 Identify products produced in other countries and consumed by people in Michigan.

Let's Write

Lined writing area consisting of 20 horizontal lines.

Timeline

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WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Third Grade Week 6: May 18 – 22

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Public Issues

Materials Needed: *Studies Weekly Third Grade: Take a Stand*

READ

Read *Studies Weekly Third Grade: Take a Stand*
Highlight important information as you read, that will assist you in completing the related activities.

WATCH

bit.ly/responsible780



DO

- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.
- **Mapping and Charting:** Answer the questions using the map of Michigan and the map key.
- **Let's Write:** Use the graphic organizer on page 3 to write about a public issue that affects our state.
- **Language Arts Connection:** Choose one article from this week's magazine and look for the nouns and verbs in each sentence. Circle or highlight the nouns in yellow and the verbs in green.

Standards Addressed

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.
P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.
P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.

Let's Write

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WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Third Grade Week 7: May 25 – 29

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Public Issues

Materials Needed: *Studies Weekly Third Grade: Take a Stand Again*

READ

Read *Studies Weekly Third Grade: Take a Stand Again*. Highlight important information as you read, that will assist you in completing the related activities.

WATCH

bit.ly/logs22



DO

- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.
- **Mapping and Charting:** Answer the following questions using the map of Michigan and the map key.
- **Let's Write:** Imagine you were a cookee in a Michigan lumberjack camp 150 years ago. Write a journal entry about a day in your life as a cook's helper. What was your favorite food to cook? What did the men say about the food in the camp?
- **Language Arts Connection:** Find five words in this week's magazine that have a prefix or suffix. Circle or highlight the words in any color. On a piece of paper, write the words and the meaning of the prefixes or suffixes.

Standards
Addressed

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

P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

Let's Write

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WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Third Grade Week 8: June 1 – 5

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Michigan's Resources and Industries

Materials Needed: *Studies Weekly Third Grade: Why Michigan?*

READ

Read *Studies Weekly Third Grade: Why Michigan?*
Highlight important information as you read, that will assist you in completing the related activities.

WATCH

bit.ly/whymich



DO

- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.
- **Activity:** What did you have for dinner last night? Use the Venn diagram to compare your dinner with one of a voyageur.
- **Let's Write:** If you were an entrepreneur who wanted to start a business in Michigan, what would it be? Would you choose something traditional like growing fruit or making automobiles? Or would you start a business in a newer field like technology? Write about the business you would start.

Standards Addressed

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)
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)

Let's Write

Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Third Grade Week 9: June 8 – 12

Directions for Students Read this week's issue in its entirety and complete activities.

Topic Michigan's Natural Resources

Materials Needed: *Studies Weekly Third Grade: The Great Lakes*

READ

Read *Studies Weekly Third Grade: The Great Lakes*
Highlight important information as you read, that will assist you in completing the related activities.

WATCH

bit.ly/natresource435



DO

- **Crossword Puzzle:** As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers.
- **Activity:** Do you think Michigan should have a state food or drink? Do some research. Then answer these questions to try to identify a food or drink that would fit our state. Make notes in the box.
- **Let's Write:** What food would you choose to be the state food of Michigan? Make a poster or write a script for a commercial to convince others that your choice should be the one to represent Michigan. Be sure to include some details about why you chose the item

Standards
Addressed

G5.0.1 Locate natural resources in Michigan and explain the consequences of their use.
G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan.

Let's Write
