Where in Michigan?

**Age Group:**

 Third Grade (Ages 8-9)

**Domain:**

 Cognitive

**Activity Name:**

Where in Michigan?

**Standards:**

3

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 G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment. 3

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 G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.

**Goal:**

For my students to learn why certain places in Michigan are important and to know where these places are.

**Rationale:**

It is important for students to know and understand the importance of different places in Michigan and where their relative locations are. It is also important for students to use and understand cardinal directions.

**Objective:**

After this lesson, my students will be able to use and understand cardinal directions and a Michigan map to find relative locations. They will also know the significance of each  place/landmark after the lesson.

**Developmental Prerequisites:**

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Students must be familiar with a map.

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Students must have prior knowledge of significant cities in Michigan.

**Developmental Targets:**

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Students will learn to navigate around the state.

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Students will learn the importance to some cities.

**Teacher Preparation:**

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Teacher must have laminated Michigan maps

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Teacher will need to provide dry-erase markers and erasers

**Materials:**



Laminated Michigan maps



Dry-erase markers



White board erasers

**Location:**

This activity will take place in the classroom at the

students’ tables.

**Procedures:**

1.

Students will sit at their assigned seats where a laminated Michigan map is.

**“Please take**

**a seat at your desk and only use your eyes to explore the map; keep your hands in your lap**

**.”**

2.

I will gather the student’s attention by sh

owing pictures of places and landmarks.

**“Before we start this lesson, I’m going to show you some pictures and I want you to**

**think to yourself**

**–**

**no talking**

**–**

**what might these pictures have to do with a map?”**

 3.

I will then proceed to show a picture of a panther, the Mackinac Bridge, and the state capital. After showing all of the pictures, I will ask:

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**What city might the panther represent?**



**What city might the Mackinac Bridge represent?**



**What city might the state capital represent?**

4.

I will then explain the activity to the class.

**“What we’re going to do today is a number**

**of things. We will learn where cities are and what their significance is. I will read**

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 – G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.

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**Materials:**

Laminated Michigan maps

Dry-erase markers

White board erasers

**Location:**

This activity will take place in the classroom at the students’ tables.

**Procedures:**

1. Students will sit at their assigned seats where a laminated Michigan map is.

**“Please take a seat at your desk and only use your eyes to explore the map; keep your hands in your lap.”**

2. I will gather the student’s attention by showing pictures of places and landmarks via Google Maps and Google Earth.

**“Before we start this lesson, I’m going to show you some pictures and I want you to think to yourself  what might these pictures have to do with a map?”**

 3. I will then proceed to show a picture of a panther, the Mackinac Bridge, and the state capital. After showing all of the pictures, I will ask:

**What city might the panther represent?**

**What city might the Mackinac Bridge represent?**

**What city might the state capital represent?**

4. I will then explain the activity to the class.

**“What we’re going to do today is a number of things. We will learn where cities are and what their significance is. I will read out a fact about a city and as a class we will find where that city is on the map. We will also discuss cardinal directions! Who can remind those who may have forgotten what a cardinal number is?”**

Expect answers, such as North, South, East, and West.

5. Review cardinal directions (North, South, East, and West). I will ask students:

**“Which way is the Upper Peninsula from Alma?”**

Expect the answer, north.

**“If I travel to Lake Michigan from Mt. Pleasant, which way will I have to drive?”**

Expect the answer, west.

**“If I fly directly to Detroit from Alma, which direction do I need to fly?”**

Expect the answer, southeast.

6. I will then continue into doing the activity with the students.

**“There is a city that seems to be the home of the Panthers. Does anyone know**

**which** c**ity that is? Please circle it on your map.”**

**“If I were to drive straight north on the highway from Alma, what large city will I come to next?”**

“Expect the answer Mt. Pleasant. Some students may say Shepherd. Remind them that the directions are “…what LARGE city will I come to next?”

**“There is a bridge in Northern Michigan connecting the Lower Peninsula and Upper Peninsula. Does anyone know what that bridge is called? Please circle it on your map.”**

**“If I travel to Traverse City from the Mackinac Bridge, which way am I traveling?”**

Expect the answer southwest.

**“Michigan has a city where the state capital is. It is South of Alma. Does anyone know which city that is? Please circle it on your map.”**

**“If I am in Grand Rapids and need to visit the Mayor in the State Capital, which way do I need to travel?”**

Expect the answer East.

“Michigan has a very big city where many, many cars were made.

It is South and East of Alma. Does anyone know which city that is? Please circle it on the map.

4. After I come up with some of my own places that have significance to them, I will ask some students to raise their hands and share some places they know of in Michigan that have significance.

**“Please raise your hand if you know of a place with significance.”**

Some examples may be:

Ithaca is home of the Yellow Jackets, or St. Louis is home of the Sharks, or other local schools and their mascot.

Detroit is where the airport is, or Flint is where the airport is, or any other large city with an airport.

Traverse City is home of the cherry festival.

**Assessment:**

Informal – As I call out city names and their significances, I will walk around the room and observe whether or not my students are able to locate the cities within a reasonable amount of time.

Formal – After the lesson, I will give my students a blank Michigan map. They will be expected to locate three relative locations and the significance of that city, individually.

**Accommodations:**

For students who need an alternate activity, I will have point out local communities around their home town, Alma. I will have them look at neighboring cities and counties before broadening their state wide knowledge.

**Differentiation:**

For students who are having difficulty finding relative location, because they don’t have enough prior knowledge of where locations are, I will have them work closely with  an above average student who can help point on the relative locations and help set a base knowledge for the below-average student.

**Extension:**

For students who excel with this activity, I will have them help other students in the class who are below average and are having difficulty finding relative locations.

**Clean-up:**

When the lesson is done, I will dismiss each table group at a time to put their laminated Michigan maps on the teacher’s desk.

**Transition:**

After students put away their maps, they will be instructed to take a seat quietly at the carpet for a story about Michigan.

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