

Name:

Date:



Time to reflect: Unit 3: Geography. How has Michigan's geography affected its development? What do you think? Draw or write your answer.

How can we use different tools to learn about geography and history?

Do the physical features of Michigan influence the human characteristics of Michigan? Can you think of any examples in your own community?

Name:

Date:



Time to reflect: Look back through Unit 3: Geography. Use your notes to help you answer the guiding questions from the unit. Has your thinking changed from the beginning of the unit?

How can we use different tools to learn about geography and history?

I think _____

because _____

Do the physical features of Michigan influence the human characteristics of Michigan? Can you think of any examples in your own community?

I think _____

because _____

What did you learn that influenced your answer? Explain your evidence.



Take a Closer Look at Unit 3

Geography

Unit Guiding Questions:

1. How has Michigan's location affected its development?
2. How have the physical features of Michigan influenced the development and distribution of human characteristics in Michigan?

Spark Your Own Research

You'll ask your own questions on the next page, but just to start you thinking, consider these ideas:

- How do geographical tools, including maps, charts, graphs, and data help us learn about our world?
- What physical features does Michigan have?
- How do physical features relate to human features?

Think of your community. What changes have taken place over time? Have these changes affected physical features, human features, or both? Why have those changes occurred?

My Notes:



What Do I Wonder?

Now that you have answered the guiding questions for the unit, what do you choose to explore?

1. Generate lots of questions.
2. What interests you?
3. Phrase your questions in an open-ended way.

Quick Think: What questions come to mind?

- _____
- _____
- _____
- _____
- _____

Compelling questions are questions that don't have a simple right or wrong answer. Choose a question that interests you, and see if you can write it in a way that lets you form an opinion. Then, in the next step, you can research and use your evidence to support your claim!



Consider Your Lens

There are lots of ways to answer each question. Which lens do you want to use? Choose one from this list:

- Historian:** How have past events have shaped your question topic?
- Geographer:** What is the interaction between people and the environment for your question topic?
- Political Scientist:** How do government, laws, and leaders affect your question?
- Social Scientist:** How are people impacted by the topic of your question?
- Economist:** How do resources, goods, and services influence the topic of your question?

Freewrite: As you think about your question from one social studies lens, what connections are there?



Research It!

- Interviews from experts
- Primary sources from good websites
- Books from the library on your topic

Write your compelling research question here:

List of Sources:

1. Circle “primary” or “secondary” to help you identify what type of source you found.
2. List the title/author/year OR the website address for each source.

Primary / Secondary

Source: _____

Primary / Secondary

Source: _____

Primary / Secondary

Source: _____



Claims and Evidence

- After researching your question, how would you answer it?
- What evidence did you find in your research?
- Need more room? Use a notebook or a computer!

What is the answer to your compelling research question?

Evidence #1

Evidence #2

Evidence #3



Take Action! Option One

Share with Your Classroom

How will you share your research with your classroom?

- | | |
|------------------------------------|---------------------------------------|
| <input type="radio"/> poster | <input type="radio"/> podcast |
| <input type="radio"/> artwork | <input type="radio"/> writing a paper |
| <input type="radio"/> presentation | <input type="radio"/> other: _____ |

Project Checklist:

- I know how to answer my question.
- I have my sources.
- I chose a project and approved it with my teacher.
- I planned my project.
- I created my project.
- I got feedback on my project from my teacher or group.
- I improved my project.
- I am ready to share it!



Take Action! Option Two

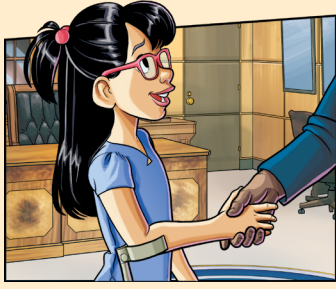
Inform Your School

How will you inform your school?

- Bring an expert guest
- Gallery walk
- Student newsletter
- Podcast with a QR code handout
- Speak at an assembly
- other: _____

Project Checklist:

- I know how to answer my question.
- I have my sources.
- I chose a project and approved it with my teacher.
- I planned my project.
- I got feedback on my project.
- I created my project.
- I checked my project.
- I am ready to share it!



Take Action! Option Three

Effect Change in Your Community

How will you effect change in your community?

- Attend a public meeting (with an adult)
- Contact a business
- by writing a letter to the editor
- Email a government leader
- Raise awareness
- other: _____

Project Checklist:

- I know how to answer my question.
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- I planned my project.
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- I created my project.
- I checked my project.
- I am ready to share it!