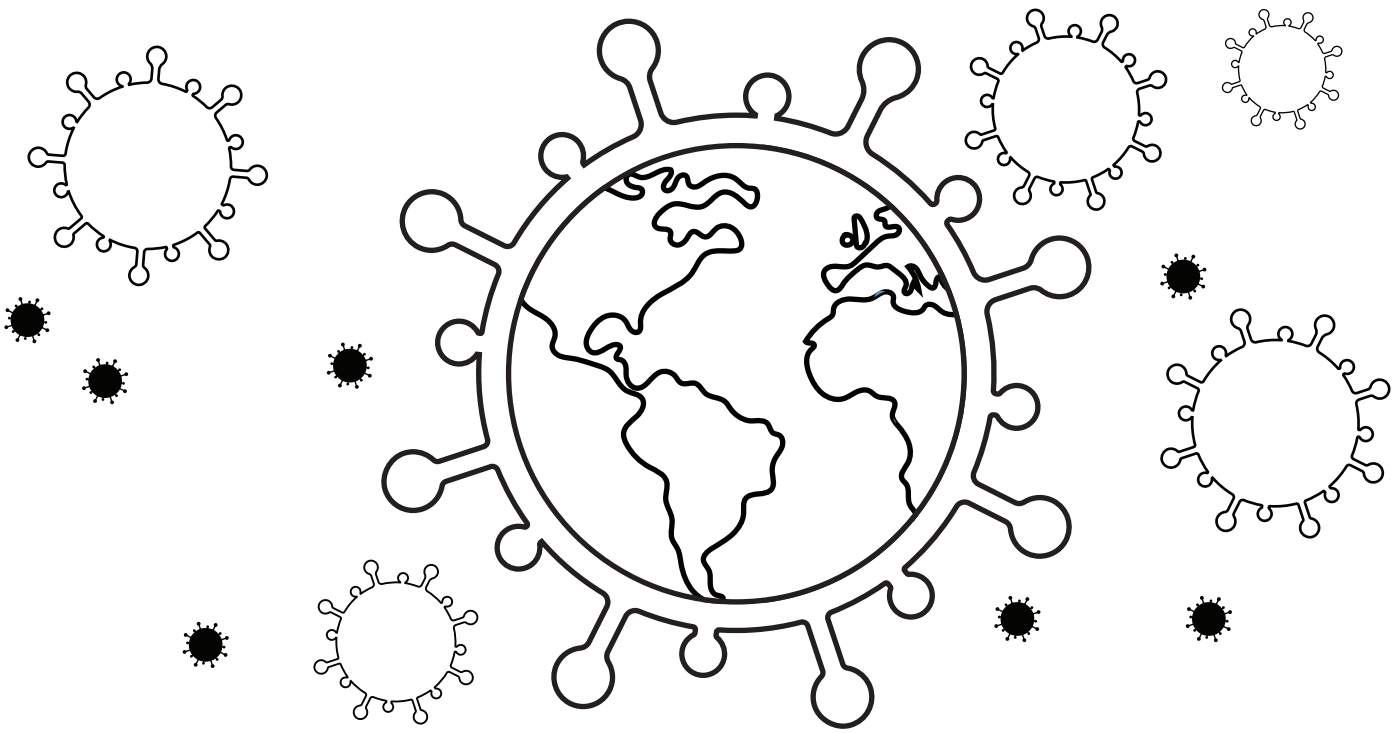
# 3rd Grade
# June 8 - June 12

Wayne-Westland
COMMUNITY SCHOOLS

# MY 2020 COVID-19 TIME CAPSULE



BY: _____

# YOU ARE LIVING THROUGH HISTORY RIGHT NOW

**TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:**

- ☐ SOME PHOTOS FROM THIS TIME
- ☐ A JOURNAL OF YOUR DAYS
- ☐ LOCAL NEWSPAPER PAGES OR CLIPPING
- ☐ ANY ART WORK YOU CREATED
- ☐ FAMILY / PET PICTURES
- ☐ SPECIAL MEMORIES

DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

# ALL ABOUT ME

I AM

YEARS OLD

I STAND

INCHES TALL

I WEIGH

POUNDS

SHOE SIZE

## MY FAVOURITES

TOY: _____

COLOUR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

SONG: _____

## MY BEST FRIEND/S:

_____

_____

_____

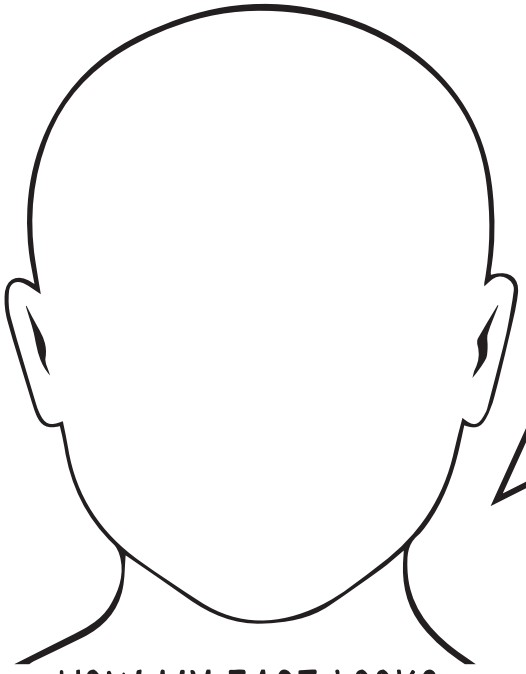
## WHEN I GROW UP I WANT TO BE:

_____

_____

DATE:

# HOW I'M FEELING



WORDS TO DESCRIBE HOW I FEEL:

HOW MY FACE LOOKS

I AM MOST THANKFUL FOR

WHAT I HAVE LEARNT MOST FROM THIS EXPERIENCE:

## THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1

2

3

# MY COMMUNITY

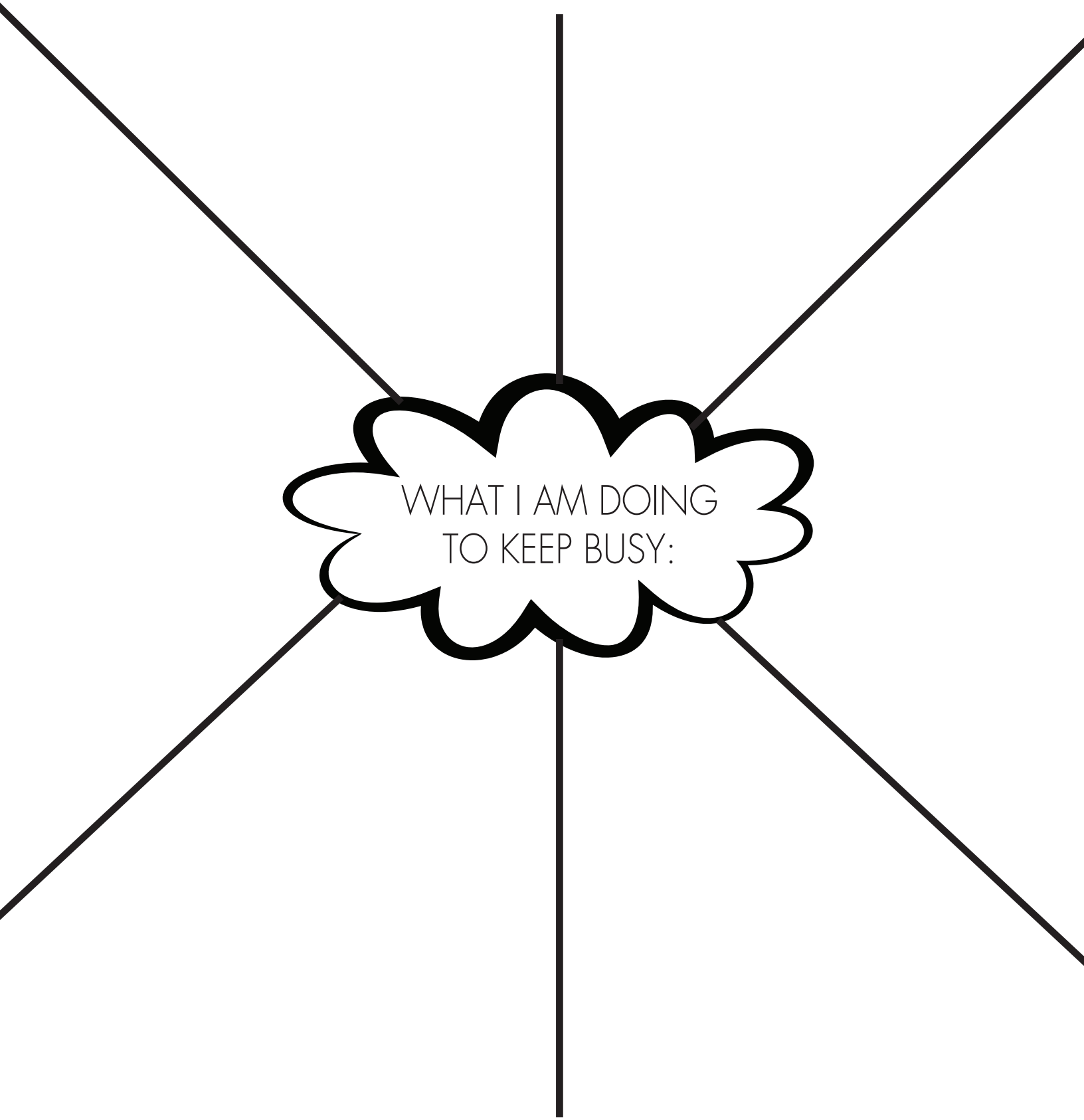
COLOUR THIS HOUSE TO LOOK LIKE YOURS

WHERE I AM LIVING DURING THIS TIME:

WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

HOW ARE YOU CONNECTING WITH OTHERS?

# YOU ARE NOT STUCK AT HOME, YOU ARE SAFE AT HOME!



# OUR HANDPRINTS

PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLOURS) AND PLACE YOUR HANDS HERE

# SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

| EVENT | DATE | HOW YOU CELEBRATED |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

# LETTER TO MYSELF

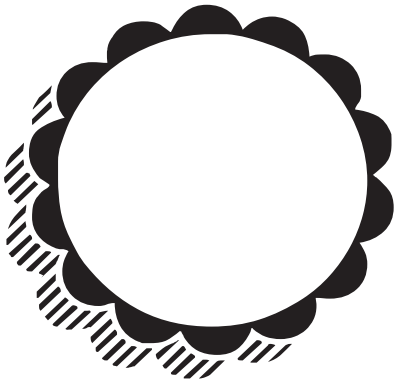
DEAR, _____

LOVE, _____

# INTERVIEW YOUR PARENTS

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?



DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____

2. _____

3. _____

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : _____

YOUR NEW FOUND FAVOURITE INSIDE FAMILY ACTIVITY:

_____

FAVOURITE FOOD TO BAKE:_____

FAVOURITE TIME OF DAY: _____

GOAL/S FOR AFTER THIS:

# LETTER FROM YOUR PARENTS

DEAR,

LOVE,

# Third Grade Writing Prompts

## Opinion Essay Writing Prompts

When writing an opinion essay, students should clearly state their opinion, then back it up with sound reasons and facts. Opinion essays should close the essay with a concluding paragraph and a summary of the argument.

1. **Be a Friend.** What does it mean to be a good friend?
2. **Growing Up or Down.** Would you rather be older than you are right now or younger? Why?
3. **Hello?** Some kids in 3rd grade have cell phones. Do you? Do you think that's good or bad?
4. **Best Pets.** Which animal makes the best pet? Give at least three reasons for your opinion.
5. **Tattletale.** If you saw one of your friends doing something that you knew was wrong, should you tell on them? Why or why not?
6. **School Favorites**. What do you think is the best subject in school? What makes it the best?
7. **Off Limits**. Is there a TV show that you're not allowed to watch or a video game that you're not allowed to play? Explain why your parents should allow it.
8. **Summer School.** Should your school be in session year 'round with more breaks throughout the year or continue to give students the summer off? Why?
9. **Junk Food Fans.** Should candy and soda machines be available to students on school property? Why or why not?
10. **School Supplies.** What is the most important tool in your classroom? What makes it so useful?
11. **School Pride**. What is the best thing about being a student at your school?
12. **What's in a Name?** If you could change your name, what would you choose and why?

# Informative Essay Writing Prompts

Informative essays introduce a topic, explain a process, or describe an idea, then provide facts, definitions, and details. Students should organize related information into paragraphs in order to write the most logical essay possible. Remember that they should also include introductory and concluding paragraphs.

1. **Real Superheroes.** Superheroes in movies and comics can do some pretty amazing things, but think of someone you consider to be a real-life hero. What do (or did) they do that makes them a hero?
2. **Liar, Liar.** Someone told your best friend a lie about you and your friend believed them. Explain how you'd handle the situation.
3. **Student Teacher.** Think of something that you found difficult to do at first (such as multiplication or tying your shoes), but that you now understand. Explain the process so that someone else could learn to do it.
4. **Holidays.** What is your favorite holiday? Explain how you celebrate it.
5. **Pet Sitter.** Your family is going on vacation and a pet-sitter is coming to care for your pets. Write a note explaining how to care for them.
6. **PB&J.** Write out the step-by-step process for making the perfect peanut butter and jelly sandwich.
7. **Chores.** What is a household chore for which you are responsible? Explain how to do it.
8. **Emergency Drills.** Think of one emergency drill that your school practices. Write a paper describing exactly how to do it as if you were explaining it to a brand-new student.
9. **Allergies.** Do you have a serious allergy to something like peanuts or milk? Write an essay explaining why it's so important for you not to come into contact with the allergen.
10. **Color Wheel.** What is your favorite color? Choose an animal or object that is that color and describe it.
11. **State Fun Facts**. Describe some interesting facts about your state to someone who has never visited.
12. **Family Traditions.** Describe a unique family tradition that your family has.

13. **Game On.** What's your favorite game? Explain the rules to someone who has never played it before.

Number Correct: _____

# A

Multiply and Divide by Eight

| | | |
|---|---|---|
| 1. | 2 × 8 = | |
| 2. | 3 × 8 = | |
| 3. | 4 × 8 = | |
| 4. | 5 × 8 = | |
| 5. | 1 × 8 = | |
| 6. | 16 ÷ 8 = | |
| 7. | 24 ÷ 8 = | |
| 8. | 40 ÷ 8 = | |
| 9. | 8 ÷ 8 = | |
| 10. | 32 ÷ 8 = | |
| 11. | 6 × 8 = | |
| 12. | 7 × 8 = | |
| 13. | 8 × 8 = | |
| 14. | 9 × 8 = | |
| 15. | 10 × 8 = | |
| 16. | 64 ÷ 8 = | |
| 17. | 56 ÷ 8 = | |
| 18. | 72 ÷ 8 = | |
| 19. | 48 ÷ 8 = | |
| 20. | 80 ÷ 8 = | |
| 21. | ___ × 8 = 40 | |
| 22. | ___ × 8 = 8 | |
| 23. | ___ × 8 = 80 | |
| 24. | ___ × 8 = 16 | |
| 25. | ___ × 8 = 24 | |
| 26. | 80 ÷ 8 = | |
| 27. | 40 ÷ 8 = | |
| 28. | 8 ÷ 8 = | |
| 29. | 16 ÷ 8 = | |
| 30. | 24 ÷ 8 = | |
| 31. | ___ × 8 = 48 | |
| 32. | ___ × 8 = 56 | |
| 33. | ___ × 8 = 72 | |
| 34. | ___ × 8 = 64 | |
| 35. | 56 ÷ 8 = | |
| 36. | 72 ÷ 8 = | |
| 37. | 48 ÷ 8 = | |
| 38. | 64 ÷ 8 = | |
| 39. | 11 × 8 = | |
| 40. | 88 ÷ 8 = | |
| 41. | 12 × 8 = | |
| 42. | 96 ÷ 8 = | |
| 43. | 14 × 8 = | |
| 44. | 112 ÷ 8 = | |

Number Correct: _____

# A

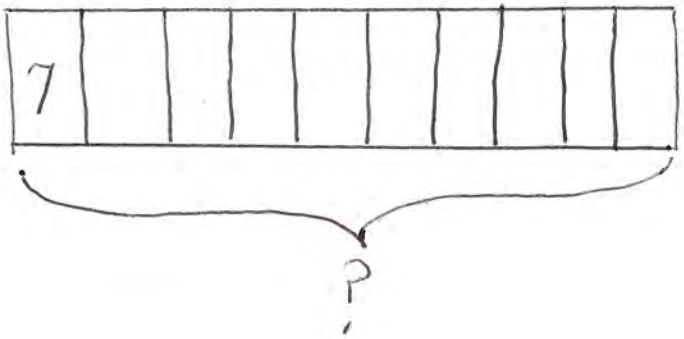
Multiply with Nine

| | | |
|---|---|---|
| 1. | 9 × 1 = | |
| 2. | 1 × 9 = | |
| 3. | 9 × 2 = | |
| 4. | 2 × 9 = | |
| 5. | 9 × 3 = | |
| 6. | 3 × 9 = | |
| 7. | 9 × 4 = | |
| 8. | 4 × 9 = | |
| 9. | 9 × 5 = | |
| 10. | 5 × 9 = | |
| 11. | 9 × 6 = | |
| 12. | 6 × 9 = | |
| 13. | 9 × 7 = | |
| 14. | 7 × 9 = | |
| 15. | 9 × 8 = | |
| 16. | 8 × 9 = | |
| 17. | 9 × 9 = | |
| 18. | 9 × 10 = | |
| 19. | 10 × 9 = | |
| 20. | 1 × 9 = | |
| 21. | 10 × 9 = | |
| 22. | 2 × 9 = | |

| | | |
|---|---|---|
| 23. | 9 × 9 = | |
| 24. | 3 × 9 = | |
| 25. | 8 × 9 = | |
| 26. | 4 × 9 = | |
| 27. | 7 × 9 = | |
| 28. | 5 × 9 = | |
| 29. | 6 × 9 = | |
| 30. | 9 × 5 = | |
| 31. | 9 × 10 = | |
| 32. | 9 × 1 = | |
| 33. | 9 × 6 = | |
| 34. | 9 × 4 = | |
| 35. | 9 × 9 = | |
| 36. | 9 × 2 = | |
| 37. | 9 × 7 = | |
| 38. | 9 × 3 = | |
| 39. | 9 × 8 = | |
| 40. | 11 × 9 = | |
| 41. | 9 × 11 = | |
| 42. | 12 × 9 = | |
| 43. | 9 × 12 = | |
| 44. | 13 × 9 = | |

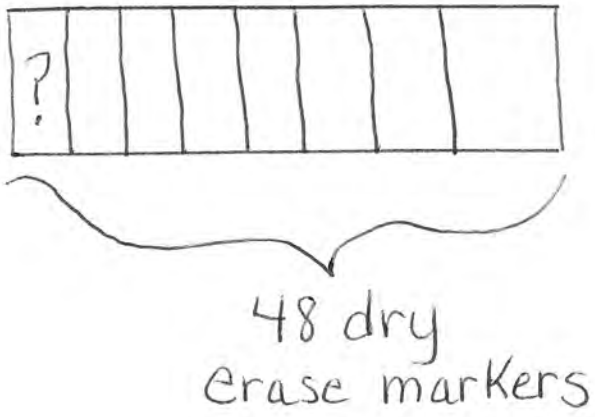
## Problem 1

Jenny bakes 10 cookies. She puts 7 chocolate chips on each cookie. How many chocolate chips did Jenny use in all?



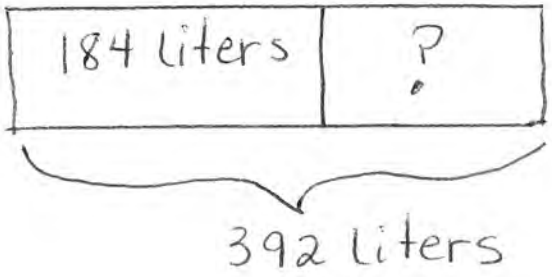

## Problem 2

Mr. Lopez arranges 48 dry erase markers into 8 equal groups for his math stations. How many dry erase markers does he use at each station?



## Problem 3

Camden uses a total of 392 liters of gas in two months. He uses 184 liters of gas in the first month. How many liters of gas does he use in the second month?



Life Science
WEEK 7

Sharing the Earth

# Science Studies Weekly

Discovery

GRADE 3

See Primary-Source Related Media...
studiesweekly.com

# Room for Everyone

Hi, there! It's Discovery Dan again. I've been looking at the Earth and all the habitats for plants and animals. Is there really room for everyone on our planet? We humans (especially scientists like me and you) have the most advanced brains of any species. It's up to us to figure out how to try to help Earth's species survive.

Some of the animals we eat are endangered and may soon become extinct. One example is fish. There are plenty of some kinds of fish, but other kinds are disappearing. It might help to limit the number of certain fish that can be caught. We may need to decide we're only going to eat fish that aren't endangered. If we don't do something, some fish species will soon be extinct.

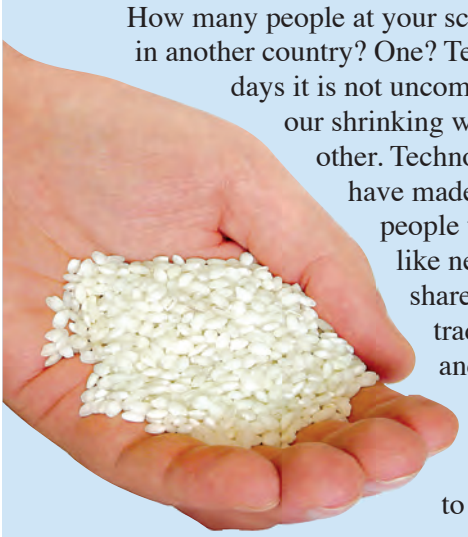
What about plants? Maybe you've heard about deforestation (cutting down all the trees in one place) in the world's rain forests. Much of our modern medicine comes from plants that grow in rain forests. If the rain forests are all cut down, many valuable plants will lose their habitats. And we may not be able to grow them in other places.

If you think people are the main reason that some plants and animals are extinct, you're right. Every year the world's population (the number of people living on Earth) increases. Right now, more than 7 billion humans live on the planet. The loss of habitat is one of the main reasons that species become extinct. As people spread out, they build more houses, roads and businesses. They clear more land to make room for these things.

So what do we do? People need shelter. They have to have places to buy the things they need and roads to get from place to place. Finding an answer to this problem is not easy. We humans have to find a way to balance our need for more and more space with the way we affect the Earth.

Turn the page and let's learn more about how all of us can survive together.

## STEM *How Much Food? Do the Math!*



How many people at your school were born in another country? One? Ten? Half? These days it is not uncommon to share our shrinking world with each other. Technology and travel have made it possible for people to move around like never before. We share languages, traditions, holidays and culture more than ever. But that's not all. It takes a lot to feed the world, and we often share important food resources, too. In 2010, The World Hunger Organization reported that over 925 million people were hungry.

Relief organizations such as the World Food Programme (WFP) provide food for millions of people. The WFP feeds over 90 million people in more than 70 countries each year. In one year alone they delivered 4.6 million metric tons of food to hungry people everywhere. The WFP supports school meals for children and families seeking shelter from disaster, just to name a few million.

Now let's do some math ourselves. A metric ton is 1,000 kg or 2,205 lbs. How many kilograms of food were delivered to hungry people by the WFP?

_____

How many pounds?

_____

If rice or flour can be delivered in 25 pound bags, how many bags of rice would that be?

_____

(The answers are on Page 4 – don't peek!)


# Sharing Ecosystems

## Biomes

There are lots of places on this big Earth, and they're all different. Last week you learned about ecosystems. This week, we're going to talk about biomes. Biomes are really big ecosystems. They are large areas that have the same or similar climates, and they support specific kinds of life. Sunlight, soil, rain and other weather determine what kinds of plants and animals can live in different biomes. There are two categories of biomes. Biomes that are mostly on land are called terrestrial. Biomes in water are called aquatic.

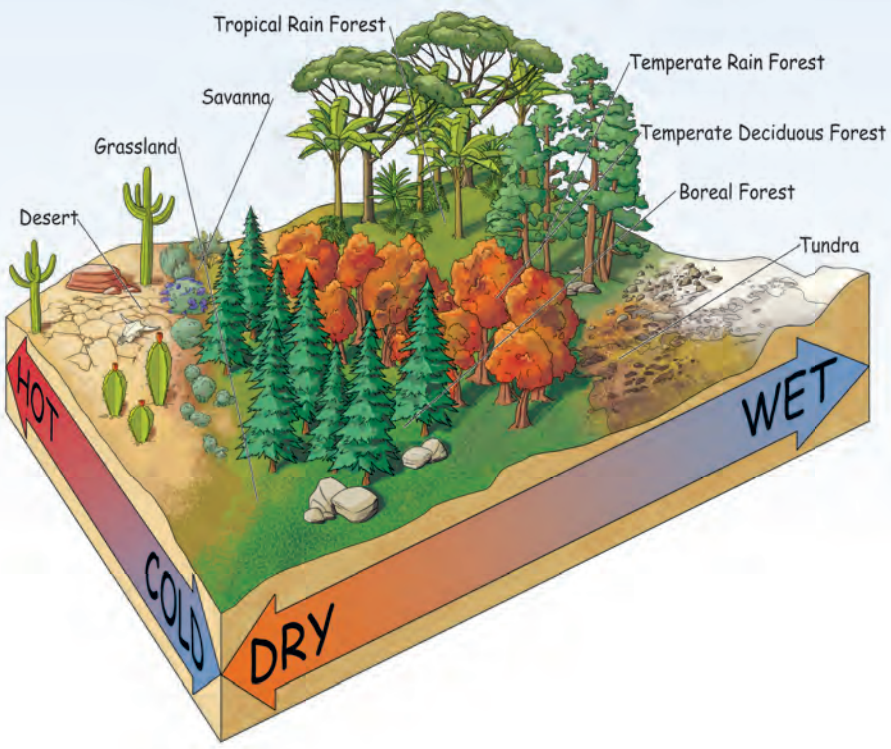
## Terrestrial Biomes

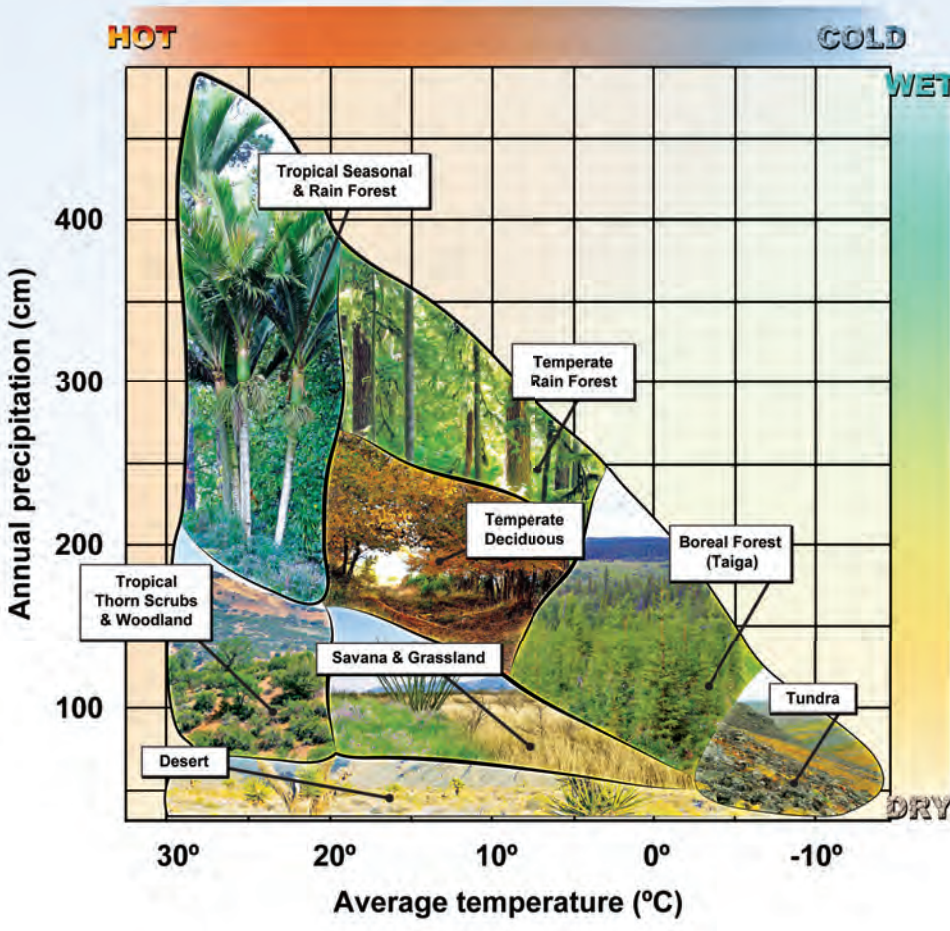
Grasslands are large, open spaces where mostly grass grows. Trees only grow near rivers or streams. The soil is very rich.

Deserts are very, very dry. During the day, it can get above 100 degrees Fahrenheit (F), but at night the temperature can drop into the 40s and 50s F.

Tropical rain forests are found near the equator. They are very warm and very wet. Some of them can get as much as 400 inches of rain every year.

Temperate rain forests are found along the coasts in places like the northwestern United States. They can be very wet but are much cooler than tropical rain forests.




## Science, Then & Now

# Ecosystem Changes

Today we know that even a small change in an ecosystem can cause big trouble. But people didn't always realize how much they affect the world around them.

In the 1800s, people started building factories to make the things they needed. Factories made lots of things faster and cheaper. More people could afford to buy what they needed instead of making it by hand. People got jobs and earned money working in the factories. In many ways, factories made life better.

But factories also made life worse. At first people thought the changes were so small that they wouldn't make any difference. Didn't all that smoke from the factories just disappear? Weren't those workers' coughing spells just a cold or the flu?

Finally, people realized that pollution was causing big problems. It was making the air and water around the factories dirty, and it was making lots of people sick.

Now there are laws that make factories cleaner and keep some of the pollution out of the air and the water. People who work in factories have to wear masks and special suits to help keep them safe. And less pollution is much better for the ecosystem we call Earth.



## This Week's Question

# How large can the population of an ecosystem grow?

Lots of things affect how large an ecosystem's population can get: the amount of resources available, how big or small the ecosystem is, the size of the creatures living there, and changes—even small changes. All these things help decide how many creatures can live in an ecosystem.

Imagine two houses. One has just two rooms, and there are only a few cans of food in the kitchen. There is a factory across the street that is polluting the air and water. The heavy smog blocks out a lot of the sunlight. Not very many people could live in that house, could they?

The other house has 12 large rooms. The cabinets and the refrigerator are all full of tasty, healthy food. It's in a neighborhood where the air and water are clean, and no smog blocks the sun. A lot more people could live in this house, right?

Some ecosystems are small with not very many resources, so the population can not be very big. Others are huge spaces with lots of resources. These ecosystems can support large populations.

Temperate deciduous forests are forests where the seasons change. The leaves change color in the autumn and fall off in the winter. Summers are warm and winters are cold in temperate deciduous forests.

The tundra is located near the North Pole. A thin layer of soil covers something called permafrost, a layer of ground that is permanently frozen, so it never thaws. Most of the year the temperature is below freezing, and very little rain falls there.

## Aquatic Biomes

Oceans are the largest biomes on Earth. They can be warm or cold. They are home to plants like seaweed and animals like fish, whales, turtles and sponges.

Freshwater biomes are rivers, lakes, streams and ponds. They are home to animals like fish, frogs and birds. Many plants grow in or near fresh water.

## Competition

If you play on a sports team, you know about competition. Did you know that competition happens in ecosystems, too? Living things compete for the resources that are available. The strongest and quickest animals get the most food, and the slower, weaker ones often don't survive. Plants compete with each other for sunlight and carbon dioxide. It helps to be a tall plant with lots of leaves. Many tiny plants get crowded out by bigger plants. And everyone—plants and animals alike—competes for space. One of the tough things about ecosystems is that sometimes there isn't room for everyone. The best way to compete, though, is to adapt.

## Adaptation

Now there's a big word for you! Do you see the word adapt in there? Adapt means to change. An adaptation is a change that helps a living thing fit into its environment. Plants and animals have to adapt to survive.

Camouflage is a good example of how animals adapt. Toads and other creatures are often the same color as their surroundings. That way they blend in, and predators can't see them as easily. Flying dragons are lizards that live in the rain forest. They have flaps of skin like wings that let them glide from tree to tree.

Some desert plants, like the barrel cactus, adapt to the dry climate by having stems that can expand to store water. Others have a waxy coating on their leaves that keeps moisture (water) in. In the rain forest, many plants on the forest floor have very large leaves to collect the little bit of sunlight that gets through the tree branches.



In the Lab

# Nonliving Things in an Ecosystem

These two activities will help you learn how nonliving things can help or hurt an ecosystem.

**How Polluted Is Your Air?**

Living things need air, water and sunlight in order to survive. Pollution is caused by cars, factories, chemicals and many other things. This investigation will help you see how much pollution is in the air around your school or home.

**Materials**

- a clean, empty coffee can
- 1 sheet of plain white paper
- a magnifying glass
- your science journal and a pencil

**Directions**

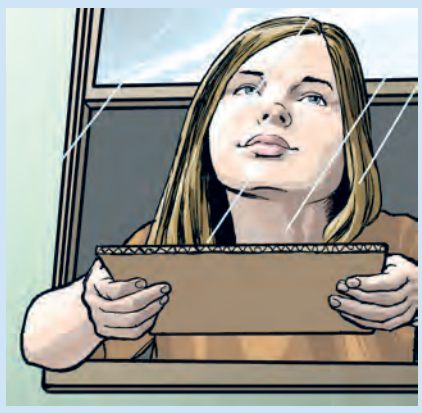
Roll the paper loosely from top to bottom and drop it into the coffee can. It will unroll and line the can. Set the can outside for several days. Bring in the can and carefully take out the paper. Use the magnifying glass to examine the paper closely. You will see dust and other tiny particles of pollution on the paper. Write down your observations in your science journal.

**How Big Is a Raindrop?**

You'll need to wait for a rainy day to do this investigation. Be ready to "drop" everything and investigate as soon as the first raindrops fall.

**Materials**

- a piece of cardboard about the size of a small book
- a ruler or tape measure
- your science journal and a pencil



**Directions**

As soon as it starts raining, open the window and hold out the piece of cardboard for a couple of seconds. (You need to catch a few raindrops before the rain really gets going, or else you'll just end up with a wet piece of cardboard.) Use the ruler or tape measure to find out the size of as many raindrops as you can. Record the sizes in your science journal. Then answer these questions: How big was the smallest raindrop? How big was the largest raindrop?

Science Tools

# STEM Tools

Scientists need different tools to study the living things in a biome or ecosystem. They might use nets, traps, scales, cameras, microscopes, thermometers, sound recorders, tracking devices, magnifying glasses and more! They also need a way to keep track of the data they collect. Many scientists use two terrestrial, or land, graphics to display their data—such as the biome chart and graph in the lesson above. Scientists use graphics like these to help explain how large ecosystems work and how the ecosystems intersect, or run into, each other.

Visual tools can be represented as line graphs, such as the one on the right in the lesson. They can also be 3-D charts, such as the graphic on the left. You can compare and contrast the tools by answering the questions below.

1. How are the two graphics the same?
2. How are the visual tools different?
3. Which visual is easier to read?
4. What are the variables on each axis that help classify the biomes?

Bonus: How are colors used to represent the variables that help classify biomes?

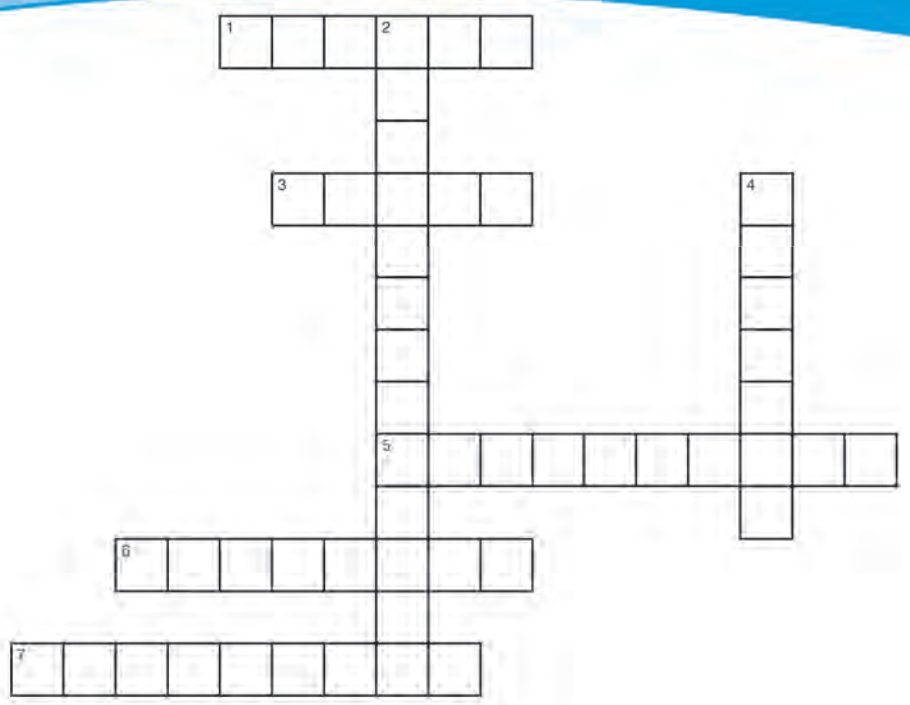
Spotlight

# Beatrix Potter (1866–1943)

When you hear the name Beatrix Potter, do you think of fungi? Maybe you should. She didn't just write stories about Peter Rabbit raiding Mr. MacGregor's garden. She was a big fan of mushrooms and toadstools.

When Beatrix was a young woman, she started drawing fungi. She made more than 300 drawings and watercolor paintings of different species. She studied the way many fungi help the plants they live on. She wanted to share the things she learned, but back then most people didn't think women could be scientists. When some botanists (scientists who study plants) saw her work, they didn't take her seriously. Today, scientists who look at her drawings and paintings are impressed by how accurate and beautiful they are.

Name _____



**ACROSS**

1. a biome near the North Pole with permafrost under a thin layer of soil
3. a large area that has the same climate and supports certain kinds of life
5. a change that helps a living thing fit into its environment
6. a scientist who studies plants
7. a biome with rich soil and lots of grass

**DOWN**

2. the cutting down of all the trees in one place
4. A biome in water is called _____.

**WORD LIST**

tundra
biome
adaptation
botanist
grassland
deforestation
aquatic

# Reaching for the Sun

Mini-Lab

**MATERIALS**

- 2 squares of plastic, 3 inches x 3 inches (Ask an adult to cut the pieces from an old plastic container.)
- a paper napkin
- 1 good-sized weed with a strong stem, good roots and some leaves
- 2 rubber bands
- a small tray or other shallow container with a rim
- water
- scissors
- your science journal and a pencil

**DIRECTIONS**

1. Fold the napkin into a square about the size of the plastic pieces and place it on one piece of plastic.
2. Lay the weed on the napkin with the roots and a little bit of the stem resting on the napkin. The rest of the plant will hang over the edge of the plastic square.
3. Place the other piece of plastic on top like a sandwich and wrap the rubber bands around the whole thing to hold it together.
4. Fill the tray with water; then place the "sandwich" flat on the tray. Prop up the leaves and stem of the weed on the edge of the tray, out of the water.
5. Set the tray carefully on the sill of a window that faces south. In your science journal, make a sketch of the weed on the tray.
6. Each day, add a little water to the tray so that the weed's roots stay wet. Make a new sketch every day to keep track of the way the plant's position is changing.
7. After four or five days, you should notice that the weed's leaves and stem have started to grow toward the sun.

**Why It Happens**

All plants grow toward the sun. They are reaching for the energy they need to produce food. That's why you sometimes see some very crooked trees!

## Let's Investigate

What would happen if someone committed a crime but the detective lost all the evidence? What if a crime scene investigator forgot to bring a camera to a crime scene and decided to just try to remember everything? Chances are those investigations would not be successful. If you really want to learn something from your science investigations, you have to keep track of things, too. You should keep a science journal and write lots of notes during each step of the investigation. Make sure you write down everything exactly as it happened. A digital camera is a great way to record the results of some investigations. Having accurate records can mean the difference between learning something and wasting your time!

If you'd like to make any editorial comments about our paper, please write to us at support@studiesweekly.com.

## Fun Facts About Animals

Animals are an important part of any ecosystem.

Crickets' "ears" are on their front legs, just below the joint. These insects hear through tiny openings in their exoskeletons that lead to hollow spaces in their legs. They face different directions to figure out where a sound is coming from.

Cheetahs can run at up to 70 miles per hour. A snail moves at only 0.03 mph.

Under the best conditions, dogs can pick up a scent from as far as half a mile away.

Lions are only active about four hours each day. They spend the other 20 hours resting.

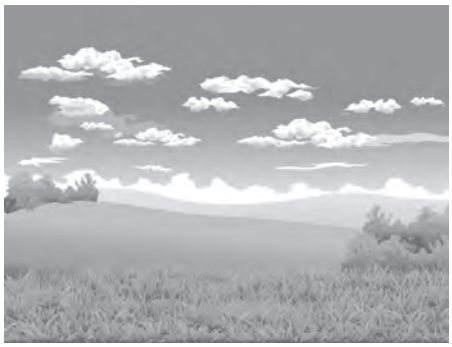
Crabs come in all sizes. The largest crabs measure 8 or 9 feet from claw to claw. The smallest crabs have a shell that is only 1/4-inch across.



Answers to STEM activity: : 4,600,000,000 kg and 10,143,000,000 pounds.
405,720,000 bags rice

**Polluted Environments**

Look carefully at the environments shown below. Circle the environment that you think is polluted. On the lines below the drawings, write why you think that environment is polluted.



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**Standards Covered:** R1.3.1, RI.3.4, RI.3.7

WEEK 16

American Indians: Past and Present

Michigan Community Studies Weekly

GRADE 3

DISCOVER MORE!
www.studiesweekly.com/online
Primary Source & Bonus Media

# The Anishinaabeg in Michigan

The American Indian Anishinaabeg people formed three groups: the Ottawa, the Chippewa and the Potawatomi. Also called the Three Fires, the Anishinaabeg moved from the Atlantic Ocean westward, and once lived throughout Michigan. The name "Anishinaabeg" is a Chippewa word that means "the people." Before the Europeans arrived, these tribes controlled the land from the Atlantic Ocean to the Rocky Mountains. However, during this pre-European time there is little knowledge of how the tribes lived, other than the oral stories left behind.

The Anishinaabeg people had many things in common. All three tribes spoke the Algonquian language. They lived in dome-shaped houses made of bark called wigwams. They hunted, fished and lived off the land. The Anishinaabeg tribes also had clans and totems. Each tribe and tribe member had a certain animal or natural object to represent them.

To learn more about the Anishinaabeg tribes, we will look at each one individually.

First, the Chippewa tribe was the largest of the Three Fires and was the second-largest group of American Indians in the whole United States. Also called the Ojibway, this tribe is known as the older brother of the Three Fires. The Chippewa lived in the Upper Peninsula and fished the upper Great Lakes.

Next, the Ottawa, or Odawa, is the middle brother. Their name means "to trade." The Ottawa traveled through the Great Lakes in canoes to barter with other American Indian tribes and eventually with the Europeans.

Finally, the Potawatomi is the younger brother. This tribe lived mostly in the Lower Peninsula of Michigan. They are known for being good farmers and caretakers of the land and soil.

## The Anishinaabeg Today

Now that you have learned a little about the American Indians in Michigan long ago, what do you think about American Indians living in our state today? Do you know anyone who has American Indian heritage? In Michigan today, about 59,000 American Indians call our state home. Almost all of these 59,000 are from the tribes of the Three Fires—Ottawa, Chippewa and Potawatomi. Many of these American Indians live on the 12 federal Indian Reservations shown on the map on Page 4. The largest of the reservations is the one near Sault Ste. Marie (No. 11) that many Chippewa call home. Which reservation is closest to your home? Your teacher has the addresses and contact information for all of the reservations. A reservation is land set aside by the government.

Most American Indians in Michigan, however, do not live on a reservation. They live in cities and towns, right along side you! They live in houses and apartments, not wigwams. Today's American Indian children do the same things other children do, like play, go to school and do chores. They aren't much different than anyone else.

In the past American Indians wore clothing like breechcloths or feathers in their hair. Today, while these people may still wear moccasins or beaded shirts, they wear modern clothing like jeans instead of breechcloths. The American Indians do wear feathers in their hair and traditional clothing, but this is on special occasions like a dance or a celebration of culture.

Read inside about some of our Michigan American Indians who continue to keep their culture alive. Look on Page 4 for maps that show where early Michigan tribes lived and where American Indians live in Michigan today.


The Three Fires: 1. Chippewa, 2. Ottawa and 3. Potawatomi

Michigan Lesson

# American Indians and Their Resources

## Words to Know

**wigwams:** dome-shaped homes made of bark
**barter:** to trade
**reservations:** land set aside by the government
**thresh:** to separate the grain or seeds

## Where Did It Come From?

Most of the American Indians who lived in Michigan made their home near the lakes and used our state's water to travel. The Ottawa and Potawatomi were farmers, living further south in Michigan. These groups usually settled down and made their homes in one place. They grew gardens with squash, sunflowers, tobacco and corn, while also collecting plants from the wild. The Ojibway lived in the northern part of Michigan where it was cold. They couldn't grow foods as well because their growing season was short. These American Indians moved around, getting most of their food from fishing and hunting. They collected food from plants in the wild.

Before the European traders and settlers arrived, the American Indians in Michigan got everything they needed from nature. Everything came from animals, their gardens or plants in the wild. These American Indians strongly believed in using nature with care. They'd only hunt or fish for what they needed to survive. Nothing was wasted, and they shared within their community.

Look at the list of items below that come from nature—from animals, gardens or wild plants and trees. These are things that the American Indians made or used wisely to survive. Decide where the things belong and write them in the chart under the correct heading.

| | | | |
|---|---|---|---|
| wild rice | pumpkins | clothes | wooden bowls |
| baskets | berries | bone tools | moccasins |
| blankets | meat | snowshoes | squash |
| medicines | corn | nuts | needles |
| beans | canoes | maple syrup | fish |

| From Animals | From Wild Plants/Trees | From Their Own Garden |
|---|---|---|
| | | |
| | | |
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| | | |
| | | |
| | | |
| | | |

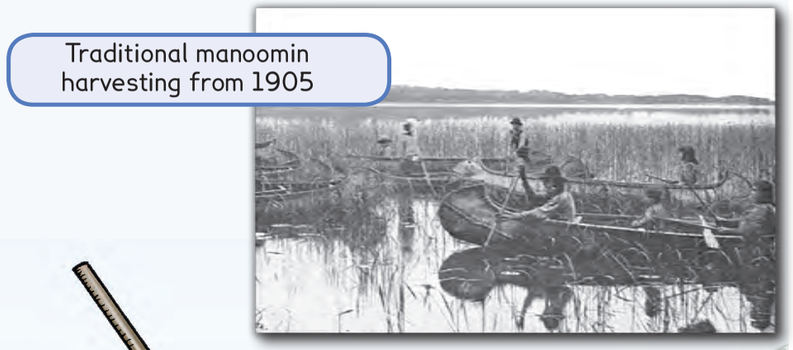
## Harvesting Wild Rice

Wild rice was an important part of the Three Fires diet. The Anishinaabeg people called wild rice "manoomin." That means "the good grain." Manoomin was harvested by the Three Fires from the shallow waters of the Great Lakes region. This area includes Michigan, Minnesota, Wisconsin and Ohio.

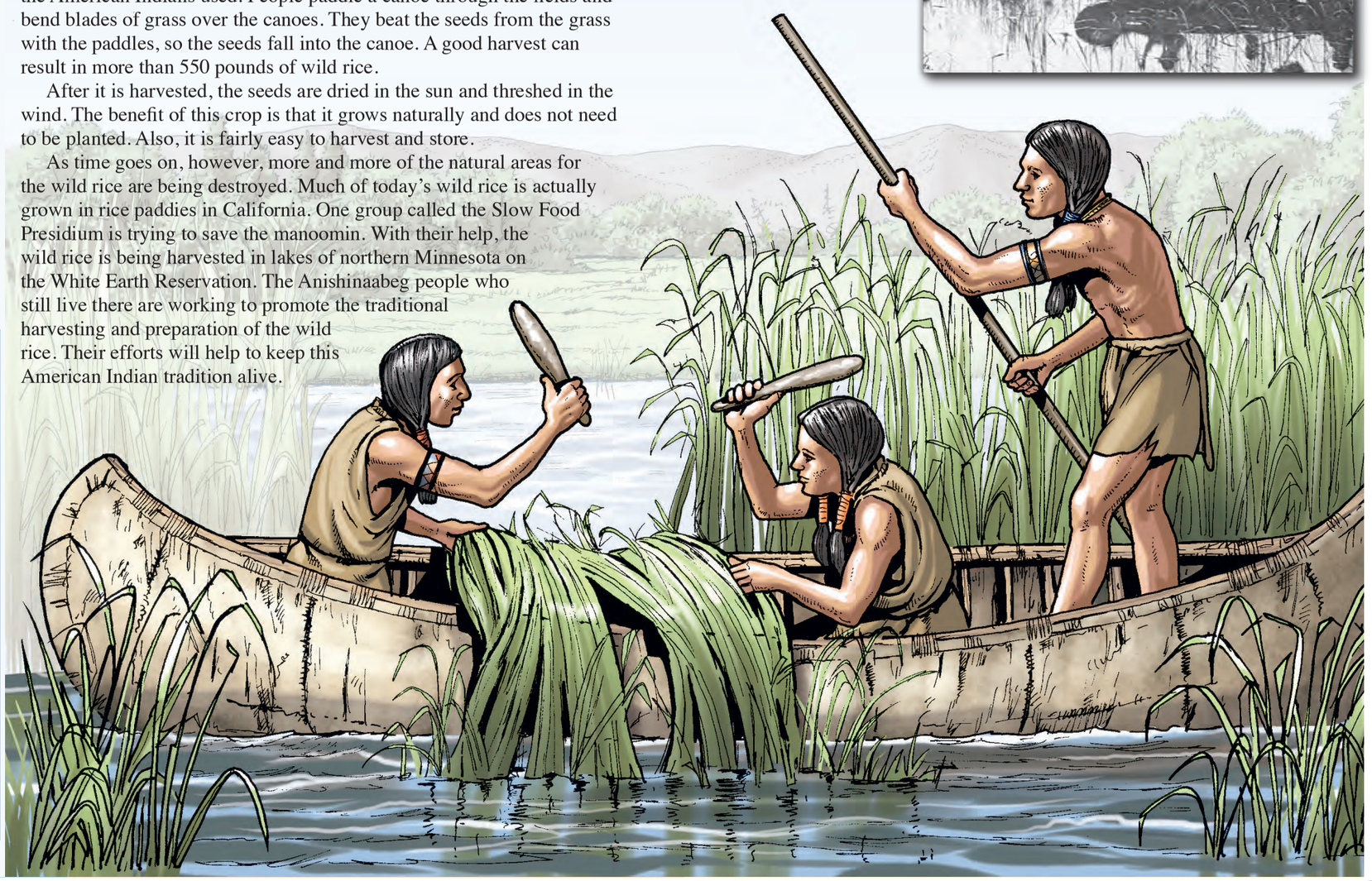
Today, manoomin is harvested using some of the same techniques that the American Indians used. People paddle a canoe through the fields and bend blades of grass over the canoes. They beat the seeds from the grass with the paddles, so the seeds fall into the canoe. A good harvest can result in more than 550 pounds of wild rice.

After it is harvested, the seeds are dried in the sun and threshed in the wind. The benefit of this crop is that it grows naturally and does not need to be planted. Also, it is fairly easy to harvest and store.

As time goes on, however, more and more of the natural areas for the wild rice are being destroyed. Much of today's wild rice is actually grown in rice paddies in California. One group called the Slow Food Presidium is trying to save the manoomin. With their help, the wild rice is being harvested in lakes of northern Minnesota on the White Earth Reservation. The Anishinaabeg people who still live there are working to promote the traditional harvesting and preparation of the wild rice. Their efforts will help to keep this American Indian tradition alive.



Traditional manoomin harvesting from 1905



## Cultures

# Baggataway

Think about the sporting games that you like to play. Baseball, football and basketball are all fun, right? Would you be surprised to hear that American Indians also enjoyed playing games?

Baggataway is a game that was made up by American Indians in North America more than 500 years ago. This stick and ball game was a form of entertainment, but it was also used as a war training exercise. The game itself was dangerous and did not have many rules to follow. Although there are few written documents about the game, some European exlorers and missionaries in the 1600s did record stories about baggataway. First, there is some evidence that a version of the stick and ball game started in the 1400s or even earlier. Modern American Indian tribes say their ancestors had been playing the game for hundreds of years. That makes it the oldest game in North America!

There is also a story about the Chippewa getting into a fort in 1763 by using the game as a trick. American Indian women watched the game between the tribe and the European soldiers near the fort gate. The American Indian women had weapons hidden under their blankets. Then, in a surprise attack, the American Indian men took the weapons and ran through the gate and into the fort. They then had control of the fort!

This ancient American Indian game, baggataway, was later adopted by the French settlers and named lacrosse. The word "crosse" comes from a French word for bishop's staff. That refers to the baggataway stick. While the original rules have changed, you may know that the game lacrosse is now a popular sport across the country.

Look at the sticks and balls in the picture. Then discuss with a partner what you think the object of the game was. If you and your partner made up the rules, what would they be? How would someone win?



## Hiawatha Forest

Geography

The Hiawatha National Forest (dark green area below) is in the central and eastern parts of the Upper Peninsula of our state. Divided into two sections, the East and West, this national forest has its headquarters in Escanaba, Michigan. Find Escanaba on the map and draw a star there.

Sometimes called the Great Lakes National Forest, this national forest is located between three of the five Great Lakes. Parts of the forest border Lake Superior, Lake Michigan and Lake Huron. Label these three lakes on the map below.

Hiawatha National Forest is made up of both a hardwood tree habitat and a wetland habitat. This forest contains trees such as the white pine, hemlock, red pine, jack pine and aspen, in addition to wetlands. The forest area covers 879,000 acres. It also includes four Great Lakes islands.

This national forest receives about 1.5 million visits every year. So, what can you do if you visit this national forest area? There are many activities, from river exploration to hiking and biking trails. There are lighthouses to see and wilderness areas for hunting and fishing. In the fall, Hiawatha National Forest is an ideal place to see the colors of the leaves change and enjoy the beauty of nature. Doesn't it sound like a great place for a vacation?


## Trees!

Did You Know?

Our state has had a long history with trees. In the past, almost all of the land was covered in forests. Oak, hickory and maple could be found in the southern part of the state, while pine, birch and aspen grew in the northern part of the state. Now more than 52 percent of our state, or 19.3 million acres, is forested. A full 90 percent of the Upper Peninsula is forested.

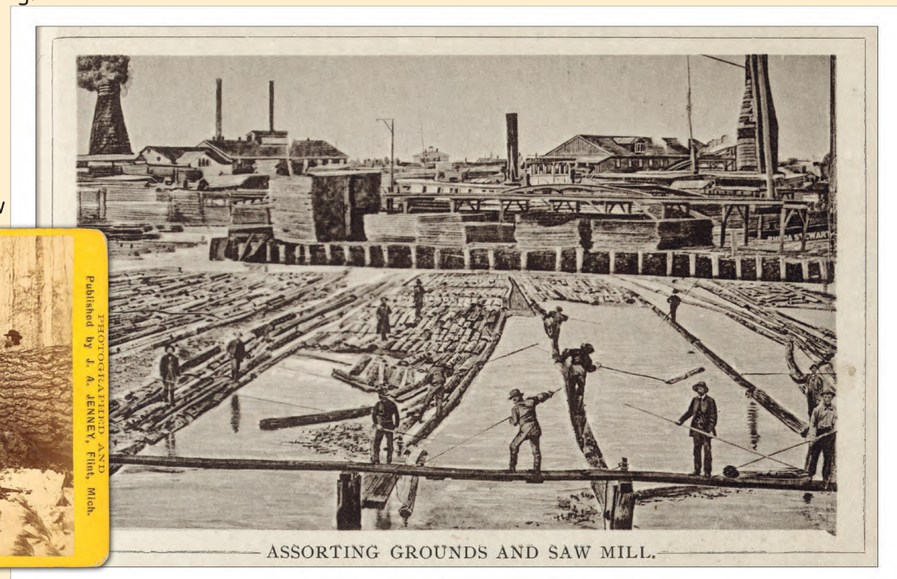
After the lumber boom in the 1800s-1900s, we had lost much of our forested land. Slowly, companies and people have replanted trees, and our forests are growing again. Many types of trees grown in our state are shipped throughout the United States each year. Trees help provide our state with jobs and a reason for tourists to travel to Michigan!

## Michigan Lumber

Michigan Timeline

### 1830-1880s: Lumbering in Michigan

We have been learning about Michigan becoming a state and the attraction of people required to do this. Remember that one of the reasons people came to our state was for lumbering. Our state tree, the white pine, was growing all over the state in great numbers. These trees are perfect for the lumberjacks, or shanty boys, to cut down because they grow very straight and tall. They could reach up to 200 feet tall and 5 feet across. That makes the trees wonderful for use in building and making boards. With our snowy winters, it was easy to cut the trees down then move them over the ice and snow to the rivers. There they would eventually go to the sawmills. By the 1880s, Michigan was turning more trees into lumber than the next three states together. Lumbering was big business and a major factor in the growth of the state of Michigan!

ASSORTING GROUNDS AND SAW MILL.

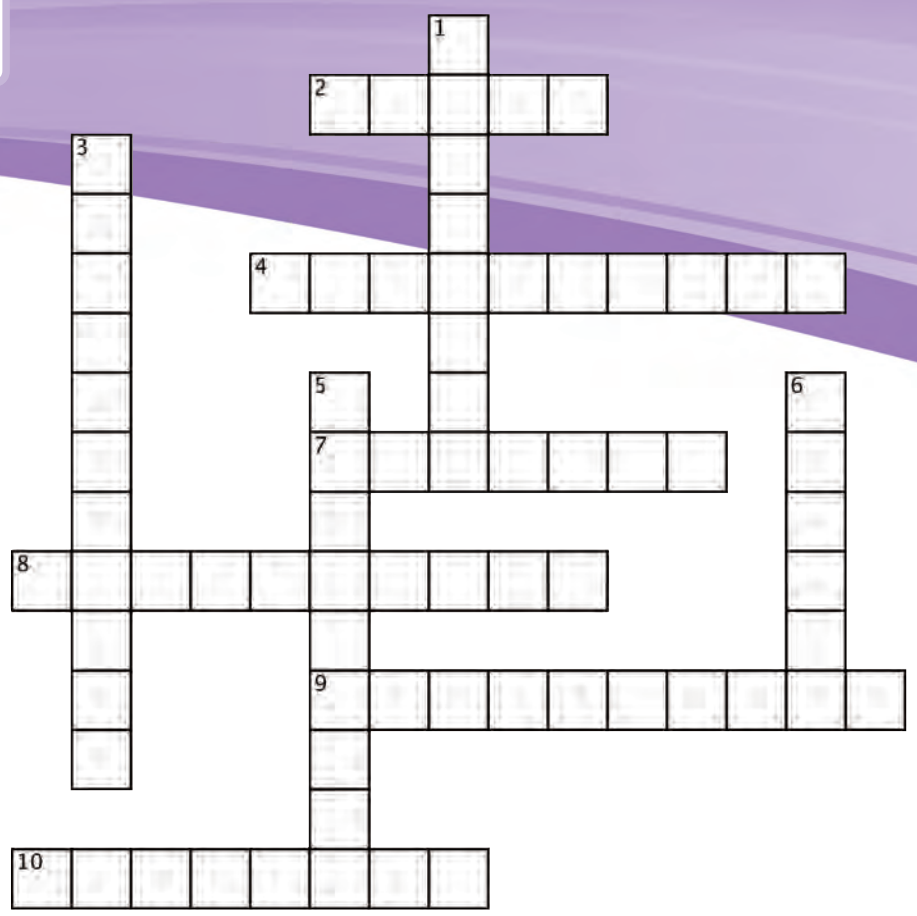
Name _____

## ACROSS

**2.** "Ottawa" means to _____.
**4.** language spoken by the Three Fires tribes
**7.** White pines grow two ____ feet tall.
**8.** American Indian game that became lacrosse
**9.** tribe of the Three Fires known as the younger brother
**10.** largest tribe of the Three Fires

## DOWN

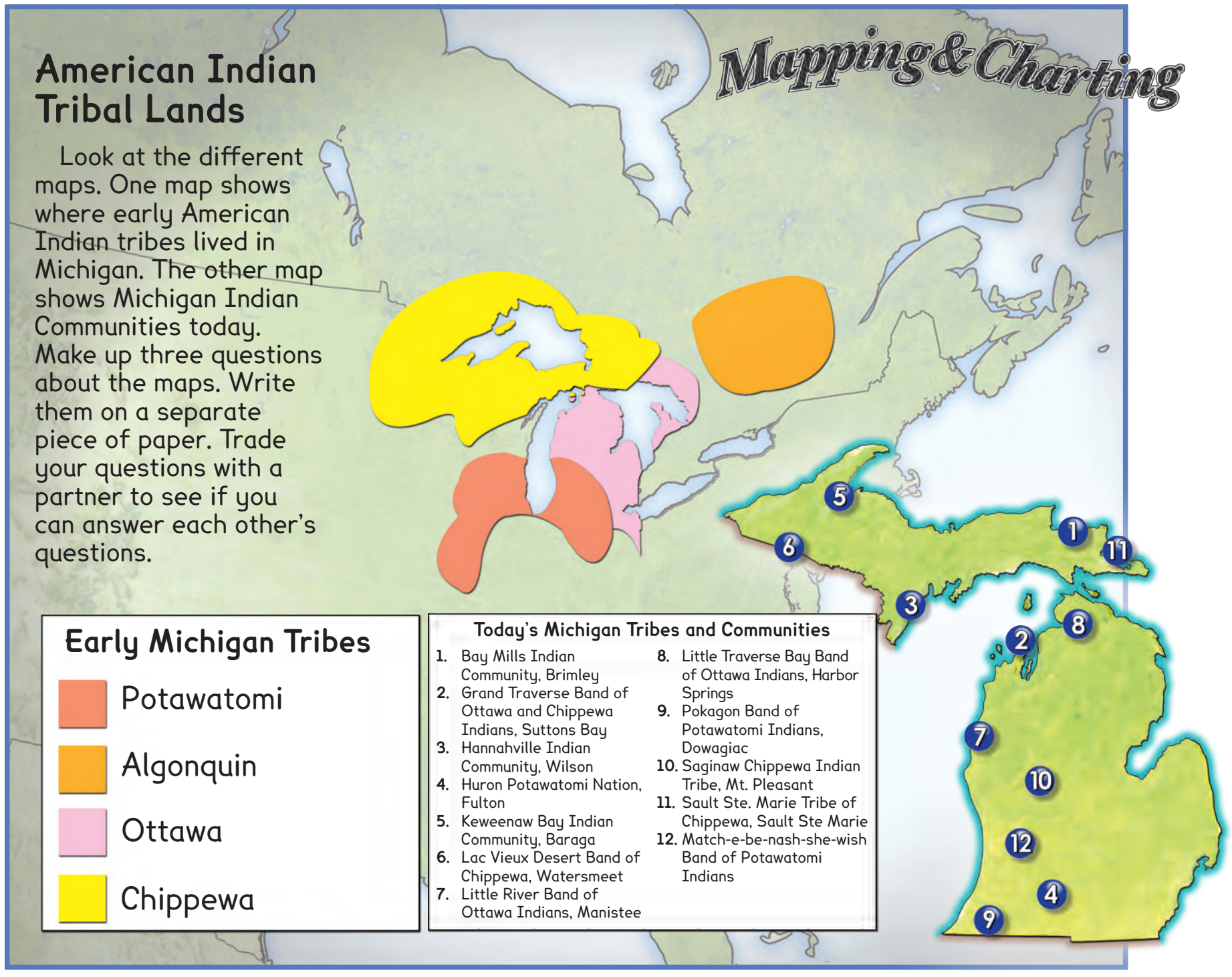
**1.** Anishinaabeg word for "the good grain"
**3.** another word for shanty boys
**5.** Michigan State tree
**6.** dome-shaped home of the Anishinaabeg



# Mapping & Charting

## American Indian Tribal Lands

Look at the different maps. One map shows where early American Indian tribes lived in Michigan. The other map shows Michigan Indian Communities today. Make up three questions about the maps. Write them on a separate piece of paper. Trade your questions with a partner to see if you can answer each other's questions.




## Let's Write

After learning about the early American Indians who lived in Michigan, think of yourself living as they lived. Write a personal narrative paper that includes how you would live in nature. How would you make your shelter and clothing, and what foods would you grow or gather? What would you do for fun? How would the children be educated and what kinds of customs would you have? As a young person, what would your life be like? When you finish, illustrate your personal narrative!

If you'd like to make any editorial comments about our paper, please write to us at feedback@studiesweekly.com.

# Michigan Community Studies Weekly
## Teacher Supplement

Name: _____ Date: _____

Michigan Community Studies Weekly (3rd Grade) 3rd Quarter, Week 16

Read each question and the answer choices carefully. Circle the letter next to the choice that best answers the question.

1. What is a reservation?

A a source of information
B land set a side by a city for a school
C a law that requires drivers to have a license
D land set aside by the government for American Indians

2 In which part of Michigan did the Ojibway (Chippewa) Indians live?

A the southeastern part
B the southwestern part
C the northern part
D around Detroit

3 What did the Anishinaabeg call "manoomin"?

A wild rice
B pumpkin
C the leader of the tribe
D medicine

4 The American Indian game called baggataway later became which modern game?

A lacrosse
B baseball
C soccer
D polo

5 Which three Great Lakes border the Hiawatha National Forest?

A Michigan, Erie and Superior
B Superior, Michigan and Huron
C Huron, Ontario and Michigan
D Erie, Ontario and Huron

Answer each question in complete sentences, using your own words. Be sure to answer all parts of the questions. Write your answers in your social studies journal or on a separate piece of paper.

6. Why was lumber a popular industry in Michigan?

7. Have you ever grown some of your own food? If so, what things have you grown and why? If not, what would be the top three items that you would like to grow? Explain why you chose those three.

8. Why do you think it is important for American Indians to continue to hold on to as much of their culture as possible?

9. Have you visited one of our state's national forests? Have you ever hiked in the woods or explored a wooded area? Think of three things that you have seen or imagine you would see in the forests. What are they? What three things might you smell in the woods?

10. If you could travel back in time and meet an American Indian living in Michigan before we were a state, what is one question you would ask him or her?

**Wayne-Westland Community Schools**
**Elementary Art**
**Distance Learning Lessons**

**Week of 6/8/20**

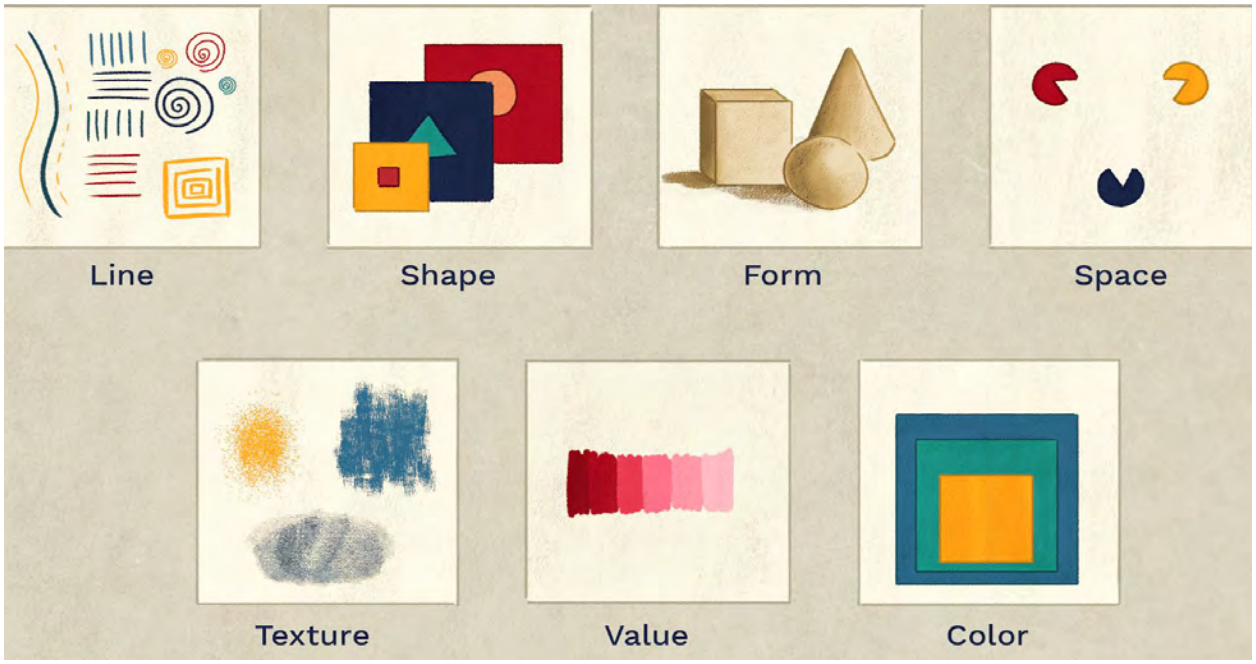
# ELEMENTS SCAVENGER HUNT


**DIRECTIONS:**

**Using the information you've learned in the past about the Elements of Art, create a painting/drawing or "Found Objects" picture using at least 5 elements of art (out of 7 total).**

**This project could be worked on by a single student, but 2 or more students in the same household, even if they are in different grades, may work together to create the project.**

**The Elements of Art**




**ELEMENTS RESOURCES:**

**Auditory/“satisfying” Elements of Art introduction video**
**https://youtu.be/iSbm21bhXVk**

**Videos:**

**The Elements of Art**

**Elements and Principles of Design**

**Sesame Street: Abby Cadabby teaches Josh Gad about Texture**

**Elements of Art song**

**Books:**

https://www.storyjumper.com/book/read/40241606/The-Elements-and-Principles-of-Art-Shown#page/18

Spiky, Slimy, Smooth By Jane Brocket

A Line Bends..A Shape Begins by Rhonda Gowler Greene

A line can be read aloud by Lin

Swatch read aloud

Look! Look! Look!

Dreaming UP Read-Aloud

**Games:**

Highlight Zone . Games . peg + cat

Paint-A-Long . Games . peg + cat | PBS KIDS

ARTHUR | Games . Planet Pal

Tangramz!

Nature Art Box | Games | Nature Cat

**We would love to see your creations! You can post photos of them to your Dojo story or email them directly to your art teacher! We miss you guys. HAVE A GREAT SUMMER!**

**Ms. Huhn** huhnb@wwcsd.net

**Ms. Kurtz** kurtzd@wwcsd.net

**Mrs. Windley** windleyA@wwcsd.net

**Mr. Millett** milletts@wwcsd.net

**Ms. Peck** peckme@wwcsd.net

**Mrs. Smith** smitha@wwcsd.net

**Mr. Wilburn** wilburnp@wwcsd.net

**Wayne-Westland Physical Education Elementary Distance Learning Lessons**

# Week of June 8th

## Move It Monday

It's time to get up and dance! Put on your favorite music and bust out your favorite dance moves for 20 minutes today!

## Turn It Up Tuesday

Time to get moving! Click on the link below and get a great workout! Invite your family to join in on the fun too!

20 Minute High Energy Workout for Kids

## Walk Around Wednesday

Get outside and walk around your backyard, around your block or around your neighborhood. Walk at a fast pace for at least 30 minutes to get your heart pumping! Being outside and in the sun helps your body produce vitamin D which gives you energy and makes you feel better!

## Team Spirit Thursday

Put on your favorite school t-shirt and head outside and play! Today you're going to get on your bike, or get out your hula hoops or jump ropes. You can also design a hopscotch game with some chalk or play soccer or basketball. You can even jump on your trampoline if you have one!

## Fun Time Friday

Today is the last day of school! Get outside and do some water activities. Blow up some water balloons and have a water balloon toss, turn on a sprinkler, play with the hose or jump in and play in a pool, but make sure no matter what you do, make sure you're wearing sunscreen and have a great summer!

Spanish Educators are available to provide support and feedback during the following days and times each week.  You can initiate contact through email and then connect further in the method of communication that works best.

Ms Garcia
Email: garciamp@wwcsd.net
Tues & Wed 1:00 - 3:00

Ms. Williams
Email:  williamssd@wwcsd.net
Mon & Wed 10:00 - 12:00

## Week of June 8

### Tema (Theme) - Materiales Escolares (School Supplies)

**Vocabulario**

el låpiz-Pencil
las tijeras-scissors
el pegamento-glue
el crayon-crayon
el marcador-marker
el papel-paper
el libro-book
la silla-chair
la mesa-table
la mochila-backpack

**Lunes, el 8 de junio -**

Introducción del vocabulario (Introduction to the vocabulary)

https://www.youtube.co/watch?v=JTiVsSAu8uc
Actividad (Activity)
Miran la imagen que es abajo y escribe cinco cosas que pueden ver en la imagen. Pueden mirar por las cosas que ya aprendieron como colores, animales, transportación, y materiales escolares. (Look at the image below and write five things that you can see in the image. You can look for things that you have already learned such as colors, animals, transportation, and school materials.)


**Martes**, el 9 de junio -

Repaso de las materiales escolares. (Review of school supplies.) Escuchan a la canción mochila roja. (Listen to the red backpack song)
https://www.youtube.com/watch?v=HfcrHBfqOgo

Actividad (Activity)

Llena la mochila con las materiales escolares. (Fill the backpack with the school supplies.) Pueden dibujar y/o escribir los nombres de las materiales. (You can draw and or write the names of the materials.)

**Miercoles**, el 10 de junio -

Repaso de las materiales escolares (Review of school supplies)

Actividad (Activity)

Cuáles son las materiales escolares que pueden encontrar en su casa? (What are the school materials you can find in your house?)

Vayan en un búsqueda para encontrar materiales escolares.  (Go on a hunt to find school supplies.)

Opción 1 (Option 1) Después pueden escribir qué encontraste. (After you can write what you have found.) Empiecen con “Encontré……  (Begin with “Encontré….

Opción 2 (Option 2)Escriben el nombre de cada cosa y toman una foto. (Take a picture of what you found and write the name of each item.)

**Jueves,** el 11 de junio -

Un día para celebrar!

Pueden mirar los videos de gato y perro. (You can watch the Cat and Dog video)
https://www.youtube.com/watch?v=1bhIsy9p_TQ

Un video para bailar. (A dancing video)
https://www.youtube.com/watch?v=ZrGwXMbGb1g
Un otro para bailar. (Another dancing video)
https://www.youtube.com/watch?v=_3GTeMrkkHA

Cabeza, hombros, rodillas, pies. (Head, Shoulders, Knees and Toes)
https://www.youtube.com/watch?v=nUklGzMrHQg

Disfruten! Enjoy!

**3rd - 4th Grade Media Choice Board**

**Please choose ONE activity to do per WEEK**

These can be completed in any order - Just try to complete one box a week!

We Miss you!

## Choose reading, letter, math, strategy or skills games:

- https://www.abcya.com/
- https://www.funbrain.com/
- https://www.fuelthebrain.com/
- http://www.fun4thebrain.com/
- https://www.roomrecess.com/

## Listen to online stories:

- https://www.storylineonline.net/
- https://www.weareteachers.com/storytime/?utm_source=WAT_MDR&utm_medium=CVEnews&utm_campaign=WAT_Enews03182020

## Practice typing skills:

- https://typingclub.com (*If you cannot remember your login for typing club, just click on **get started** and choose a lesson to practice your typing skills.)*
- https://typetastic.com/
- https://www.typing.com/student/game/keyboard-jump
- https://www.typing.com/student/game/keyboard-ninja
- https://www.typing.com/student/game/type-a-balloon

## Coding Websites:

- https://www.k5technologycurriculum.com/extras/hour-of-code/
- https://code.org/

## Virtual Field Trips:

https://www.weareteachers.com/best-virtual-field-trips/

**Internet Safety:** Watch these videos on how to be safe using the internet.

Super Digital Citizen(3-5)
https://www.commonsense.org/education/lesson/super-digital-citizen-3-5

NetSmartz Videos
http://www.missingkids.org/netsmartz/videos#elementary

Create a **doc** on any topic. Change font size, style and color. Add an image if you'd like.
Some examples…

- Type a letter to a friend.
- Type a story about something fun that you have done recently.
- Type an adventure story.
- Type a poem.
- Type a list of fun summer activities.
- Or another topic for your choice.

Create a **slideshow** on any topic. Change font size, style and color. Add an image on each slide and create transitions
Some examples…

- Create a slideshow on your favorite animal.
- Create a slideshow on your favorite food.
- Create a slideshow on your favorite place to eat.
- Create a slideshow on your favorite vacation.
- Create a slideshow on your family activities.
- Or another topic for your choice.

**Other activities you may choose to do can include the following:**

- Use Google Drawing to edit or create your own picture
- Use Google Sheets to create pixel artwork
- Use Google Sheets to create a graph