

MI OPEN BOOK PROJECT

Families and Schools

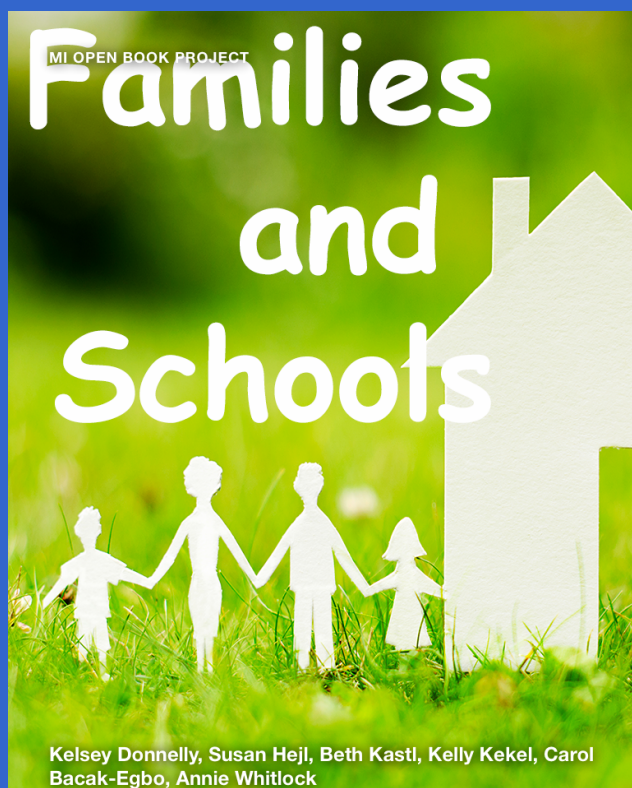


Kelsey Donnelly, Susan Hejl, Beth Kastl, Kelly Kekel, Carol
Bacak-Egbo, Annie McMahon Whitlock

**Families and
Schools**



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This is version 1.0 of this resource, released August 2017.

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



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Dickson Families and Schools Readers:

Joseph Baumann

Melissa Kendell

Kelli Simons



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Kelsey Donnelly

Coloma Elementary School

Coloma Public Schools

I graduated from GVSU with degrees in special education and elementary education. I began my career as an educator in Glendale, Arizona working with students with autism and coaching middle school girls flag football. I moved back to Michigan in the winter of 2016 and began working as an elementary resource teacher! When work isn't keeping me busy, I am a big baseball and hockey fan and often you can find me at a sporting event.

Beth Kastl

Floyd M. Jewett Elementary School

Mesick Consolidated Schools

Beth is an elementary teacher from Floyd M. Jewett Elementary school, where she has worked in a variety of grade levels including first and third grade.



Kellie Kekel

Lincoln Elementary School

Bangor Township Schools

Kelly teaches first grade at Lincoln Elementary School in Bangor Township Schools.



Susan Hejl

KND Elementary

Kaleva Norman Dickson

Susan has been a first grade teacher in the Kaleva Norman Dickson School District for 26 years. She earned her Bachelor of Science Degree in Elementary Education from Central Michigan University and a Masters of Arts in Curriculum and Teaching from Michigan State University. Outside of school, Susan enjoys singing, gardening, exercising, kayaking and spending time on the lake.

Annie McMahon Whitlock

Assistant Professor

University of Michigan-Flint

Annie McMahon Whitlock is an Assistant Professor of Elementary Education at University of Michigan-Flint. In addition to teaching the elementary social studies methods course, she is the Elementary Education Program Coordinator, focusing on the student teaching experience. Her research is centered on teaching social studies through civic engagement, place-based inquiry, and integrating language arts and literature.



David A. Johnson

Project Manager

Michigan Open Book Project

Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Pro-

The Michigan Open Book Project

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Jim Cameron - Michigan
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Dr. Phil Gersmehl - Michigan
Geographic Alliance

Carol Gersmehl - Michigan
Geographic Alliance



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Melissa Kendell -

Melissa has enjoyed performing in productions like Into the Woods and a Christmas Story. She's been a part of various charity performances including the annual United Way Murder Mystery and Dancing with the Y Stars.



Joseph Baumann -

Joe joined the Cadillac Footlites in 2016, coming from having performed many times on the stage with Riverwalk Theater in Lansing, Michigan. Some of his favorite roles have been Lancelot in Camelot, Captain Scott in Terra Nova, and Nathan Rothschild in the Rothschilds.



Kelli Simons -

Kelli has been in many local theater productions including the Mother in a Christmas Story, the Baker's Wife in Into the Woods, Tansy McGinnis in the Nerd. She comes from a talented theatrical family.

Chapter 4

How are we part of our environment?

What are the natural and human characteristics of a place?

How do we change our environment?

How does your environment change you?



For Teachers

Students further study the concepts outlined in the geography content expectations by discussing now how they are part of their environment. In this chapter important foundational concepts such as natural and human characteristics are discussed and explored.

Students first encounter a question about natural and human characteristics. This chapter provides some interesting opportunities to align with their studies of science and this first question opens that door.

They continue by discussing and exploring how we change our natural environment. It would be great to review their studies of history by applying their knowledge of the past to how their own school environment has changed over time. Old pictures of your school would be great to share.

Finally, students learn about how the environment shapes them. This book was designed for Michigan students who fully experience all four seasons each year. Ample opportunities exist to talk about different behaviors and expectations for each season. We generally don't wear winter coats in the middle of July, nor do we typically wear shorts and flip flops in the middle of January. Students learn a little bit about different ways the environment shapes different places in the country and world. Concluding with a writing activity about where they would most like to live and why is a great connection back to their writing instruction.



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Draw a picture or talk to a partner.

Where would you most want to live and why?

What are the natural and human characteristics of a place?

QUESTIONS TO GUIDE INQUIRY

- 1. What are the natural and human characteristics of a place?
- 2. How do we change our environment?
- 3. How does your environment change you?

WORDS TO INTRODUCE

characteristics

human characteristics

natural characteristics

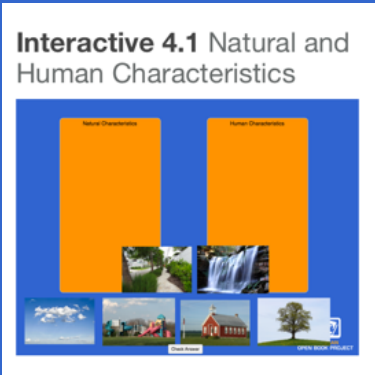
For the Teacher

- 1 - G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.
- 1 - G5.0.1 Describe ways in which people are a part of, modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).
- 1 - G5.0.2 Describe ways in which the physical environment in a place or region (e.g., weather, terrain) affects people's lives.

Have students discuss this picture and what human and natural characteristics they see.



Practice identification of natural and human characteristics with this widget.



Have students draw an example of both a natural and human characteristics in a picture, then write about them.



You learned that your location is special. It also has special **characteristics**. Characteristics of a place are how we describe that place. For example, trees, roads, weather, and buildings are all characteristics of a place.



Some characteristics are made by people. People built the bridge in this picture. The bridge wasn't always there. The bridge is a **human characteristic**.



Many characteristics of a place come from nature. The river, forest, and hills have always been there. These are **natural characteristics**.



In this picture, some things are made by people and some come from nature. What human characteristics do you see in this picture? What natural characteristics do you see?









The clouds, trees, and plants are all natural characteristics. The barn, house, and windmills are all human characteristics.

Interactive 4.1 Natural and Human Characteristics


Natural Characteristics

Human Characteristics





[Check Answer](#)


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Can you determine which of the pictures have natural and which have human characteristics?

How do we change our environment?

QUESTIONS TO GUIDE INQUIRY

1. What are the natural and human characteristics of a place?
2. How do we change our environment?
3. How does your environment change you?

WORDS TO INTRODUCE

environment

For the Teacher

1 - G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.

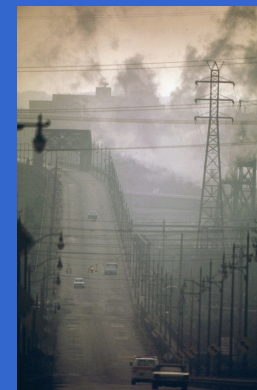
1 - G5.0.1 Describe ways in which people are a part of, modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).

1 - G5.0.2 Describe ways in which the physical environment in a place or region (e.g., weather, terrain) affects people's lives.

The narration in this animation walks students through how we change the environment. Compare and contrast the start and end of the animation.



Ask students if they know of other ways we sometimes change the environment for the worse.



Finish this section by once again drawing back to the supporting question: “How do we change our environment?”



Interactive 4.2 As An Oak Tree Grows



You learned that people and places change over time. Watch the story *As An Oak Tree Grows* to review how places change over time.

The natural characteristics around us make up our **environment**. We change our environment when we build bridges, paths, and houses. Some changes happen slowly over a long time and some changes happen quickly. The path in the photo changed the environment.





Interactive 4.3 Making a Road



How did this road change the environment?

Interactive 4.4 Change the Environment



Let's change the environment!

Not all changes to the environment are good. Sometimes there are negative consequences to the changes we have made. Sometimes we hurt the Earth.





When we clear forest and use up the land for our houses, animals lose their homes. They can end up finding and eating people food that is not healthy for them. They might even travel into busy areas and get hurt.

Section 3

How does your environment change you?

QUESTIONS TO GUIDE INQUIRY

1. What are the natural and human characteristics of a place?
2. How do we change our environment?
3. How does your environment change you?

WORDS TO INTRODUCE:

adapt

For the Teacher

1 - G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.

1 - G5.0.1 Describe ways in which people are a part of, modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).

1 - G5.0.2 Describe ways in which the physical environment in a place or region (e.g., weather, terrain) affects people's lives.

This video shows how dog sledding is a method of travel in the Yukon.

Interactive 4.5 Dog Sledding in the Yukon



This video showcases how homes are slightly different all around the world.

Interactive 4.6 Homes around the World



Have students draw a picture and talk to a partner about where they would most want to live and why.





We learned that we can change our environment. Our environment can also change us! Not all places in the world are just like ours. Where you live changes how you live.



People **adapt** to the place where they live. Adapt means to change for our environment. We can adapt by changing the clothes we wear to match the weather in our environment. When it rains, we put on our raincoat and boots.

Some places are always very hot. Some places get lots of rain. Some places are very cold.



Can you use picture clues to describe the environment shown in this picture?



People have learned how to adapt to living in places that are frozen. In very cold places, people have to wear warm layers and special clothes designed to keep them warm.



People adapt by wearing special gear called snowshoes to travel on top of the snow.

Some people adapt by using dogs and dog sleds to travel over the frozen ground. Let's learn more.



Interactive 4.5 Dog Sledding in the Yukon





Not all children live in homes like you do. Homes can be made out of many different materials. People have adapted by building homes out of the materials around them.



Deserts are hot, very dry, and have very few trees. People adapted to living in the desert by making adobe houses. Adobe house are made out of a mixture of mud and straw.



Some places get so much rain that they flood. This means that there is a lot of water all over the ground. Usually the ground is dry, but sometimes, the water can rise taller than your teacher's head!



In some places that flood, the houses are built on poles called stilts. What do you think would happen if the house didn't have stilts?



Interactive 4.6 Homes around the World



Let's learn about more special houses around the world.



We are changed by our environment. We have adapted just like other people around the world. What are some ways you have adapted to your environment?



Draw a picture or talk to a partner.

Where would you most want to live and why?



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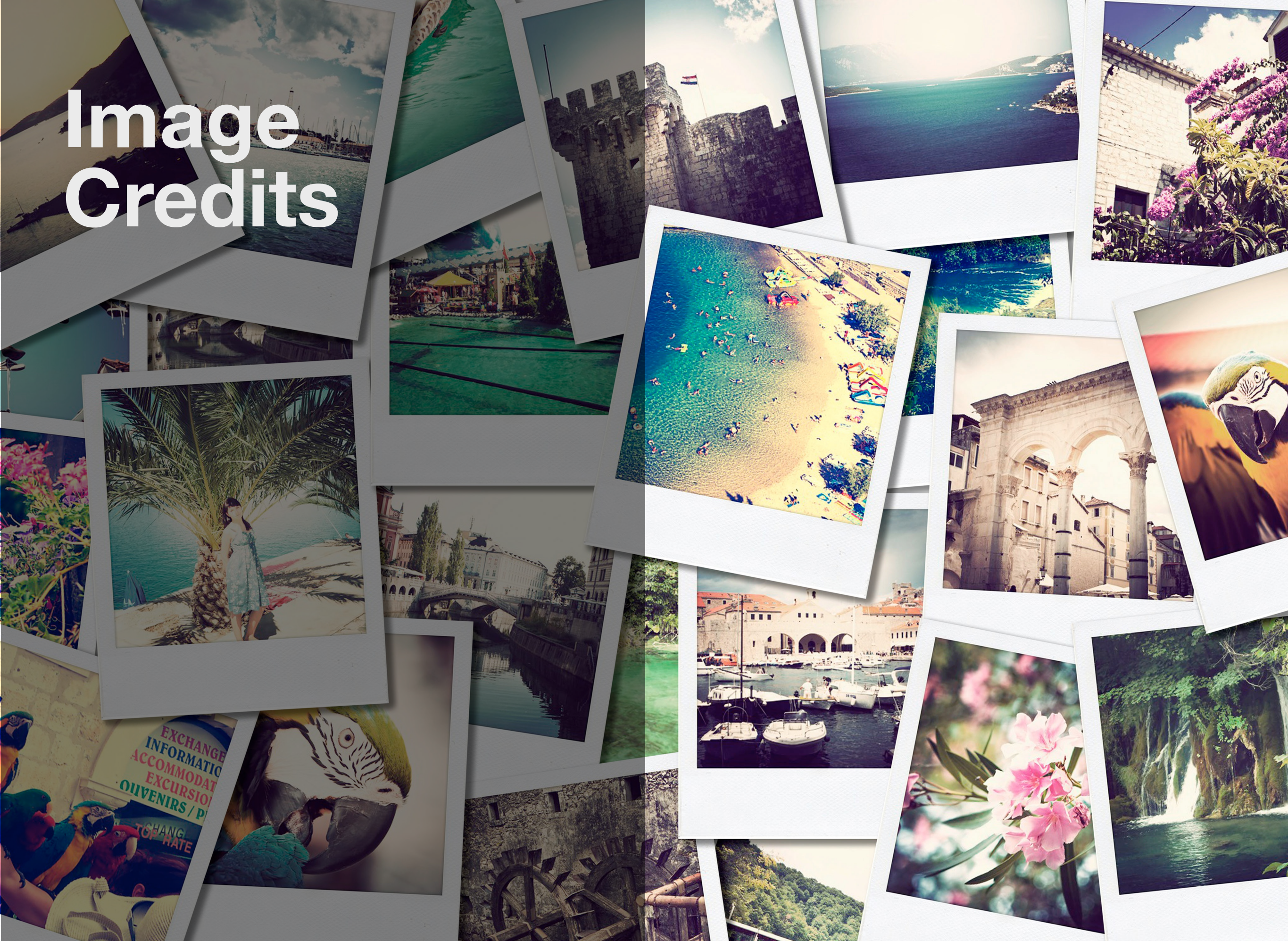


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