

MI OPEN BOOK PROJECT

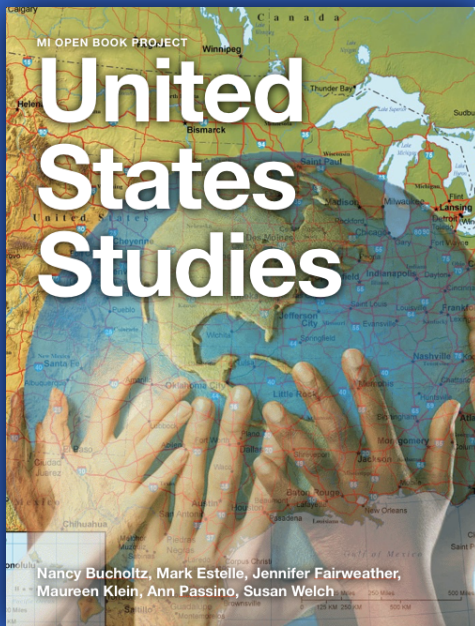
United States Studies

Nancy Bucholtz, Mark Estelle, Jennifer Fairweather,
Maureen Klein, Ann Passino, Susan Welch

**United States
Studies**



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This is version 2.0.2 of this resource, released in August of 2016.

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



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About the Authors - 4th Grade United States Studies



Nancy A. Bucholtz

Harbor Beach Community Schools

Harbor Beach Elementary

Nancy Bucholtz earned her undergraduate degree in Elementary Education from Oakland University, and then earned her masters degree from Saginaw Valley State University in Early Childhood Education. She had the opportunity to teach 2 years in the Utica Community Schools District before moving to Huron County, and she is now completing her 13th year at Harbor Beach Community Schools. During her teaching career she has taught the 3rd, 4th, and 5th grades, but 13 years of her career have been spent in the 4th grade. During her 15 years of teaching, she has been actively involved with many committees and initiative projects within her school district. Nancy received the honor of Walmart Teacher of the Year in 2007, and her students have been recognized by the state for their achievements on their standardized

Mark Estelle

Laker School District

Elementary School

Mark earned his undergraduate degree in elementary education from Central Michigan University with a major in mathematics and a minor in child development. In addition to teaching, Mark is an adviser of the elementary underwater robotics team as well as the recycling club. When not teaching fourth grade at Laker Elementary, Mark enjoys many hobbies that involve the outdoors and sports.



Jenn Fairweather

Oakridge Schools

Oakridge Upper Elementary

Jenn has been an 'Eagle Proud' Oakridge Schools employee for 16 years. She also includes Lansdowne Primary School in Tilbury, England in her list of teaching adventures.

A self-professed 'grammar geek' and SAG member, she hopes to complete her Master's in TESOL and a Bachelor's in Mortuary Sciences.



Maureen Klein

Allen Park Public Schools

Bennie Elementary

Following a successful career in the corporate world, Maureen returned to college in 2005 to pursue a Master of Arts in Education at Wayne State University. Like many career changers, Maureen realized that teaching was her true passion. Following graduation, Maureen immediately put her early childhood ZA endorsement to use as a kindergarten teacher in the Allen Park Public Schools, later moving to grade four. Maureen is active in both social studies and science endeavors throughout the state serving on the board of the Michigan Center for Civic Education and a former presenter at the Michigan Science Teacher Association Conference. She was named 2013 Jim and Annette McConnell Elementary History Teacher of the Year by the Michigan Council for History Education. In the winter of 2013 Maureen returned to Wayne State, but this time as an adjunct faculty member and university supervisor for pre-student teacher candidates. Maureen was recently recognized as

Ann Passino

Grosse Pointe Schools

Trombly Elementary

Ann is an educator for 21 years having taught grades first - sixth in numerous subject areas. Ann has a passion for teaching, especially teaching History. This passion has led to her being the K-12 Social Studies Curriculum Coordinator 2007-2009 for Grosse Pointe Public Schools. In addition to teaching, Ann is the Child Study Identification Coordinator for GPPS. She is also a graduate of the Galileo Leadership Consortium while completing her Education Specialist in Leadership from Oakland University. Meanwhile, Ann has become an Adjunct Professor of History for Wayne County Community College.

In addition to being an educator, Ann's passions are to spend as much time Up North with her family and to travel to recharge!

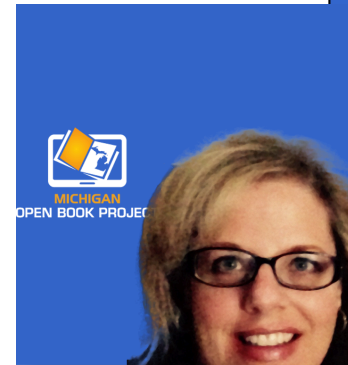


Susan Welch

Fenton Area Public Schools

State Road Elementary

Susan Welch currently teaches 4th grade at State Road Elementary in Fenton, Michigan. She has earned a Bachelor of Science Degree in Elementary Education from Central Michigan University and a Master's Degree in the Art of Teaching from Marygrove College with additional graduate work done at Arizona State University. While at CMU, Susan traveled to Perth in Western Australia to study their use of integration to deliver instruction and meet the curriculum standards. Upon graduation, she started her teaching career in Arizona teaching in the Casa Grande and Kyrene school districts. During this time, Susan taught in a fully inclusive elementary classroom with students with many diverse learning needs including monolingual and bilingual Spanish speaking students, as well as various physical and mental challenges. She also was able to learn about the many different Native American cultures represented within her schools. Susan has taught both 3rd and 4th grade in the Fenton Area Public Schools for the past 11 years and also serves as Fenton's Elementary Social Studies Department Chair. In addition, she teaches Social Studies courses to other



The Michigan Open Book Project Team would like to thank the following individuals for their help in reviewing some content in the book and guiding the development process.

Jim Cameron, Michigan
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Geographic Alliance

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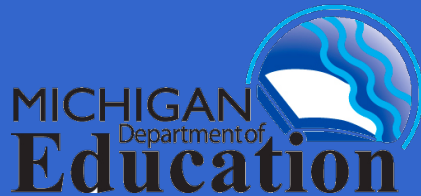


David A. Johnson

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 Project Manager for MI Open Book.



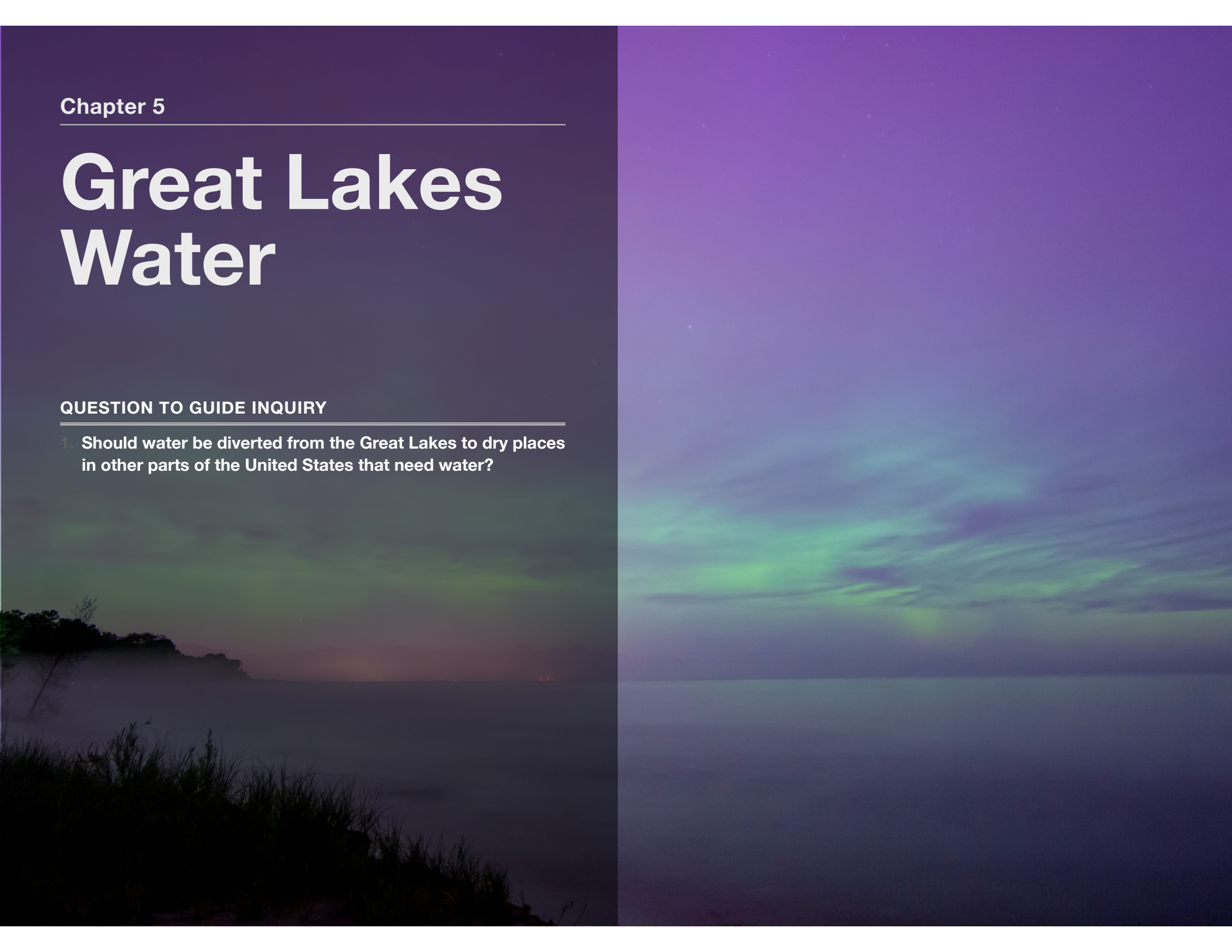
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Chapter 5

Great Lakes Water

QUESTION TO GUIDE INQUIRY

1. Should water be diverted from the Great Lakes to dry places in other parts of the United States that need water?



A Performance Task



QUESTION TO GUIDE INQUIRY

1. Should water be diverted from the Great Lakes to dry places in other parts of the United States that need water?

Should water from the Great Lakes be used in other places?

The question of “**who owns the water?**” and “**should it be used to help other places in the country that need it?**” is one that our nation has been wrestling with for years.

You will be responsible for writing an opinion essay on this very topic. You will be introduced to the topic of decreasing water levels in the Great Lakes by watching two videos and reading a short passage.

Finally you will compose an opinion essay on the public issue: **Should water be diverted from the Great Lakes to other parts of the United States that need water?**

Directions for beginning:

You will now watch two videos and read one article. Take notes because you may want to refer to your notes while writing your essay. You can refer to any of the sources as often as you like while you are taking notes. Your notes and sources will be your basis for writing your final draft.

The first video will introduce you to a town called New Berlin in Wisconsin. New Berlin is very

close to the Great Lakes, but the ground water that they have access to is not safe to drink. Learn about this topic in the first video.

There are many in Michigan who would

Interactive 5.1 The Great Lakes Water Battle



Watch this video first to learn more about the issue overall.

agree that the town of New Berlin has some serious problems! Especially when it comes to having access to safe, clean drinking water. The first video mentioned however that this is a very sensitive issue, particularly for those living in the Great Lakes.

Think back to the unit on Geography. Remember that one of the ways that the theme of “movement” takes place is over the water. Ships travel around the Great Lakes carrying cargo that will be used in the production of goods. If we divert the water this might become difficult. This second video will explain the struggle for those who depend on the Great Lakes to carry out their business. While many

Interactive 5.2 Lake Superior is Disappearing



Next, watch this video which talks about what is happening to our Great Lakes

Michiganders feel for those who do not have access to water, some will argue that sending the water from the Great Lakes to other parts of the country will have disastrous effects here at home.



According to the videos, what factors contribute to decreasing water levels in the Great Lakes and what are the effects of those decreasing water levels?

It's not just about the economy either. Scientists caution that every ecosystem (like the ones found in the Great Lakes) has a very delicate balance. Changes in the water levels could cause lasting damage to the species that live in the Great Lakes. This article

Interactive 5.3 Why Water Diversion is an Ecological Problem for Lakes



will tell you a little more about what scientists are thinking.



According to the article, what are some of the ecological effects of water diversion from lakes?

This is not a problem that is easily solved. It is, however, a public issue that affects people living in Michigan, people in the Great Lakes region, and people all over the United States. Because of that, it is an interesting problem to study and develop an opinion on.

The first step in tackling an issue of public policy is to identify and clearly state the issue. In this particular case, the issue comes in the form of a question. Our question “Should water be diverted from the Great Lakes?” is a special kind

of question known as a “Compelling question” Ask any adult in your life and they’re probably going to argue one way or another about their answer. They’re either against sending water from the lakes, or for it.

A great way to argue however is to think about both sides of the issue. Even though you may have a strong argument for one side over another, when outlining what your major points it’s a good idea to think about what the people who do NOT think the same way might say.

The final activity in this section requires you to do just that. As you open the Google Document, identify first what the level of this issue is. Next, take a moment to figure out what a position on either side of this might be. Think about the people who are “against” sending the water to other parts of the country. What is something

they might say? Think about the people who are “for” sending the water to other parts of the country. What is something they might say?

Interactive 5.4 Google Docs



Complete the Public Issue Analysis Chart on sharing the water of the Great Lakes

Section 2

A



Performance Task

QUESTION TO GUIDE INQUIRY

1. Should water be diverted from the Great Lakes to dry places in other parts of the United States that need water?

By watching the two video clips in the previous section, as well as reading the short article, you have had time to learn more about the issue: **Should water be diverted from the Great Lakes to places in other parts of the United States that need water?**

You will now be asked to review your notes and sources, plan, draft, and revise your essay. While you may use your notes and refer to the sources, you must work on your own. You may also refer to the answers you wrote to the earlier questions, but you cannot change those answers. Now read about your assignment on the next page, as well as the information about how your essay will be scored. Once you have done so, you may begin your work.

Your assignment

You have read one informational article and watched two videos about water in the Great Lakes.

Write an essay defending your position on the public issue: Should water be diverted from the Great Lakes to places in other parts of the United States that need water? In your essay, be sure to use evidence from the articles and video to support your position.

How your essay will be scored:

1. Statement of purpose/focus – how well you clearly state your position on the topic and maintain your focus.
2. Organization – how well your ideas logically flow from the introduction to conclusion using effective transitions and how well you stay on topic throughout the essay
3. Elaboration of evidence – how well you provide evidence from sources about your position and elaborate with specific information
4. Language and Vocabulary – how well you effectively express ideas using precise language that is appropriate for your audience and purpose.
5. Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling.