

TOPICS AND ESSENTIAL QUESTIONS

GENIUS HOUR PROJECT

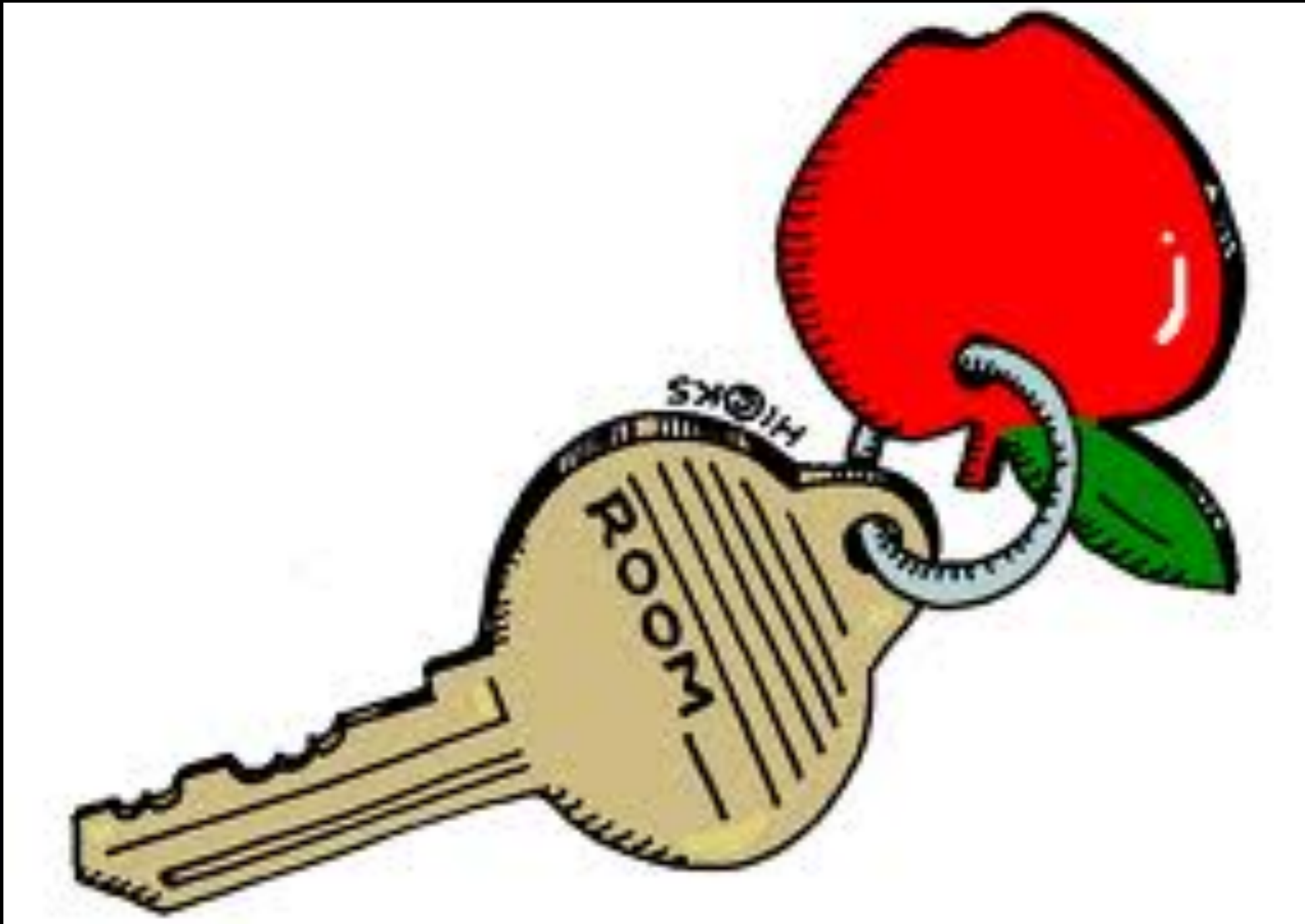
TOPICS

- Michigan History from Civil War to present**
- Geography**
- Civics (how to be a responsible citizen) and Government**
- Economics (what Michigan Companies make to help the state)**
- Public Discourse (how do you solve problems together as a community or state)**



KEY CONCEPTS

EACH QUESTION MUST SEEK TO EXPLAIN AND UNDERSTAND ONE OR MORE OF THE KEY CONCEPTS FOR THE TOPIC. WHEN CHOOSING YOUR ESSENTIAL QUESTION, KEEP THIS IN MIND



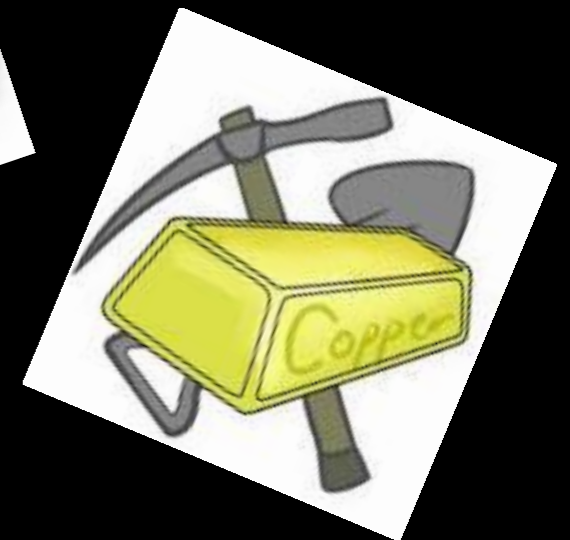
MICHIGAN HISTORY

KEY CONCEPTS

- I can explain how daily life changed over the course of Michigan's history.
- I can think like historians and ask who, what, when, where, why, and how to learn about the past.
- I can explain how Michigan played a vital role in the Underground Railroad by opening the way for slaves to find freedom in Canada.
- I can explain how Michigan's location and natural resources contributed to its population growth and industrial development.
- I understand how the auto industry had an impact on Michigan's growth.
- I understand how the location of industry is tied to the location of natural resources and the migration and immigration of people to Michigan.

MICHIGAN HISTORY - POSSIBLE ESSENTIAL QUESTIONS

- How has daily life of Michigianians changed since statehood?
- How is the location of industry related to the location of natural resources and the migration and immigration of people into Michigan?
- What kinds of questions do historians ask?
- What role did Michigan play in the Underground Railroad?
- What role has the auto industry played in Michigan's growth?
- Others - get approval first



GEOGRAPHY

KEY CONCEPTS

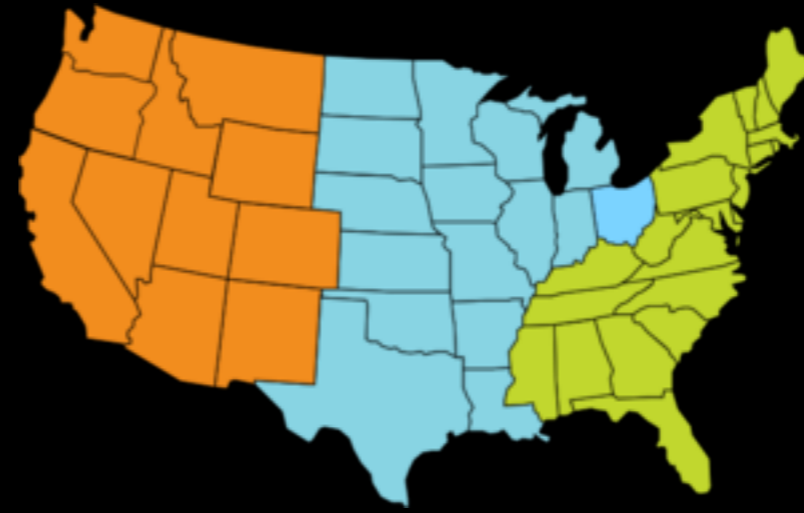
- I can explain how boundaries and definitions of a region change according to the physical (Ex. Weather events such as flood, hurricane, tornado) and human characteristics (Ex. Filling in wetlands, changing land for development) of the regions.
- I understand and can explain how distances are reduced in size on maps and globes (scale).
- I can explain how places on maps have directional relationships to each other (e.g., absolute and relative locations)
- I can show examples of and explain how thematic maps are developed for special purposes (e.g., population, rainfall, topographical, climatic, product maps)

GEOGRAPHY

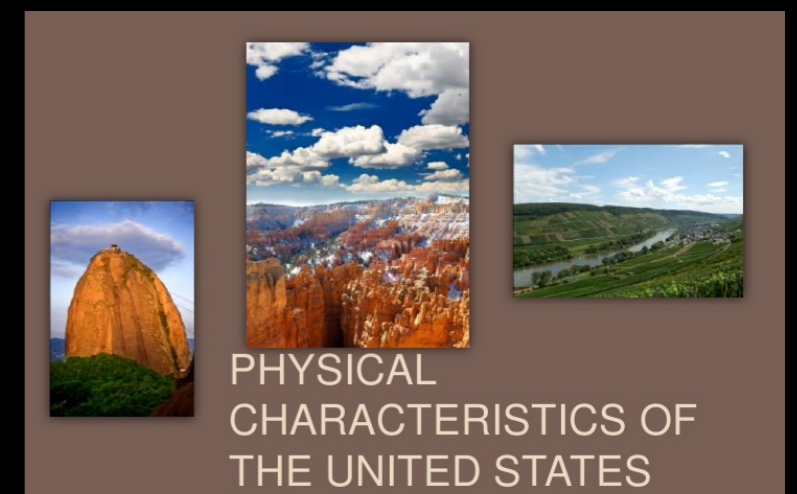
KEY CONCEPTS - CONTINUED

- I can demonstrate how all cultures share common characteristics expressed in unique ways.
- I can give examples and explain how communities change as a result of push and pull factors that influence immigration.
- I can explain how roles of men, women, and families vary among cultures and across time.
- I can give examples of how the United States is a multi-cultural society enriched by people of different backgrounds

GEOGRAPHY - POSSIBLE ESSENTIAL QUESTIONS



- How do absolute and relative locations help us answer geographic questions about the U.S.?
- How do geographers determine the boundaries and definitions of a region?
- What are the essential features of a map (title, legend or key, compass rose, scale, location system)?
- What is a thematic map?
- Others - get approval first



GEOGRAPHY - POSSIBLE ESSENTIAL QUESTIONS CONTINUED



- How has the American culture changed as a result of immigration or migration?
- How have different places or regions changed as a result of immigration or migration?
- In what ways have human activities impacted the physical environment positively and negatively?
- Others - get approval first



CIVICS AND GOVERNMENT

KEY CONCEPTS

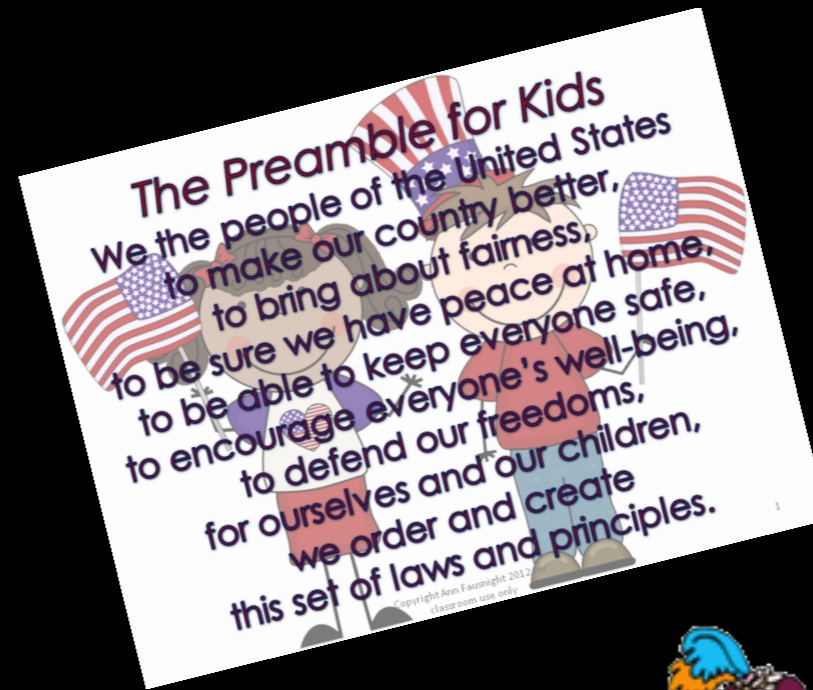
- I can explain how our founding documents (Preamble to the Constitution, U.S. Constitution, Bill of Rights) limit the powers of the federal government.
- I can explain how our founding documents (Preamble to the Constitution, U.S. Constitution, Bill of Rights) protect and guarantee the rights of the people.
- I understand how political scientists study the world by asking questions about people and the government.
- I can give examples of how U.S. citizens have responsibilities as well as rights.

CIVICS AND GOVERNMENT

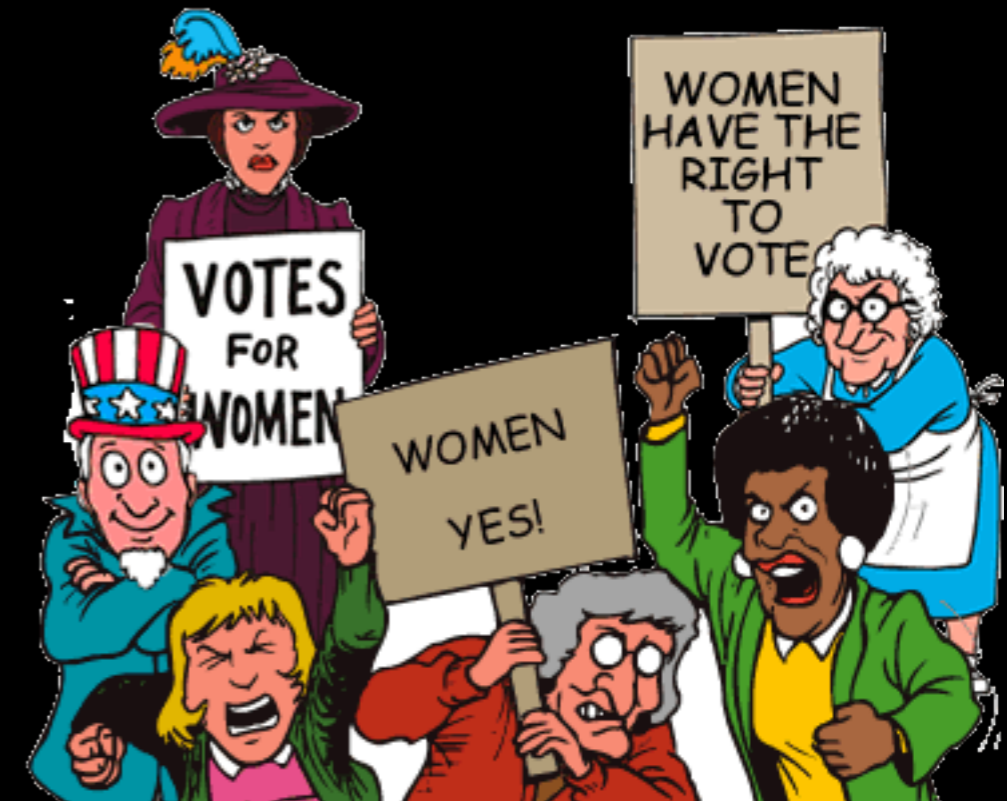
KEY CONCEPTS CONTINUED

- I understand how checks and balances between three branches of government serve to limit the power.
- I can explain how government taxes its citizens in return for services provided.
- I can give examples how people in government jobs are either elected or appointed.
- I understand how power is divided between the national and state governments.
- I can explain how the structure of the U.S. government is intended to serve the people.

CIVICS AND GOVERNMENT - POSSIBLE ESSENTIAL QUESTIONS

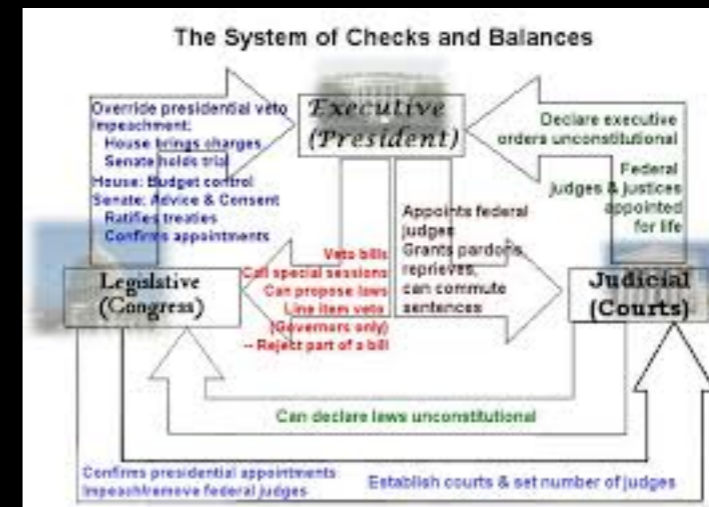
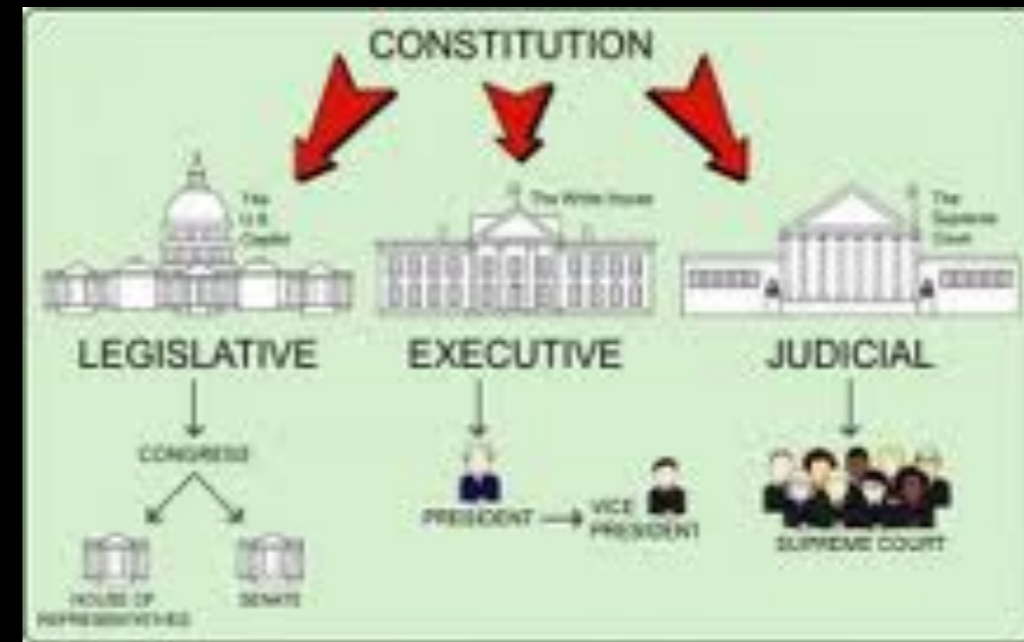


- How do our founding documents (Preamble to the Constitution, U.S. Constitution, Bill of Rights) limit the powers of the federal government?
- How do our founding documents (Preamble to the Constitution, U.S. Constitution, Bill of Rights) protect and guarantee the rights of the people?
- How does a political scientist think?
- What are the rights and responsibilities of U.S. citizens?
- What is the purpose of a government?
- What would life be like without rules and government?
- Others - get approval first



CIVICS AND GOVERNMENT - POSSIBLE ESSENTIAL QUESTIONS CONTINUED

- How is our government structured?
- How is the power of government limited?
- What government services do citizens receive in return for their tax money?
- Others - get approval first



ECONOMICS

KEY CONCEPTS

- I can give examples how buyers compete for goods.
- I can explain how our market economy is made of many businesses and households exchanging goods and services for money.
- I understand how price influences buyer behavior.
- I can give examples how sellers compete for buyers.
- I understand how the economic activity between and among business firms and households affects whether the economy is growing or shrinking.

ECONOMICS - POSSIBLE ESSENTIAL QUESTIONS

- How does competition among buyers influence price and supply and demand?
- How does competition among sellers influence price and supply and demand?
- What are characteristics of a market economy?
- What are positive and negative influences on consumer actions?
- How does the circular flow model work in an economy?
- Others - get approval first



**ECONOMICS
for Kids**



at pppst.com

PUBLIC DISCOURSE

KEY CONCEPTS

- I can explain how change happens over time.
- I can give examples how people can work together to solve big problems.
- I can give examples how people in our country can solve big problems.
- I can explain how problems often have several solutions and it takes thought and information to make the right choice.

PUBLIC DISCOURSE - POSSIBLE ESSENTIAL QUESTIONS

- How do I communicate to get my ideas across?
- What information do I need to solve a problem (data-gathering)?
- What is a problem in my state or country that I want to solve?
- Who can help me solve a problem (authority with power or level of government)?
- Others - get approval first

