Detroit Public Schools
Department of Multilingual-Multicultural Education
Office of Social Studies

SOCIAL STUDIES OLYMPIAD OVERVIEW

**Topic:** “The 70’s Across History”

Detroit Public Schools will host its first annual Social Studies Olympiad in January 2012. This provides a creative fun and challenging format for students to learn and showcase social studies knowledge. Winners of the DPS Olympiad will be sponsored entry to the Michigan Council for the Social Studies Olympiad. Divisions included are Elementary grades 4-5, Intermediate grades 6-8, and Senior grades 9-12.

The Michigan Council for the Social Studies Olympiad is a state-wide competition for students in grades fourth through twelfth. The goals and objectives of the competition are to increase student and teacher interest in the education of social studies, to offer contests that lead to improvements in social studies curriculum, and to facilitate instructional practices that provide opportunities for students and teachers to gain individual and team recognition for academic accomplishments. This event encourages the educational development of a strong social studies skill set, participatory experience, social and intellectual interactions, and strengthens personal confidence by asking students to plan activities as a group and to cooperate as an ensemble.

[www.mcssmi.org](http://www.mcssmi.org)

Please see the attached study guides to assist students in learning the materials and preparing for the Olympiad. Please note that the attached study guides are not all inclusive of the content/subject matter to be covered in the actual DPS Social Studies Olympiad. It will serve only as a guide in suggested study areas.

**Tentative Time Line**

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<tr>
<td>Fall, 2011</td>
<td>Topic: “The 70’s Across History” Select an event and begin working with students</td>
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<tr>
<td>January, 2012</td>
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SOCIAL STUDIES OLYMPIAD EVENTS

Off-Site Events (Judged) – Winning Entries Presented On-Site

Historical TV Newscasts (All Divisions)
  o Each school may submit one TV newscast (maximum of 8 students). Students are to create, produce, and direct a videotape that simulates what a television newscast would have been like in the past.
  o Judged on realism, organization, delivery, creativity in sets, props, costumes, graphics, maps, illustrations, historical accuracy.
  o 10 minutes in length (plus/minus 15 seconds).

Poetry/Rap
  o Three pieces of poetry and/or one rap per school per division may be submitted. The rap may be performed by individual students or by a group of not more than four students.
  o Poetry may be of any style: rhyme or unrhymed, structured or free verse.
  o Poetry and rap must relate to the Michigan Social Studies Olympiad theme: “The 70’s Across History.”

Take a Stand Essay
  o Students produce an essay that expresses a position on a current public issue and justify the position with reasoned arguments. A public issue is an unresolved question that requires resolution from a governing office. For example, “Should Michigan reinstate capital punishment?”
  o Three essays per school per division may be submitted.

The Marathon: A Citizen Involvement Project (Service Learning/Project Citizen)
  o An entire class (minimum 10 students) should investigate and participate in a community needs project. Students develop a long-term project that will demonstrate their knowledge, core democratic values, and social participation in their community.
  o One entry per school.
  o The entry cannot be an existing project organized prior to September, 2011 and certified as such by the principal.
  o Projects must continue for at least six consecutive weeks.
  o Projects must be displayed on a 3-4 panel board with a binder for notes, research (with bibliography) and reflections. A brochure must also be created to illustrate the project.
Geographic Change PowerPoint Presentation
- A set topic: “The 70’s Across History.”
- Check out Prezi PowerPoint at www.Prezi.com for enhanced PowerPoint presentations.
- 10-15 slides (elementary) 15-20 slides (intermediate/senior entries) with at least one map. All pictures must be appropriately referenced or will be disqualified.
- Maximum of three PowerPoint Presentations (individual or teams of 2) per division per school.
- Presentations must be submitted on a labeled CD-Rom.

Investments
- Each team is given $25,000 to invest on stockquest.com.
- Teacher/coach will be given the selected industry to invest in.
- Trading can take place anytime after the opening of the stock market on the start date, during trading hours only.
- All stocks must be traded on the AMEX, NASDAQ or NYSE to qualify.
- No more than five companies may be held in a portfolio at a given time.
- All companies must be at least $2.00 per share on the start date.
- Teams must spend at least $24,000. At no point in the game can the cash reserve be greater than $1,000.
- Teams have one week to research the stocks in the chosen sector before investing.

Posters
- Three categories: Artistic, Collage, and Story Board (story in pictures).
- All posters must follow the 2012 Theme: “The 70’s Across History.”
- Two entries per category, per school, per division.
- Posters may not be sent in tubes.
- Description and Requirements of Poster Categories:

  **Artistic Poster:** Artistic interpretation of the Olympiad’s designated theme through one, or a combination, of some of the following: painting, drawings, and use of a variety of materials, or photographs/pictures. PHOTOCOPIED materials or photocopied pictures will be accepted as long as they are colored in and limited to three items or less. The posters must be titled. No caption and/or brief explanations permitted. Artistic merit and interpretation of the theme are scored equally.

  **Collage:** The background of this poster must be entirely covered with found objects (leaves, miniature toys, photographs, magazine pictures, etc.) or materials that tell a story that fit the Olympiad’s current theme: “The 70’s Across History.” Creativity in layout is very important. The depth of the poster cannot exceed one inch. The materials used in the poster cannot stick out more than one (1) inch from the face of the poster itself.
**Story Board:** Magazine pictures, photocopied pictures (no more than three and must be colored or painted in), newspaper clippings, photographs, found objects such as leaves, miniature objects, beans, etc., which tell a story that fits the theme. NO PHOTOCOPYING of articles, stories, paragraphs from texts, encyclopedias, pamphlets, promotional blurbs, will be accepted. The poster must be titled and pictures, items, etc. are to be captioned with brief explanations (no more than three sentences per picture/item). The story line with appropriate pictures and/or items will make up 60% of the score. Story must flow from beginning, middle, and end.

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**On-Site Events**

**Social Studies Bowl**
- This event is a competition between two teams with a maximum of four players.
- One team per division, per school.
- Questions will come from the categories listed below with four levels of difficulty:

  **Elementary Division (Grades 4-5):** Pre 1870 U.S. History, U.S. Geography, Michigan and Current Events

  **Intermediate Division (Grades 6-8):** Pre 1870 U.S. History, Latin America and Canada, World Geography, Current Events, and Eastern Hemisphere

  **Senior Division (Grades 9-12):** U.S. History (1870–Present), Civics/Government, World History, Current Events, and Behavioral Science
Elementary
Study Guide
Economics

1. When there is not enough of a good for consumers it is called **scarcity**.
2. The person or business that provides goods to be sold is called a **producer**.
3. **Resources** are used by the producer to provide a good or service.
4. People who start and run their own businesses are called **entrepreneurs**.
5. Dairy farmers are an important **industry** in the Midwest region.
6. Cars and trucks are Michigan’s biggest **exports**.
7. **Competition** from foreign companies caused Michigan’s auto industry to close many plants in the 1970’s.
8. A **corporation** is a business that belongs to many people.
9. The **human capital** a business needs includes workers who make goods and services.
10. **Migrant** workers play an important role in Michigan’s farming industry.

Define and explain the following concepts:

11. **Goods**: Items that may be bought, sold or traded.
12. **Services**: Something that is done to help another person.
13. **Demand**: The amount of goods and services that consumers are willing and able to buy at certain prices during a given time.
14. **Supply**: The amount of an item available at certain prices during a given time.
15. **Human capital**: The people and ideas needed to produce something.
16. **Interdependent**: Relying on one another to meet needs and wants.
17. **Export**: Something sold or traded to another country.
18. **Import**: A good brought (or bought) from another country.
19. **Needs**: Things a person must have to survive.
20. **Assembly line**: A way of working in which workers and machines are arranged so that each worker does one job in turn.
21. **Opportunity cost**: The value of what someone gives up in order to buy something else.
22. **Profit**: The money a business earns after it pays for tools, salaries and other costs.
23. **Capital resources**: The machines, building and equipment needed to produce something.
24. **Wants**: What a person desires.
25. **Natural resources**: Something found in the environment that people can use.
26. **Scarcity**: A shortage of goods or resources.
26. The factors of production are: land, labor and capital.

27. Free enterprise system gives Americans the right to own businesses that have legal products and services.

28. What consumers want and need and are able and willing to buy is called consumer demand.

29. Price is how much consumers are willing to pay or trade for goods or services.

30. Service industries provide services for doing work for others (examples: workers in hotels, teachers)

31. Manufacturing industries make products (auto industry, cereal companies).

32. Importing and exporting helps countries get what they need and want from other countries.

33. If two people decide to start a business rather than a corporation, we refer to this as a partnership.
34. What are some concepts that help us understand economic activity in our market economy? 3-E1.04
   **Answer:**
   - Entrepreneurs combine natural, human, and capital resources. Business example: pizza restaurant- the people who are hired to make the pizza are examples of human resources; water which is used in the making of the dough is an example of a natural resource: the building is a capital resource.

35. What is a free enterprise system? 3-E1.0.1
   **Answer:**
   - In America, anyone can run a business if the business is allowed by law.
   - This is also called a market economy.

36. How does a market economy work? 4-E1.0.2
   **Answer:**
   - Consumer demand dictates what is produced or supplied
   - Individuals have the right to own property (no one is forced to buy or sell property)
   - Competition-consumers are offered the best products at the lowest prices
   - People can offer specialty items if they specialize in producing/supplying special skills/products

37. How do countries meet each other's needs and wants? 3-E3.0.1 & 4-E3.0.1
   **Answer:**
   - Countries trade with each other (interdependent, international trade)
   - Exports - goods sold/traded to another country
   - Imports - goods brought in (or bought) from another country

38. Explain a partnership. 3-E2.0.1 & 3-E3.0.1
   **Answer:**
   - A partnership is a business run by 2 or more people

39. Name some products of Michigan's forests. 3-E1.0.3
   - Paper
   - Wood to build houses & buildings

40. Name some jobs related tourism. 3-E1.0.4
   - Tour guides
   - Hotels and campgrounds
   - Car/boat rentals
Elementary History-Study Guide

41. What were the routes of the Underground Railroad in Michigan? 3-G4.0.3
   **Answer:**
   - Battle Creek
   - Ann Arbor
   - Detroit and Port Huron

42. Explain the importance of the Underground Railroad? 3-G4.0.2
   **Answer:**
   - To help free slaves.
   - This system provided safe passage from the south to northern states where slavery was prohibited, and often times to Canada.

43. Why did Michigan play such an important role in the freedom of African slaves? 3-G 4.0.2
   **Answer:**
   - Many people in Michigan did not believe in slavery
   - They were called *abolitionists*.

44. What are the questions historians use to understand Michigan’s past? 4-H3.0.1
   **Answer:**
   - What happened? When did it happen?
   - Who was involved?
   - Why did it happen?

45. What are Michigan’s major economic activities? 4-H3.0.1
   **Answer:**
   - Manufacturing, tourism & agriculture
   - Research & development,
   - Lumbering & mining

46. How can we use annotated timelines to record important events?
   **Answer:**
   - To describe and show connections between events in Michigan from a beginning to an ending date.
   - Brief descriptions of events teach their relevancy.

47. Why was the Constitution written? 5-U3.3.3
   **Answer:**
   - To correct the problems of the Articles of Confederation.
   - To serve as a plan for government.

48. What issues about representation did the framers of the Constitution face? State the changes. 5-U3.3.4
   **Answer:**
   - Framers made compromises because of opposing viewpoints on how states would be represented in Congress.
   - Framers limited power of government.
   - Examined the Constitution of the U.S. and Bill of Rights to make sure they reflected our core democratic values & constitutional principles.
49. What are the reasons for conflict between the British and the colonists? 5-U3.1.2
   **Answer:**
   - British tried to stop some of the colonists’ religious freedoms.
   - Taxation without representation.
   - British did not want the colonists to rule themselves or become independent of England.

50. Describe the role of the French and Indian War and colonial dissatisfaction with the new policy. 5-U3.1.1
   **Answer:**
   - French and Indian War caused British Parliament and King to expect more tax money from North American colonists.
   - Change in British policy toward colonies influenced colonists desire for self government.

51. Describe the Triangular Trade. 5-U2.2.1
   **Answer:**
   - The *Triangular Trade* was a system of routes between Europe, Africa, & North America which resembled the shape of giant triangles.
   - Africans were enslaved and sold.
   - Items traded: guns, gold, sugar, molasses, rum, slaves.

52. What was the Middle Passage? 5-U2.2.1
   **Answer:**
   - The route from West Africa to the West Indies was the most difficult passage of the Triangular Trade, also known as the Middle Passage.
   - Many African slaves died as a result from hunger, thirst, disease, or cruel treatment.

53. Who is Crispus Attucks? 5-U2.2.2
   **Answer:**
   - Escaped slave.
   - Believed in freedom for all Americans.
   - First to die during Boston Massacre in 1870.

54. How did the workforce in the colonies change over time? 5-U2.3.4
   **Answer:**
   - First, the workforce consisted of indentured servants and enslaved people
   - As population grew, people began to have specialized crafts-artisans, craftsmen, hired laborers, and merchants
   - Farmers grew from small private farms to huge plantations or working farms

55. Describe American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. 5-U1.1.3
   **Answer:**
   - American Indian tribes systems of government incorporated collaborative decision-making.
   - Established trade relationships.
   - Beliefs about possession of land differed from Europeans.
56. How can we explain the impact of European contact on American Indian cultures?  5-U1.4.3
Answer:
- The French and British interacted with American Indian tribes for different reasons.
- French came to North America for economic and religious reasons.
- British were interested in land control.

57. How did government work under the Articles of Confederation?  5-U3.3.1
Answer:
- States were awarded majority of the power.
- Federal government given limited power.

58. Battle Creek, Ann Arbor, Detroit, and Port Huron have the following in common:
Answer:
- Underground railroad
- Location in Michigan
- Major cities

59. Helping free enslaved Africans in America to freedom commonly happened this way:
Answer:
- Underground railroad
- Goals of anti-slave holders

60. Abolitionists helped slaves escape from these areas:
Answer:
- The southern colonies to northern colonies
- Michigan to Canada
- Slave plantations

61. What, who, and when are common questions asked by?
Answer:
- Historians
- Researchers and other curious people

62. Manufacturing plays a major role in America’s economy and the regional part of this state played a major role:
Answer:
- Southeast Michigan
- The lower Peninsula

63. Connections from beginning to end that have events and dates are usually recorded on these lines:
Answer:
- Timelines
- Documented Timelines
- Historical Timelines
64. To correct the problems with the Articles of Confederation, the following took place:

**Answer:**
- Constitutional Convention
- Constitution was written
- Constitution was signed

65. Compromising and who will have the most and least power were problems these men faced:

**Answer:**
- Framers of the Constitution
- Union Government
- Delegates

66. Taxation without representation was a conflict in early America with the following people:

**Answer:**
- British
- Colonists
- Free Men

67. British Parliament and the King expected more tax money from the colonists for the following reasons:

**Answer:**
- French & Indian War expenses
- Colonists had to adhere to new policy
- Colonists were subject to taxation

68. The *triangular trade* for slave ships included the following continents:

**Answer:**
- Europe
- Africa
- North and South America

69. The Middle Passage was the most difficult travel for this voyage:

**Answer:**
- Triangular trade
- Slave Ships

70. The New England colonies allowed enslaved Africans these opportunities:

**Answer:**
- Purchase freedom
- Education
- Skilled labor

71. Education, skilled labor and freeing others were some goals of these people in the New England colonies:

**Answer:**
- Free Africans
- Enslaved Africans
72. Indentured servants, enslaved labor, and skilled labor are examples of change over time for the following:

**Answer:**
- Colonial workforce
- Colonial labor agreements

73. System of government, belief system and ownership were the major difference between the following people in America:

**Answer:**
- Native American Indians
- The colonists
- The colonial government

74. The French wanted to trade and make these people Christians, but the British wanted complete control of this land:

**Answer:**
- Native American people
- North American land

75. In early America politics under the Articles of Confederation, states had the majority of the power and the federal government had limited power until the following events took place:

**Answer:**
- Constitutional Convention
- Three Branches of Government

**Elementary Civics-Study Guide**

76. Providing services to the people such as electricity, roads, clean water and raising money (revenue) through fees and taxes are duties of this type government.

**Answer**
- Local government for cities or townships
- Local government like Detroit or Redford Township

77. Consequently, jurisdiction for a local government never has power over the state government. We refer to these powers as the following.

**Answer**
- Roles of local government
- Duties of state government

78. There are ten core democratic values that have fundamental beliefs and eight core democratic values that are constitutional principles.

**Answer**
- We most often use the core democratic values when referring to fundamental beliefs.
- We most often use the principles when referring to civic documents or laws.
79. The Bill of Rights and the Constitution are documents we often refer to when we discuss or apply these values.

   **Answer**
   - Core Democratic Values (CDV’s)
   - For example, patriotism, liberty, justice, truth, etc...

80. Legal “power and authority" usually has rules and agreements. However, non legal "power and authority" usually defies rules or agreements. This makes us aware of these terms that deal with civil liberties.

   **Answer**
   - Legal Rights
   - Non Legal Rights

81. Political scientists have to ask certain questions in order to find answers and learn about people, events, offices, policies, and local or national leaders. The following are questions asked by these politicians.

   **Answer**
   - What is government doing?
   - What is our relationship with other nations?
   - Can the government carry out it duties?
   - In what direction are citizens voting?

82. Establishing justice, ensuring domestic tranquility, providing for the common defense and promoting the general welfare are four purposes of this type of government.

   **Answer**
   - Federal government
   - These purposes are found in the preamble to the United States Constitution.

83. The executive, legislative, and judicial branches were created at the constitutional convention long ago. We refer to them as the following.

   **Answer**
   - Three branches of government
   - The three balance the power with federal government decisions and a plan of actions

84. Enforcing the law, making the law and interpreting the law are the respective responsibilities of these three branches:

   **Answer**
   - Executive
   - Legislative
   - Judicial

85. Paying taxes, voting and abiding by the law are the responsibilities of these people

   **Answer**
   - Citizens
   - United State's Citizens
86. Electoral college, direct popular election, and appointment by President are occupations that come to power in these positions.

Answer
- President
- Members of Congress
- Justice of the Supreme Court

87. In order for the federal government to operate correctly it must have the following:

Answer
- Checks and balances
- Three branches to check and balance one another

88. Before the pilgrims arrived, they created this famous document:

Answer
- Mayflower Compact
- English Mayflower Compact

89. During the 1770's Great Britain/England lacked funds to pay for their wars so they began to place more taxes on the people living in the 13 colonies. This angered to the colonist.

Answer
- 1765 Stamp Act
- *Stamp Act* law placed new duties on legal documents, newspaper, almanacs, playing cards and dice

90. Taxation without representation and *Intolerable Acts* were reasons that the colonist rebelled and had this party.

Answer
- Boston Tea Party
- 1773 Boston Tea Party was a protest in which the colonists dressed up like Indians to dump British tea into the Boston harbor.

91. What are the roles and responsibilities of local government? 3-C3.0.1

Answer:
- Provide police & firefighters
- Maintain city parks, street lights, and garbage clean up
- Raise money from taxes, fines, and fees

92. How are the roles of state and local government different? 3-C3.0.1

Answer:
- Local government serves the needs of a specific geographic area
- Provide local police and maintaining city parks and streets.
- State government serves the needs of the entire state, like providing funding for public schools and state parks.

93. Identify and define each Core Democratic Value. 5-U3.3.8

Answer:
- Please refer to the list of Core Democratic Values found on the Social Studies pacing chart.
94. Where are some of our Core Democratic Values and constitutional principles found in the Constitution? 5-U3.3.8

**Answer:**
- First Amendment rights: freedom of speech, religion and the press and the right to assemble.
- The Second Amendment deals with the right to bear arms.
- The Fourth Amendment protects citizens from unreasonable searches of their homes or seizure of their property.

95. Define the term “power without authority.” 5-P3.1.1

**Answer:**
- “Power without authority” taking and using power without someone in charge giving you the right to do so.

96. What are questions political scientists ask? 4-C1.0.1

**Answers:**
- What does government do?
- What is the relationship of the U.S. to other nations?
- What are the roles of the citizen in American democracy? Identify basic values and principles of American democracy.

97. What are the purposes of federal government? 4-C1.0.3

**Answer:**
- To establish justice
- Ensure domestic tranquility
- Provide for common defense & promote the general welfare/secure liberty

98. How does our federal government work? How is it organized? 4-C3.0.3

**Answer:**
- 3 Branches: executive-President
  legislative: Congress-House of Representatives & Senate
  Judicial: Judges (court system)

117. How does our federal government work? What are the powers of each branch? 4-C3.0.4

**Answer:**
- Executive branch—enforces the laws
- Legislative branch—makes the laws
- Judicial branch—interprets the laws

100. Explain responsibilities of citizenship. 4-C5.0.1

**Answer:**
- Paying taxes
- Registering to vote & voting knowledgably
- Respecting the law & serving as a juror
101. Describe how the President, members of the Congress, and justices of the Supreme Court come to power. 4-C3.0.6

**Answers:**
- President- elected by electoral college reflective of the popular vote of the states
- Members of Congress- selected by direct popular election
- Justices of the Supreme Court-appointed by President and approved by the Senate

102. How does our federal government work? 4-C3.05

**Answer:**
- Checks and balances limit the power of the federal government.
- Each branch of government has specific powers and ability to limit the powers of the other branches.
- Together, system limits power of federal government.

103. What was the Mayflower Compact? 5-U3.1.7

**Answer:**
- Pilgrims' plan of government
- Made "just and equal laws for the general good of the colony"
- Only adult males signed the Mayflower Compact because women were not allowed to participate

104. Describe the causes and effects of the Stamp Act. 5-U3.1.2

**Answer:**
- Causes: England needed to raise more money from taxes, so it was going to tax the American colonies.
- Effects: it taxed all kinds of paper products including board games, official documents, and stamps
- It caused the colonists to want their freedom from Britain.

105. Describe the causes and effects of the Boston Tea Party. 5-U3.1.2

**Answer:**
- Cause: Britain taxed the tea--the most popular drink in the colonies.
- Effects: Colonists disguised themselves as Native Americans and dumped tea from England into the Atlantic Ocean angering the British King.
- This was another cause of the beginning of the American Revolution.

106. What were the Intolerable Acts (also called Intolerable Acts)? 5-U3.1.2

**Answer:**
- Laws passed by Britain to punish the colonists for the Boston Tea Party.
- After the Boston Tea Party, colonists couldn't meet together unless they received permission from the British governor.
- British soldiers could live in the houses and empty buildings owned by colonists, even if the colonists didn't want them to stay.
- Britain closed the Massachusetts Bay (the place where many people earned money from fishing and shipping goods). They lost a lot of money.
107. What were the cause and effects of the Boston Massacre?  5-U3.1.2

**Answer:**
- **Cause:** A gun shot was fired. British troops thought angry colonists shot at them, so they fired on the colonists.
- **Effect:** Started the American Revolution.

**Geography**

108. Four types of clothing for four types of seasons could explain how people adapt to their environment in this state.

**Answer**
- Michigan
- Midwest states

109. Michigan has plenty of natural resources in these two separate regions in the state.

**Answer**
- The Upper Peninsula
- The Lower Peninsula

110. Michigan has three geographic features that are wonderful and this uniqueness allows Michigan to be a part of two regions.

**Answer**
- Upper and Lower Peninsula
- Great Lakes

111. A climate most often has a pattern but weather can change. The following determines pattern and change.

**Answer**
- Time
- Days and Seasons

112. When we read thematic maps it helps us study these sort of displays.

**Answer**
- Human characteristics
- Physical characteristics

113. When we study a region we should use these resources.

**Answer**
- Maps
- Charts and Tables/Data

114. Hunting and gathering are part of early societies and we can locate these societies in locations.

**Answer**
- North America
- Native American societies
115. When giving directions or locating a place we should use these directions.

Answer
- Cardinal directions
- Intermediate directions

116. Globes, Maps, and Global Positioning Systems (GPS) are tools used to answer questions about the following.

Answer
- Geography
- Geographic terms

117. Religious persecution, political turmoil and or economic strife can affect people and cause the following.

Answer
- Migration
- Migration Factors

118. Increased agriculture, manufacturing space, employment and pollution, erosion or loss of habitat relates to this event.

Answer
- Changing the physical environment
- Positives and negatives to changing physical environments

119. How do Michiganians adapt to their environment? 3-G.0.2

Answer:
- During the winter we wear heavier clothing to stay warm; use shovels and snow blowers for snow removal.
- In the fall, we dress with light sweaters or jackets and rake leaves.
- In late spring and summer, we dress lightly, go swimming, and increase outdoor activities.

120. How can Michigan belong to more than one region? 3-G.2.0.2

Answer:
- A region is an area with common features that set it apart from other areas.
- Regions that share common characteristics with Michigan are the Great Lake states, Historic Midwest states, Rust Belt states, and the current Northeast states.

121. Where are some of Michigan’s natural resources located? 3-G.5.0.1

Answer:
- Upper Peninsula: Marquette: copper, iron, fish, lumber
- Lower Peninsula: Traverse City: agriculture-blueberries, cherries
  “Fruit Belt” near Saginaw: peaches, pears, apples, and plums, lumber, sugar beets

122. What is the difference between climate and weather? 3-G.1.0.2

Answer:
- Weather can change from day to day.
- Climate is the pattern of weather for an area over time.
123. How can we identify and describe the human and physical characteristics of Michigan?
3-G1.0.2

Answer:
We can use thematic maps that show:
- physical characteristics (glaciation, rivers, sand dunes, elevation, soil types, precipitation and temperature)
- human characteristics (population, cities, roads, railroads, and land use)

124. How can we describe a region graphically? 3-G2.0.1

Answer:
- We can use visual materials like maps.
- Data sources like charts or tables describe ways in which Michigan can be divided into regions.
- A region is an area with common features that set it apart from other areas.
- Use visual materials like maps
- Use data sources like charts or tables

125. How did the first Americans use resources to survive? 4-G4.0.1

Answer:
- Early people hunted and gathered their food using stone tools & weapons
- Picked wild plants for food & medicines
- The Cahokia built the very 1st city in North America—farmers & traders

126. What words do we use to locate places? 4-G1.0.2

Answer:
- Cardinal directions
- Intermediate directions
- North, south, east, west,
- Northeast, southeast, northwest, southwest

127. What geographical tools and technology do we use to answer questions? 4-G4.0.4

Answer:
Use globes, maps, and images to:
- Measure distance
- Determine relative locations & classify regions

128. How can we describe diversity in the United States? 4-G4.0.2

Answer:
Diversity occurs in the U.S. because of the impact of:
- Free immigration
- Forced immigration-trade of enslaved people from Africa
- Migration-removal of American Indians to reservations & people migrating from other nations
129. What are some positive and negative consequences that could arise from changing the physical environment of the United States? 4-G5.0.1

**Answers:**

**Positive consequences:**
- Increased agricultural or manufacturing space
- Creation of jobs
- Addition of roads

**Negative consequences:**
- Pollution
- Loss of wetlands & natural habitats
- Erosion

130. How do Michiganders adapt to their environment when it is very cold? 3-G5.0.2

**Answer:**
- Wear heavy, warm clothes
- Use snow shovels and snowplows
- Skiing, snowboarding, snowmobiling

131. What do we include when we describe the human and physical characteristics of Michigan? 3-G1.0.2

**Answer:**
- Physical characteristics: use thematic maps that show glaciation, rivers, sand dunes, elevation, soil types, precipitation and temperature
- Human characteristics: population, cities, roads, railroads, and land use

132. How can we describe a region? 3-G2.0.1

**Answer:**
- A region is an area with common features that set it apart from other areas.
- Use visual materials like maps.
- Use data sources like charts or tables.

133. How can Michigan belong to more than one region? 3-G2.0.2

**Answer:**
- Michigan shares common features with many areas which allow it to belong to more than one region.
- Use maps, charts, and tables to describe different regions to which Michigan belongs.

Regions to which Michigan belongs: Great Lakes states, historic Midwest states, rust belt states, and the current Northeast states.

134. Where are some of Michigan's natural resources located? 3-G5.0.1

**Answer: (some possible answers)**
- Upper peninsula-copper, iron, and lumber
- Lower peninsula-lumber, agriculture, milk/dairy products
135. How do people adapt to, use, and modify their environment? 3-G5.0.2  

**Answer:**  
- Use natural resources to produce goods and services that fill economic wants  
- Modify (change) the environment by cutting down trees, planting crops, building roads, or mining  
- Adapt by adjusting to the conditions of their environment such as climate and water accessibility  

136. What is the difference between climate and weather? 3-G1.0.2  

**Answer:**  
- Weather can change from day to day.  
- Climate is the pattern of weather for an area over time.
Taking a Stand
(Elementary)

I believe ____________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

The data that supports my position shows _________________
____________________________________________________
____________________________________________________
____________________________________________________

The core democratic value that supports my position is ________________
____________________________________________________
____________________________________________________

because _____________________________________________
____________________________________________________
____________________________________________________
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