

# Great Lakes Literacy: Introduction to the Principles

## Overview

This lesson guides students through a jigsaw-style activity to familiarize them with several Great Lakes Literacy Principles.

This document contains activities from lesson 2.A of the Groundswell Creating Meaningful Outdoor Experiences Curriculum Unit. See the complete version of the lesson on pages 7-13 of the unit.

## Curriculum Connections

Michigan K-12 Science Standards

- MS-LS2-4, MS-ESS2-2, MS-ESS2-5, MS-ESS3-1, MS-ESS3-4, HS-ESS3-1

Michigan K-12 Social Studies Standards

- 6 - G5 .1 .1

## Key Questions

- What does it mean to have Great Lakes Literacy knowledge?
- What do we think about how the Great Lakes influence us and how we influence the Great Lakes?

## Student Objectives

- Students will be able to describe 5 of the 8 Great Lakes Literacy Principles.
- In collaborative groups, students will extract key ideas from a text and provide a summary to their group.

## Materials List

- Great Lakes Literacy Challenge Sheet (1 per student)
- Great Lakes Literacy Principles <https://www.cgll.org/principles/>

## Lesson Activities

2. Explore: Jigsaw activity to introduce several Great Lakes Literacy Principles
  - a. Materials - Print out or share electronically the Great Lakes Literacy Principles
    - i. Great Lakes Literacy Principles <https://www.cgll.org/principles/>
  - b. Procedures
    - i. Split students up into groups of 5. This will be their core jigsaw group.
    - ii. Assign each person in the group one of the five Great Lakes Literacy Principles listed below:
      - #2- Natural forces formed the Great Lakes; the lakes continue to shape the features of their watershed.
      - #3 - The Great Lakes influence local and regional weather and climate.
      - #5 - The Great Lakes support a broad diversity of life and ecosystems.
      - #6 - The Great Lakes and humans in their watersheds are inextricably interconnected.
      - #8 - The Great Lakes are socially, economically, and environmentally significant to the region, the nation, and the planet.
    - iii. Pass out the materials to each student and give them time to read and annotate their assigned Great Lakes Literacy Principle.
    - iv. Have students assigned the same literacy principle form expert groups and share their main findings. At this time, they can help each other clarify any confusing points or questions members of the group have.
3. Explain:
  - a. Materials
    - i. Great Lakes Literacy Challenge Sheet (1 per student)
  - b. Procedure:
    - i. Instruct students to return to their original jigsaw groups. Using a stopwatch to facilitate timing, give each group member approximately 90 seconds to deliver their section's key message/takeaways to the group.
    - ii. Jigsaw groups will work together to fill out the Great Lakes Literacy Challenge Sheet.

# Great Lakes Literacy Challenge Sheet

1. How did the Great Lakes form?

2. Sketch or describe the Great Lakes' impact on the four seasons.

3. What abiotic factors impact life in the Great Lakes?

4. List the six major types of economies in the Great Lakes region and provide a specific example for each one.

1)

2)

3)

4)

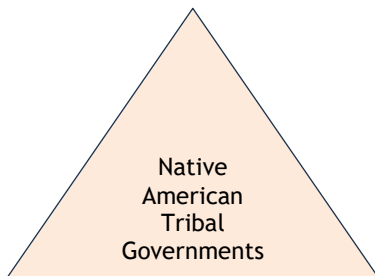
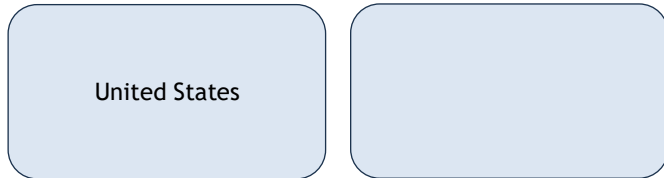
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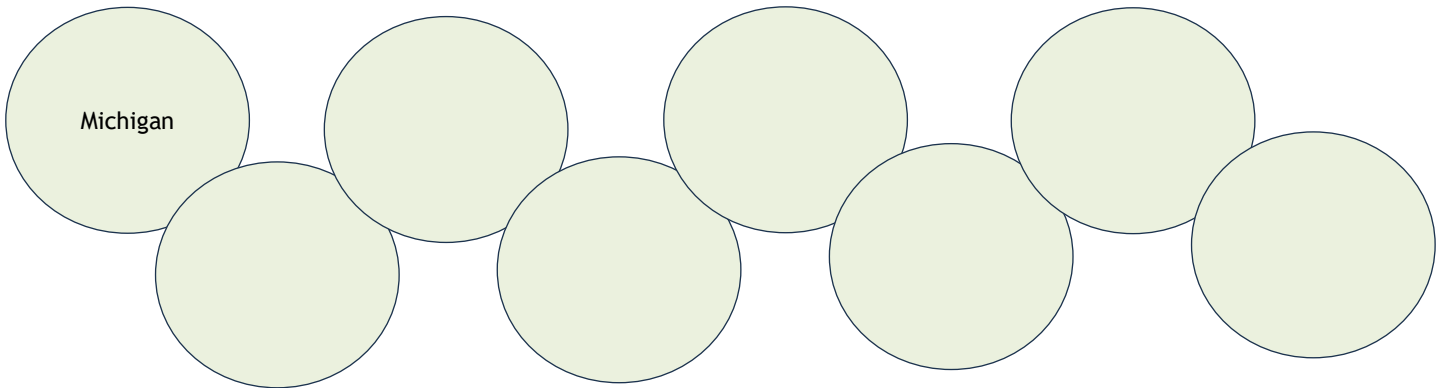
# Great Lakes Literacy Challenge Sheet

5. Fill in the blank shapes representing governments whose laws and regulations affect the Great Lakes.

2 Countries



8 States



2 Provinces

