

WELCOME!



On behalf of Splash! Publications, we would like to welcome you to *Michigan History*, one of several books in our State History series. Since this curriculum was designed by teachers, we are positive you will find it to be a very comprehensive program for teaching students about Michigan's history. We would like to take a few moments to familiarize you with the program.

THE FORMAT

Michigan History is an 11 lesson program. Our goal is to provide a curriculum that you can use the very first day you purchase our materials. There are no lessons to plan, comprehension questions to write, activities to create, or vocabulary words to define. Simply open the book and start teaching.

Each of the 11 lessons requires students to complete vocabulary cards, read about an event in Michigan's history, and complete Reading exercises that will strengthen their comprehension of expository and informational text. In addition, each lesson includes a balanced mix of lower and higher level activities for students to complete. Vocabulary quizzes, mapping activities utilizing grid systems and number coordinates, primary and secondary source research activities, graphic organizers for letter, story, and paragraph writing, time lines, and following written directions are the types of activities that will guide students on their journey through *Michigan History*.

THE LESSON PLANS

On the next several pages, you will find the Lesson Plans for *Michigan History*. The Lesson Plans clearly outline what students must do before, during, and after each lesson. Page numbers are listed so that you will immediately know what you need to photocopy before beginning each lesson. The answers to all activities, quizzes, and comprehension questions can be found on pages 109-118.

THE VOCABULARY

Each lesson features words in bold type. We have included a Glossary on pages 105-108 to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words four times throughout their study of *Michigan History*.

Students will be responsible for filling out and studying the vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.

MICHIGAN’S ACADEMIC STANDARDS

Michigan History was designed in alignment with Michigan’s Grade Level Content Expectations (GLCEs) for Social Studies and English Language Arts. These standards serve as a framework for Michigan’s curricula by providing student performance expectations in these areas. The Lesson Plans on the following pages clearly list the Social Studies and English Language Arts GLCEs and how they correlate with each lesson and activity in *Michigan History*.

CORE STANDARDS: THE “BIG IDEAS”

Core Standards help teachers prioritize instruction and connect the “big ideas” students need to know in order to advance. Michigan is one of several states incorporating the Common Core Standards into its Grade Level Content Expectations. As a reading-based program, *Michigan History* fosters literacy in Social Studies.

At the same time that students are learning important factual content about Michigan’s history, they are meeting the Common Core Standards by constructing time lines for themselves and Michigan’s famous explorers, writing imaginative stories and letters about their adventures as fur traders and their participation in the French and Indian War, persuading Napoleon Bonaparte not to sell Louisiana to the United States, asking and answering their own questions about the Revolutionary War, and writing their own classroom rules to make connections to the “big ideas” in the history of Michigan. All of the English Language Arts GLCEs noted in the Lesson Plans are aligned with the Common Core Standards.

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LESSONS AT A GLANCE



1. Before reading *First People*, students will:

- complete Vocabulary Cards for *archaeologists, Asia, bison, carbon dating, climate, continent, culture, descendants, dwellings, European, Great Lakes, historians, inhabited, inland, mammoths, minerals, North America, peninsula, prehistoric, raided, sacred*. (pg. 1)

After reading *First People* (pps. 2-5), students will:

- answer *First People* Reading Comprehension Questions. (pg. 6)
- follow written directions to draw a buffalo. (pps. 7-8)
- use cardinal and intermediate directions to plot Native American dwellings on a Great Lakes map. (pps. 9-13)
- take a Vocabulary Quiz for Michigan History Part I. (pps. 14-15)

THE FIRST PEOPLE LESSON COVERS THESE STANDARDS:

SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.5, 3-H3.0.6, 3-G1.0.1, 3-G1.0.2, 3-G5.0.2

ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.CM.03.04

2. Before reading *The Fur Trade*, students will:

- complete Vocabulary Cards for *allies, appoint, ceremonies, coast, colonies, convinced, defeat, incisor, monopoly, navigation, New France, New World, Portugal, profitable, rodent, treaties, West Indies*. (pg. 1)

After reading *The Fur Trade* (pps. 16-18), students will:

- answer *The Fur Trade* Reading Comprehension Questions. (pg. 19)
- follow written directions to draw a beaver. (pps. 20-21)
- use a graphic organizer to write a story about experiences as a fur trader. (pps. 22-23)

THE FUR TRADE LESSON COVERS THESE STANDARDS:

SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.5, 3-H3.0.6, 3-H3.0.8

ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.CM.03.04, R.MT.03.02, W.PR.03.02, W.PR.03.05, W.GR.03.01, W.SP.03.01, S.CN.03.01, S.CN.03.02, S.CN.03.03, S.CN.03.04, S.CN.03.05, S.DS.03.04

LESSONS AT A GLANCE



3. Before reading Explorers, students will:
- complete Vocabulary Cards for *autobiography, biographies, Christianity, converting, expedition, hostile, journals, mission, missionary.* (pg. 1)

After reading Explorers (pps. 24-25), students will:

- answer Explorers Reading Comprehension Questions. (pg. 26)
- differentiate between primary and secondary sources. (pg. 27)
- create a time line for Michigan's explorers. (pg. 28)
- create a time line for self. (pg. 29)

MICHIGAN'S EXPLORERS LESSON COVERS THESE STANDARDS:

SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.2, 3-H3.0.8, 3-H3.0.10

ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.MT.03.02, W.PR.03.02, W.PR.03.05, W.GR.03.01, W.SP.03.01, S.CN.03.01, S.CN.03.02, S.CN.03.03, S.CN.03.04, S.CN.03.05, S.DS.03.04

4. Before reading Louisiana, students will:
- complete Vocabulary Cards for *military, orchards, whirlpool.* (pg. 1)

After reading Louisiana (pps. 30-32), students will:

- answer Louisiana Reading Comprehension Questions. (pg. 33)
- use primary and secondary sources to create the game Find the Fib. (pps. 34-36)
Note: You will need to make 4 copies of page 35 for each student.
- take a Vocabulary Quiz for Michigan History Part II. (pps. 37-38)

THE LOUISIANA LESSON COVERS THESE STANDARDS:

SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.8, 3-GI.0.2

ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.CM.03.04

LESSONS AT A GLANCE



5. Before reading *The French and Indian War*, students will:
- complete Vocabulary Cards for *conflicts, debt, enforced, fertile, invaded, militias, outnumbered, plantations, port, resources, surrendered*. (pg. 1)

After reading *The French and Indian War* (pps. 39-42), students will:

- answer *The French and Indian War Reading Comprehension Questions*. (pg. 43)
- use a graphic organizer and proper format to write a letter about experiences in the *French and Indian War*. (pps. 44-47)

THE FRENCH AND INDIAN WAR LESSON COVERS THESE STANDARDS:

SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.8

ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.CM.03.04, R.MT.03.02, W.PR.03.02, W.PR.03.05, W.GR.03.01, W.SP.03.01, S.CN.03.01, S.CN.03.02, S.CN.03.03, S.CN.03.04, S.CN.03.05, S.DS.03.04

6. Before reading *The Proclamation Line*, students will:
- complete Vocabulary Cards for *erupted, ignored, kidnapped, outraged, proclamation, reserved, scalped*. (pg. 1)

After reading *The Proclamation Line* (pps. 48-49), students will:

- answer *The Proclamation Line Reading Comprehension Questions*. (pg. 50)
- use number coordinates to plot proclamation line on a map. (pps. 51-55)

THE PROCLAMATION LINE LESSON COVERS THESE STANDARDS:

SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.8

ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.CM.03.04

LESSONS AT A GLANCE



7. Before reading *The American Revolution*, students will:
- complete Vocabulary Cards for *boycotting, disguised, frontier, harbor, imported, independence, intolerable, merchants, minutemen, prohibited, protest, respect*. (pg. 1)
 - answer questions about what they already know concerning the American Revolution. (pg. 56)
 - fill in five pieces of information that they know and five questions they still have about the American Revolution on a K•W•L•H Chart. (pps. 57-58)

After reading *The American Revolution* (pps. 59-61), students will:

- answer *The American Revolution* Reading Comprehension Questions. (pg. 62)
- use the lesson and other secondary and primary sources to complete the American Revolution K•W•L•H Chart. (pps. 57-58)
- use the finished K•W•L•H Chart to answer follow-up questions about the American Revolution. (pps. 63-64)
- take a Vocabulary Quiz for Michigan History Part III. (pps. 65-66)

THE AMERICAN REVOLUTION LESSON COVERS THESE STANDARDS:

SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.8

ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.CM.03.04, W.GN.03.04

8. Before reading *The Northwest Territory*, students will:
- complete Vocabulary Cards for *ammunition, Congress, constitution, fled, jury, pioneers, reckless*. (pg. 1)

After reading *The Northwest Territory* (pps. 67-70), students will:

- answer *The Northwest Territory* Reading Comprehension Questions. (pg. 71)
- follow written directions to construct a covered wagon model. (pps. 72-77)

THE NORTHWEST TERRITORY LESSON COVERS THESE STANDARDS:

SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.8, 3-G1.0.2

ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.CM.03.04

LESSONS AT A GLANCE



9. Before reading *The Michigan Territory*, students will:
- complete Vocabulary Cards for *capital, expanding, loyalty, New England, promoted, prophet, tortured, uniting*. (pg. 1)

After reading *The Michigan Territory* (pps. 78-81), students will:

- answer *The Michigan Territory* Reading Comprehension Questions. (pg. 82)
- use a graphic organizer and proper format to write a persuasive letter to Napoleon Bonaparte convincing him not to sell Louisiana to the United States. (pps. 83-86)

THE MICHIGAN TERRITORY LESSON COVERS THESE STANDARDS:

SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.8, 3-G1.0.2

ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.CM.03.04, R.MT.03.02, W.PR.03.02, W.PR.03.05, W.GR.03.01, W.SP.03.01, S.CN.03.01, S.CN.03.02, S.CN.03.03, S.CN.03.04, S.CN.03.05, S.DS.03.04

10. Before reading *Statehood*, students will:

- complete Vocabulary Cards for *adopted, agricultural, border, capitol, coat of arms, delegates, denied, Middle West, motto*. (pg. 1)

After reading *Statehood* (pps. 87-88), students will:

- answer *Statehood* Reading Comprehension Questions. (pg. 89)
- follow written directions to color Michigan's state flag. (pps. 90-91)
- use number and letter pairs to complete a grid puzzle featuring Michigan's state seal. (pps. 92-94)

THE STATEHOOD LESSON COVERS THESE STANDARDS:

SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.8, 3-H3.0.9, 3-G1.0.2, 3-G2.0.2

ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.CM.03.04

LESSONS AT A GLANCE



11. Before reading Government, students will:

- complete Vocabulary Cards for *abused, appeal, attorney general, child custody, civil rights, federal, jaywalking, lieutenant governor, majority, secretary of state, vetoes, violate*. (pg. 1)

After reading Government (pps. 95-97), students will:

- answer Government Reading Comprehension Questions. (pg. 98)
- answer thought-provoking questions about Michigan's government. (pg. 99)
- use a graphic organizer to write a persuasive paragraph about a new classroom rule. (pps. 100-102)
- take a Vocabulary Quiz for Michigan History Part IV. (pps. 103-104)

THE GOVERNMENT LESSON COVERS THESE STANDARDS:

SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.8, 3-C1.0.1, 3-C2.0.1, 3-C3.0.3, 3-C3.0.4, 3-C3.0.5

ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.CM.03.04, R.MT.03.02, W.PR.03.02, W.PR.03.05, W.GR.03.01, W.SP.03.01, S.CN.03.01, S.CN.03.02, S.CN.03.03, S.CN.03.04, S.CN.03.05, S.DS.03.04

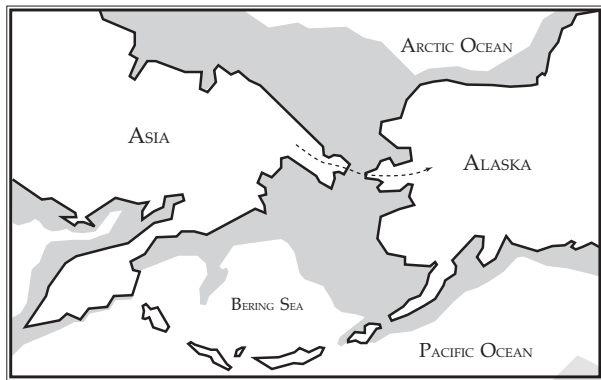


FIRST PEOPLE



The first humans to live in North America and the area we now call Michigan were hunters. Archaeologists (ar•kee•OL•uh•jists) believe that these hunters came from the continent of Asia. They entered North America by walking across the Bering Land Bridge.

The Bering Land Bridge was actually a strip of ice that was 1,000 miles wide. It connected northeast Asia to western Alaska thousands of years ago. Wild animals crossed back and forth over the Bering Land Bridge. The Asian people followed the animals into North America. When the ice melted, the frozen bridge disappeared. The water raised the level of the sea. The hunters who followed the animals into North America had no way of getting back to Asia. They continued following the wild animals throughout North America. Some of these people settled in Michigan.



THE OTTAWA

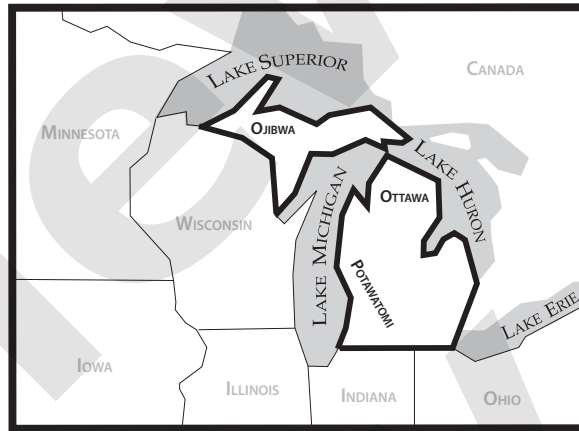
The Ottawa were known as the Keepers of the Trade. They lived mainly in the Lower Peninsula between Lake Michigan and Lake Huron. This location along two of the five Great Lakes made it easy for the Ottawa to trade fish and animal skins with the other Council of Three Fires tribes.

FRENCH EXPLORERS

Beginning in the 1600s, life began to change for the peaceful Native Americans in Michigan. Native American trade routes and waterways became useful for exchanging beaver, mink, and fox furs with French fur traders. The fur traders gave the Native Americans European tools and weapons they had never seen before.

Disease, warfare, and starvation killed thousands of Native Americans in Michigan. You will soon learn about the French-speaking settlers who took control and forever changed the lives of Michigan's first people.

MICHIGAN'S EARLY NATIVE AMERICAN TRIBES



Name _____

FIRST PEOPLE

Directions: Read each question carefully. Darken the circle for the correct answer.

- According to the first paragraph of Michigan's First People, the first people in North America were -
 - A Spanish explorers
 - B wild animals
 - C hunters
 - D American soldiers
- How did the first people from Asia enter North America?
 - F They swam across the Arctic Ocean.
 - G They crossed the Bering Land Bridge.
 - H They flew on Alaska Airlines.
 - J They traveled by boat.
- Why did these people enter North America?
 - A They were following herds of animals.
 - B They were searching for freedom.
 - C They wanted to live where the climate was warmer.
 - D They were searching for gold and silver.
- Which of the following statements about the Paleo-Indians is not true?
 - F They drew pictures of animals on the walls of caves.
 - G They lived in campsites or slept in caves.
 - H They were hunters and gatherers.
 - J They wrote many books about how they lived.
- Carbon dating helps scientists find out about an ancient object's -
 - A religious beliefs
 - B color
 - C age
 - D parents
- After reading about the Old Copper People, you learn that they -
 - F lived along Lake Michigan
 - G made tools, jewelry, and fishing hooks out of copper
 - H dug gold mines on Michigan's Upper Peninsula
 - J always stayed in one place
- Which tribe of the Council of Three Fires was known as the Keepers of the Sacred Fire?
 - A The Ojibwa
 - B The Potawatomi
 - C The Ottawa
 - D The Hopewell
- According to the map of Michigan's Early Native American tribes, the Ottawa lived north of -
 - F Lake Superior
 - G the Potawatomi
 - H the Ojibwa
 - J Lake Huron

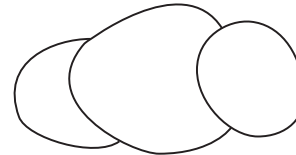
Answers		READING	
1 A B C D	5 A B C D	2 F G H J	6 F G H J
3 A B C D	7 A B C D	4 F G H J	8 F G H J



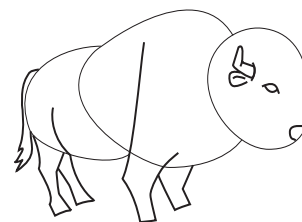
HOW-TO-DRAW A BUFFALO

More than 60 million buffalo once roamed North America. Native Americans hunted the buffalo for food, shelter, tools, and clothing. Michigan's first people hunted buffalo on foot, chasing them over the sides of cliffs or into deep sand. Once the animals were trapped, the hunters attacked them with sharp pointed spears. In this activity, you will follow written directions to draw a buffalo.

DIRECTIONS: Very lightly sketch out the first step. Then, also very lightly add step 2. Continue in this way until all four steps are completed. In each drawing, the new step is shown darker than the one before it so that it can be clearly seen, but you should keep your drawing very light.



1. Draw these shapes to form the head and body.



2. Add lines to form the tail, the legs, the eye, the ear, the horn, and the nose.

MAPPING: NATIVE AMERICANS OF THE GREAT LAKES

Geography is the study of the Earth. It includes the Earth's land, water, weather, animal life, and plant life. **Geographers** are people who study geography. You can think of yourself as a geographer because you will be learning about places on the Earth.

Location is important to the study of geography. It is almost impossible to figure out your location or find your way around if you do not know the four main, or **cardinal directions**. North, south, east, and west are the **cardinal directions**. On a map these directions are labeled N, S, E, and W.



Between the four main directions are the **intermediate directions**. Northeast, or NE, is the direction between north and east. Southeast, or SE, is the direction between south and east. Southwest, or SW, is the direction between south and west. Northwest, or NW, is the direction between north and west.

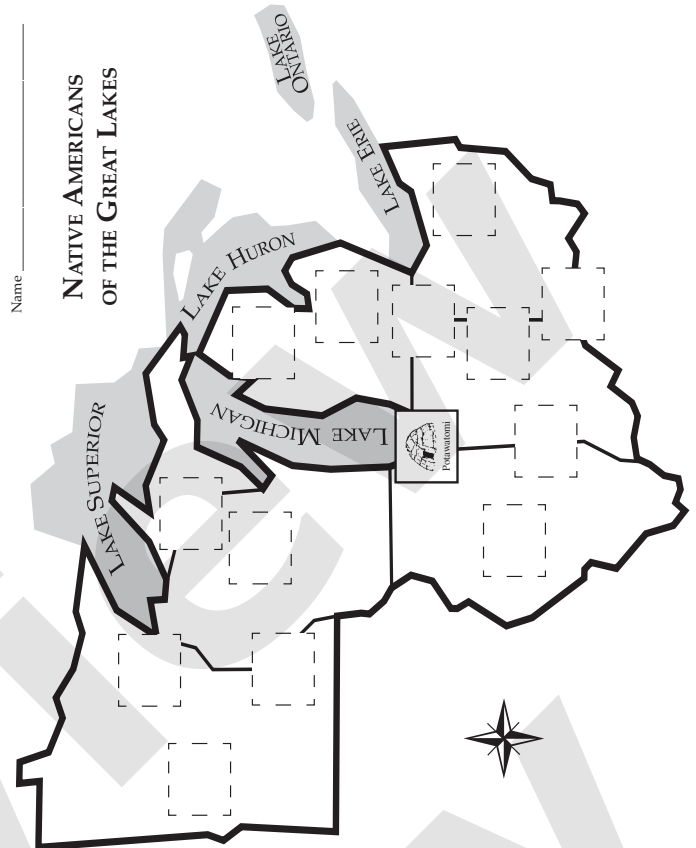
A **reference point** is also important for finding your location. A **reference point** is simply a starting point. It's difficult, for example, to travel southeast if you don't have a starting point.

EXAMPLE: The Potawatomi (pot•uh•WAT•uh•mee) were part of the Council of Three Fires. They were Keepers of the Sacred Fire. The Potawatomi were farmers who lived in dome-shaped wigwams covered in animal skins and bark. They traded fruits and vegetables with the other Council of Three Fires tribes. The Potawatomi lived south of Lake Michigan.

This example gives you some very important information. It tells you that your **reference point**, or starting point, will be Lake Michigan. Locate Lake Michigan on your Great Lakes map. Put your finger on Lake Michigan and slide it **south**. You should see a picture of a Potawatomi wigwam already placed there for you.

Name _____

NATIVE AMERICANS OF THE GREAT LAKES



Name _____

VOCABULARY QUIZ

MICHIGAN HISTORY PART I

DIRECTIONS: Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

1. _____ sacred
2. _____ archaeologists
3. _____ raided
4. _____ Asia
5. _____ prehistoric
6. _____ bison
7. _____ carbon dating
8. _____ peninsula
9. _____ climate
10. _____ North America
11. _____ continent
12. _____ minerals



- A. the average condition of weather over a period of years.
- B. a person who comes from the continent of Europe.
- C. one of seven continents in the world. Bounded by Alaska on the northwest, Greenland on the northeast, Florida on the southeast, and Mexico on the southwest.
- D. the world's largest continent with more than half of the Earth's population.
- E. people who study history.
- F. toward the inside of a region; away from the water.
- G. substances found below ground that are useful to humans, including ore, coal, natural gas, water, and gems.
- H. one of seven large areas of land on the globe.
- I. a large piece of land surrounded by water on three sides.
- J. entered someone's property for the purpose of stealing.
- K. a group of people who share a set of beliefs, goals, religious customs, attitudes, and social practices.

MICHIGAN HISTORY LESSON TWO



THE FUR TRADE



You have just finished reading about the first Native Americans in Michigan. Until the early 1600s, Native Americans were the only groups of people living in Michigan. In fact, the only people living in all of North America were Native Americans.

In the 1600s, things began to change for Native Americans in Michigan. They were visited by people they had never seen before.

These strange visitors made changes in the lives of the Native Americans. Who were these people and what did they want? To answer these questions, we must first travel back in time to the country of France.

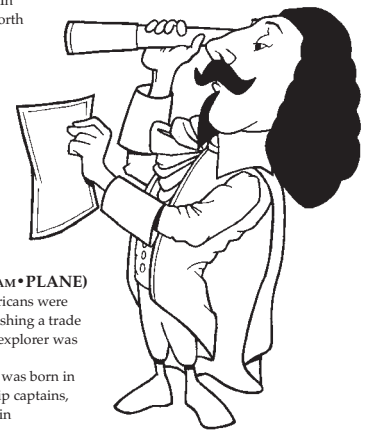
SAMUEL DE CHAMPLAIN (SHAM•PLANE)

While Michigan's Native Americans were building wigwam villages and establishing a trade route along the Great Lakes, a future explorer was born thousands of miles away.

In 1567, Samuel de Champlain was born in France. As the son and nephew of ship captains, young Samuel received an education in **navigation** and mapmaking.

In 1603, Champlain sailed to Canada.

The region, known as **New France**, had been claimed 70 years earlier by French explorer Jacques Cartier (car•tee•YAY). Champlain spent three years exploring the **Atlantic Coast**. He used his mapmaking skills to make excellent maps of New France. After returning to France for a short time, Champlain sailed back to New France to build **colonies** and establish a **profitable** fur trading business with the Native Americans in the area.



SAMUEL DE CHAMPLAIN

FUR TRADING STORY

Have you ever wondered what it would have been like to live back in the 1600s and 1700s, and trade furs with the Native Americans?

In this activity, you will travel back in time and write a story about when Michigan was an unsettled and dangerous place to explore.

- DIRECTIONS:**
- Before beginning your story, organize your thoughts by answering the five questions below.
 - Write your rough draft on separate paper and have it edited. Make sure you include all of the details from the five questions you answered.
 - Write your final draft on the special paper provided by your teacher, or type it on the computer. Attach extra paper if you need more space.
 - Be prepared to read your story aloud to the rest of the class!

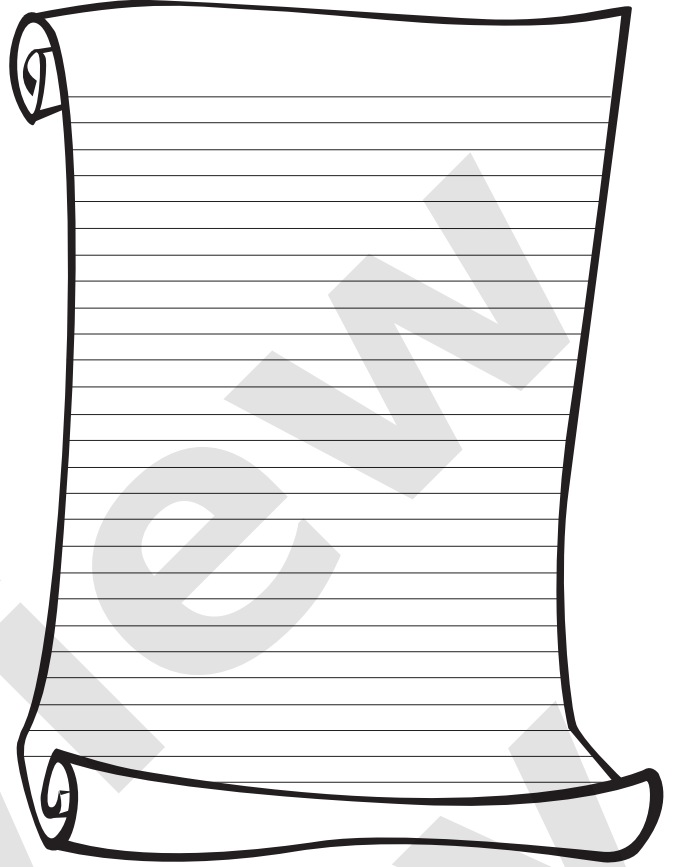
1. Describe who you were and what you looked like.

2. Explain your reason for traveling to the New World.

3. Describe one dangerous experience that you had while trading with the Native Americans.

4. Explain how you communicated with the Native Americans.

5. Will we read about you someday? If so, how did you become famous?



MICHIGAN HISTORY LESSON THREE



EXPLORERS



In 1612, Samuel Champlain became the governor of New France. Governor Champlain was given the power to choose leaders, make laws, and sign treaties with the Native Americans. Most importantly, Champlain was responsible for finding the easiest and safest water route to Asia. This would give France complete control over Asia's jewels, silk, and spice trade.

ETIENNE (EH • TEE • EN) BRULÉ (BREW • LAY)

In 1618, Governor Champlain sent French explorer Etienne Brulé in search of a water route to Asia. Brulé sailed through Lake Huron and landed near an Ojibwa (oh • JIB • way) fishing camp at Sault Sainte Marie in present-day Michigan.

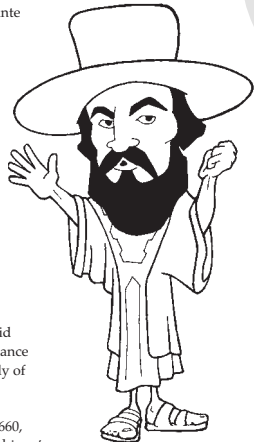
Brulé continued traveling up Lake Superior to the Keweenaw (KEE • wuh • naw) Peninsula. He did not find a water route to Asia, but Brulé was probably the first European explorer to see the Great Lakes and step foot in the area we now call Michigan.

JEAN NICOLET (NIH • CUH • LAY)

In 1634, French explorer Jean Nicolet followed Etienne Brulé's route and sailed through Lake Huron in search of a water route to Asia. Nicolet made it as far as Wisconsin.

Thinking he had reached China, Nicolet fired pistols to announce his arrival. Like Brulé and hundreds of other explorers, Nicolet was wrong. He did not find the water route to Asia. Nicolet returned to France with stories of present-day Michigan's unlimited supply of copper and fur-bearing animals.

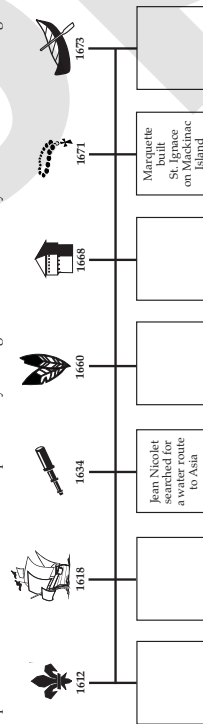
French priests followed the explorers to teach Michigan's Native Americans about Christianity. In 1660, René Ménard built a mission on Keweenaw Bay in Michigan's Upper Peninsula. Ménard's mission failed. The Native Americans were not interested in converting to Christianity.



JEAN NICOLET



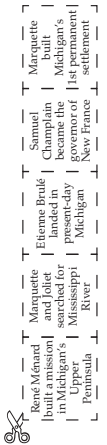
A time line is a tool used to list dates and events in the order that they happened. The time line below lists the dates that French explorers came to the New World and present-day Michigan. Notice that many of the events are missing.



PART I

DIRECTIONS: In the first part of this activity, you will use your information about Michigan's Explorers to fill in the missing events on the time line. Since you were not present for any of these events, this time line would be considered a secondary source.

1. Use your scissors to carefully cut out each missing event. Cut along the dotted line.
2. Use your information about Michigan's Explorers to glue the events in their proper order on the time line above.



FIND THE FIB

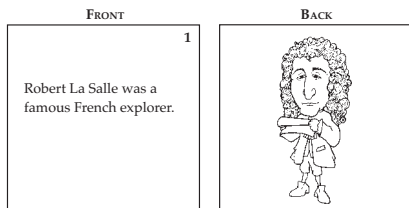
Robert La Salle is one of history's most famous explorers. In this activity, you will use **primary** and **secondary sources** to collect facts about Robert La Salle to make a game called "Find the Fib."

DIRECTIONS:

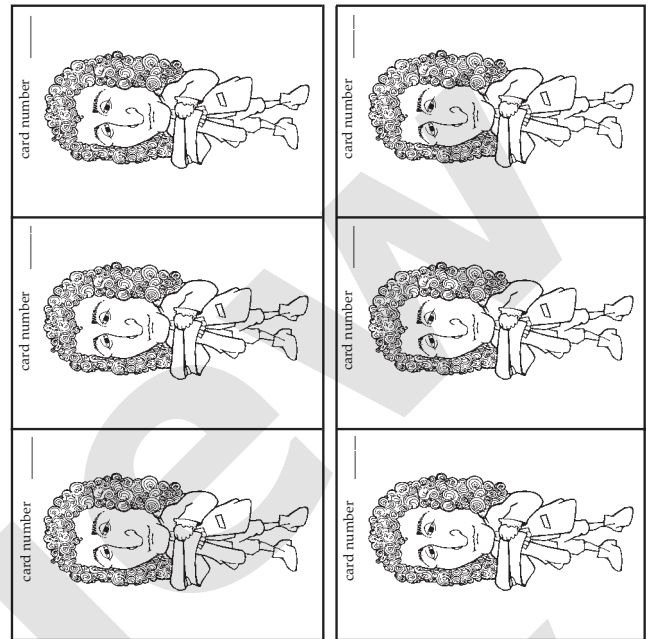
- Use your scissors to cut apart the Robert La Salle "Find the Fib" cards given to you by your teacher. Use your coloring pencils to color the picture of Robert La Salle on each card. You will need 20 cards.
- Use the information about Robert La Salle from the Louisiana lesson, encyclopedias, books in the library, the Internet, and other **primary** and **secondary sources** to find 15 true facts about Robert La Salle.
- Write each fact on a separate card. Try to fit the whole fact on one side of the card.
- Make up 5 false facts, or "fibs" about Robert La Salle. Make the fib as believable as possible so that it can't be easily seen as a fib.
- Write each fib on a separate card, just like you did with the true facts. Again, try to fit the whole fib on one side of the card.
- Mix and shuffle all of the cards together, so the true facts and fibs are mixed together.
- Number the cards 1-20.
- Make an answer key for yourself so you will know which cards are the true facts and which cards are the fibs.
- Give your cards to 2 or 3 other people in the class to see if they can find the true facts and the fibs about Robert La Salle.



SAMPLE CARD



ROBERT LA SALLE FIND THE FIB CARDS



MICHIGAN HISTORY LESSON FIVE

THE FRENCH AND INDIAN WAR

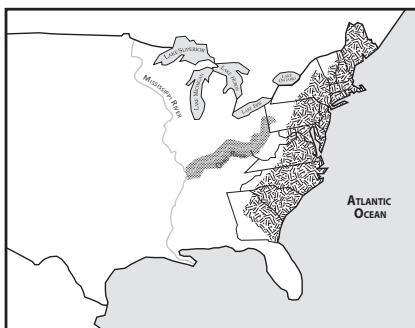


During the 1600s, French explorers and missionaries Louis Joliet (joe•lee•ET), Jacques Marquette (mar•KET), Robert La Salle, and Antoine de la Cadillac built strong relationships with Native Americans in the Great Lakes region. They established a profitable fur trading business. These men made it possible for other French explorers to travel to the New World.

There were many **conflicts** between the English and French settlers over land ownership and hunting territories in the New World. Both countries claimed to own the same areas of land. The country that controlled the most land in North America also controlled the valuable fur trade with the Native Americans.

THE OHIO RIVER VALLEY

By 1689, England had established 12 of its 13 original colonies along the Atlantic Coast. France claimed Canada, the Mississippi River Valley, and most of the land in the Great Lakes region. Both countries claimed the Ohio River Valley, just south of present-day Michigan. This area was rich in natural **resources** that included **fertile** farm land and plenty of water. Most importantly, the Ohio River Valley was full of fur-bearing animals.



OHIO RIVER VALLEY THIRTEEN ORIGINAL COLONIES PRESENT-DAY STATE BOUNDARIES

Name _____

FRENCH AND INDIAN WAR LETTER

Have you ever wondered what it would have been like to be alive during the French and Indian War? What part do you think you would have played in the war? Would you have been a Native American fighting for the French? Maybe you would have been an English colonist, fighting on the front line. Perhaps you would have been a Spanish soldier called in to save the day for the French. Imagine the stories you would have to tell your friends and family when you returned from the war.



DIRECTIONS: Pretend you are part of the French and Indian War. Decide what part you play in the war. Write a letter to someone back home. Tell them about your adventures. Make sure that your letter includes:

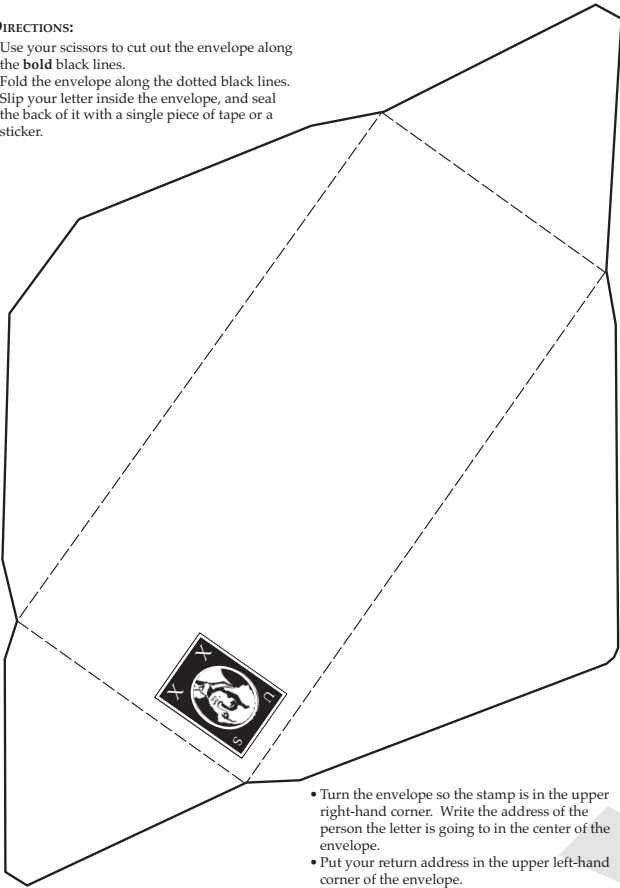
- HEADING:** Write your name on the first line, your address on the second line, and the date on the third line. (Remember, it's 1750.)
- GREETING:** This is where you write the name of the person to whom you are writing. The Greeting usually starts with Dear _____ and always ends with a comma.
- BODY:** This is where you write your letter. The first sentence of the Body is always indented a few spaces.
- CLOSING:** This is where you end your letter. The Closing should match the type of letter you are writing. If the letter is to someone you don't know very well, you might use Sincerely or Best Regards. If the letter is to a friend, you might use Your Friend or Love. The Closing always ends with a comma.
- SIGNATURE:** This is the official end to your letter when you sign your name. The Signature is always in cursive.

- Before beginning your letter, organize your thoughts by answering the four questions on the next page.
- Write your rough draft on separate paper and have it edited.
- Write your final draft on the special paper provided by your teacher, or type it on the computer and print it out.
- When you are finished with your final draft, place it in the envelope that your teacher will give you. Properly address the envelope.
- Be prepared to read your letter aloud to the rest of the class!



DIRECTIONS:

- Use your scissors to cut out the envelope along the **bold** black lines.
- Fold the envelope along the dotted black lines.
- Slip your letter inside the envelope, and seal the back of it with a single piece of tape or a sticker.

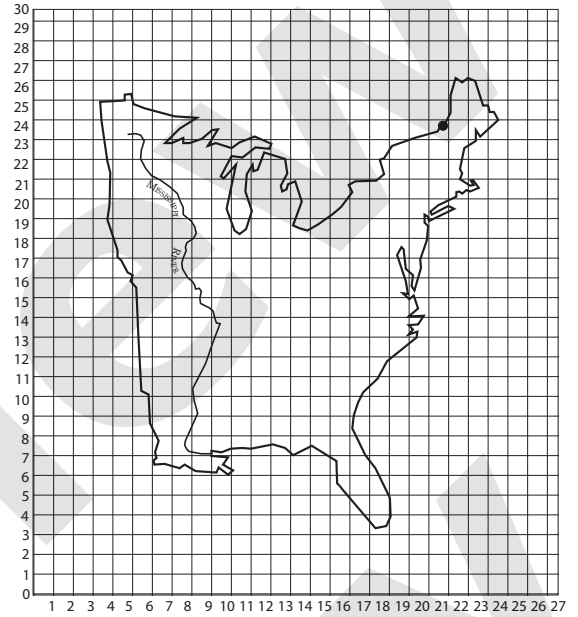


- Turn the envelope so the stamp is in the upper right-hand corner. Write the address of the person the letter is going to in the center of the envelope.
- Put your return address in the upper left-hand corner of the envelope.

MAPPING: THE PROCLAMATION LINE

Grid Math is a fun way to learn about a grid system. A grid system involves plotting pairs of numbers on a grid and connecting the points with a line. In this Grid Math activity, you will plot and connect points on a grid to correctly draw the Proclamation Line.

EXAMPLE: To plot the point (21,24) on the grid below, put your finger on the number 0 at the bottom of the grid. Slide **over** to 21 and then **up** to 24. Plot a point where the two numbers meet:



Name _____

The American Revolution
K-W-L-H CHART

You will soon read about the American Revolution. In this activity, you will use **primary** and **secondary** sources to research the American Revolution. You will use the charts on the next two pages to record your information.

Before beginning your research, answer the two questions below:

1 Based on what you know about the American Revolution right now, what is the most important thing you think people should know about the American Revolution?

2 Do you think that researching will change what you think about the American Revolution? Explain the reason for your answer.

PART I
DIRECTIONS:

1. Use the "What I Know" column of the charts on the next two pages to list facts that you already know about the American Revolution.
2. Use the "What I Want to Know" column of the charts to list five questions that you have about the American Revolution. **STOP!** You will fill in the rest of the chart later.

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARNED	HOW I FOUND OUT

The American Revolution K·W·L·H CHART

PART II DIRECTIONS:

1. Take out your unfinished American Revolution K·W·L·H Charts.
2. Use what you have read about the American Revolution, books, encyclopedias, the Internet, and other sources to research and answer the five questions you asked about the American Revolution. Write your answers in the "What I Learned" column of the charts.
3. List the lesson page numbers, book titles, encyclopedias, and website addresses that you used to find your information in the "How I Found Out" column of the charts.
4. Put a "P" next to the **primary sources** and an "S" next to the **secondary sources** that you used to find your information.



PART III

Use your K·W·L·H Charts to answer the questions below and on the next page.

- 1 Based on your research, what is the most important **new** detail that you learned about the American Revolution?

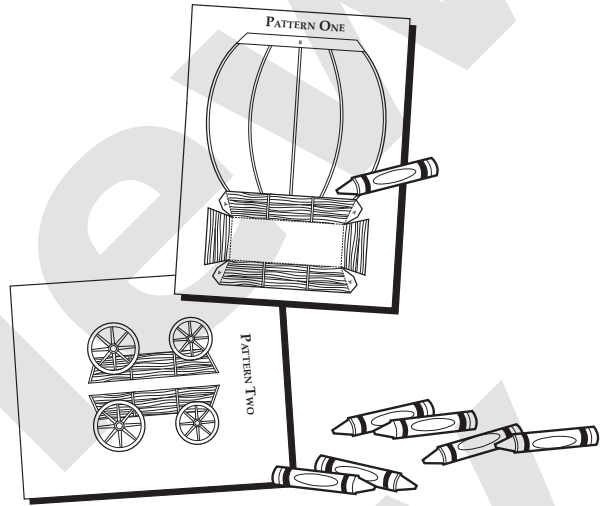
- 2 Why do you think people should know this about the American Revolution?

COVERED WAGON MODEL

Many of the Northwest Territory's first pioneers traveled in covered wagons. Each wagon carried a family and all of its belongings. In this activity, you will follow written directions to make a model of a covered wagon.



1. Your teacher will give you two covered wagon patterns. Neatly color each pattern.



LETTER WRITING: BE PERSUASIVE!

In 1803, Napoleon Bonaparte agreed to sell the Louisiana Territory to the United States. Today, almost everyone agrees that the Louisiana Purchase was a good deal for the United States. What if France had refused to sell Louisiana?

In this activity, you will write a persuasive letter to Napoleon Bonaparte of France. In a persuasive letter, the writer tries to convince another person to do something his or her way. In your persuasive letter, you will try to convince Napoleon Bonaparte **not** to sell the Louisiana Territory to the United States.



DIRECTIONS: Write a persuasive letter to Napoleon Bonaparte. Make sure your letter includes:

- HEADING:** Write your school name on the first line, your school address on the second line, and today's date on the third line.
- GREETING:** This is where you write the name of the person to whom you are writing. The Greeting usually starts with Dear _____ and always ends with a comma.
- BODY:** This is where you write your letter. The first sentence of the Body is always indented a few spaces.
- CLOSING:** This is where you end your letter. The Closing should match the type of letter you are writing. If the letter is to someone you don't know very well, you might use Sincerely or Best Regards. If the letter is to a friend, you might use Your Friend or Love. The Closing always ends with a comma.
- SIGNATURE:** This is the official end to your letter when you sign your name. The Signature is always in cursive.

- Before beginning your letter, organize your thoughts by answering the six questions on the next page.
- Write your rough draft on separate paper and have it edited.
- Write your final draft on the special paper provided by your teacher, or type it on the computer and print it out.
- When you are finished with your final draft, place it in the envelope that your teacher will give you. Properly address the envelope.
- Be prepared to read your letter aloud to the rest of the class!

MICHIGAN HISTORY LESSON TEN

STATEHOOD



By 1832, there were 86,000 people living in Michigan. The population was large enough for Michigan to become a state. Statehood would allow Michigan's settlers to be involved in national decisions like making laws and deciding who would govern them and enforce those laws.

In 1835, **delegates** from Michigan wrote a constitution and asked for permission from Congress to join the United States. The request was **denied**. There was a **border** dispute between Michigan and the state of Ohio. Both claimed ownership of the present-day city of Toledo.

Michigan and Ohio sent soldiers to defend the area. During the one day Toledo War, one man was hurt. Congress finally solved the problem by awarding Toledo to Ohio and the western region of the Upper Peninsula to Michigan.

STATEHOOD

On January 26, 1837, Michigan became the 26th state to join the Union. Twenty-four year old Stevens Thomson Mason was elected as the state's first governor.

Governor Mason supported a public school system where every child could receive a free education. He was also responsible for the development of three railroads and two canals in Michigan. He led efforts to have the University of Michigan located in the town of Ann Arbor.



LANSING

The capital city is the central place of government for a state. The governor and all of the state officials have their offices in the capital city. Since Michigan's territorial days, Detroit had been the capital. In 1847, the capital was moved to the more centrally located city of Lansing. Since 1904, Lansing has been a major automobile production center. Michigan State University, the first **agricultural** college in the United States, is located in East Lansing.

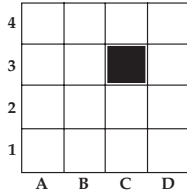
THE STATE CAPITOL

In 1873, construction began on Michigan's current state **capitol** building. It took six years to build and cost 1.4 million dollars. The governor has an office in the state capitol. Visitors to the capitol can watch lawmakers at work.

Grid MATH

Grid Math is a fun way to learn an important skill. Grids are used to find places on maps, to track weather patterns, and in space exploration.

FOR EXAMPLE: If you want to draw a box where C meets 3 (C,3), you would go over to C and up to 3, and draw the box in that space. On a map or an atlas, (C,3) may be the place where you would find the name of a city.



DIRECTIONS: In this activity you will use a grid system to put together a puzzle that should remind you of a Michigan state symbol. You will need the 48 puzzle pieces (some of the puzzle pieces are below and the rest of them are on the next page), and the blank grid.

1. Cut out the puzzle pieces **one at a time** (cut around the thick black line of the square). Glue that piece in its proper place on the empty grid before cutting out the next piece. Make sure that you do not turn the puzzle piece upside down or turn it on its side before gluing it; the way it looks before you cut it out is the way it should be glued onto the grid.
2. Follow the example above: If the puzzle piece is labeled (D,1), glue that piece in the space where D meets 1 on the grid by going over to D and up to 1.
3. When you are finished, color in your picture with your coloring pencils.
4. The first one has been done for you as an example.



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GOVERNMENT



It takes many people to make sure that a state runs smoothly and everyone gets the protection he or she deserves. Imagine what Michigan must have been like in the early days. The first American settlers traveled to Michigan, bought cheap land, and started farming.

The pioneers could do pretty much as they pleased. As more people entered Michigan, they also claimed land and built settlements wherever they wanted. There was no weekly trash collection. People threw their garbage into the streets and the rivers. Robberies, fights, and Native American raids were frequent.

When arguments broke out, they were settled with fists and guns. The biggest and meanest people usually got what they wanted.

There were no rules in place, so people took things that didn't belong to them. Nobody felt safe.

Fortunately, things have changed in the Wolverine State. Just like in all other states, there are people in Michigan who make the laws, people who make sure the laws are obeyed, and others who take care of law breakers and punish them. These people are all part of Michigan's government.



THREE BRANCHES OF GOVERNMENT

Michigan was the 26th state to join the United States. Twenty five other states had already set the standard for the way Michigan's government would be run. In fact, 50 years before Michigan became a state, the United States Constitution was written. The United States Constitution clearly outlined the rules for federal and state governments. All federal and state governments, including Michigan's, are divided into three branches. These branches of government are the legislative, executive, and judicial (joo•DIH•shul) branches.

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RULES, RULES, RULES!

In Michigan, ordinary citizens can help make important decisions. Citizens can contact state legislators to suggest laws that they would like to see passed or changed. Your classroom has rules, just like the state of Michigan.

In this activity, you will write a paragraph about a classroom rule that you would like to see passed or changed. Your paragraph will include a topic sentence, four supporting sentences, and a closing sentence.

The boxes below and on the next page will help you organize your thoughts before you actually write your paragraph.



TOPIC SENTENCE

The topic sentence introduces your paragraph and lets the reader know what the paragraph will be about. Write your topic sentence in the box below.

SUPPORTING SENTENCE ONE

Your first supporting sentence should describe the rule you would like to see passed or changed. Write your first supporting sentence in the box below.

SUPPORTING SENTENCE TWO

Your second supporting sentence should describe how you will benefit from passing or changing this rule. Write your second supporting sentence in the box below.

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GLOSSARY



a•bused used incorrectly.

a•dop•ted accepted and put into action.

ag•ri•cul•tur•al a type of area where crops are planted and farm animals are raised.

al•lies groups of people who come together to help one another in times of trouble.

am•mu•ni•tion bullets and explosive items used in war.

ap•peal to disagree with a court's ruling; to ask a higher court to make a decision on the same case.

ap•point select or choose.

ar•chae•ol•o•gists scientists who study past human life by looking at prehistoric fossils and tools.

A•sia the world's largest continent with more than half of the Earth's population.

at•tor•ney gen•er•al the highest law officer of the state.

au•to•bi•og•ra•phy the story of your life written by you.

bi•og•ra•phies stories of a person's life written by someone else.

bi•son buffalo.

bor•der the dividing line between two places.

boy•cot•ting refusing to buy.

cap•i•tal the city that serves as the center of government for the state or nation.

cap•i•tol the building where the government meets to make important decisions for the state.

car•bon dat•ing finding the age of ancient objects by measuring the amount of carbon in them.

cer•e•mo•nies religious or spiritual gatherings.

child cus•to•dy laws dealing with the protection and care of a child in the case of divorce or separation.

Chris•ti•an•i•ty a religion based on the life and teachings of Jesus Christ.

civ•il rights the rights and freedoms granted to all citizens by the United States Constitution.

cli•mate the average condition of weather over a period of years.

coast an area of land that borders water.

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