

History Of Michigan (Throughout Statehood) Third Grade

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GLCEs

3-H3.0.1 Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)

3-H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.

3-H3.0.4 Draw upon traditional stories of American Indians (e.g., Anishinaabeg – Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.

3-H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).

3-H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.

3-H3.0.10 Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).

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Introduction:

This unit plan guides students towards learning about Michigan history pre-statehood. It engages students in the investigation of historic events in Michigan to help them draw conclusions concerning the individuals who affected the history of the state. Students will utilize primary and secondary sources to determine how early settlers and Native American tribes survived in Michigan. Students will obtain an abundant knowledge of the Native American tribes in Michigan regarding their traditions, stories, beliefs, and ways of life. Students gain knowledge about historic Michigan events and people through the use of multiple strategies that are engaging and informative.

Rationale:

It is important to study Michigan's history to gain an understanding and respect for past events. By studying historic events concerning Michigan, students learn how settlers and Native American tribes survived. Through traditional Native American stories students are able to learn about the beliefs of the Native American Tribes that are still known in Michigan. The study of the past allows students to connect with personal and previous knowledge to understand the past students are challenged to investigate how those past events influenced the state they live in currently.

Timeline:

This unit could take anywhere from three weeks to two months to complete.

GLCE	Verbs	Know – What will students know upon learning this?	Understand that – What will students understand?	Do – What will students do to show they understand?	Vocabulary	I Can
3-H3.0.1 Identify questions historians ask in examining the past in Michigan (e.g.	Identify Ask in examining	Students will know how to analyze historic information through a historian's perspective. A historian is an	The students will understand how to scrutinize past events in Michigan and other locations by asking the	Given a historic event, students will be able to investigate the event to obtain the answers to the who, what, when, where,	Historians	I Can tell you about past events in Michigan.

<p>what happened? When did it happen? Who was involved? How and why did it happen?)</p>		<p>expert/student in history. Students will be able investigate historic events to explain what happened and when that event occurred. They will be able to identify the people involved and describe the how and why the events occurred. Through research on the subject students will have a complete understanding of the historic past in Michigan.</p>	<p>right questions.</p>	<p>and why questions.</p>		
<p>3-H3.0.2 Explain how historians use primary and secondary sources to answers</p>	<p>Explain how</p>	<p>Students will know that a primary source is firsthand evidence of historical events that are usually</p>	<p>Students will understand that secondary sources are sources that interpret primary sources.</p>	<p>Students will have to identify primary and secondary sources used by historians to explain the past. Students</p>	<p>-Primary Sources -Secondary Sources</p>	<p>I can explain how primary and secondary sources are, to answer questions about historic</p>

<p>questions about the past.</p>		<p>unpublished. Examples include letters, photographs, and artifacts. Students will also know that secondary sources are used to create and interpret any primary material. These sources are written by people after the events have happened. Examples are textbooks. Students will know the difference between the two sources to answer questions about historic events. They will also know how historians use these sources to understand past</p>	<p>Students will also understand how historians use these sources to comprehend historic occurrences.</p>	<p>will look at artifacts to draw conclusions about previous uses for these artifacts. Students will examine articles written by historians to investigate the opinions and interpretations the historian presents.</p>		<p>events.</p>
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		occurrences.				
3-H3.0.4 Draw upon traditional stories of American Indians (e.g. Anishinaabeg-Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.	Draw upon Lived Make	Students will know historic information about American Indian tribes in Michigan. The students will know how to explain the overall general beliefs of the Native American tribes. Students will know that Anishinaabeg, Potawatomi, Ojibway, Odawa, Huron and Menominee were Native American tribes located in Michigan. The students will also know that traditional refers to long standing procedures. They will be able to explain	The students will understand the traditions practiced in Native American tribes. As well as understand that Native American tribes of Michigan told stories that help us know their beliefs. The students will use this knowledge to create overviews about the Native American culture in Michigan.	After doing extensive research and reading about the Native American tribes in Michigan, students will create a story board to display the general traditions practiced within the tribes.	Traditional Anishinaabeg Potawatomi Menominee Ojibway (Chippewa) Odawa (Ottawa) Huron Generalizations	I Can tell about the common beliefs of Michigan Native American tribes.

		the traditions accepted and practiced in historic Native American tribes. This knowledge will help students to draw conclusions about the belief system accepted by tribes in Michigan.				
3-H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).	Use Construct	The students will know how to employ sources to create a picture of pre-statehood Michigan. The students will know that a narrative is an account of events and settlements are an establishment of a community.	The students will understand that by using multiple primary and secondary sources they can construct a story of events about the daily life of early settlers in Michigan.	The students will complete research on daily life in early settlements of Michigan using primary and secondary sources. The students will use the information they find to create a narrative poem based on the life of the	Narrative Settlements Pre-statehood	I Can write a story about early Michigan settlers by using research.

		<p>The students will know that pre-statehood refers to a time period before Michigan was considered an actual state. The students will know how to examine multiple primary and secondary sources to investigate how life was conducted for settlers. The students will know that they need to use their previous knowledge on primary and secondary sources to adequately complete the lesson.</p>		settlers.		
3- H3.0.8 Use case studies or stories to	Use	Students will understand the impact of	The students will understand how to explain	Students will read multiple case studies or	Case Studies	I Can use information to explain how

<p>describe how the ideas or actions of individuals affected the history of Michigan.</p>	<p>Describe affected</p>	<p>certain individuals concerning the history of Michigan. Students will know that a case study is a process where a matter is extensively analyzed to consider the effects over a period of time. The students will be able to use different accounts of events to understand how certain actions affected the history of Michigan.</p>	<p>an idea or action of individuals can alter history by reviewing case studies or stories. The students will be able to understand how certain events became a prominent aspect of Michigan's history.</p>	<p>stories on a particular event in Michigan's history. After reading the passages, students will describe how the motives of characters influenced the history of Michigan.</p>		<p>people affected events in the history of Michigan.</p>
<p>3-H3.0.10 Create a timeline to sequence early Michigan history (American Indians,</p>	<p>Create</p>	<p>Students will understand when and how certain events in Michigan's history occurred. Students will</p>	<p>The students will know how to create a timeline in chronological order. The students will understand that</p>	<p>The students will create a timeline of early Michigan history. The timeline will include the events of</p>	<p>Timeline Sequence</p>	<p>I Can create a timeline in correct order about Michigan history.</p>

<p>exploration, settlement, statehood)</p>		<p>understand that a timeline is a representation of events in a line. They will also recognize that sequence refers to the particular order that events occurred. The important events in the timeline will include American Indians, exploration, settlement, statehood. The students will know the particular order and importance of these events.</p>	<p>certain events occurred before, during, or after other events.</p>	<p>American Indians, explorations, settlement, and statehood. The students will place these events in progressive order on their timeline and understand their influence.</p>		
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Assessment Ideas

- Students will write a narrative as if they were a settler living in Michigan pre-statehood.
- Students will attend in a pow-wow and after write a reflection concerning their thoughts and questions.
- They will complete multiple journal entries to demonstrate their knowledge.
- Students will create a classroom timeline leading up Michigan’s statehood.

Lesson 1

One to two days

GLCE	Verbs	Know – What will students know upon learning this?	Understand that – What will students understand?	Do – What will students do to show they understand?	Vocabulary	I Can
<p>3-H3.0.1 Identify questions historians ask in examining the past in Michigan (e.g. what happened? When did it happen? Who was involved? How and why did it happen?)</p>	<p>Identify Ask in examining</p>	<p>Students will know how to analyze historic information through a historian’s perspective. A historian is an expert/student in history. Students will be able investigate historic events to explain what happened and when that event occurred. They will be able to identify the people involved and describe the how and why the events occurred. Through</p>	<p>The students will understand how to scrutinize past events in Michigan and other locations by asking the right questions.</p>	<p>Given a historic event, students will be able to investigate the event to obtain the answers to the who, what, when, where, and why questions.</p>	<p>Historians</p>	<p>I Can tell you about past events in Michigan.</p>

		research on the subject students will have a complete understanding of the historic past in Michigan.				
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<p>Lessons: How will you take them where they need to go? (Step-by-Step plan from A-Z)</p>	<p>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</p>	<p>Resources needed: What materials and resources will they need? (Page #s read, graphic organizers, books, posters, realia, etc...)</p>
<p>3-H3.0.1 Historian</p> <p><i>Anticipatory Set</i> Recruit a local historian to come in to class to discuss what their job entails. After the historian’s visit, the students will reflect in their journals what they thought about the historian’s job.</p>	<p>Students will discuss questions they wish to ask the historian. The teacher should make sure to review proper visitor behavior.</p>	<p>Resource A – Beck, Isabel (2002) <i>Bringing Words to Life</i>, Chapter 2,</p> <p>Student’s Personal Social Studies Journal</p>

<p><i>Vocabulary Introduction</i></p>	<p>The teacher will initiate a discussion concerning the mindset of a historian. Focusing the students on the questions a historian asks when examining historical evidence. Students will give examples of questions historians ask and the teacher will write them up on the board (examples: what happened? When did it happen? Who was involved? How and why did it happen?).</p>	<p>Whiteboard</p>
<p><i>Introduce I Can Statement</i> Introduce the <i>I Can</i> statement and then post it on the <i>I Can</i> board so that students can refer to it during the lesson.</p>	<p>Students and teacher will read the statement aloud. Then as a class they will discuss the possible meanings for the statement. The teacher will put the statement on the <i>I Can</i> board stating “I Can tell you about past events in Michigan.”</p>	<p><u>Materials</u> <i>I Can</i> board</p>
<p><i>Vocabulary Activity</i> Jigsaw activity is where students are become experts on a topic, and then share their knowledge with other students in the class.</p>	<p>The students will complete a jigsaw activity for different articles to look at from the prospective of a historian. When the students are in their mixed groups, the others who are listening to the one student explain the article, should be asking questions as if they were historians looking for more information.</p> <p>The teacher should sit in with the groups to hear one student’s explanation, and then cycle around the classroom to determine if students understand the material.</p> <p>Students will write in their personal journals to reflect on the historic information they learned about while completing the activity.</p>	<p>Articles containing historic information <u>Arch Rock on Mackinac Island</u> http://www.indians.org/welker/archrock.htm</p> <p><u>Kicking the British Out of Michigan</u> http://www.absolutemichigan.com/articles/authors/?author=103</p> <p><u>The Northwest Ordinance</u> http://www.absolutemichigan.com/dig/michigan/the-northwest-ordinance/</p> <p>Student’s Personal Social Studies Journal</p>

<i>Review</i>	Students will review the term by creating a three tab book. The model will include what a historian is, what questions they ask, and how does a historian’s job affect the students.	<u>Resources for Vocabulary Activities:</u> Zike, Dinah (2000) <i>Foldables</i> . New York, NY: Macmillan/McGraw-Hill
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Lesson Two

This lesson should take about 2-3 days

GLCE	Verbs	Know – What will students know upon learning this?	Understand that – What will students understand?	Do – What will students do to show they understand?	Vocabulary	I Can
3-H3.0.2 Explain how historians use primary and secondary sources to answers questions about the past.	Explain how	Students will know that a primary source is firsthand evidence of historical events that are usually unpublished. Examples include letters, photographs, and artifacts. Students will also know that secondary sources are	Students will understand that secondary sources are sources that interpret primary sources. Students will also understand how historians use these sources to comprehend historic occurrences.	Students will have to identify primary and secondary sources used by historians to explain the past. Students will look at artifacts to draw conclusions about previous uses for these artifacts. Students will examine	-Primary Sources -Secondary Sources	I can explain how primary and secondary sources are, to answer questions about historic events.

		<p>used to create and interpret any primary material. These sources are written by people after the events have happened. Examples are textbooks. Students will know the difference between the two sources to answer questions about historic events. They will also know how historians use these sources to understand past occurrences.</p>		<p>articles written by historians to investigate the opinions and interpretations the historian presents.</p>		
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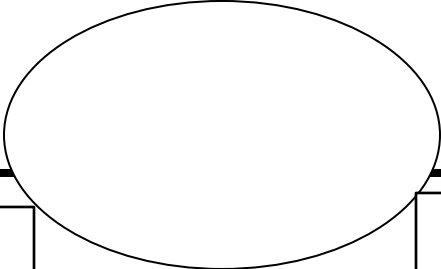
<p>Lessons: How will you take them where they need to go? <i>(Step-by-Step plan from A-Z)</i></p>	<p>Instructional strategies/Social constructs: How will they work? <i>(AND what will YOU do?)</i></p>	<p>Resources needed: What materials and resources will they need? <i>(Page #s read, graphic organizers, books, posters, realia, etc...)</i></p>
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<p>3-H3.0.2 Primary Sources Secondary Sources</p>		
<p><i>Vocabulary Introduction</i> The teacher will discuss with the students what a primary source and a secondary source are. The students will use their journal to complete a word journal.</p> <p>The students will complete a Historical Investigation Worksheet (see Resource A). This worksheet should have the pictures included.</p>	<p>The teacher will ask the students what they notice that is different about these two sources. The teacher should make sure that the students understand that a primary source is the actual artifact, while the secondary source is an interpretation.</p> <p>The teacher will hand out the Historical Investigation Worksheet and the pictures though a Think-Pair-Share. After the students complete the worksheet on their own, they will turn to the person next to them to discuss their findings. When the students have had enough time, the teacher will call the students together as a whole group so that they can discuss their findings.</p>	<p><u>Resources</u> Beck, Isabel (2002) <i>Bring Words to Life</i> Chapter 6 “Making the most of Natural Contexts.”</p> <p><u>Materials</u> Student’s Personal Social Studies Journal</p> <p>Resource A- Word Journal</p> <p>Resource B- Historical Investigation Worksheet</p>
<p><i>Introduce I Can Statement</i> Introduce the <i>I Can</i> statement and then post it on the <i>I Can</i> board so that students can refer to it during the lesson.</p>	<p>Students and teacher will read the statement aloud. Then as a class they will discuss the possible meanings for the statement. The teacher will put the statement on the <i>I Can</i> board stating “I can explain how primary and secondary sources are, to answer questions about historic events.”</p>	<p><u>Materials</u> <i>I Can</i> board</p>
<p><i>Vocabulary Activity</i> Artifact sorting activity will have the students sort objects based on if they are a primary or a secondary</p>	<p>The teacher will bring in bags filled with primary and secondary sources. The teacher will break the students into small groups and hand them each a bag. The groups will have to sort their artifacts and then share their groupings with the rest of the class.</p>	<p><u>Materials</u> An array of primary and secondary sources Student’s Personal Social Studies Journal</p>

<p>source. This activity will help the students to be able to look specifically at the objects rather than just pictures.</p>	<p>Students will write in their personal journals to reflect on the artifacts they examined.</p>	
<p><i>Review</i></p>	<p>Students will complete an exit card before leaving class.</p>	<p>3 × 5 card</p>

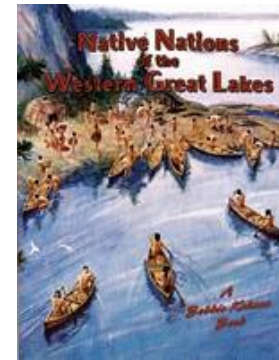
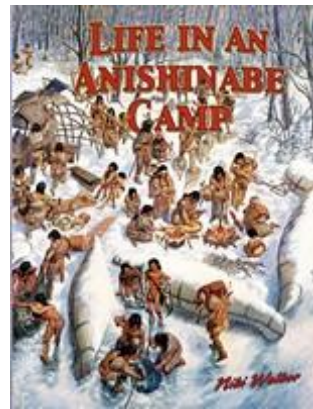
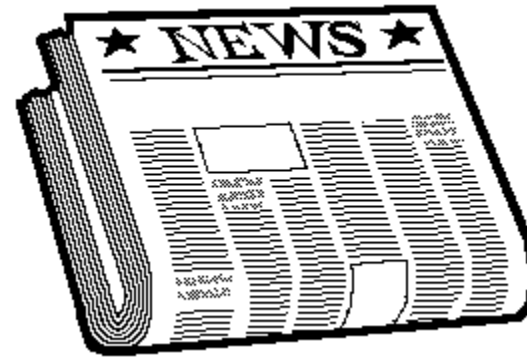
Resource A

Definition (In own words)	Examples
Picture/Symbol	Use it in a Sentence



Resource B

PRIMARY SOURCES	BOTH?	SECONDARY SOURCES



Lesson Three

5-6 Days

GLCE	Verbs	Know – What will students know upon learning this?	Understand that – What will students understand?	Do – What will students do to show they understand?	Vocabulary	I Can
<p>3-H3.0.4 Draw upon traditional stories of American Indians (e.g. Anishinaabeg-Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.</p>	<p>Draw upon Lived Make</p>	<p>Students will know historic information about American Indian tribes in Michigan. The students will know how to explain the overall general beliefs of the Native American tribes. Students will know that Anishinaabeg, Potawatomi, Ojibway, Odawa, Huron and Menominee were Native American tribes located in</p>	<p>The students will understand the traditions practiced in Native American tribes. As well as understand that Native American tribes of Michigan told stories that help us know their beliefs. The students will use this knowledge to create overviews about the Native American culture in</p>	<p>After doing extensive research and reading about the Native American tribes in Michigan, students will create a story board to display the general traditions practiced within the tribes.</p>	<p>Traditional Anishinaabeg Potawatomi Menominee Ojibway (Chippewa) Odawa (Ottawa) Huron Generalizations</p>	<p>I Can tell about the common beliefs of Michigan Native American tribes.</p>

		Michigan. The students will also know that traditional refers to long standing procedures. They will be able to explain the traditions accepted and practiced in historic Native American tribes. This knowledge will help students to draw conclusions about the belief system accepted by tribes in Michigan.	Michigan.			
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<p>Lessons: How will you take them where they need to go? (Step-by-Step plan from A-Z)</p>	<p>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</p>	<p>Resources needed: What materials and resources will they need? (Page #s read, graphic organizers, books, posters, realia, etc...)</p>
<p>3-H3.0.4 Traditional Anishinaabeg Potawatomi Menominee Ojibway(Chippewa) Odawa (Ottawa) Huron Generalizations</p>		
<p><i>Vocabulary Introduction</i> The teacher will show the students videos concerning different Michigan Native American tribes. The videos should range from dances to songs. To help the students to understand the different variations within the tribes.</p> <p>The books will help the students to better understand the facts concerning the tribes.</p>	<p>The teacher will show videos (some are provided) to help students notice some important aspects of different Native American tribes in Michigan. The teacher should also guide students through the three books listed under resources.</p> <p>Students will write in their journals something new that they learned about each of the tribes.</p>	<p><u>Resources</u> Sunset Flute Meditation http://www.youtube.com/watch?v=Rd8i3CLbxZk Eagle Poem http://www.youtube.com/watch?v=snJ3-0PjuJo Prayer Song http://www.youtube.com/watch?v=mI3MFMdqp5Y&feature=related Ojibway Creation Story http://www.youtube.com/watch?v=Etn92Ms8plo&feature=related Dance http://www.youtube.com/watch?v=64iulIvaRhU</p> <p><i>Great Lakes Indians: A Pictorial Guide</i> by: William</p>

		<p>J. Kubiak <i>Life in an Anishinabe Camp</i> by: Nike Walker <i>Native Nations of the Western Great Lakes</i> by: Kathryn Smithyman and Bobbie Kalman</p> <p><u>Materials</u> Student’s Personal Social Studies Journal</p>
<p><i>Introduce I Can Statement</i> Introduce the <i>I Can</i> statement and then post it on the <i>I Can</i> board so that students can refer to it during the lesson.</p>	<p>Students and teacher will read the statement aloud. Then as a class they will discuss the possible meanings for the statement. The teacher will put the statement on the <i>I Can</i> board stating “I Can tell about the common beliefs of Michigan Native American tribes.”</p>	<p><u>Materials</u> <i>I Can</i> board</p>
<p><i>Vocabulary Activity</i> Students will attend a pow-wow and talk with elders present to find out information about Native American tribes from Michigan.</p>	<p>The teacher will take the students to a pow-wow, insuring that there are parent volunteers. The students will watch the dances and performances by the Native American tribes from around Michigan. The teacher will need to make sure to review with the students proper field trip manners. The students should be respectful and watchful of the people performing and walking around the area.</p> <p>Students will write in their personal journals to reflect on the experience</p>	<p><u>Materials</u> Student’s Personal Social Studies Journal</p>
<p><i>Review</i></p>	<p>Students will create a four-tab book to represent each of the major Native American tribes in Michigan.</p>	<p><u>Resource</u> Zike, Dinah (2000) <i>Foldables</i>. New York, NY: Macmillan/McGraw-Hill</p>

Lesson Four

This lesson should take about 5-7 days

GLCE	Verbs	Know – What will students know upon learning this?	Understand that – What will students understand?	Do – What will students do to show they understand?	Vocabulary	I Can
<p>3-H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).</p>	<p>Use Construct</p>	<p>The students will know how to employ sources to create a picture of pre-statehood Michigan. The students will know that a narrative is an account of events and settlements are an establishment of a community. The students will know that pre-statehood refers to a time period before</p>	<p>The students will understand that by using multiple primary and secondary sources they can construct a story of events about the daily life of early settlers in Michigan.</p>	<p>The students will complete research on daily life in early settlements of Michigan using primary and secondary sources. The students will use the information they find to create a narrative poem based on the life of the settlers.</p>	<p>Narrative Settlements Pre-statehood</p>	<p>I Can write a story about early Michigan settlers by using research.</p>

		<p>Michigan was considered an actual state. The students will know how to examine multiple primary and secondary sources to investigate how life was conducted for settlers. The students will know that they need to use their previous knowledge on primary and secondary sources to adequately complete the lesson.</p>				
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<p>Lessons: How will you take them where they need to go? (Step-by-Step)</p>	<p>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</p>	<p>Resources needed: What materials and resources will they need? (Page #s read, graphic organizers, books, posters, realia, etc...)</p>
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<p><i>plan from A-Z)</i></p>		
<p>3-H3.0.7 Narrative Settlements Pre-Statehood</p>		
<p><i>Vocabulary Introduction</i></p> <p>By reading a trade book the students can picture what life in pre-statehood Michigan was like. The students will also be exposed to a narrative by utilizing a story.</p> <p>The teacher can use the textbook to expose students to the factual information regarding historic events from pre-statehood Michigan.</p> <p>The teacher will bring in artifacts for the students to examine. The students will be able to use the knowledge they have been learning about settler’s lives in Michigan to form conclusions regarding the uses for the artifacts.</p>	<p>The teacher will read <i>The Log Cabin Quilt</i> to the students so that they can obtain a fictional understanding of what life was like for pre-statehood settlers. The teacher will discuss what a narrative is, and how it relates to pre-statehood and settlements.</p> <p>The teacher will read and discuss information within the textbooks with the students to give them a more factual picture of pre-statehood Michigan settlement life.</p> <p>The teacher will hand each of the students an artifact. The students will write down in their journals what they think their artifact is used for. Then they will share their artifact with a neighbor and discuss possible uses for their neighbor’s and their artifact. Then the students will come together as a class and present their artifact to the class, who will discuss the artifact’s uses and come to a conclusion about what they think it can be used for. The teacher will reveal the use of the artifact after the students have drawn their conclusion.</p>	<p><u>Resources</u> Howard, Ellen. <i>The Log Cabin Quilt</i>. New York: Holiday House, 1996 McConnell, David. <i>Meet Michigan</i>. Hillsdale, MI: Hillsdale Educational Publishers, 2009.</p> <p>Artifacts from pre-Statehood Michigan (examples: Pots, pans, silverware, dishes, and jewelry)</p> <p>Student’s Personal Social Studies Journal</p>

<p><i>Introduce I Can Statement</i> Introduce the <i>I Can</i> statement and then post it on the <i>I Can</i> board so that students can refer to it during the lesson.</p>	<p>Students and teacher will read the statement aloud. Then as a class they will discuss the possible meanings for the statement. The teacher will put the statement on the <i>I Can</i> board stating “I Can write a story about early Michigan settlers by using research.”</p>	<p><u>Materials</u> <i>I Can</i> board</p>
<p><i>Vocabulary Activity</i> Students will read an article and <i>Settling in Michigan</i> to expose them to pioneer life in Michigan. This article will expose the students to factual information regarding how the settlers in Michigan survived.</p> <p>By taking a virtual tour of Macknaw, the students can see how the fort still stands today, and obtain information concerning the uses for the buildings.</p>	<p>The teacher will hand the article out to the students and have them complete a think-pair-share activity for the article. The teacher will have the students discuss in groups of four important details regarding settler’s lives pre-statehood. The students will then come together as a class and create a list of important details that will be used a reminder for information they found important.</p> <p>The students and teacher will read stories from <i>Settling in Michigan</i> to learn about pioneer stories. The students and teacher will discuss important details of each story.</p> <p>The students will complete a worksheet on their own in the computer lab. The teacher will be circling around to determine if the students have any questions. When the students go back to class, they will share their answers.</p> <p>Students will write in their personal journals to reflect on the experience</p>	<p><u>Materials</u> Pioneer Life.” <i>The Mitten</i>. December 2001. Deur, Lynne. <i>Settling in Michigan</i>. Spring Lake, MI: River Road Publications, 1992.</p> <p>http://vm.mackinacparks.com/</p> <p>Student’s Personal Social Studies Journal</p> <p><u>Resource C-</u> Website Worksheet</p>
<p><i>Review</i></p>	<p>Students will write a historical narrative about settlement life in pre-statehood Michigan. They will provide pictures and facts to support their story’s concepts.</p>	<p><u>Resource</u> Blank Books</p>

Resource C

Website Worksheet

Fort Mackinac

1. What were the blockhouses used for?

2. When was the Post Hospital built? Why do you think it was the third structure built?

3. What was the Parade Ground used for?

4. What was the original reason for building the Officers' Wood Quarters/Post Canteen? What did it end up being?

5. What are the two functions of the guardhouse?

6. Why did the fort need Gun Platforms?

Lesson Five

Should take about 3-4 days

GLCE	Verbs	Know – What will students know upon learning this?	Understand that – What will students understand?	Do – What will students do to show they understand?	Vocabulary	I Can
<p>3- H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.</p>	<p>Use Describe affected</p>	<p>Students will understand the impact of certain individuals concerning the history of Michigan. Students will know that a case study is a process where a matter is extensively analyzed to consider the effects over a period of time. The students will be able to use different accounts of events to</p>	<p>The students will understand how to explain an idea or action of individuals can alter history by reviewing case studies or stories. The students will be able to understand how certain events became a prominent aspect of Michigan’s history.</p>	<p>Students will read multiple case studies or stories on a particular event in Michigan’s history. After reading the passages, students will describe how the motives of characters influenced the history of Michigan.</p>	<p>Case Studies</p>	<p>I Can use information to explain how people affected events in the history of Michigan.</p>

		understand how certain actions affected the history of Michigan.				
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<p>Lessons: How will you take them where they need to go? (Step-by-Step plan from A-Z)</p>	<p>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</p>	<p>Resources needed: What materials and resources will they need? (Page #s read, graphic organizers, books, posters, realia, etc...)</p>
<p>3-H3.0.8 Case Studies</p>		
<p><i>Vocabulary Introduction</i></p> <p>By reading <i>The Voyager's Paddle</i> the students are exposed to how fur traders established the trade routes throughout Michigan. The emphasis is that those fur traders established routes that were widely used.</p> <p>The teacher will explain to students what is a case study. The students will</p>	<p>The teacher will read <i>Thy Voyager's Paddle</i> to the students and then discuss the uses for trade routes. This will act as an introduction to how individual choices can affect history.</p> <p>The teacher will instruct the students on the definition of a case study. The teacher will demonstrate a case study by having the students</p>	<p><u>Resources</u> Wargin, Kathy-Jo. <i>The Voyager's Paddle</i>. Chelsea,MI: The Sleeping Bear Press, 2007.</p> <p>Resource A- Word Journal</p>

<p>have time to ask questions. They will then complete a word journal about case studies to refer back to throughout the section.</p>	<p>look at various types (they do not need to read, just look). This way student can see the format for how a case study is structured.</p>	
<p><i>Introduce I Can Statement</i> Introduce the <i>I Can</i> statement and then post it on the <i>I Can</i> board so that students can refer to it during the lesson.</p>	<p>Students and teacher will read the statement aloud. Then as a class they will discuss the possible meanings for the statement. The teacher will put the statement on the <i>I Can</i> board stating “I Can use information to explain how people affected events in the history of Michigan.”</p>	<p><u>Materials</u> <i>I Can</i> board</p>
<p><i>Vocabulary Activity</i> The students will read the articles to analyze different case studies. This strategy will help the students to examine and comprehend how actions of individuals in history affected events.</p>	<p>The teacher will hand out the articles for the students to read. They will read the articles popcorn style. After each article is finished, the teacher will discuss the important historic events that occurred and how the individual affected history. The students as a class will create a list of the person and their impact on history. The teacher will write the list down on the board at the same time that the students are writing it down in their Journals.</p>	<p><u>Materials</u> “Father Jacques Marquette.” <i>The Mitten</i>. October 2002. “The Huron Indians.” <i>The Mitten</i>. September 2002. “The Three Fires.” <i>The Mitten</i>. September 2001. “The Toledo War.” <i>The Mitten</i>. November 2002. Hesler Log House - Peninsula Township, Grand Traverse County (https://www.michigan.gov/documents/hal_mhc_shpo_Markers_Hesler_Log_House_162418_7.pdf) Student’s Personal Social Studies Journal</p>
<p><i>Review</i></p>	<p>Students will complete an exit card before leaving class at the end of the lesson.</p>	<p><u>Materials</u> 3 × 5 card</p>

Lesson Six

The lesson should take about 5-6 days

GLCE	Verbs	Know – What will students know upon learning this?	Understand that – What will students understand?	Do – What will students do to show they understand?	Vocabulary	I Can
<p>3-H3.0.10 Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood)</p>	<p>Create</p>	<p>Students will understand when and how certain events in Michigan’s history occurred. Students will understand that a timeline is a representation of events in a line. They will also recognize that sequence refers to the particular order that events occurred. The important events in the timeline will include</p>	<p>The students will know how to create a timeline in chronological order. The students will understand that certain events occurred before, during, or after other events.</p>	<p>The students will create a timeline of early Michigan history. The timeline will include the events of American Indians, explorations, settlement, and statehood. The students will place these events in progressive order on their timeline and understand their influence.</p>	<p>Timeline Sequence</p>	<p>I Can create a timeline in correct order about Michigan history.</p>

		American Indians, exploration, settlement, statehood. The students will know the particular order and importance of these events.				
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<p>Lessons: How will you take them where they need to go? (Step-by-Step plan from A-Z)</p>	<p>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</p>	<p>Resources needed: What materials and resources will they need? (Page #s read, graphic organizers, books, posters, realia, etc...)</p>
<p>3-H3.0.10 Timeline Sequence</p>		
<p><i>Vocabulary Introduction</i></p> <p>The students will examine a timeline of the teacher’s day, and then create a class timeline of what they do in school. This activity will allow the students to see how timelines connect to</p>	<p>The teacher will put a timeline of their day on the overhead/Elmo/projector. The students will examine the details they provide and ask questions. The teacher will explain that a timeline is a representation of events in a line. The teacher will also explain that sequence refers to the particular order that events occurred.</p>	<p><u>Resources</u></p>

<p>student’s everyday lives. It provides the students with an opportunity to demonstrate their knowledge and interact with the class.</p>		
<p><i>Introduce I Can Statement</i> Introduce the <i>I Can</i> statement and then post it on the <i>I Can</i> board so that students can refer to it during the lesson.</p>	<p>Students and teacher will read the statement aloud. Then as a class they will discuss the possible meanings for the statement. The teacher will put the statement on the <i>I Can</i> board stating “I Can create a timeline in correct order about Michigan history.”</p>	<p><u>Materials</u> <i>I Can</i> board</p>
<p><i>Vocabulary Activity</i> The students will create a timeline of early events that occurred in pre-statehood Michigan. This activity will enable the students to investigate a historic event, and create a tangible representation of the event.</p>	<p>The teacher will assign each student a period in Michigan history from the Historic Events sheet, or others that they see fit, that they will create a four-door Diorama to represent the event. The teacher will demonstrate what the foldable should look like by creating one for the date that Michigan became a state. The students will then have time to look up their date, and create their foldable. Once the students have completed their foldable, they will stand in front of the class to present their date. After each date, the student will tape theirs up on the wall in sequential order to hang around the room. While others are presenting, students will be expected to fill out a Timeline Information Sheet on each of their classmates’ date.</p>	<p><u>Resources</u> Zike, Dinah (2000) <i>Foldables</i>. New York, NY: Macmillan/McGraw-Hill Resource D- List of Historic Events Resource E- Timeline Information Sheet (They will need one of these for each event)</p>
<p><i>Review</i> Parent day 3-2-1 Strategy: What are</p>	<p>Parents will be invited into the classroom to see each of the students present on their date in history. They will then be asked to walk with their parents around the room to discuss all the events on the</p>	<p><u>Resources</u> Resource F- Parent invitation letter <u>Materials</u></p>

<p>three (3) things you found the most interesting about doing this unit? What are two (2) things you are still wondering about? What is one (1) word you would use to describe this project?</p>	<p>timeline. Students will complete an exit card before leaving class after the parent day.</p>	<p>3 × 5 card</p>
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Resource D

1. the Ojibwa
2. The Ottawa
3. The Potawatomi
4. The Menominee
5. The Miami
6. The Huron
7. The Iroquois
8. Samuel de Champlain
9. Jacques Marquette
10. La Salle
11. The Fur Trade
12. Detroit
13. The French and Indian War
14. The Pontiac Rebellion
15. The War of 1812
16. The Erie Canal

17. The Chicago Road

18. Magdelaine la Framboise

19. Conflict in the Soo

20. Gristmills

21. Waterpower

22. Cholera

23. Constitution Written

24. The Toledo War

25. Louis Jolliet

26. Fort Michilimackinac

27. St. Lawrence River

28. British Raid Detroit

29. Revolutionary War ends

30. Battle at Fallen Timbers

Resource E

Timeline Information Sheet

What happened?

When did it happen?

Who was involved?

How did it happen?

Why did it happen?

Resource F

Dear parents,

It is my pleasure to invite you to a historic day in our classroom. Your child, along with the rest of their class, will be presenting their historic event, followed by a discussion of pre-statehood Michigan. Please check the box bellow to indicate if you will be attending our review day or if you will be unable to attend and send it back to school with your child. If you are unable to attend, we will have volunteers in the classroom for your child to explain the timeline of events with. I hope to see you there! We will have some festive punch and famous cookies provided to nibble on during the presentations!

Sincerely,

(Teacher's name)

I will be attending

I will be unable to attend

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