

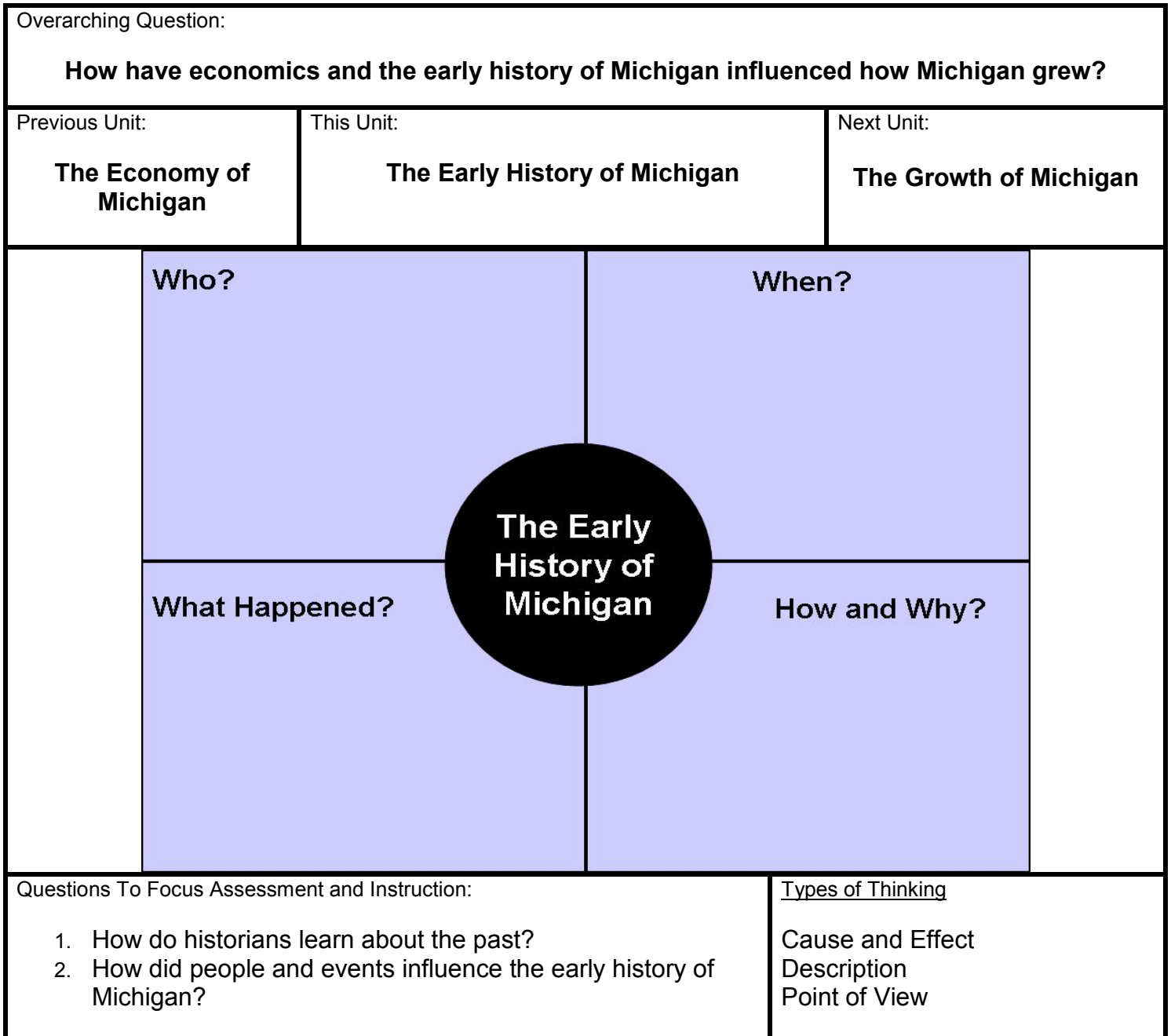
# Third Grade Social Studies



## Unit 3: The Early History of Michigan

Student Name: \_\_\_\_\_

## Big Picture Graphic



# Questions for Students

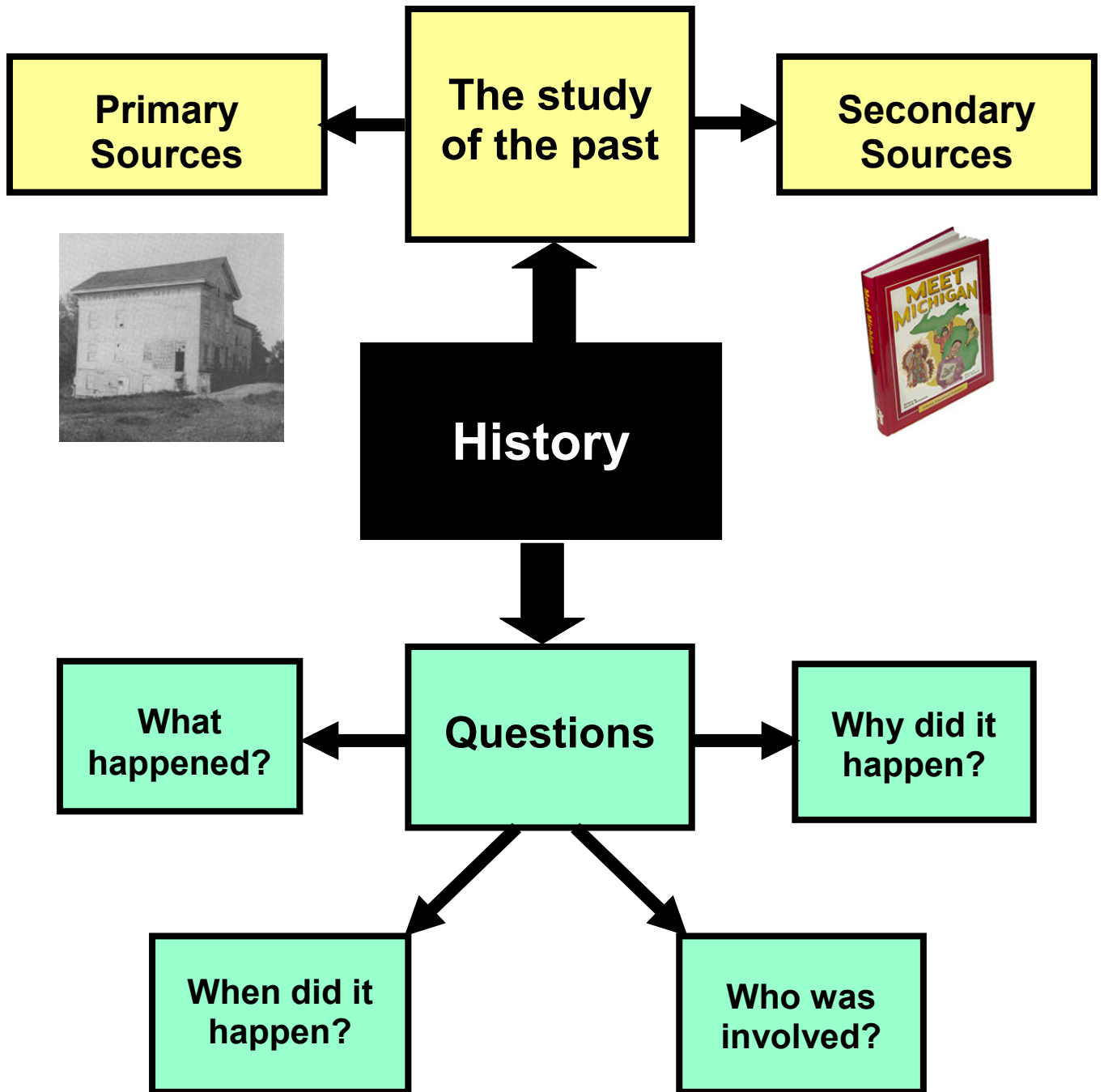
In this unit, we are going to be learning about the early history of Michigan. Think about the focus questions:

1. How do historians learn about the past?
2. How did people and events influence the early history of Michigan?

Use the chart below to write or draw about these questions.

Things I Know	Questions I Have

### Lesson 1 Graphic Organizer



### Big Ideas of Lesson 1, Unit 3

- History is the study of the past.
- Historians are people who study the past.
- Historians are like detectives. They look for clues to understand the past.
- Historians use both primary and secondary sources to study the past.
- Some of the questions historians ask are “what happened?”, and “when did it happen?”

### Word Cards

**1**  
**history**



what happened in the past

**Example:** When you study history, you study about people and events of the past.

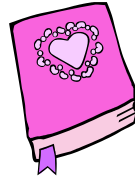
**2**  
**historian**



a person who studies the past

**Example:** A historian studies clues from the past.

**3**  
**primary sources**



records made by people who saw or took place in an event

**Example:** Photographs, diaries, newspaper articles, and letters are primary sources.

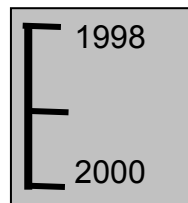
**4**  
**secondary sources**



records written by someone who was not there at the time

**Example:** Textbooks are secondary sources.

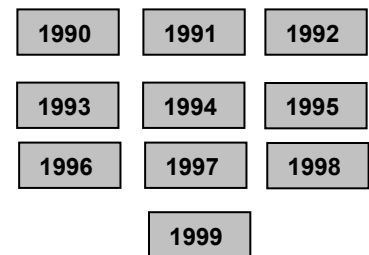
**5**  
**timeline**



a diagram that shows the order in which events happened

**Example:** You can make a timeline of important events in your life.

**6**  
**decade**

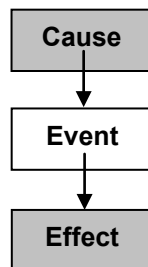


a ten year period of time

**Example:** It happened a decade ago which means it happened ten years ago.

**7**  
**cause**

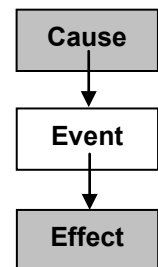
an action that makes something happen



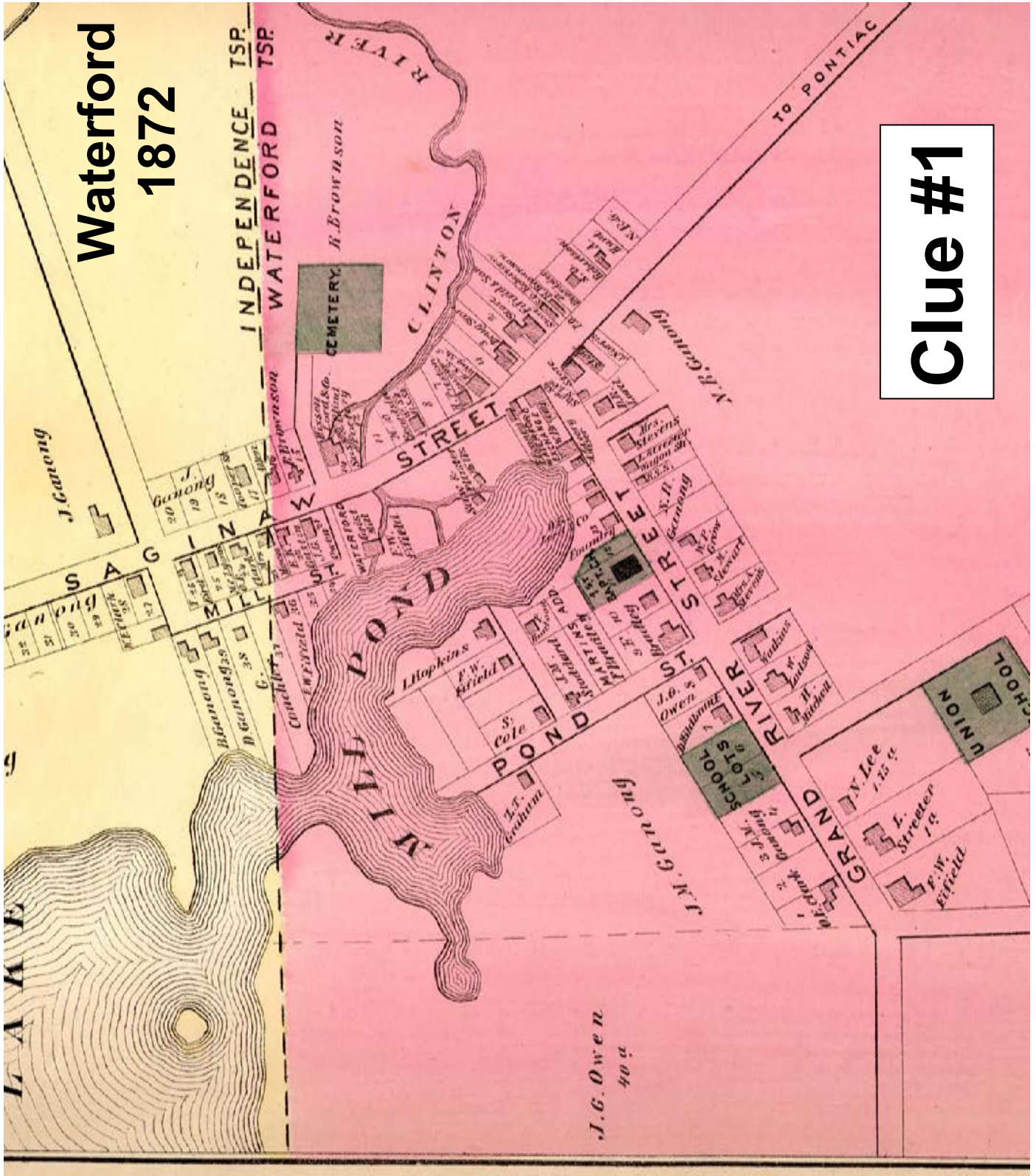
**Example:** When the mill was built, it caused more farmers to move into the area.

**8**  
**effect**

something that results from something else happening



**Example:** One effect of more people moving into the area was that the town began to grow.



Waterford  
1872

Clue #1

## Clue #1 Analysis Chart

<b>What is it?</b>	
<b>When was it created?</b>	
<b>Natural Features</b>	1.
	2.
	3.
<b>Human Features</b>	1.
	2.
	3.
<b>A Mystery: Something you don't understand on the map</b>	



## Clue #2

In 1819 Alpheus Williams and Archibald Philips settled along the Clinton River in southeast Michigan. They each built a house that year. Later that year, the two men built a dam for a mill pond and then built a saw mill. A small village began to grow around the mill pond along the river. It was named Waterford.

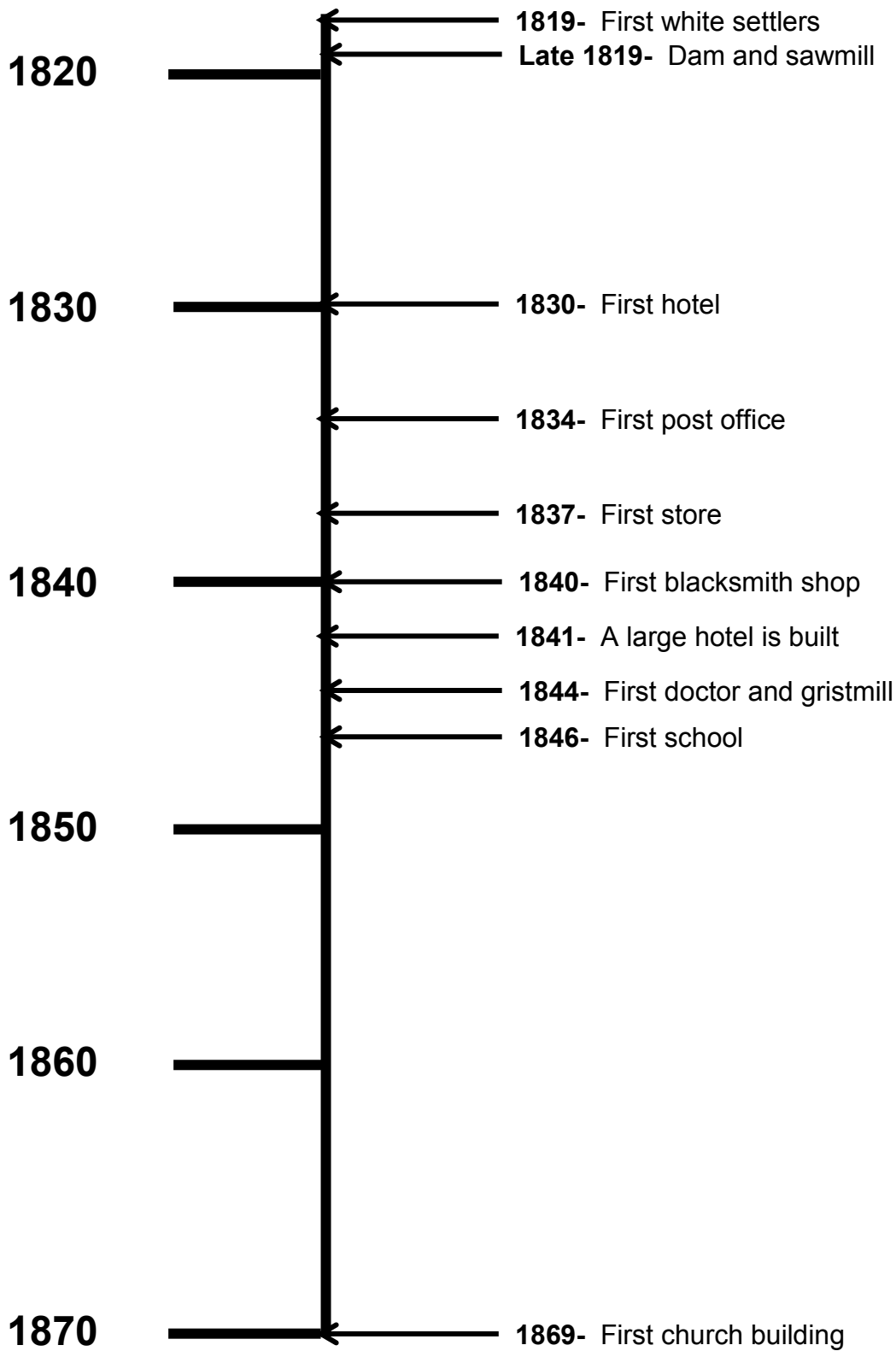
In 1830 Archibald Phillips built a barn, which was used as the first hotel. In 1834, the first post office was opened. In 1837, the first store opened in the village. Henry Anderson opened the first blacksmith shop in 1840.

More and more people came to settle in the area. Many started farms around the village. In 1841 a large hotel was built. It was called the Waterford Exchange. In 1844, Dr. George Williams moved to the village and became its first doctor. He also built the gristmill that same year.

By 1848, people wanted a school in the village and one was built. In 1869, the first church building, a Baptist church, was built. Before this, church services were held in people's homes.

The village grew and became a town. More stores opened and even a small factory that made sashes and blinds for windows.

### Clue #3



## Clues #4 and #5



**Waterford Grist Mill**

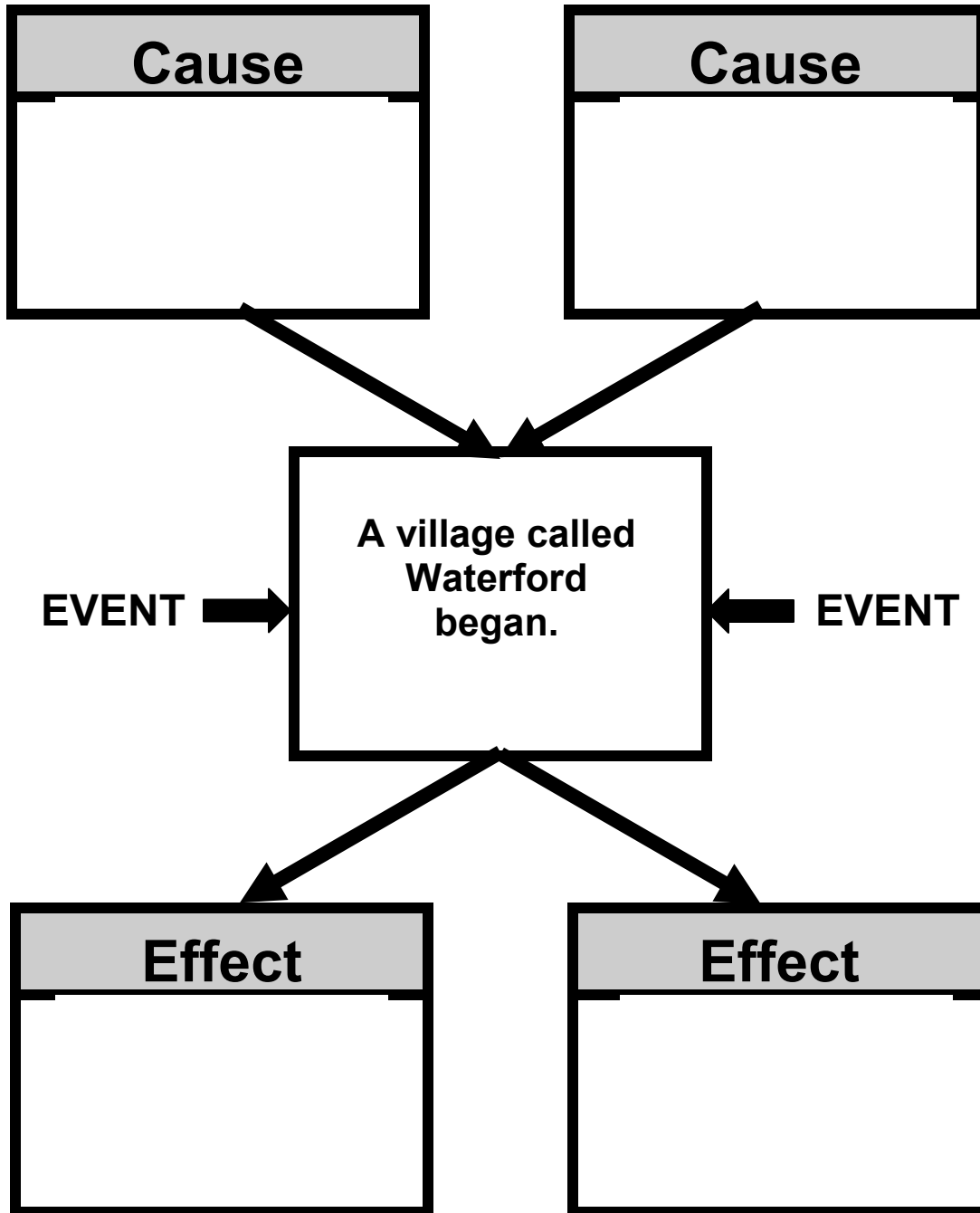


**Waterford Exchange Hotel**

## Questions Historians Ask

<b>What happened?</b>	
<b>When did it happen?</b>	
<b>Who was involved?</b>	
<b>Why did it happen?</b>	

### Why Did it Happen?



## Lesson Review

**Directions:** Choose the best answer:

1. What is a decade?

- A. a 10 year period of time
- B. a 100 year period of time
- C. a special type of timeline
- D. a primary source

2. What is a timeline?

- A. a type of clock
- B. a diagram that shows the order in which events happened
- C. a picture from the past
- D. a line that shows how old something is

3. Which of the following would be the **least helpful** in learning about the past of a community?

- A. an old map of the community
- B. old photographs of the community
- C. a book about the history of the community
- D. a collection of rocks from the community

**Put a “P” for a primary source and an “S” for secondary source:**

\_\_\_\_\_ a diary written by a child living in Waterford 100 years ago

\_\_\_\_\_ a textbook about Michigan history

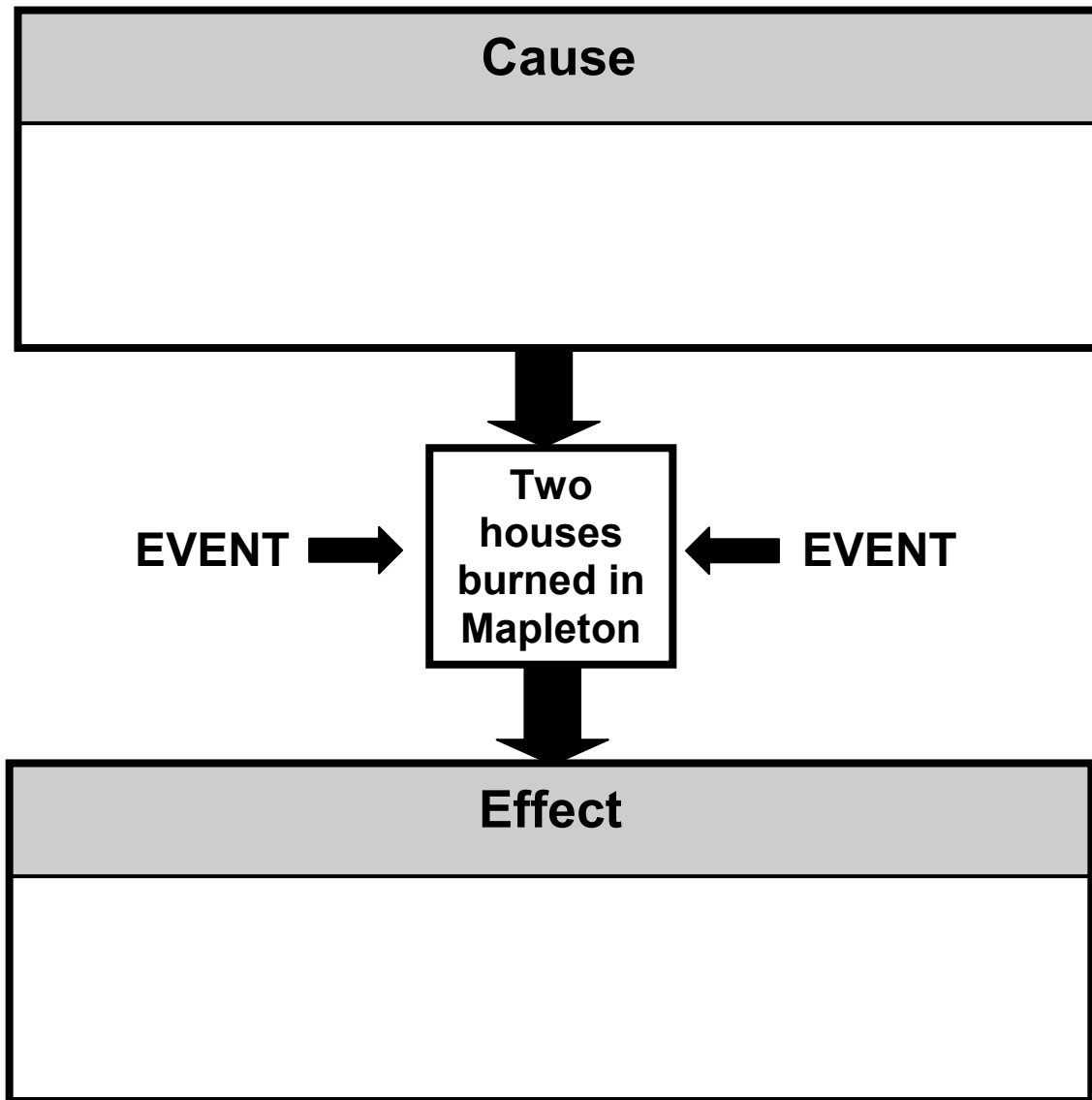
\_\_\_\_\_ a photograph of one of the blacksmith shops in Waterford

**Read this short story about the past. Then, answer the questions.**

One hundred years ago, there was a fire in the town of Mapletown. It began when lightning struck George Miller's house. The house caught fire and then spread to Lucy Gastin's house next door. Both houses burned down. The people of Mapleton came together and built new houses for George and Lucy.

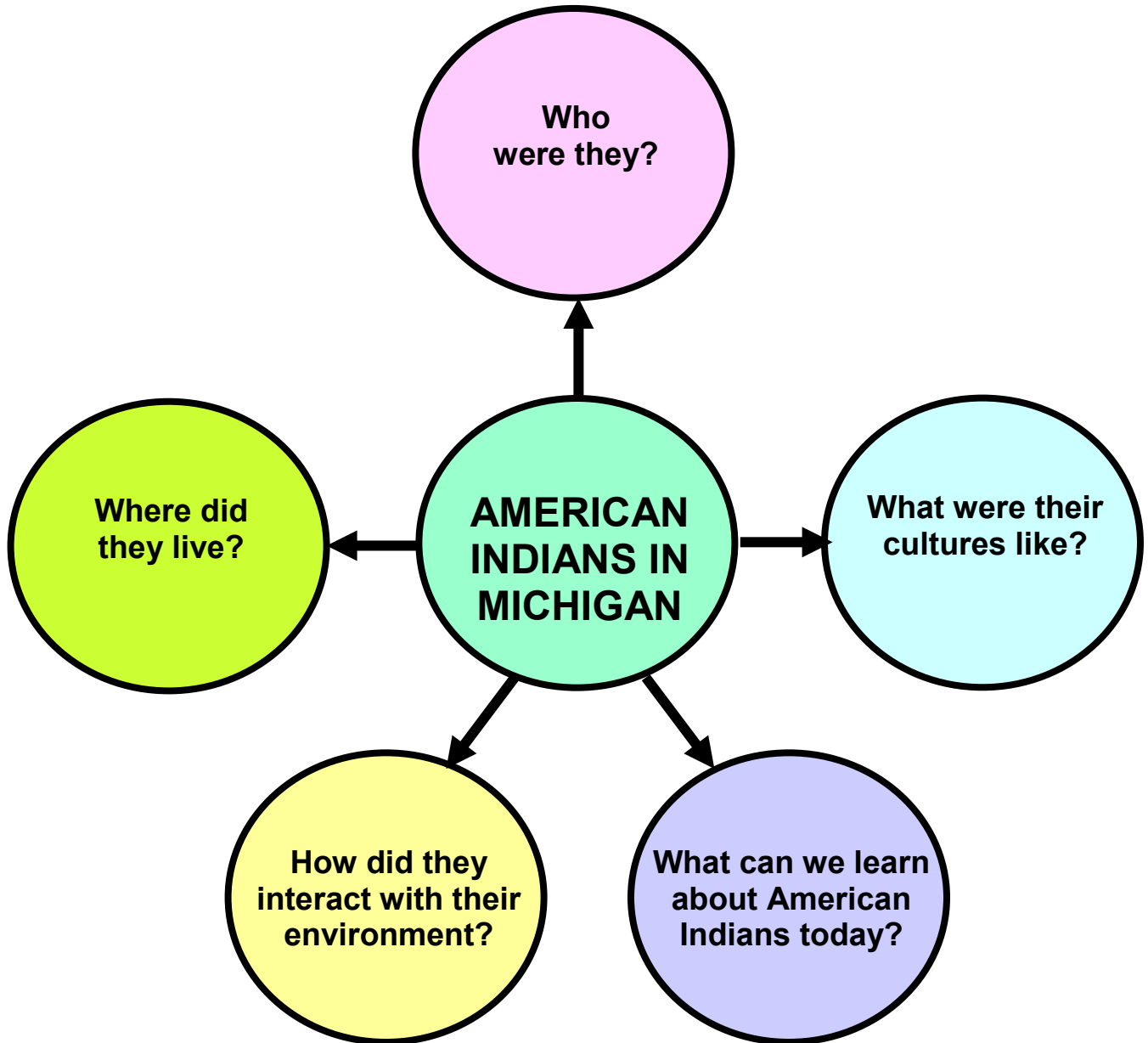
<b>What happened?</b>	
<b>When did it happen?</b>	
<b>Who was involved?</b>	
<b>Why did it happen?</b>	

Complete the chart by writing a cause and an effect.





## Lesson 2 Graphic Organizer



**Big Ideas of Lesson 2, Unit 3**



- Native Americans, or American Indians, were the first people in Michigan.
- The very first Native Americans in Michigan lived in Michigan long, long ago. They left behind artifacts like spear points and arrowheads.
- The Hopewell, or Mound-builders, lived in parts of Michigan after these early people.
- After the Hopewell, came “The People of the Three Fires.” This was an alliance made up of the Potawatomi, the Odawa (Ottawa) and the Ojibway. They had similar cultures.
- Other Native Americans who lived in Michigan included the Miami, the Huron, and the Menominee.

Many Native Americans still live in Michigan today. Like all cultural groups, it is important to them to keep their cultural traditions alive.

## Word Cards

### Word Cards from previous lessons needed for this lesson:

- History – Word Card #1 from Lesson 1
- Historian – Word Card #2 from Lesson 1
- Primary Sources – Word Card #3 from Lesson 1
- Secondary Sources – Word Card #4 from Lesson 1

<p><b>9</b> <b>American Indians</b></p> <p>The first people to live on the land which became the United States</p> <p><b>Example:</b> American Indians are also known as Native Americans.</p>	<p><b>10</b> <b>artifacts</b></p>  <p>things from the past that are left for us to study</p> <p><b>Example:</b> Old tools, dishes, and buttons are examples of artifacts.</p>
<p><b>11</b> <b>archaeologist</b></p>  <p>special historians who study the artifacts of the past</p> <p><b>Example:</b> Archaeologists study artifacts such as bones, tools, and old building sites.</p>	<p><b>12</b> <b>People of the Three Fires</b></p> <p>An alliance of three similar Native American groups in Michigan</p> <p><b>Example:</b> The Ottawa, the Potawatomi, and the Ojibway are three groups that are known as the People of the Three Fires.</p>

### 13 alliance



when groups of people come together to help each other when there are problems

**Example:** The People of the Three Fires formed an alliance.

### 14 culture



the way of life of a group of people

**Example:** The People of the Three Fires had cultures that were much alike.

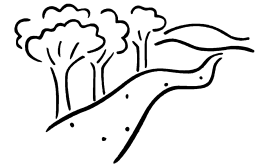
### 15 human/environment interaction



ways in which people use and interact with the Earth.

**Example:** When people build new roads they are interacting with the Earth.

### 16 natural resources



things in nature that people find useful

**Example:** Water, soil, and trees are natural resources.

### 17 adapting to the natural environment



when people change to fit the environment

**Example:** People in Michigan wear warm coats, hats, and mittens to fit the environment in winter.

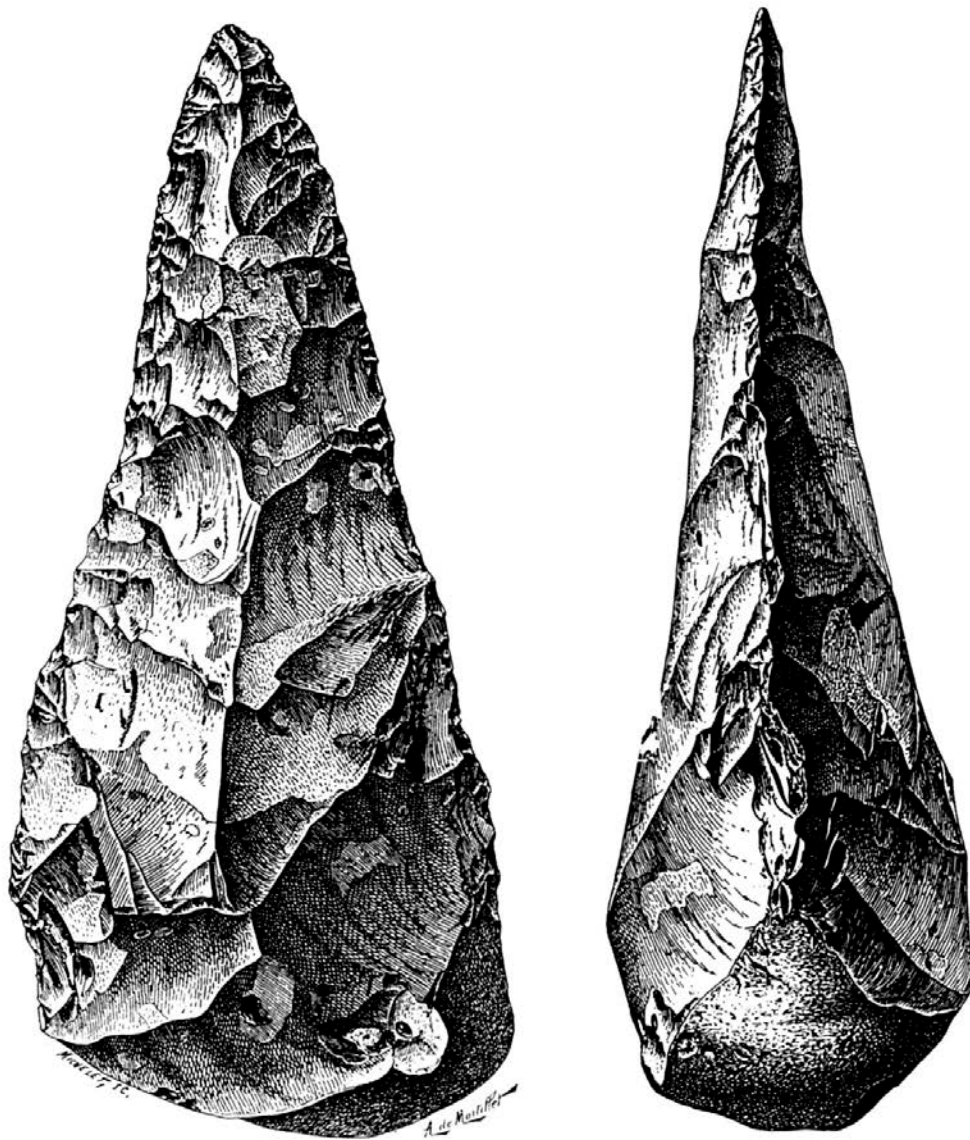
### 18 modifying the environment



when people change the environment to fit them

**Example:** People in Michigan modified the environment by cutting down trees to clear land for farming.

## Clue #1



Source: <http://www.historyofscience.com/G2/timeline/images/biface.jpg>

## The Earliest People in Michigan

<p><b>Who were they?</b></p>	<p>People who lived in Michigan long, long ago</p>
<p><b>When were they living in Michigan?</b></p>	<p>Over 10,000 years ago</p>
<p><b>What do we know about them?</b></p>	<ul style="list-style-type: none"> <li>• They did not live in one area.</li> <li>• They traveled around.</li> <li>• They hunted big animals like mastodons (a type of furry elephant) and mammoths (a very large elephant-type animal with long tusks and hairy skin.)</li> <li>• They used simple tools.</li> <li>• They hunted with spears.</li> </ul>
<p><b>How do we know?</b></p>	<p>Archeologists have found spearheads and other artifacts left behind by these early people.</p>

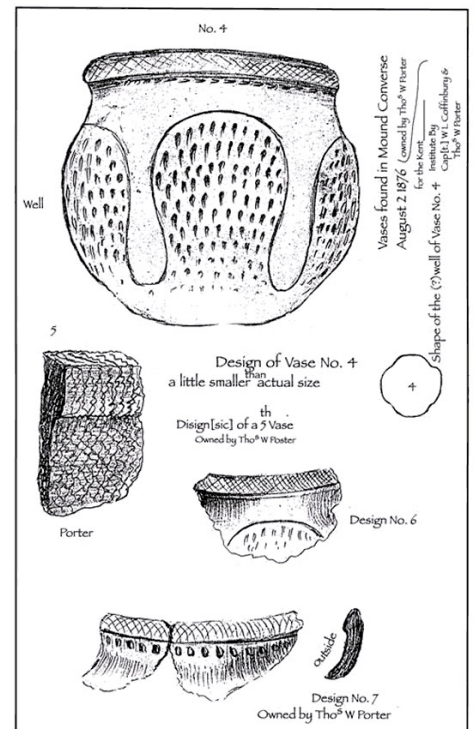
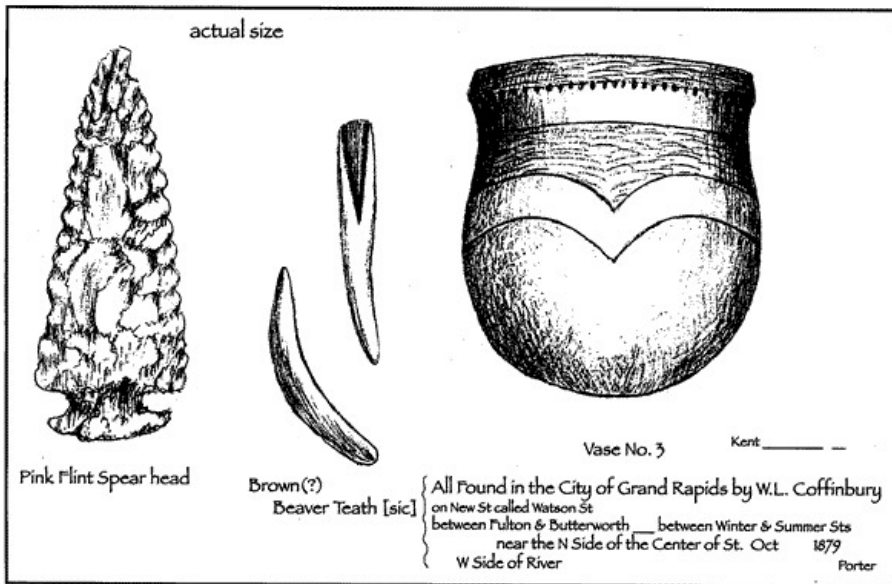


# Clue #2



Source: <http://aboutfacts.net/Ancient/Ancient14/mounds2.jpg>

# Clue #3



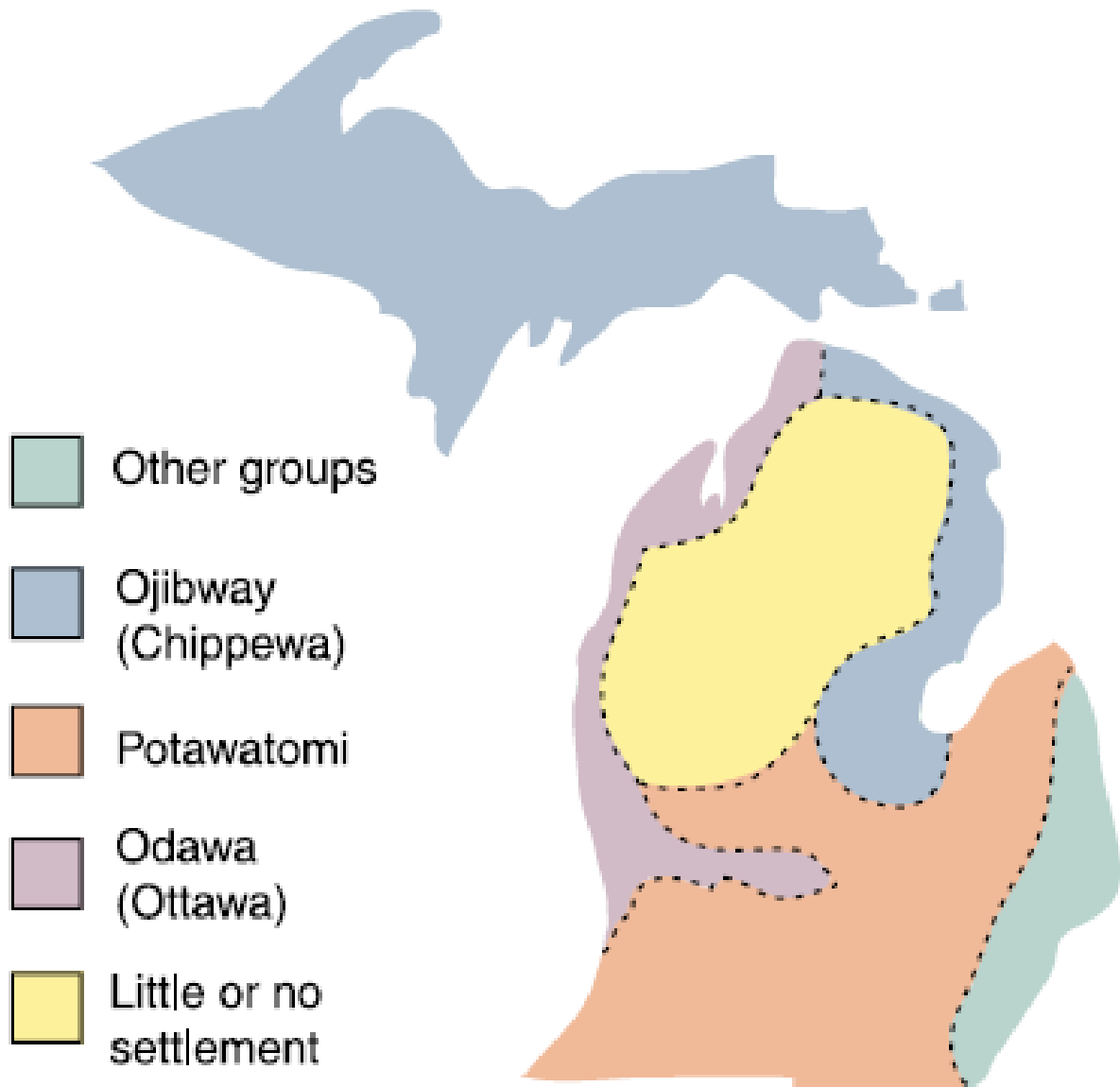
Courtesy of: Hopewell Archeology. Midwest Archeological Center.  
<http://www.cr.nps.gov/mwac/hopewell/v4n1/one.htm>.

## The Hopewell in Michigan

<p><b>Who were they?</b></p>	<p>A Native American group that moved to Michigan from the central part of the United States and settled mainly in western Michigan along the Grand River.</p>
<p><b>When were they living in Michigan?</b></p>	<p>Over 2,000 years ago</p>
<p><b>What do we know about them?</b></p>	<ul style="list-style-type: none"> <li>• They built large mounds of earth. In these mounds they buried their dead along with things such as tools, pottery, and weapons.</li> <li>• They made bowls, tools, pipes, and masks.</li> <li>• They traded with other Native Americans. Many of these people lived far away.</li> <li>• Besides hunting and fishing they also farmed.</li> </ul>
<p><b>How do we know?</b></p> 	<ul style="list-style-type: none"> <li>• Artifacts were found in the mounds.</li> <li>• Drawings of mounds and artifacts.</li> <li>• We know they traded because items that were produced far away are found in the mounds.</li> </ul>



# The People of the Three Fires



Source: "The Three Fires." *The Mitten*. September 2001.

## The Ojibwa

The Ojibwa was the largest group of the “Three Fires.” They lived along the southern shores of Lake Superior and the western shores of Lake Huron. They moved at times and usually settled near rivers and lakes. They were admired for being excellent hunters, fishers, and trappers. They were also well-known for their birch bark canoes. When they lived in areas with good soil, they farmed and raised crops such as corn and squash. They also gathered nuts and fruits. They made maple syrup from the sap of maple trees and gathered wild rice. They lived in villages made of small round buildings called wigwams. These were houses made from a frame of bent poles which was covered with bark, animal skins or mats. They made items like moccasins and bags from deerskin which was decorated with porcupine quills. They were known for their beautiful beadwork which often had flower designs. They also made birch bark baskets and boxes.

Data Collection Sheet: Group: \_\_\_\_\_

<b>Where did they live in Michigan?</b>	
<b>What were their houses like?</b>	
<b>What did they eat?</b>	
<b>What was special about them?</b>	
<b>What did they make?</b>	

## The Potawatomi

The Potawatomi lived at one time in the southwest section of Michigan. Then, they spread out and moved to other areas such as the land around what is now the city of Saginaw. Of the three groups, the Potawatomi were known as the best farmers. They grew more of their own food than the other two groups. Crops included squash, corn, melons, and beans. They also used maple sap to make syrup and sugar. They lived in villages, but moved their villages with the seasons. In the warm months they lived near rivers and lakes in round wigwams or rectangular lodges. In the winter, the villages often broke up into small groups of families that moved into the forests where the hunting was good. The Potawatomi used canoes for fishing and going short distances, but they did not travel by water as much as the other two groups. Like the other two groups, the Potawatomi used sleds and snowshoes in winter. They were well known for their quill embroidery, basketry, and beadwork.

## The Odawa

The Odawa, or Ottawa, lived along the eastern shores of Lake Michigan. They were known for being excellent traders. They used bark canoes to travel hundreds of miles in order to trade goods. The Odawa lived in villages. Their houses were small oval buildings called wigwams or longhouses which were like apartment buildings in which several families lived. They often built log walls around their villages for protection. They hunted and fished and sometimes farmed. They made sugar from maple sap. They were known for being very good weavers and wove beautiful mats, bags, and baskets. One of their most famous leaders was Chief Pontiac.

## Human/Environment Interaction

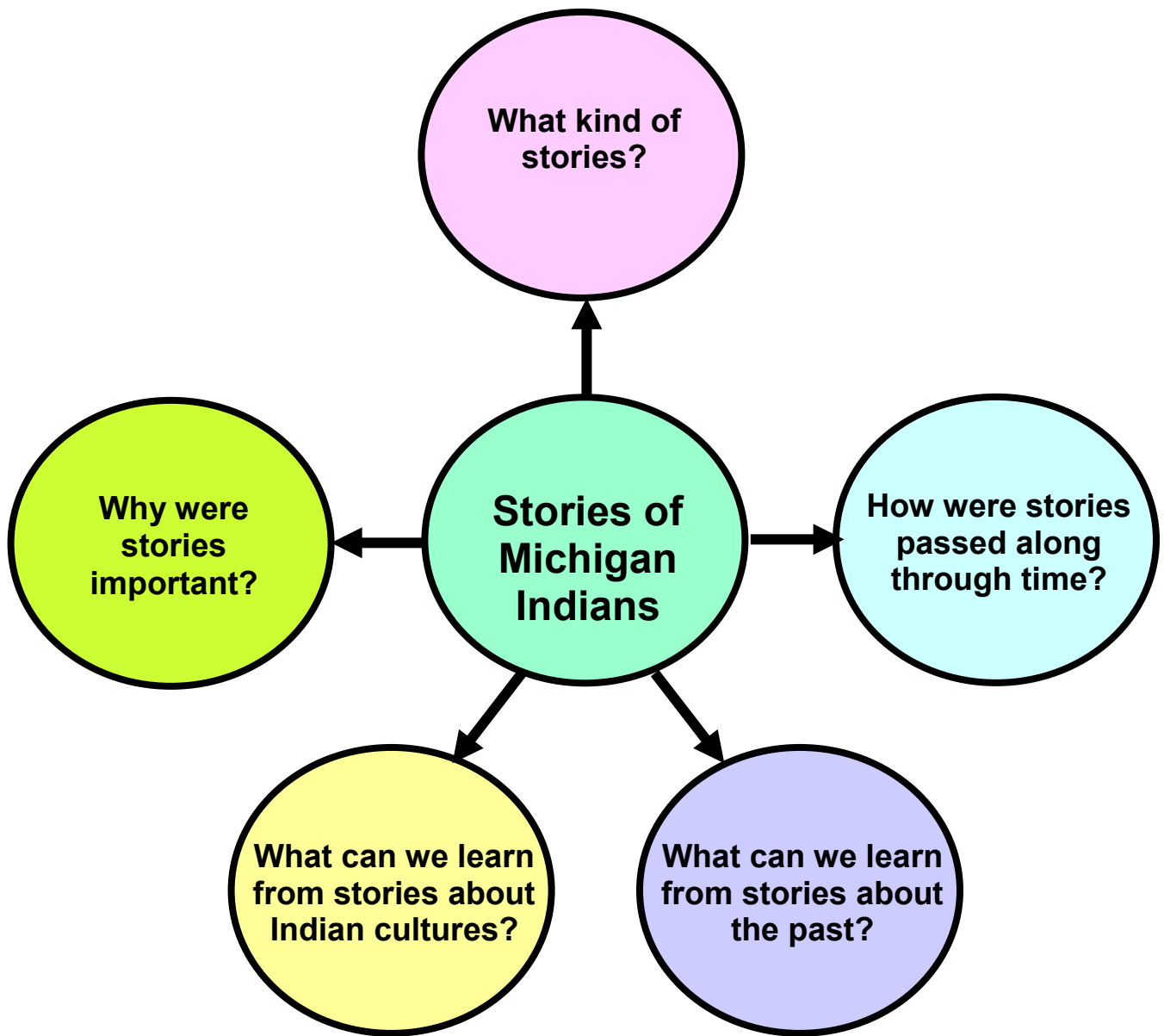
<p><b>What were some ways the People of the Three Fires used their environment?</b></p>	
<p><b>What were some ways the People of the Three Fires adapted to their environment?</b></p>	
<p><b>What were some ways the People of the Three Fires changed their environment?</b></p>	

## Indian Reservations and Tribes in Michigan



- 1 Bay Mills Indian Community:** Brimley, Michigan
- 2 Grand Traverse Band of Ottawa and Chippewa Indians:** Suttons Bay Michigan
- 3 Hannahville Indian Community:** Wilson, Michigan
- 4 Huron Potawatomi Nation:** Fulton, Michigan
- 5 Keweenaw Bay Indian Community:** Baraga, Michigan
- 6 Lac Vieux Desert Band of Chippewa:** Watersmeet ,Michigan
- 7 Little River Bay Band of Ottawa Indians:** Manistee, Michigan
- 8 Little Traverse Bay Band of Ottawa Indians:** Petoskey, Michigan
- 9 Pokagon Band of Potawatomi Indians:** Dowagiac, Michigan
- 10 Saginaw Chippewa Indian Tribe:** Mt. Pleasant, Michigan
- 11 Sault Ste. Marie Tribe of Chippewa:** Sault Ste. Marie, Michigan
- 12 Match-e-be-nash-she-wish Band of Pottawatomi Indians of Michigan:** Dorr, Michigan

### Lesson 3 Graphic Organizer





**Big Ideas of Lesson 3, Unit 3**

- Stories were an important part of the cultures of Michigan Indians.
  - Stories were used to teach lessons, to explain things, and to pass along history.
- Stories were passed down through time.

**Word Cards****Word Cards from previous lessons needed for this lesson:**

- People of the Three Fires – Word Card #12 from Lesson 2
- Culture – Word Card #14 from Lesson 2

**19  
legend**

a story from long ago that is passed down through time

**Example:** Legends of Michigan Indians can help us understand more about their cultures.

## Lady Slipper Flower



Source: <http://www.send-flowers-online.ws/images/minnesota-ladys-slipper.jpg>

**Story Elements of:** \_\_\_\_\_

<b>Main Characters</b>	
<b>Setting</b>	
<b>What is the story about?</b>	
<b>What was the lesson of the story?</b>	
<b>What does it tell us about the people who told the story?</b>	

# How the Beaver Got His Tail

## An Ojibwa Legend

Once upon a time there was a beaver that loved to brag about his tail. One day while taking a walk, the beaver stopped to talk to a bird.

The beaver said to the bird, "Don't you love my fluffy tail?"

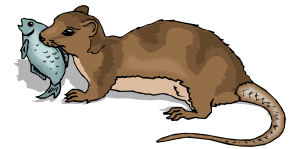


"Why, yes I do little beaver," said the bird.

"Don't you wish your feathers were as fluffy as my tail? Don't you wish your feathers were as strong as my tail? Don't you wish your feathers were just as beautiful as my tail?" the beaver asked.

"Why do you think so much of your tail, little beaver?" asked the bird. This made the beaver mad and he walked away.

After walking for a while, he stopped for a drink by the river and saw a muskrat. He walked to the muskrat and said, "Hello little muskrat. What do you think about my tail?"



"Well, it is very beautiful and big and fluffy," answered the muskrat. "Is it also a strong tail?"

"Why, yes it is," the beaver answered. "Do you wish you had a tail like mine?"

"I didn't say I wanted a tail like yours. I just asked if it was strong," the muskrat said with a disgusted voice.

The beaver quickly turned and began walking back to his home. He was angry because he felt that the animals were being rude to him. He was very upset and decided to take out his anger by cutting down trees.

After cutting down a couple of trees, he came to a very large one. He knew that it would be a great challenge for him. So he



went to it. But as he was cutting, he kept thinking about his tail. He didn't notice that he was cutting at a bad angle. Before he knew what was happening, the tree began to fall toward him.

He jumped to get out of the way, but he didn't jump fast enough. The huge tree fell on his beautiful tail! He tugged and pulled and finally dug away the earth to free himself.

When he finally pulled his tail from under the tree, he saw that it was flat. The beaver was very sad and started to cry. As he was crying he heard a voice. It was the Creator.



"Why are you crying?" asked the Creator.

"A tree has crushed my beautiful tail," the beaver cried. "Now no one will like me."

The Creator told him that a beaver is not liked for his tail but for his kindness and wisdom. He also told him how to use his flat tail. "Now your tail will help you swim rapidly," the Creator said. "And when you want to signal a message to a friend, all you have to do is slap your tail on the water."

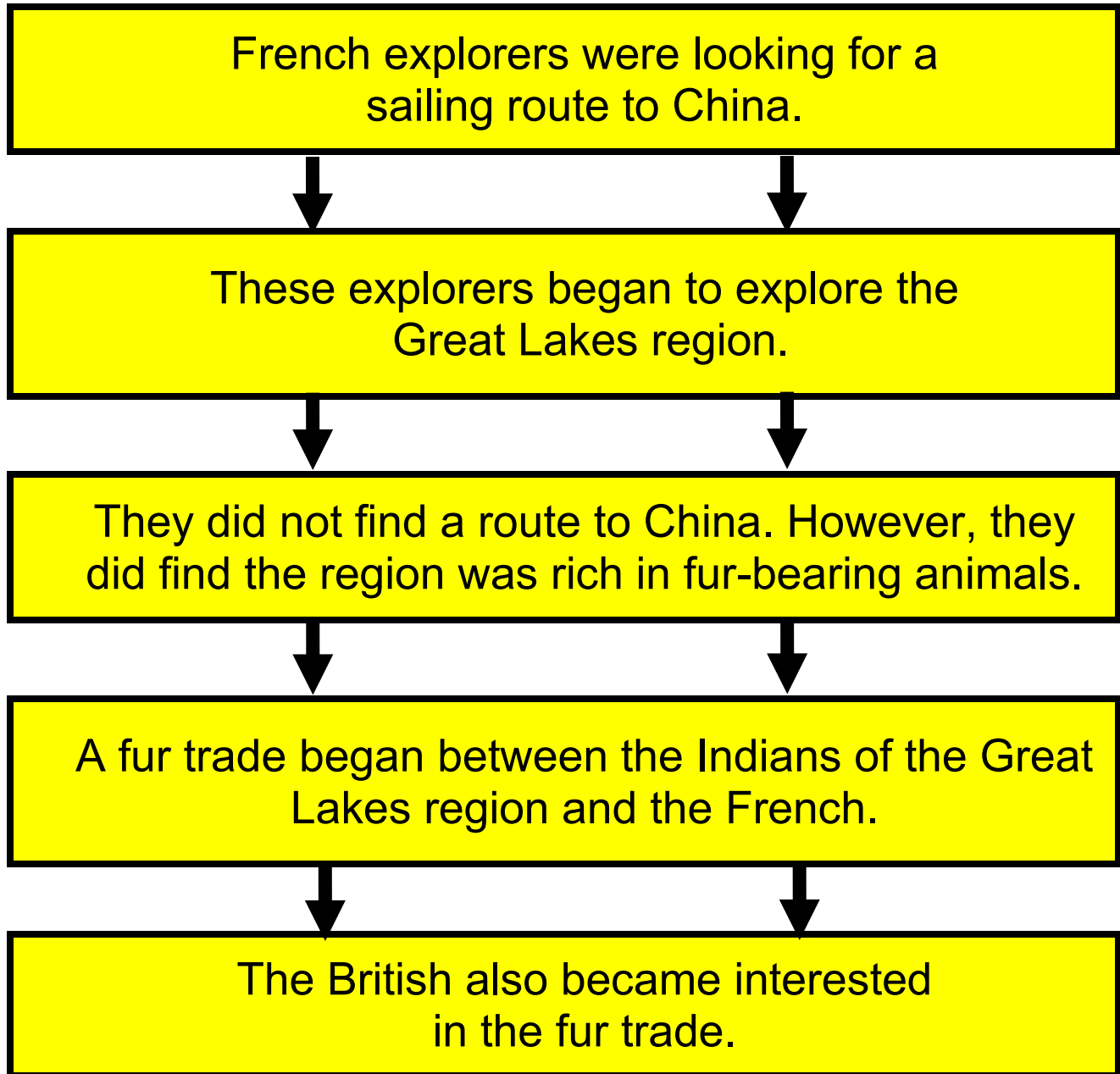
Hearing this made the beaver happy again. When the animals saw his flattened tail they were shocked! But the beaver said, "It is better this way."

From that day on, the beaver never bragged about his tail, and all the animals liked him.

That's how the beaver got his flat tail.

*How Beaver Got His Tail.* <http://www.firstpeople.us/FP-HTML-Legends/HowTheBeaverGotHisTail-Ojibwa.html>

### Lesson 4 Graphic Organizer





### Big Ideas of Lesson 4, Unit 3



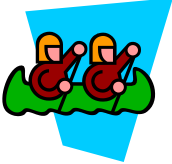
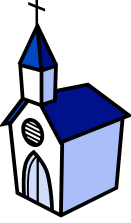

- About 500 years ago explorers from the continent of Europe were looking for trade routes to China.
- Explorers from the country of France began exploring in the Great Lakes region.
- The French and American Indians interacted in many ways. For example, they traded with each other, they sometimes married each other, and they learned from each other.
- Fur-trading between the French and the American Indians grew.
- The country of Britain became interested in the fur trade.

### Word Cards

Word Cards from previous lessons needed for this lesson:

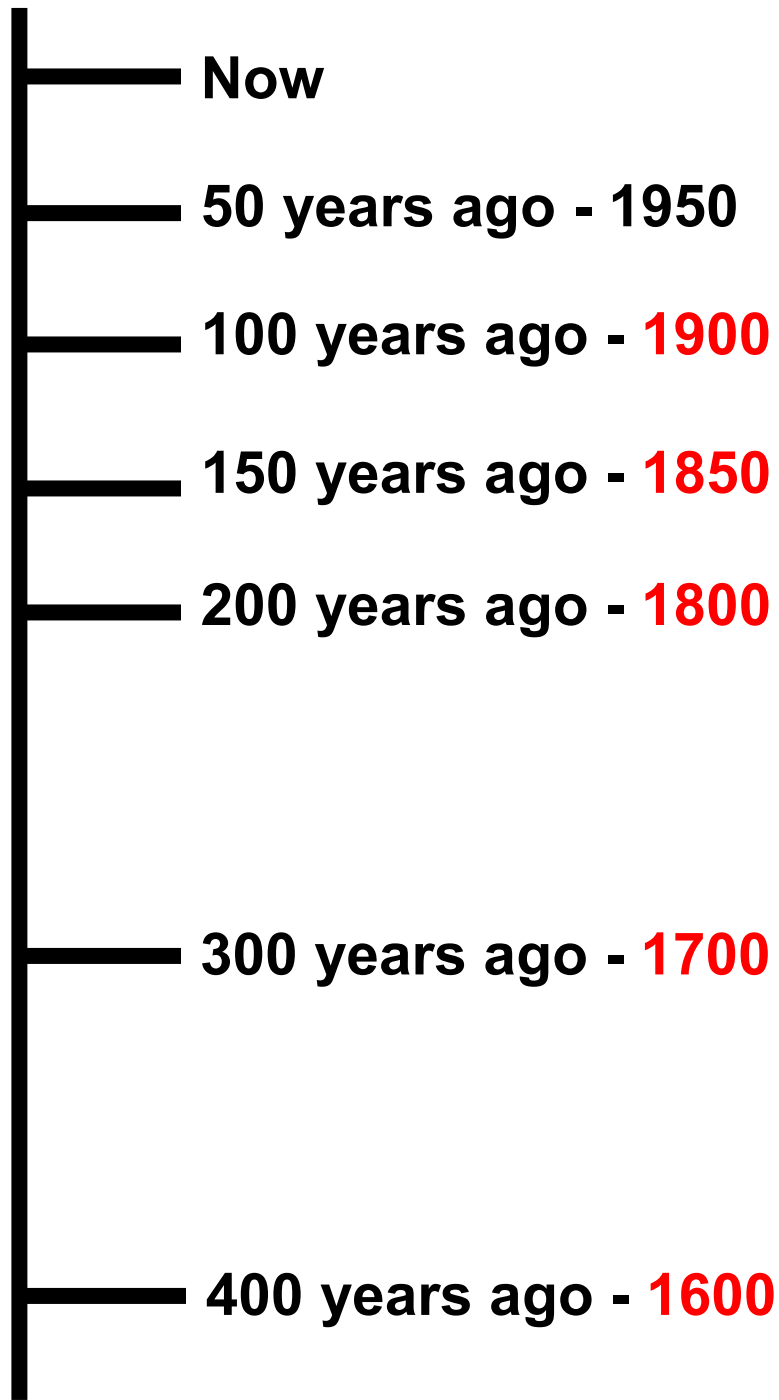
- Timeline – Word Card #5 from Lesson 1
- American Indians – Word Card #9 from Lesson 2
- Adapting to the Environment – Word Card #17 from Lesson 2
- Modifying the Environment – Word Card #18 from Lesson 2

<p style="text-align: center;"><b>20</b> <b>continent</b></p>  <p>one of the seven large land masses on the Earth</p> <p><b>Example:</b> Europe and North America are both continents.</p> <p style="text-align: right;">(SS030304)</p>	<p style="text-align: center;"><b>21</b> <b>explorer</b></p>  <p>someone who travels in order to discover something</p> <p><b>Example:</b> Explorers from France came into the region of the Great Lakes.</p> <p style="text-align: right;">(SS030304)</p>
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<p><b>22</b> <b>France</b></p>  <p>a country on the continent of Europe</p> <p><b>Example:</b> Explorers from France came to the Great Lakes region</p> <p>(SS030304)</p>	<p><b>23</b> <b>beaver</b></p>  <p>a small animal whose fur was popular in Europe for hats</p> <p><b>Example:</b> The French traded American Indians for beaver furs.</p> <p>(SS030304)</p>
<p><b>24</b> <b>scarcity</b></p> <p>not enough natural resources</p> <p><b>Example:</b> There was a scarcity of beaver furs in France.</p> <p>(SS030304)</p>	<p><b>25</b> <b>voyageur</b></p>  <p>the people who moved the furs through the Great Lakes region</p> <p><b>Example:</b> Voyageurs traveled by canoes.</p> <p>(SS030304)</p>
<p><b>26</b> <b>missionary</b></p>  <p>someone who travels to a new place to teach their religion to people</p> <p><b>Example:</b> Father Marquette was a missionary and explorer.</p> <p>(SS030304)</p>	<p><b>27</b> <b>Britain</b></p>  <p>a country on the continent of Europe</p> <p><b>Example:</b> British people from Britain became interested in the fur trade.</p> <p>(SS030304)</p>



**Sample of a classroom timeline**





**Story Elements - *The Voyageur's Paddle***

<b>Main Characters</b>	
<b>Setting</b>	
<b>What is the story about?</b>	
<b>What does this story describe?</b>	
<b>How does this story help us learn about the past?</b>	

## TRADE GOODS

The worth of all trade goods was based on the value of beaver furs.



### The Value of American Indian Goods and Services

#### **American Indian Goods:**

1 sack of wild rice = 3 beaver furs

100 white fish = 6 beaver furs

15 pounds of bear grease = 4 beaver furs

#### **American Indian Services:**

For dressing 6 deerskins = 2 beaver furs

For lacing 4 pairs of snowshoes = 2 beaver furs

### The Value of French Goods

#### **French Goods:**

1 looking glass = 1 beaver fur

1 hatchet = 1 beaver fur

1 blanket = 3 beaver furs

1 cotton shirt = 3 beaver furs

## Problems to Solve



1. An American Indian laced 8 pairs of snowshoes. How many beaver furs would this be worth?
2. If an American Indian family wanted to trade for 1 looking glass, 1 blanket, and 1 cotton shirt. How many beaver furs would they need?
3. An American Indian brought a sack of wild rice and 100 white fish to the trading post. How many beaver furs were his goods worth?
4. If an American Indian laced four pairs of snowshoes, would he be able to trade for a blanket? Explain your answer.
5. If an American Indian brought in a sack of wild rice to trade could he trade for a cotton shirt? Explain your answer

## Human/Environment Interaction

<p><b>What were some ways the French used the environment of Michigan?</b></p>	
<p><b>What were some ways the French adapted to the environment of Michigan?</b></p>	
<p><b>What were some ways the French changed the environment of Michigan?</b></p>	

# Map



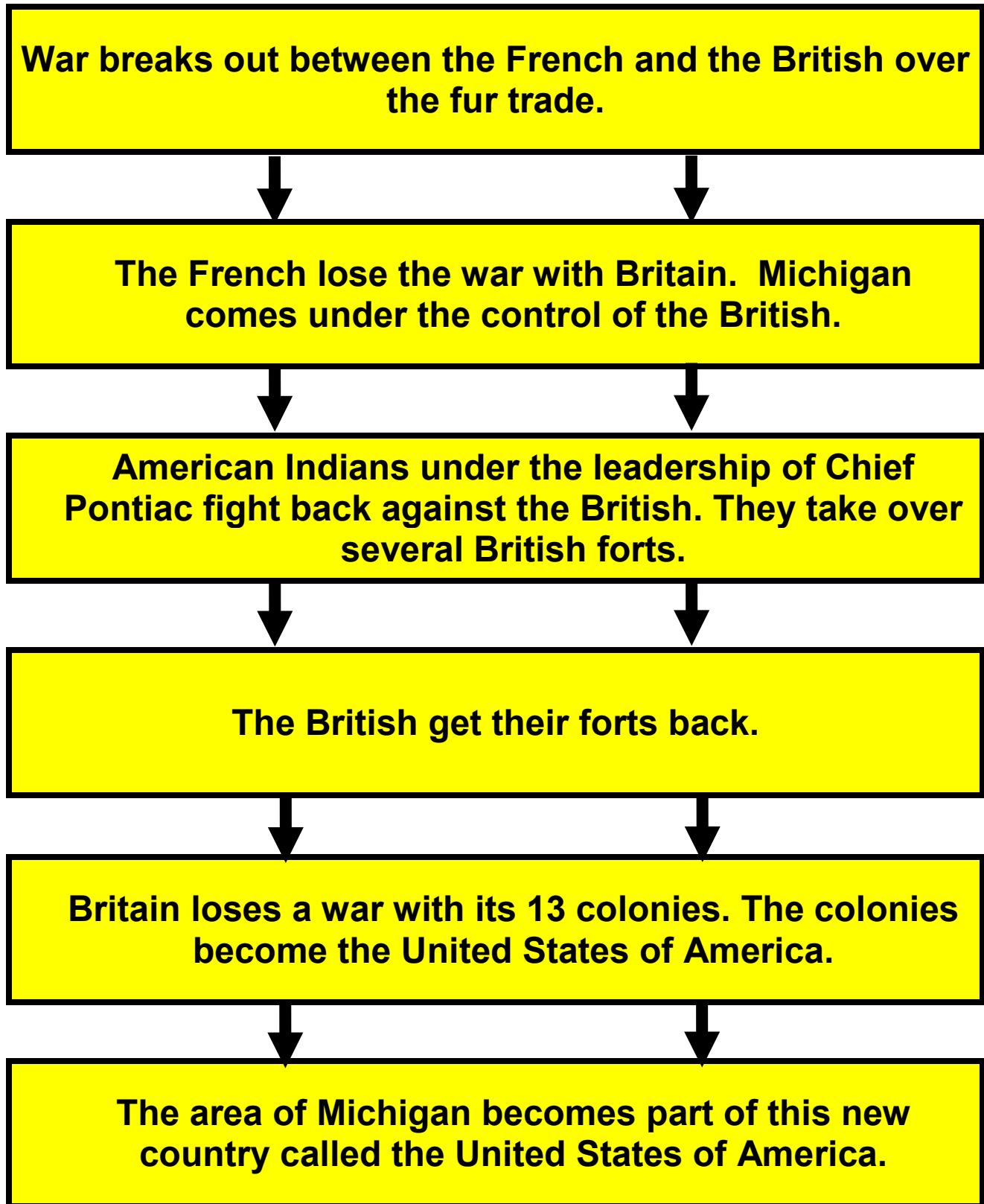
## Lesson Review

**Directions:** Choose the best answer.

1. What was the main reason French explorers came to the Great Lakes region?
  - A. They wanted to build cities.
  - B. They were trying to sail to China to get silk and spices.
  - C. They wanted to make friends with American Indians.
  - D. They wanted to fight the American Indians.
  
2. Why did the French want to trade with American Indians for beaver furs?
  - A. They wanted to be nice to the American Indians.
  - B. They needed to get rid of a lot of extra goods like cooking pots.
  - C. There were very few beaver in France and people there wanted beaver hats.
  - D. There was nothing else they could trade.
  
3. The American Indians agreed to trade with the French because
  - A. they were afraid of the French.
  - B. they didn't like beaver furs.
  - C. they wanted money.
  - D. they wanted the trade for goods that the French had.
  
4. When did the fur trade between the French and American Indians begin?
  - A. about 100 years ago
  - B. about 50 years ago
  - C. about 400 years ago
  - D. about 1000 years ago
  
5. Besides French traders and explorers who else came to Michigan?
  - A. French missionaries
  - B. French kings
  - C. French leaders
  - D. French doctors



### Lesson 5 Graphic Organizer



**Big Ideas of Lesson 5, Unit 3**

- Competition for the fur trade led to a war between France and Britain.
- France lost the war. As a result Britain took control of the Great Lakes region including Michigan.
- American Indians found it was much harder to deal with the British than the French.
- Serious conflicts began between the British and the American Indians.
- British colonies along the Atlantic Ocean fought and won a war for Independence.
- After that war, Michigan became part of the new country called the United States of America.

**Word Cards****Word Cards from previous lessons needed for this lesson:**

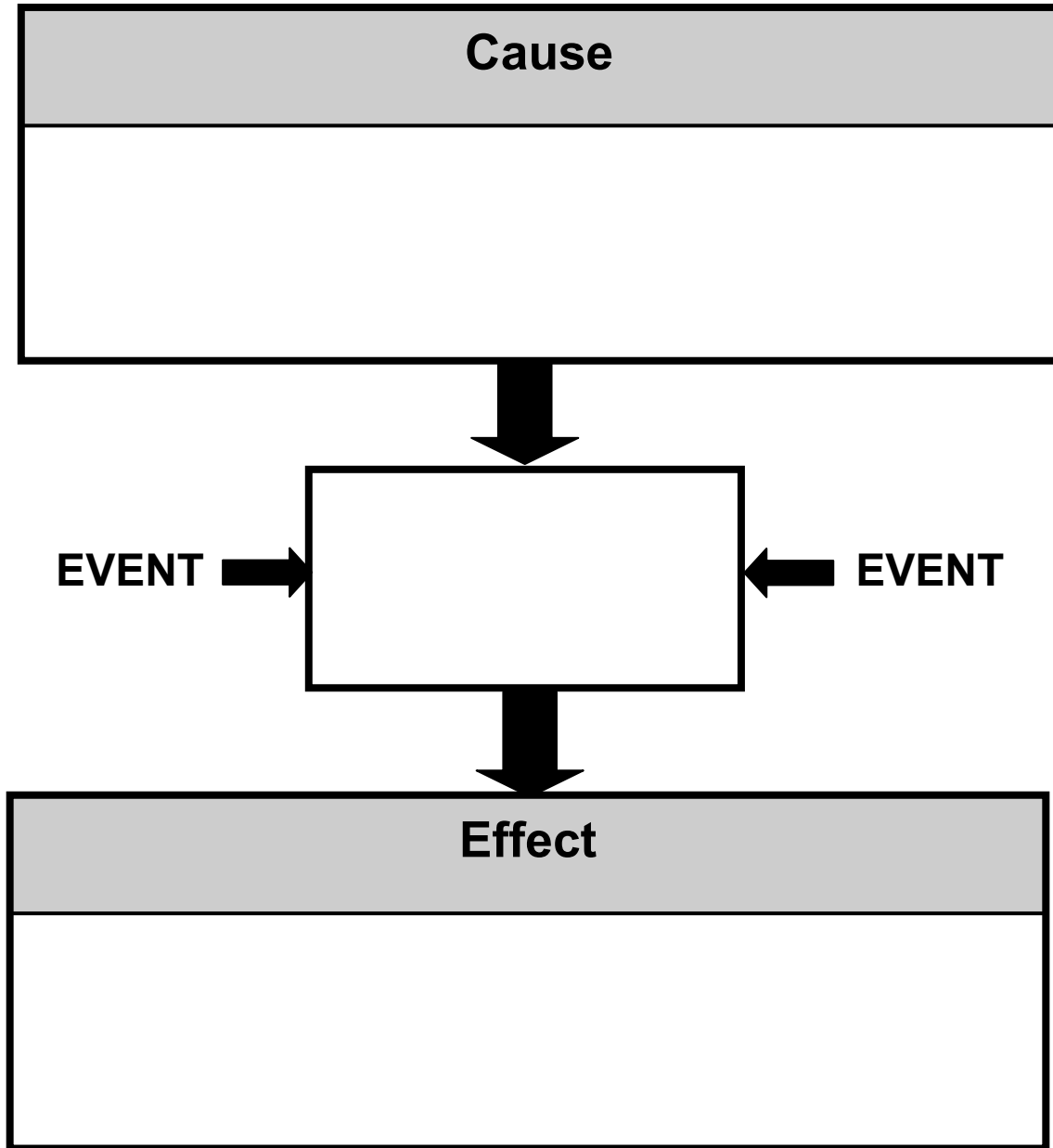
- Timeline – Word Card #5 from Lesson 1
- Cause – Word Card #7 from Lesson 1
- Effect – Word Card #8 from Lesson 1
- American Indians – Word Card #9 from Lesson 2
- Alliance – Word Card #13 from Lesson 2
- France – Word Card #22 from Lesson 3
- Beaver – Word Card #23 from Lesson 3
- Britain – word Card #27 from Lesson 3

**28  
fort**

buildings and land  
protected by a tall wall  
and often lookout towers

**Example:** The city of Detroit began as a fort  
along a river.

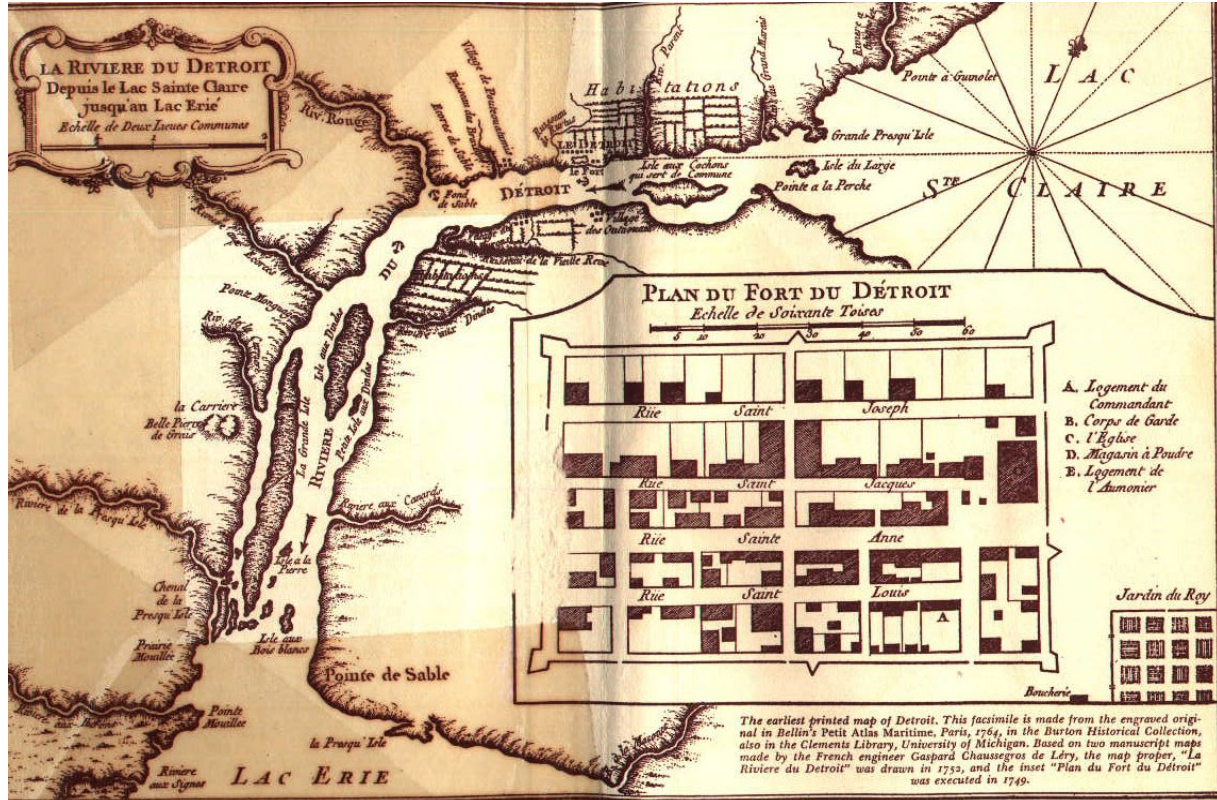
### Cause and Effect Organizer



## Timeline

<b>1686</b>	The French built Fort St. Joseph at what is now Port Huron. They hoped the fort would help block the British from traveling to the Straits of Mackinac where the main fur-trading center was located.
<b>1691</b>	The French built another Fort Saint Joseph in what is now Niles, Michigan.
<b>1701</b>	The French landed along what is now the Detroit River and built a log fort called Fort Pontchartrain. This became the City of Detroit.
<b>1715</b>	The French built Fort Michilimackinac at the Straits of Mackinaw near what is now Mackinaw City.

## Early Detroit



1747 Map of Detroit. <<http://www.gpschools.org/ci/ce/mich/det1749.htm>>.

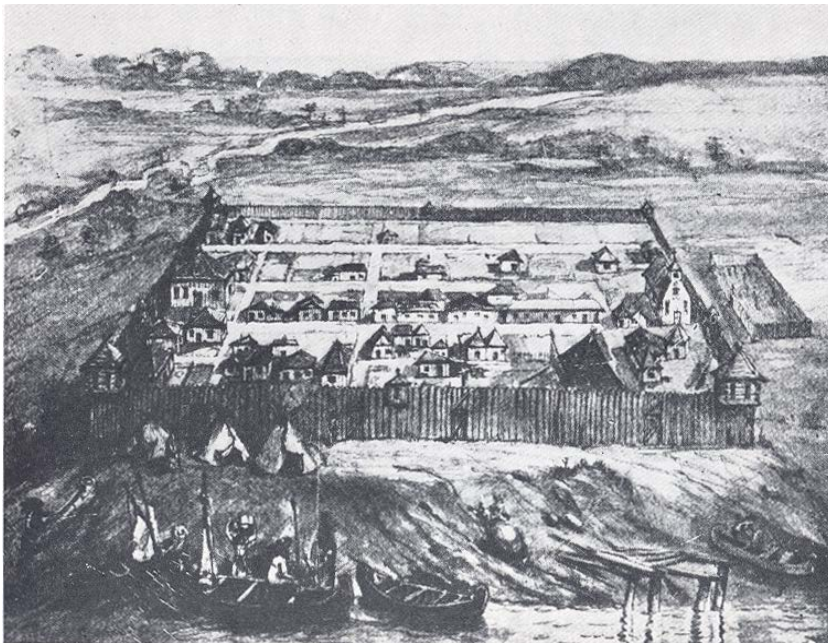
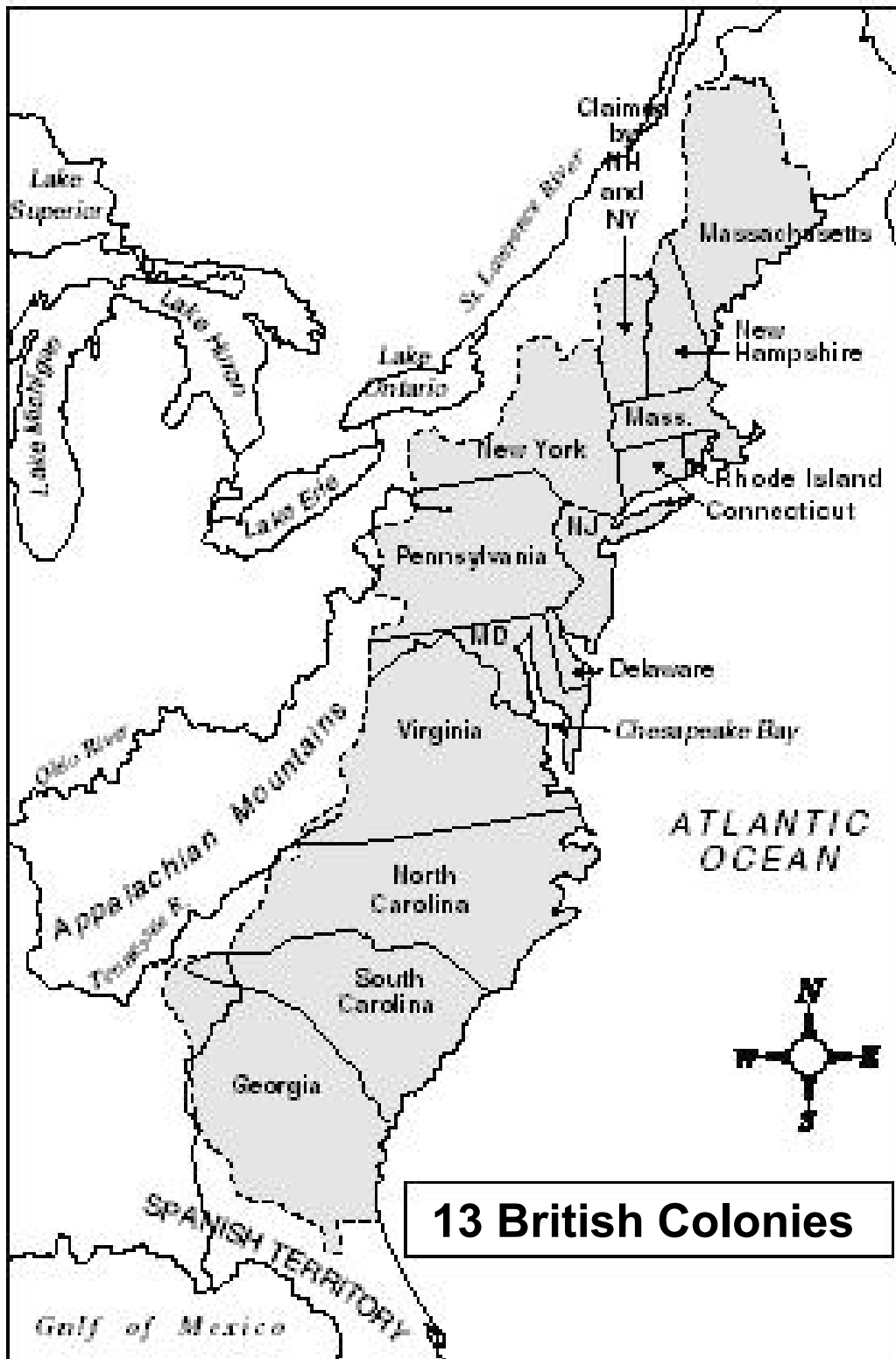


Illustration of Early Detroit. <<http://clarke.cmich.edu/detroit/history.htm>>.

## Britain's Colonies on the Atlantic Coast

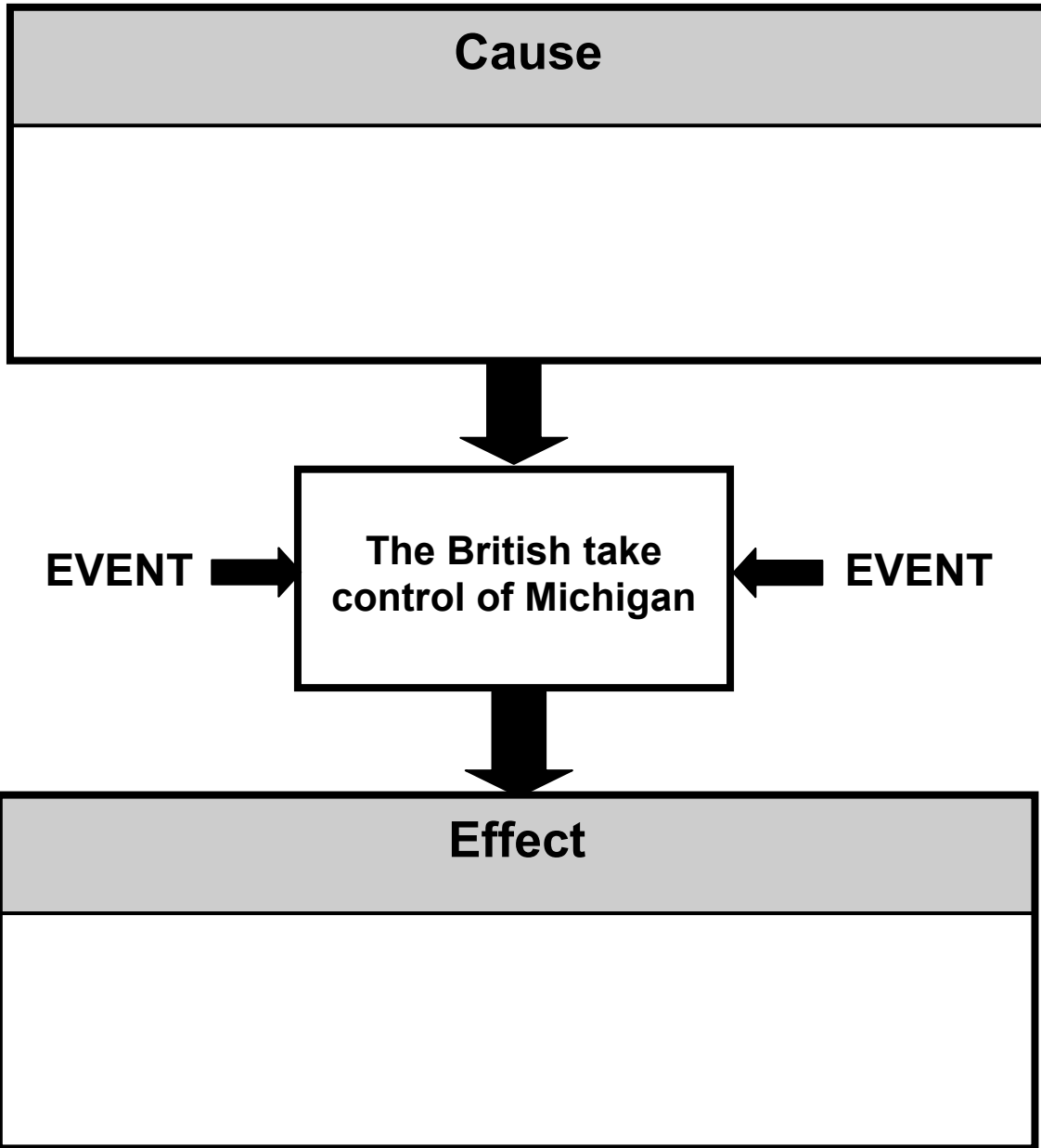


## Lesson Review

**Directions:** Choose the best answer.

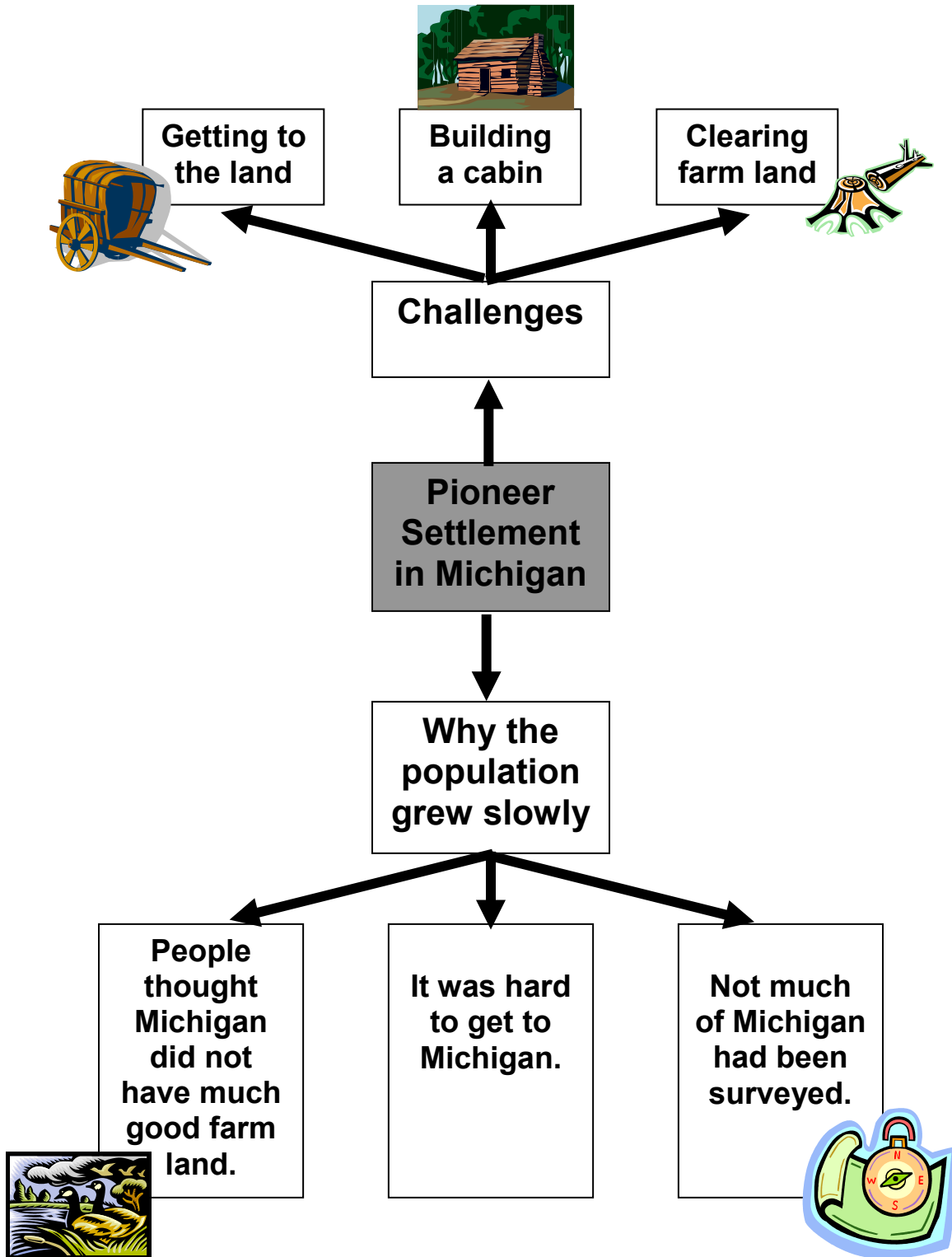
1. What was the main reason the French began to build a lot of forts?
  - A. To keep the Indians from hurting them
  - B. To have a place to live
  - C. To protect against the British who were interested in the fur trade
  - D. To have a place to keep their furs
  
2. What city began as a French fort?
  - A. Detroit
  - B. Pontiac
  - C. St. Ignace
  - D. Saginaw
  
3. The French and British fought a war because
  - A. they were exploring the Great Lakes at the same time.
  - B. they both wanted to control the fur trade.
  - C. the American Indians made them fight.
  - D. they were mad at the American Indians.
  
4. What happened after France lost the war with Britain?
  - A. Britain took over Michigan and the fur trade.
  - B. The American Indians stopped trading with everybody.
  - C. The French kept all of their forts in Michigan.
  - D. The fur trade ended.
  
5. What happened between the British and the American Indians in Michigan?
  - A. They became good friends and helped each other.
  - B. They built forts together to protect against the French.
  - C. They left each other alone.
  - D. There were a lot of conflicts between the two groups.

Complete the chart by writing a cause and an effect.





### Lesson 6 Graphic Organizer



### Big Ideas of Lesson 6, Unit 3

- Pioneers coming to Michigan in the early 1800s had many challenges to overcome.
- It was often very difficult to get to land in Michigan because roads were bad.
- Once in Michigan, pioneers had to build a log cabins and clear farm land.
- Many people thought Michigan was very swampy and had little good farm land. They didn't want to move to Michigan.
- The population of Michigan grew very slowly at first.

## Word Cards

### Word Cards from previous lessons needed for this lesson:

- Primary Source – Word Card #3 from Lesson 1
- Secondary Source – Word Card #4 from Lesson 1
- Cause – Word Card #7 from Lesson 1
- Effect – Word Card #8 from Lesson 1
- Artifact – Word Card #10 from Lesson 2
- Archaeologist – Word Card #11 from Lesson 2
- Adapting to the Environment – Word Card #17 from Lesson 2
- Modifying the Environment – Word Card #18 from Lesson 2

### 29 pioneer

a person who goes to a new area to settle

**Example:** Pioneers came to Michigan and cleared the land for farming.

### 30 log cabin

a small house made of logs

**Example:** Early settlers in Michigan often built log cabins.



**31**  
**population**



the number of  
people living in an area

**Example:** The population of Michigan grew slowly at first.

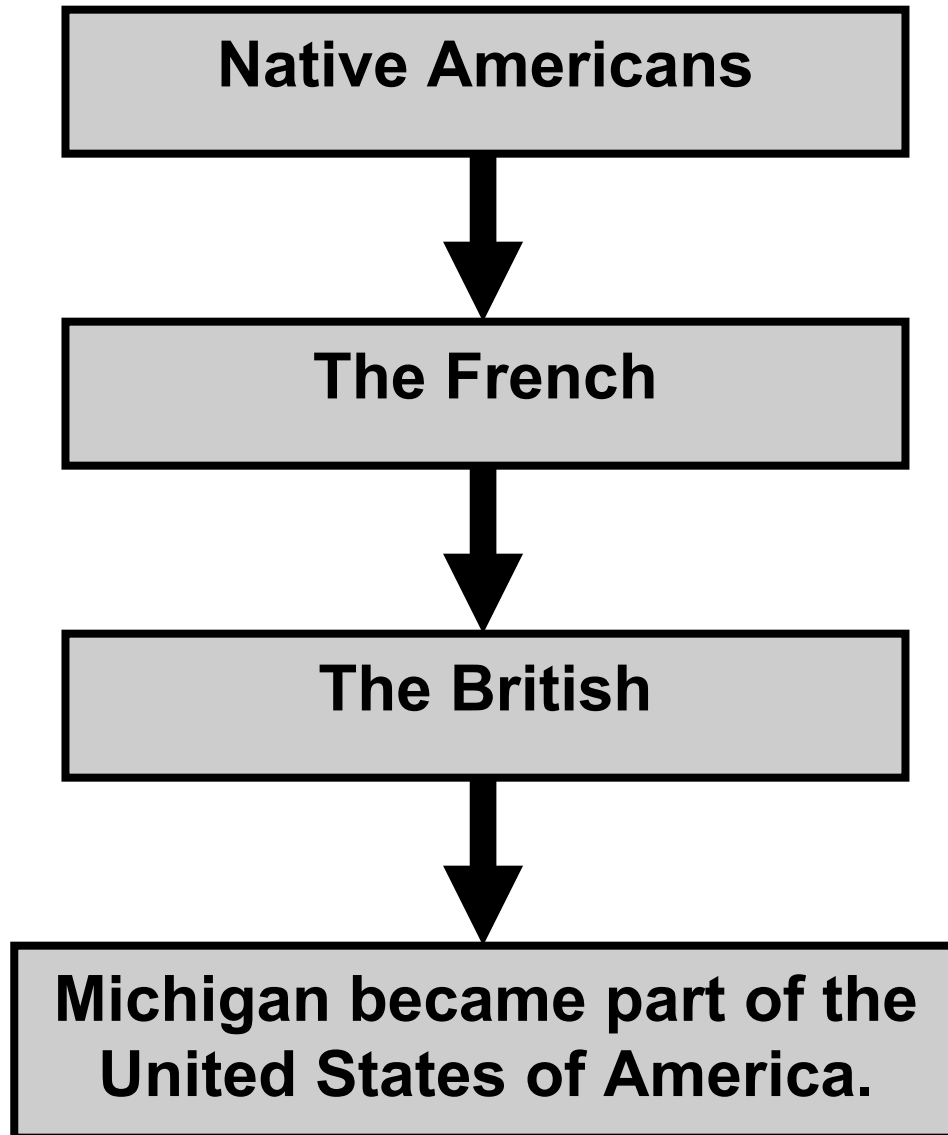
**32**  
**survey**



mapping,  
measuring, and  
describing an area of land

**Example:** In the early 1800s not much of Michigan had been surveyed.

## Early Michigan History



# Mystery Source



## Pioneer Life

### 1. Getting to the land

- Traveling over rocky, muddy roads that had no bridges
- Running the risk of getting lost



### 2. Building a temporary shanty to live in or living in your wagon

### 3. Building a cabin

- Cutting 50 to 60 trees
- Constructing walls of logs
- Cutting in a door and windows
- Using greased paper for windows since they had no glass
- Building a fireplace
- Making roof shingles of sliced logs
- Making a roof out of the shingles
- Holding down the shingles with small logs since nails were usually not available



### 4. Clearing the land

- Cutting trees
- Removing rocks



### 5. Planting a crop like wheat

### 6. Other Challenges

- snowstorms,
- thunderstorms
- wild animals
- mosquitoes

## Human/Environment Interaction

<p><b>What were some ways the early pioneers used the environment of Michigan?</b></p>	
<p><b>What were some ways the early pioneers adapted to the environment of Michigan?</b></p>	
<p><b>What were some ways the early pioneers changed the environment of Michigan?</b></p>	

# Artifact Cards

Artifacts courtesy of Chippewa Nature Center and the Oxbow Archaeologists

**#1**



**#2**



**#4**



**#3**

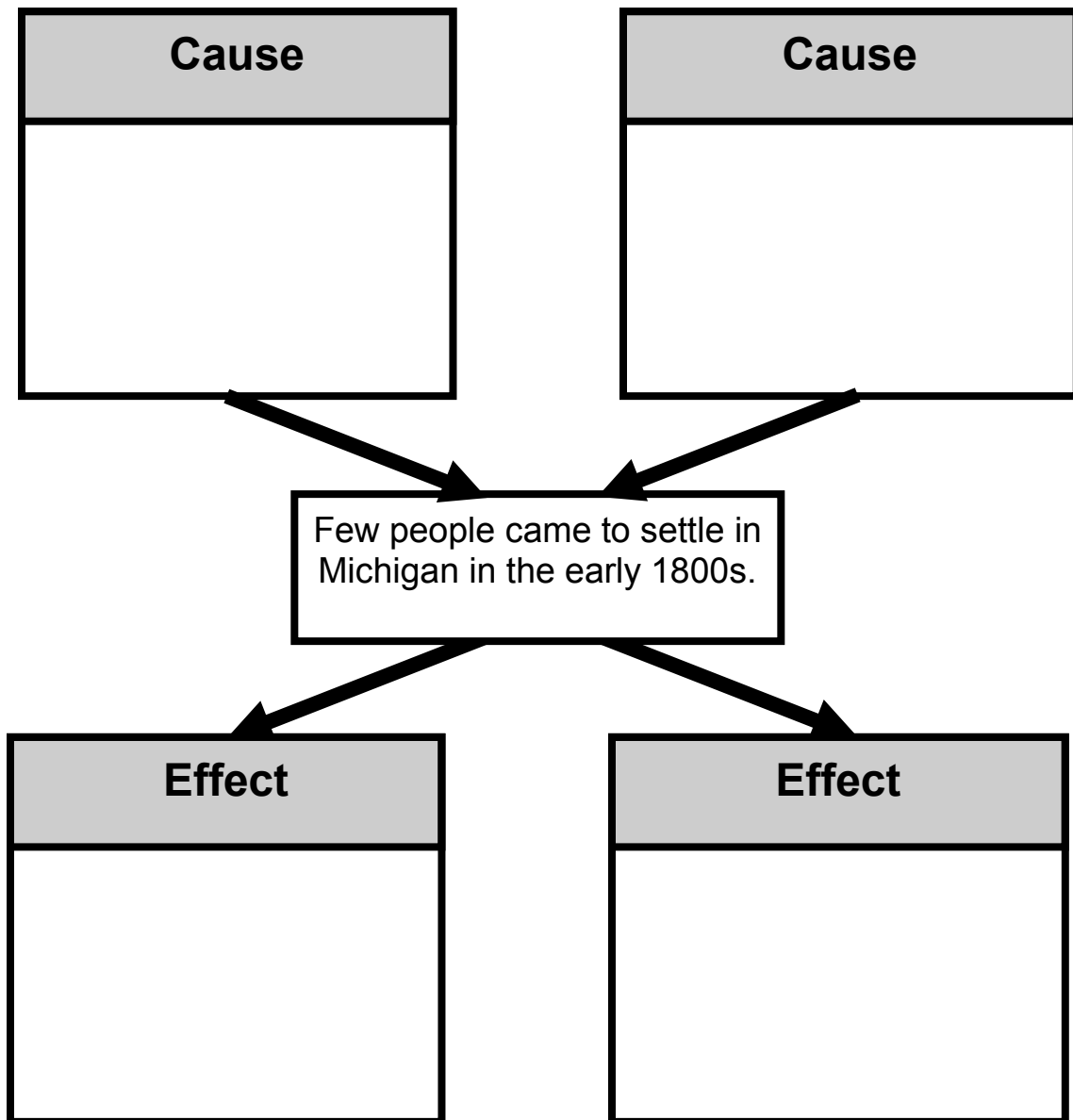




## Analyzing Artifacts Chart

Artifact	What is it?	Supporting Evidence
#1		
#2		
#3		
#4		

### Causes and Effect Chart



**Writing Plan for a Historical Narrative**

<b>Main Characters</b>	
<b>Setting</b>	
<b>What is the story going to be about?</b>	
<b>How will your story start?</b>	
<b>How will your story end?</b>	

**Lesson 7 Graphic Organizer****WHAT?**

Michigan became a state.

**WHEN?**

About 200 years ago

**WHO?**

- Lewis Cass
- Stevens T. Mason
- Pioneers who came to Michigan

**HOW?**

1. More and more people came to settle in Michigan.
2. Michigan had enough people to become a state.
3. The Toledo Strip problem was resolved.
4. Michigan adopted its first Constitution.

**Big Ideas of Lesson 7, Unit 3**

- To become a state, the Michigan Territory needed 60,000 people and a constitution.
- Steamboats and the Erie Canal caused more people to move and settle in Michigan. Soon, Michigan had enough people to become a state.
- Ohio and Michigan had a conflict over a piece of land known as the Toledo Strip. That dispute got in the way of Michigan becoming a state.
- Michigan finally became a state in January of 1837.

**Word Cards****Word Cards from previous lessons needed for this lesson:**

- Cause – Word Card #7 from Lesson 1
- Effect – Word Card #8 from Lesson 1
- Pioneer – Word Card #29 from Lesson 6
- Population – Word Card #31 from Lesson 6
- Survey – Word Card #32 from Lesson 6

**33  
territory**

what an area of land was called that was not a state



**Example:** In the early 1800s, Michigan was part of the Northwest Territory.

**34  
governor**

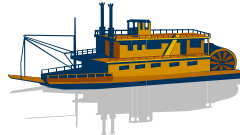
the leader of a territory or state



**Example:** Lewis Cass was governor of the Michigan Territory.

**35  
steamboat**

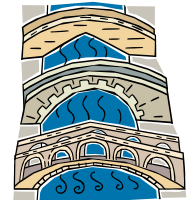
a boat that is powered by steam instead of sails



**Example:** People used steamboats to travel to Michigan in the early 1800s.

**36  
canal**

a human-made river



**Example:** The Erie Canal connected Lake Erie and the Hudson River in New York.

**37  
census**

a counting of the people living in an area



**Example:** The first census of Michigan was done in 1820.

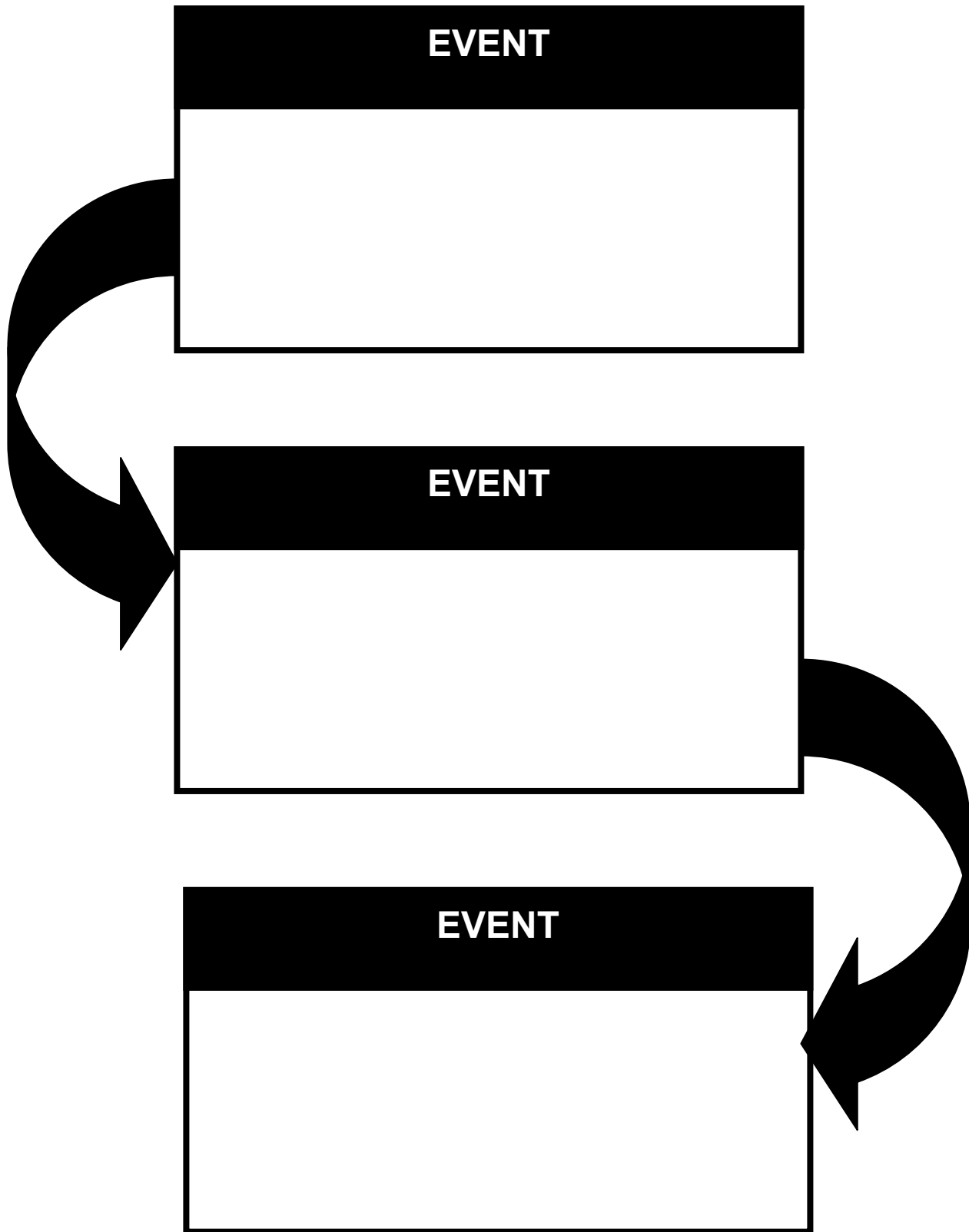
**38  
constitution**

a written plan of government

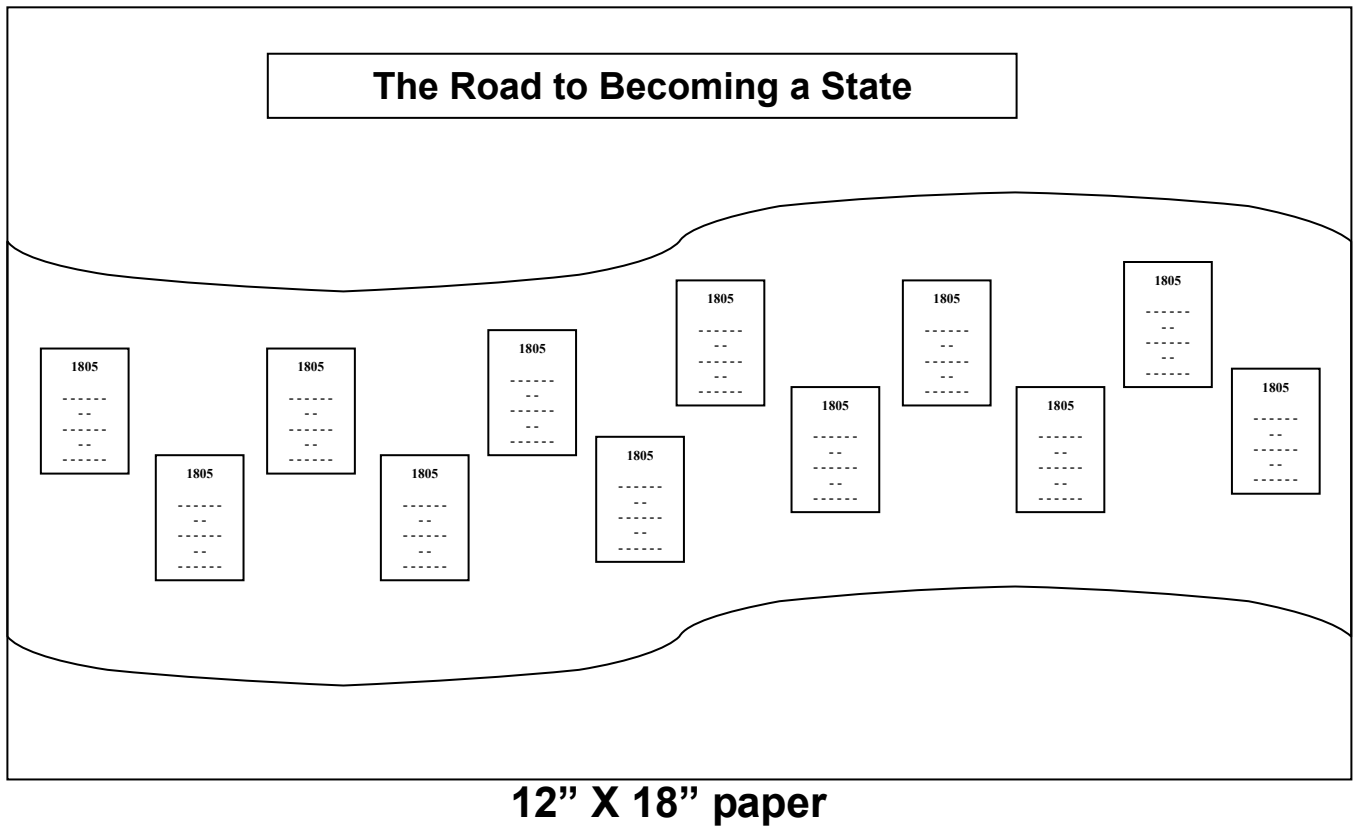


**Example:** The people of the Michigan Territory needed to write a constitution in order to become a state.

## Events are Linked Together!



### Model for Timeline





## Maps

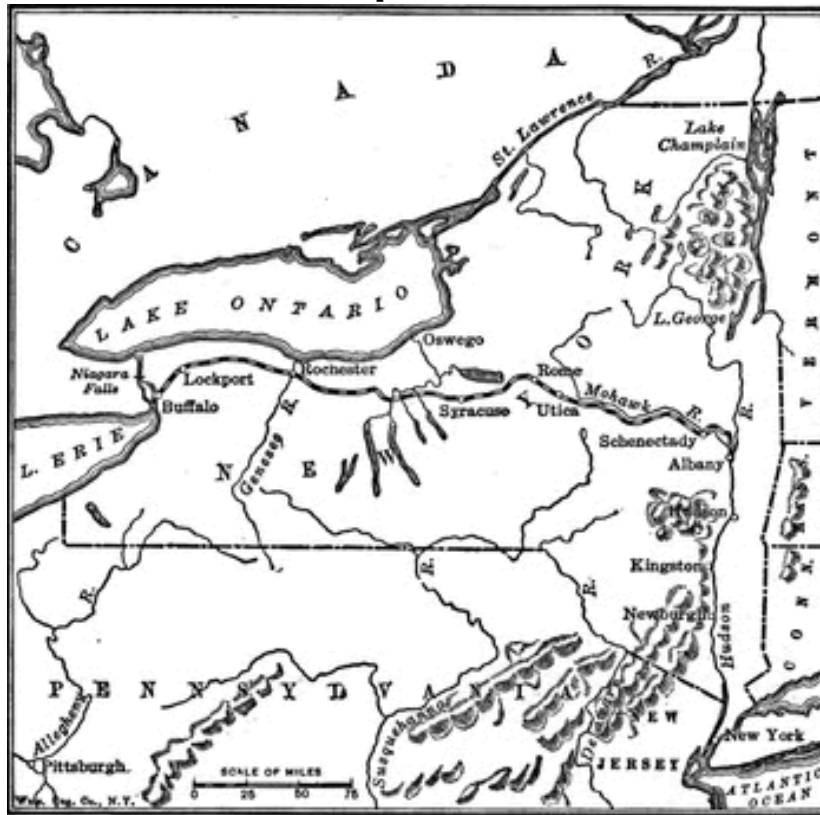


**Source:** "Statehood for Michigan." *Michigan History for Kids*. Spring 2001.

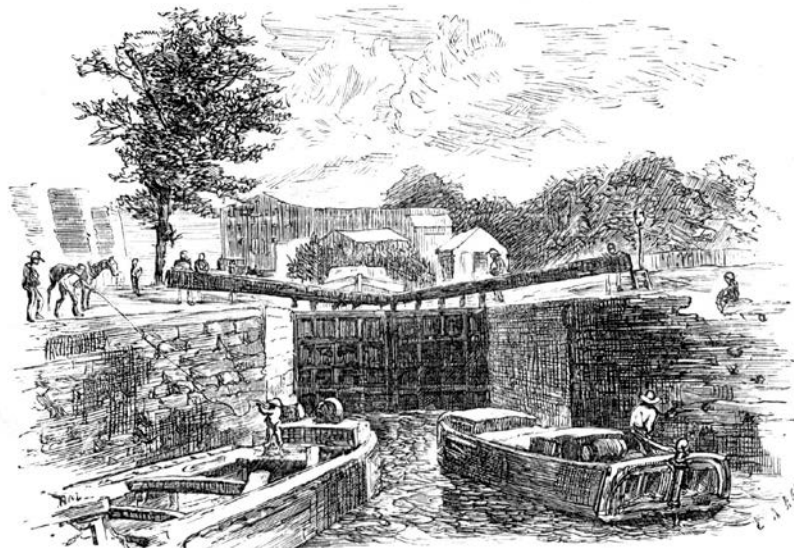
## Erie Canal Information

- The Erie Canal was 363 miles long. That is farther than driving from Detroit to Chicago. (283 miles!)
- Flat boats were pulled along the canal by horses or mules.
- The Erie Canal made it much easier and quicker for passengers to get to Michigan.
- The opening of the Erie Canal led to a large increase in population of the Michigan Territory.

## The Erie Canal Map & Picture



Source: Erie Canal Map. 29 October 2009. <http://www.mrnussbaum.com/history/ecanal.gif>



Source: *Images of the Erie Canal*. 25 July 2005 <<http://www.eriecanal.org/images.html>>.

## The Toledo Strip Problem



## The Solution



Source: *Toledo Strip Map*. 23 November 2009

<<http://www.hal.state.mi.us/mhc/museum/explore/museums/hismus/prehist/settling/images/maptole.gif>>.

## Stevens T. Mason

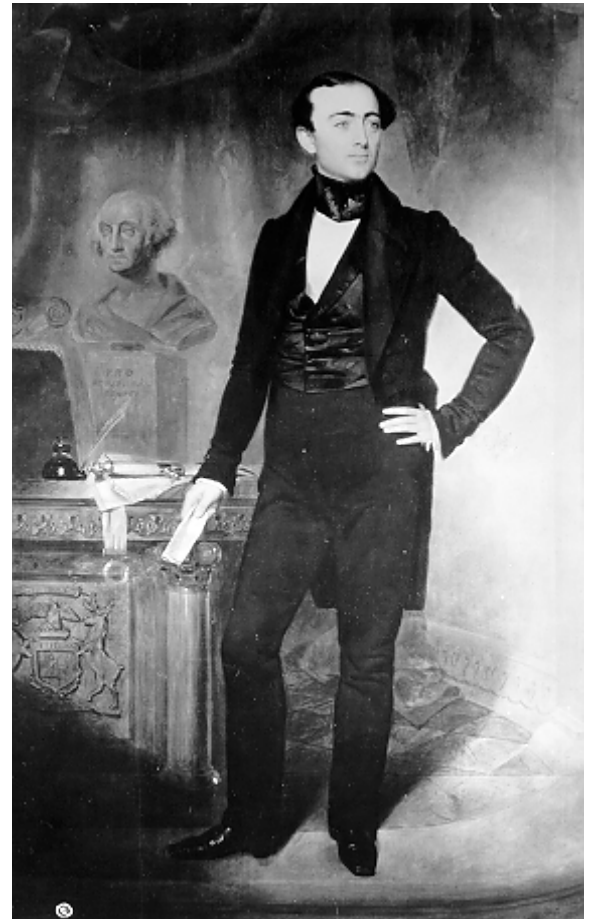
Stevens T. Mason was born in Virginia, but grew up in Kentucky. He came to Michigan with his family in 1830.

In 1834 Michigan's territorial governor died. Stevens T. Mason took over as acting governor. Because he was so young, people called him the "Boy Governor." He did not like this name. Old reports say he once punched someone for calling him this.

Despite his young age, he worked hard to help Michigan become a state. He wanted to prove that Michigan had enough people to become a state. He ordered that a census be taken. A census is a counting of people. The census showed Michigan had more than enough people.

Stevens T. Mason then helped write Michigan's first Constitution. A constitution is a written plan for government. Voters accepted the constitution in October of 1835. One month later, Stevens T. Mason became Michigan's first elected governor. This meant he was voted in by the people of Michigan.

In January of 1837, Michigan finally became a state. Stevens T. Mason had met his goal! He continued to serve as governor for two more years. As governor of the new state, he helped create a school system. In 1840 he moved to New York City with his new wife. He died there when he was only 31 years of age.

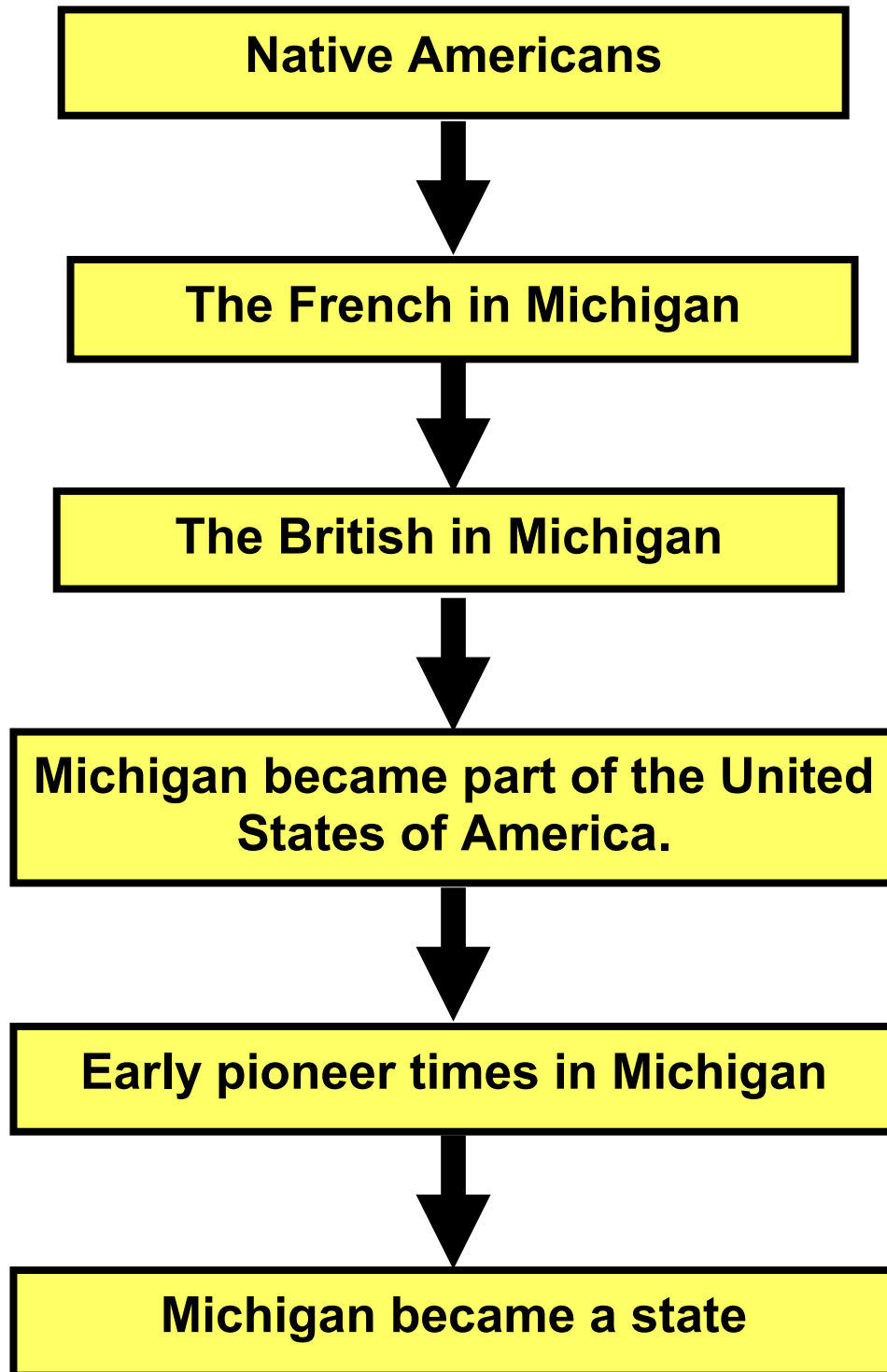


Stevens T. Mason

**Lesson Review**

<b>What happened?</b>	Michigan became a state.
<b>When did it happen?</b>	
<b>Who was involved?</b>	
<b>How did it happen?</b>	

## Lesson 8 Graphic Organizer



**Big Ideas of Lesson 8, Unit 3**

- To study the history of Michigan you have to ask questions like: what happened?; when did it happen?; who was involved?; how did it happen?
- Events in the history of Michigan were linked together.
- Events in the history of Michigan have both causes and effects.
- Many different people were important in the early history of Michigan.



## People in Michigan History

<b>Native Americans</b>	
<b>The French in Michigan</b>	
<b>The British in Michigan</b>	
<b>Michigan became part of the USA</b>	
<b>Early pioneer times in Michigan</b>	
<b>Michigan became a state</b>	

## Becoming a Person from Michigan's Past

Who have you decided to be?

Write a little about who you are:

I am \_\_\_\_\_

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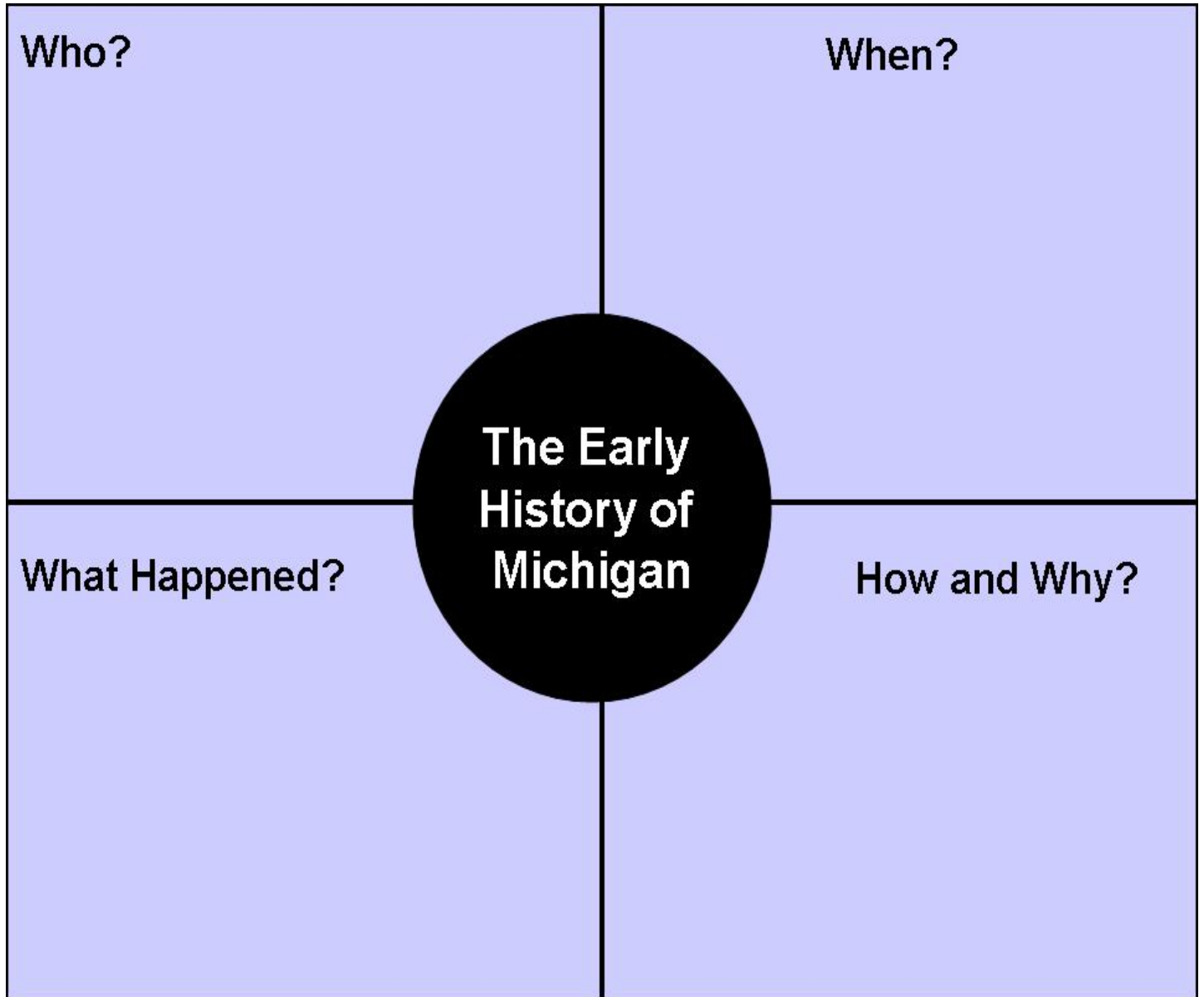
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What will you wear or what will you carry that will help people learn more about you?

# Unit 3 Graphic Organizer



## Unit 3 Vocabulary Words

adapting to the environment .....	19
alliance.....	19
American Indians .....	18
archaeologist .....	18
artifacts .....	18
beaver .....	39
Britain.....	39
canal .....	69
cause .....	5
census .....	69
Constitution .....	69
continent .....	38
culture .....	19
decade .....	5
effect.....	5
explorer.....	38
fort.....	49
France.....	39
governor.....	69
historian .....	4
history .....	4

human/environment interaction ..... 19

legend ..... 32

log cabin ..... 57

missionary..... 39

modifying the environment..... 19

natural resources ..... 19

People of the Three Fires ..... 18

pioneer ..... 57

population ..... 58

primary sources ..... 5

scarcity..... 39

secondary sources..... 5

steamboat..... 69

survey ..... 58

territory..... 69

timeline ..... 5

voyageur ..... 39

**Key Concepts**

cause and effect  
 chronology  
 culture  
 exploration  
 human/environment interaction  
 Michigan

primary sources  
 secondary sources  
 settlement  
 statehood