Fourth Grade History Unit
Katherine Schwarzkopf
SST 309 – Section 03
Winter, 2013
## Fourth Grade History Unit

### Table of Contents

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Overview/ Rational/ Introduction</td>
</tr>
<tr>
<td>3</td>
<td>KUDs and I Can Statements</td>
</tr>
<tr>
<td>8</td>
<td>Assessment Ideas</td>
</tr>
<tr>
<td>9</td>
<td>Sequence of Instruction, Including Vocabulary</td>
</tr>
</tbody>
</table>

**Resource Attachments:**
- Page 22: Resource A: Script for Vocabulary Instruction
- Page 24: Resource B: A Wealth of Resources Worksheet
- Page 25: Resource C: Using the Land Worksheet
- Page 26: Resource D: The Lumbering Story Worksheet
- Page 27: Resource E: Lumbering Brings Change Worksheet
- Page 29: Resource G: Copper and Iron Ore Worksheet
- Page 30: Resource H: Life in Copper Country Worksheet
- Page 31: Resource I: From Resources to Industry Worksheet
- Page 32: Resource J: Automobile Lesson Pictures
- Page 34: Resource L: Automobile Parts Worksheet
- Page 35: Resource M: Production Guide
- Page 37: Resource O: What do you know? Worksheet
- Page 38: Resource P: Pictures for Vocabulary Instruction
- Page 40: References
1. Overview/Rationale/Introduction

Overview: This unit plan is created to introduce students to the history of Michigan after statehood. The Grade Level Content Expectations allow students the opportunity to use a variety of primary and secondary sources, create timelines to sequence important events, and use historical inquiry questions to learn about the history of Michigan. Timelines will be created to include specific events in Michigan history such as; the opening of the Windsor tunnel, the organization of the UAW, The opening of the Mackinaw bridge, the new state constitution ratified, etc... Some of the content students will learn will be; the beginnings of the automobile industry and labor movement, immigration and migration to Michigan, and Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research.)

Rationale: It is important that all students learn about the rich history that Michigan has because it provides them with an important background of their state. It is important for students to have a good understanding of how Michigan came to be the state that it is today and the events that may have impacted this.

Introduction: This unit about Michigan's history after statehood will allow students to... This unit is designed to teach 4th grade students about Michigan’s history after statehood. This includes the automobile industry and labor movement, what affects immigration and migration had on the state of Michigan, and the history behind Michigan’s major economic activities.

2. KUDs: The road map:

<table>
<thead>
<tr>
<th>GLCE and Verb</th>
<th>4 – H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge (K)</td>
<td>Understand (U)</td>
</tr>
<tr>
<td>By 1905 Michigan had established itself as the central location of the automobile industry. Olds Motor Works and Henry Ford became an important part of the launch of the success of the industry in Michigan. Both companies held a “low cost, high</td>
<td></td>
</tr>
<tr>
<td>Students will understand that the rise of the automobile industry had many effects on culture in America and will understand the effects of the decline of the industry.</td>
<td>Students will write a historical narrative of the beginnings of the automobile industry and the labor movement in Michigan. Students will do so by writing a RAFT. R – Role</td>
</tr>
<tr>
<td>Invention</td>
<td>Entrepreneur</td>
</tr>
<tr>
<td>Manufacture</td>
<td></td>
</tr>
<tr>
<td>Assembly line</td>
<td></td>
</tr>
<tr>
<td>Labor</td>
<td></td>
</tr>
<tr>
<td>Union</td>
<td></td>
</tr>
<tr>
<td>Sit down strike</td>
<td></td>
</tr>
<tr>
<td>Interchangeable parts</td>
<td></td>
</tr>
<tr>
<td>I can create a story about the automobile industry and labor movement in Michigan.</td>
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</tr>
</tbody>
</table>

By 1905 Michigan had established itself as the central location of the automobile industry. Olds Motor Works and Henry Ford became an important part of the launch of the success of the industry in Michigan. Both companies held a “low cost, high...
volume” philosophy, and the invention of the assembly line was established. The production of automobiles led to changes in American culture, which affected education, commerce, and agriculture. In depression and war times, lay-offs became frequent within the industry; this led to the formation of unions. Such unions organized sit down strikes.

GLCE and Verb

<table>
<thead>
<tr>
<th>Knowledge (K)</th>
<th>Understand (U)</th>
<th>DOL: Demonstration of Learning (DO)</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know the following important events in Michigan history; The Detroit – Windsor tunnel opens (1930), Organization of the UAW (1935), UAW sit down strike at the Fisher Plant in Flint (1936), The Mackinaw Bridge opens (1957), The new state constitution is ratified (1963), Detroit</td>
<td>Students will understand that Michigan’s history was impacted by many events that have had an impact on our lives today.</td>
<td>Students will be responsible for creating a timeline of important events in Michigan history. They must include pictures, important events, and interesting facts. Students will also write a summary about the main impacts these events</td>
<td>Sequence Chronological order UAW Riots Windsor Tunnel Mackinaw Bridge State constitution Throwaway bottles Renaissance Center</td>
</tr>
</tbody>
</table>

I Can

I can make a timeline of ordered, important events in Michigan history and make connections to the past and future.
racial riots (1967), Throwaway bottles banned (1976), The Renaissance Center is dedicated (1977)...
In addition, students will be able to make connections to these past events and their impact on the future.

<table>
<thead>
<tr>
<th>GLCE and Verb</th>
<th>4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge (K)</td>
<td>Understand (U)</td>
</tr>
<tr>
<td>Immigration – Immigration is the movement of people from one region to another. In the early twentieth century, many European immigrants came to Michigan. The most prominent foreign-born group in Detroit was the Poles. Michigan’s industrial centers attracted immigrants of Italy, Scandinavia, Hungry, Russia, and Greece. In 1919, the first Muslim mosque was built in Michigan. By the 1970’s, Detroit had the largest Arabic-speaking community in North</td>
<td></td>
</tr>
<tr>
<td>Students will understand that migration and immigration affected and continue to affect the growth of Michigan.</td>
<td>Students will write an essay using a number of different sources as references, explaining how immigration and migration affect the growth of Michigan.</td>
</tr>
<tr>
<td>Migration</td>
<td>I can tell how migration and immigration affected and still affect the growth of Michigan.</td>
</tr>
</tbody>
</table>
America.
Migration – Migration is the movement of people from one locality to another. In the early 1940’s an estimated fifty thousand African Americans migrated from the Southern US to Michigan to work in the factories.

| GLCE and Verb | 4 – H3.0.1 Use historical inquiry questions to **investigate** the development of Michigan’s major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. |
| Knowledge (K) | Understand (U) | DOL: Demonstration of Learning (DO) | Vocabulary | I Can |
| Lumbering – in the 1840’s, Michigan’s forests provided a boost to its economy and Michigan’s logging industry led the nation in lumber production. Mining – Miners and entrepreneurs migrated to the U.P. in the nation’s first “mineral rush”. In the late 1840’s, Michigan’s mines produced more copper than any other state. Salt mining began in the 1850’s. Agriculture – Today, agriculture is Michigan’s second largest industry. | Students will understand the development of Michigan’s major economic activities from statehood to present. | Students will research the development of Michigan’s major economic activities and make a layered look book foldable, making each tab a different industry. | Lumbering Mining Agriculture Manufacturing Tourism Technology Research | I can explore the development of Michigan’s major economic activities. |
Michigan farmers produce over 100 commercial crops. Manufacturing – in the 1880’s, tobacco products were the most valuable in Detroit factories. Detroit was also the world’s leading producer of iron stoves in the 1880’s. Technology – Michigan became the nation’s automobile capital. Tourism – Tourism is traveling for recreation. Research – Research is systematic investigation to establish facts.

| GLCE and Verb | 4 – H3.0.4 Draw upon stories, photos, artifacts, and other primary sources to **compare** the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837 – 1900, 1900 – 1950, 1950 – 2000). |
| Knowledge (K) | Understand (U) | DOL: Demonstration of Learning (DO) | Vocabulary | I Can |
| 1837 – 1900: Urban 1830’s pioneers settled in Michigan. The land was covered in trees. In the 1840’s commercial logging began. 1890’s coal was mined near Saginaw, Bay City, and St. Charles. | Students will understand that there are similarities and differences among people in different towns and cities in Michigan and the Great Lakes region during a variety of time periods. | Students will create a three – tab foldable comparing the lives of people in different towns and cities in Michigan and the Great Lakes region. Tab 1: Urban (1837-1900) | Great Lakes region Urban Rural Suburban | I can compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods. |
1900 – 1950: Rural
In 1910 a salt mine was opened under Detroit. Detroit became the capitol of the automobile industry in the early 1900’s (1905).

1950 – 2000: Suburban

3. **Assessment Ideas**: *a. How will you know they’ve learned it?*

4 – H3.0.6 Use a variety of primary and secondary sources to **construct** a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.
- Students will write a historical narrative of the beginnings of the automobile industry and the labor movement in Michigan.
- Students will do so by writing a RAFT.
- R – Role
- A – Audience
- F – Format
- T – Topic

4 – H3.0.9 **Create** timelines (using decades after 1930) to **sequence and describe** important events in Michigan history; annotate with connections to the past and impact on the future.
- Students will be responsible for creating a timeline of important events in Michigan history. They must include pictures, important events, and interesting facts. Students will also write a summary about the main impacts these events have had on our future.
- This will be a year-long, on-going project.

4 – H3.0.2 Use primary and secondary sources to **explain** how migration and immigration affected and continue to affect the growth of Michigan.
- Students will write an essay using a number of different sources as references, explaining how immigration and migration affect the growth of Michigan.

4 – H3.0.1 Use historical inquiry questions to **investigate** the development of Michigan’s major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present.
- Students will research the development of Michigan’s major economic activities and make a layered look book foldable, making each tab a different industry.

4 – H3.0.4 Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837 – 1900, 1900 – 1950, 1950 – 2000).

- Students will create a three-tab foldable comparing the lives of people in different towns and cities in Michigan and the Great Lakes region.
  
  Tab 1: Urban (1837-1900)
  Tab 2: Rural (1900-1950)
  Tab 3: Suburban (1950-2000)

**Sequence of Instruction (including Vocabulary): What will you do? What will they do?**

<table>
<thead>
<tr>
<th>Lessons: How will you take them where they need to go? (Step-by-Step plan)</th>
<th>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</th>
<th>Resources needed: What materials and resources will they need? (Page #s read, graphic organizers, books, posters, realia, etc…)</th>
</tr>
</thead>
</table>
| **Lesson 1** | **Instructional strategies/Social constructs:** How will they work? Students will work independently to write in their student notebooks. | **Resources needed:** What materials and resources will they need?  
  
  • Student Notebooks  
  • Internet Access  
  • The Mitten |

**Pre-test/Anticipatory set:** the hook – **Lessons:** How will you take them where they need to go?

Students are to make a list and/or write a short paragraph about the resources (natural and man-made) available to us in Michigan. Students should also include types of activities that may bring others to Michigan.

4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan’s major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present.
**Direct Instruction:**

Students will all be given the “A Wealth of Resources” and “Using the Land” worksheets. Give students time to work through the worksheets individually, as they are pretty self-explanatory. Bring the students back together to go over the answers with them as a class. Students will then be split into seven groups. Each group will be assigned to research one of the seven major economic activities of Michigan (agriculture, mining, manufacturing, lumbering, tourism, technology, and research). Each group is to become “experts” on the assigned economic industry. Groups will read through resources provided by the teacher as well as use the internet to find out about the development of the industries. Students may make a poster with pictures and information to share with the class.

When students have completed their research and posters, groups will take turns “teaching” the rest of the class about their assigned economic industry. When all groups have presented, the class will complete the “From Resources to Industries” worksheet.

Students will work as a class to complete the “From Resources to Industries” worksheet.

Students will work independently to complete a layered look book including all seven industries.

- Michigan’s White Pine Era
- Copper
- Resources to Riches Michigan Themes Activity Sheets (Resources B – I)
  - A Wealth of Resources
  - Using the Land
  - The Lumbering Story
  - Lumbering Brings Change
  - A Story of Michigan’s Minerals
  - Copper and Iron Ore
  - Life in Copper Country
  - From Resources to Industries
- Michigan’s Story Textbook
  - Chapter 9 – We Take From Nature’s Storehouse
  - Chapter 10 – Let’s Eat – Michigan Food
- Michigan History for Kids (Copper Mining)
- Michigan An Illustrated History for Children (pgs. 30 – 45)
- Poster Board
- Markers
- Glue
- Scissors
- Construction Paper
- Markers
- Glue
- Scissors

**Independent Practice:**

Students will each make a layered look complete the two worksheets. They will then share answers in a class discussion.

Students will work in small groups to research about their assigned economic activity/industry and complete a poster on it to assist them in teaching the rest of the class about their findings.
book foldable, making each tab a different economic industry.

### Lesson 2

| Lessons: How will you take them where they need to go?  
* (Step-by-Step plan) | Instructional strategies/Social constructs: How will they work?  
* (AND what will YOU do?) | Resources needed: What materials and resources will they need?  
* (Page #s read, graphic organizers, books, posters, realia, etc...) |
|---|---|---|
| 4 – H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.  
Pre-test/Anticipatory set: the hook – Start lesson by displaying 2 pictures at the front of the class, one of horse drawn carriages and one of the first cars. Students are to write a quick write for each of the images that include their ideas on both modes of transportation and how they may affect the lives of those who owned them. Students are then to share their writing with two or three other students nearby. Lessons: How will you take them where they need to go?  
Direct Instruction: As a class, students will read from *King of Wheels*. This is a shorter reading as it is a comic book. Assign students to “characters” from the comic (Henry Ford, Connie Appleton, Martha Appleton, Lucas Appleton, and Beatrice Appleton). The teacher will read the | Students will work independently to write down their thoughts on the pictures through a quick write strategy. They will then share ideas with peers. | Resources needed: What materials and resources will they need? |
| | | • Images from resource page J  
• Student notebooks |
| | | • *King of Wheels* |
informative sections. Ask students how they would have felt about driving one of the first cars.

Students will read Chapter 12: “We Put the World on Wheels” from the *Michigan’s Story* textbook in small groups (2 or 3 students). While reading, students will complete a text rendering strategy and take notes about interesting facts and write any questions from the chapter on a guided reading worksheet. When students finish the reading, bring the class together and make a t-chart on the board with interesting facts on one side and questions on the other (some students’ questions may get answered as facts are added to the other side.)

**Guided Practice:**
Students have just learned that Henry Ford was famous for the assembly line. Now, students will get in groups. Each group will receive a parts worksheet, as well as a guide worksheet. Students will be assigned tasks in order to complete the activity as if they were part of an assembly line (cutting, pasting, etc.) Now, students can learn how the Model T produced on these assembly lines worked. Have students review the “How the Model T Worked” worksheet. As a class fill out the bottom of the sheet.

<table>
<thead>
<tr>
<th>Fourth Grade History Unit</th>
<th>SST 309</th>
<th>Schwarzkopf, Section 03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will work in small groups as they read through chapter 12, taking notes as they go on a guided reading worksheet. They will then work in a collaborative classroom discussion about the chapter.</td>
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<tr>
<td>Students will work in collaboration to simulate an assembly line production.</td>
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<tr>
<td>Students will work together to fill out the “How the Model T Worked” worksheet.</td>
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<tr>
<td>Students will work independently to</td>
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</table>

- *Michigan’s Story* Textbook
- Dry Erase Markers
- Chapter 12 “What are the facts?” Questions (Resource K)
- Automobile Parts Worksheet (Resource L)
- Automobile Guide Worksheet (Resource M)
- Scissors
- Glue
- How the Model T (Tin Lizzie) Worked Worksheet (Resources N-O)
**Independent Practice:**
Students will make a timeline of the beginnings of the automobile industry in Michigan. 

create a timeline of the beginnings of the automobile industry (they may reference their textbook for this).

<table>
<thead>
<tr>
<th>Students notebooks</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Michigan’s Story</em> textbook</td>
</tr>
</tbody>
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**Lesson 3 (Labor Movement)**

<table>
<thead>
<tr>
<th>Lessons: How will you take them where they need to go? (Step-by-Step plan)</th>
<th>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</th>
<th>Resources needed: What materials and resources will they need? (Page #s read, graphic organizers, books, posters, realia, etc…)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 – H3.0.6</strong> Use a variety of primary and secondary sources to <strong>construct</strong> a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. <strong>Pre-test/Anticipatory set:</strong> the hook - <strong>Lessons:</strong> How will you take them where they need to go? Ask students to write about what they think it would be like if the workers on the assembly lines stopped working? Have students share their thoughts in a line-up review. Watch video clip from I love Lucy. After video, have students think about how Lucy felt at the end. <strong>Direct Instruction:</strong> Direct students to do a variety of tasks at a very fast pace (sit down, stand up, write your name, etc.) Do Students will work independently to write in their writers notebooks their responses to the prompt. They will then share their ideas with their peers in a line-up review format.</td>
<td></td>
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</tr>
<tr>
<td><strong>Instructional strategies/Social constructs:</strong> How will they work? Students will work independently to write in their writers notebooks their responses to the prompt. They will then share their ideas with their peers in a line-up review format.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resources needed:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Student Notebooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Internet Access</td>
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<tr>
<td>- I Love Lucy clip <a href="http://www.youtube.com/watch?v=8NPzLBSBzPI">http://www.youtube.com/watch?v=8NPzLBSBzPI</a></td>
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</tbody>
</table>
this for about five minutes. When finished ask students how many feel tired? Frustrated? Etc... Introduce students the Union and UAW vocabulary. In pairs, have students navigate the Flint Sit-down Strike Audio Timeline website to learn about one of the major events that contributed to the success of the labor movement. Students will complete a webquest for this site so they may write down what they learn.

**Independent work:**
Students will write a historical narrative of the automobile industry and the labor movement in Michigan.

<table>
<thead>
<tr>
<th><strong>Lesson 4 (Vocab for Lesson 5)</strong></th>
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<tbody>
<tr>
<td><strong>Lessons: How will you take them where they need to go? (Step-by-Step plan)</strong></td>
</tr>
<tr>
<td><strong>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</strong></td>
</tr>
<tr>
<td><strong>Resources needed: What materials and resources will they need?</strong> (Page #s read, graphic organizers, books, posters, realia, etc...)**</td>
</tr>
</tbody>
</table>

| 4 – H3.0.2 Use primary and secondary sources to **explain** how migration and immigration affected and continue to affect the growth of Michigan. **Pre-test/Anticipatory set:** the hook – Introduce students to the vocabulary by asking questions about their families i.e. have your family ever moved from a different state? Does anyone know where their family came from? |
| **Instructional strategies/Social constructs:** How will they work? |
| **Resources needed:** What materials and resources will they need? |
**Lessons:** How will you take them where they need to go?

**Direct Instruction:**
1. Teacher will begin the lesson by introducing the two vocabulary words according to the script (Attachment A), using Marzano’s Six Steps to Building Academic Vocabulary.
2. The teacher will read a trade book to illustrate migration of animals across a nation.

**Guided Practice:**
3. Teacher will provide opportunities for the class to discuss their own families’ migration and immigration and make connections between the vocabulary words.

**Independent Practice:**
4. Teacher will provide construction paper and markers for students to make a two-tab foldable and write their own definition of each of the vocabulary words as well as draw a picture to represent each.
5. Teacher will review and revise lessons as needed in order for students to fully understand the concepts of Migration and Immigration.

<table>
<thead>
<tr>
<th>Students will participate in whole group discussion as the vocabulary is introduced by the teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will independently show their work visually through making a two-tab foldable which is to include the vocabulary word, its definition, and a picture to represent the word.</td>
</tr>
</tbody>
</table>

- Vocabulary script (Attachment A)
- “Animals in Winter” by Henrietta Bancroft and Richard G. Van Gelder
- Construction paper
- Pencils
- Markers
- Scissors

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**Lesson 5**

Fourth Grade History Unit  
SST 309  
Schwarzkopf, Section 03
<table>
<thead>
<tr>
<th>Lessons: How will you take them where they need to go? (Step-by-Step plan)</th>
<th>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</th>
<th>Resources needed: What materials and resources will they need? (Page #s read, graphic organizers, books, posters, realia, etc...)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 – H3.0.2</strong> Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. <strong>Pre-test/Anticipatory set:</strong> the hook – <strong>Lessons:</strong> How will you take them where they need to go? Ask students to write in their student notebooks about their families’ origins (if they know them). If students do not know about their family history, ask them to write down some questions they may ask their parents to learn more. Teacher will lead a class discussion about what some reasons people may have moved to Michigan for. Students should have a pretty good list to choose from as they have already learned about the economic activities of Michigan from the previous lesson. The teacher may write the class list on the board or poster for all to see. <strong>Direct Instruction:</strong> Have students review copies of the U.S. Census. Have students highlight certain years in which some of the major economic activities began in Michigan. Students should recognize that when certain industries began in Michigan,</td>
<td>Instructional strategies/Social constructs: How will they work?</td>
<td>Resources needed: What materials and resources will they need?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student Notebooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• U.S. Census Data</td>
</tr>
</tbody>
</table>
there was a corresponding increase in immigration and migration to Michigan. Ask students to think-pair-share about why this was a re-occurring trend. When students have finished discussing this with a partner, bring the class together for whole group discussion on the topic.

**Independent Practice:**
Students will write an essay using a number of different sources as references, explaining how immigration and migration affect the growth of Michigan.

### Lesson 6

| Lessons: How will you take them where they need to go? (Step-by-Step plan) | Instructional strategies/Social constructs: How will they work? (AND what will YOU do?) | Resources needed: What materials and resources will they need? (Page #s read, graphic organizers, books, posters, realia, etc…)
|---|---|---|
| **4 – H3.0.9 Create** timelines (using decades after 1930) to **sequence and describe** important events in Michigan history; annotate with connections to the past and impact on the future. **Direct Instruction:** Students will know the following important events in Michigan history (Most events will be taught within the above lessons, specific lessons where events will be taught are included below): 1930 - The Detroit – Windsor tunnel opens (Economic Activity - Tourism), | **Instructional strategies/Social constructs:** How will they work? | **Resources needed:** What materials and resources will they need?
| | | • Internet Access
| | | • Web link: [http://www.historicalvoices.org/flint/](http://www.historicalvoices.org/flint/)
| | | • The Mitten ➢ Michigan’s Bottle Bill
| | | Students will be responsible for |
1935 - Organization of the UAW (Labor Movement),
1936 - UAW sit down strike at the Fisher Plant in Flint (Labor Movement),
1957 - The Mackinaw Bridge opens (Economic Activities – Tourism),
1977 - The Renaissance Center is dedicated (Economic Activity – Tourism)

**Below are other important events in Michigan History that may be taught somewhere else in the school year.
1963 - The new state constitution is ratified,
1967 - Detroit racial riots,
1976 - Throwaway bottles banned

Guided Practice:
Students will be responsible for creating a timeline of important events in Michigan history. They must include pictures, important events, and interesting facts. Students will also write a summary, individually, about the main impacts these events have had on our future within entries in their student notebooks.

**This will be a year-long, on-going project.

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<table>
<thead>
<tr>
<th>Lessons: How will you take them where they need to go? (Step-by-Step plan)</th>
<th>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</th>
<th>Resources needed: What materials and resources will they need?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 - H3.0.4</strong> Draw upon stories, photos, artifacts, and other primary sources to <strong>Instructional strategies/Social constructs:</strong> How will they work? <strong>Resources needed:</strong> What materials and resources will they need?</td>
<td><strong>Resources needed:</strong> What materials and resources will they need?</td>
<td></td>
</tr>
</tbody>
</table>
**compare** the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837 – 1900, 1900 – 1950, 1950 – 2000).

**Pre-test/Anticipatory set:** the hook – introduce students to the vocabulary by bringing in a set of pictures depicting different types of communities (Urban, Rural, and Suburban).

**Lessons:** How will you take them where they need to go?

**Gradual release:**
1. Teacher will begin the lesson by introducing the three vocabulary words (Urban, Rural, and Suburban) according to the script and pictures (Attachments A & P), using Marzano’s Six Steps to Building Academic Vocabulary. Students will collaborate with one another to come up with definitions or characteristics for the words prior to being introduced to the actual vocabulary.

**Guided Practice:**
2. Teacher will provide an opportunity for students to collaborate with one another about how to sort the pictures and pick out defining characteristics for each of the three groups they have formed.

Students will participate in collaborative pairs as well as whole group discussion as defining characteristics are decided for the three groups of pictures. Students will collaborate with one another to come up with the definition of the vocabulary prior to the vocabulary words reveal.

- Vocabulary script (Attachment A)
- Images of Urban, Rural, and Suburban (Attachment P)
### Independent work:

3. Teacher will provide construction paper and markers for students to make a three-tab foldable and write their own definition of each of the three vocabulary words as well as draw a picture to represent each.

4. Teacher will review and revise lessons as needed in order for students to fully understand the concepts of Urban, Rural and Suburban.

Students will independently show their work through a three-tab foldable which is to include the vocabulary word, it’s definition, and a picture to represent the word.

- Construction paper
- Pencils
- Markers
- Scissors

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### Lesson 8

<table>
<thead>
<tr>
<th>Lessons: How will you take them where they need to go? (Step-by-Step plan)</th>
<th>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</th>
<th>Resources needed: What materials and resources will they need? (Page #s read, graphic organizers, books, posters, realia, etc...)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 – H3.0.4</strong> Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837 – 1900, 1900 – 1950, 1950 – 2000).</td>
<td><strong>Instructional strategies/Social constructs:</strong> How will they work?</td>
<td><strong>Resources needed:</strong> What materials and resources will they need?</td>
</tr>
<tr>
<td><strong>Pre-test/Anticipatory set:</strong> the hook – <strong>Lessons:</strong> How will you take them where they need to go? Have students refer to their vocabulary from the previous lesson. Ask students to consider the vocabulary, and predict how people in Michigan during three different time periods (e.g., 1837 – 1900,</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Student Notebooks</td>
</tr>
</tbody>
</table>

**Direct Instruction:**
Once students have shared their predictions, write important dates up on the board which corresponds to Michigan’s main economic industries (write the industry next to the date). Now, ask students to think-pair-share about possibly changing their predictions from before knowing that some time periods occurred during some of Michigan’s major booms in economic industry. Bring class together for whole group discussion on the time periods and their thoughts on which vocabulary term (Urban, Rural, or Suburban) corresponds to each period. Students should come up with:
- Urban (1837-1900)
- Rural (1900-1950)
- Suburban (1950-2000)
Students may come up with some other factors that may have influenced this difference in lifestyle between time periods besides economic activity.

**Independent Practice:**
Students will create a three – tab foldable comparing the lives of people in different towns and cities in Michigan and the Great Lakes region.
- Tab 1: Urban (1837-1900)
- Tab 2: Rural (1900-1950)
- Tab 3: Suburban (1950-2000)

- Construction Paper
- Markers
- Scissors
- Glue
6.  **Resource Attachments, labeled A, B, C, D, ...**  

**Resource A**

**A Script for Vocabulary Development**

Teacher-talk: *(Marzano’s Step One of Building Academic Vocabulary: Teacher introduces the word)*

**Migration:**
Teacher-talk (Step One): Sometimes our families move. When I was young, my family moved from Louisiana to Michigan. Has anyone else experienced a move such as this? (Students may answer.) What are some reasons your family may have moved? (Students may answer.) Some families may move because of work, others may move due to the weather. Make sure students understand that there are many reasons that people may move from one region in the country to another. My grandparents always moved south for the winters. Can anyone think of some animals that may do the same? (Students may answer.) Show students some pictures of birds that migrate for the winter. Butterflies also migrate south. Read students the book “Animals in Winter” by Henrietta Bancroft and Richard G. Van Gelder. Stop between pages and discuss what is happening. Page three or four has the word migration, stop here to discuss what this may mean. Then ask, “Are the animals moving within the same country?” (Students may answer.) Show students pictures of the migration patterns of animals. So, migration means the movement of people or animals from one place or region within the same country.

Have students prepare a two-tab foldable.

**Step 2 – Building Academic Vocabulary: Write in your own words the meaning of “migration.”**
Teacher-talk: We have been learning about migration today. How would you tell someone in your family what this word means? Students will add this definition to their two-tab foldable.

**Step 3 – Building Academic Vocabulary: Draw a picture that shows you know the meaning of the word “migration.”**
Students will draw a picture in their two-tab foldable that shows they know what “migration” is.

**Immigration:**
Teacher-talk (Step One): The United States is sometimes referred to as a “melting pot”. There are many different cultures within our country. People of these cultures may have moved from another country. Years ago, my family came to this country from Germany. Does anyone know where their family came from? (Students may answer.) Think back to what we discovered the definition of migration was. Someone tell me what migration means. (Students may answer.) Can we say that our families migrated here? (Students may answer.) So, when we move from one country to another, we use a different word. We say that we immigrated here. My family immigrated here from Germany. Let’s say this word together.
Step 2 – Building Academic Vocabulary: Write in your own words the meaning of “immigration.”
Teacher-talk: We have been learning about immigration today. How would you tell someone in your family what this word means?
Students will add this definition to their two-tab foldable.

Step 3 – Building Academic Vocabulary: Draw a picture that shows you know the meaning of the word “immigration.”
Students will draw a picture in their two-tab foldable that shows they know what “immigration” is.

Urban, Rural, Suburban:
Teacher-talk (Step One/Five): Show students a variety of pictures to represent each of these three types of communities. Pictures should include; farm land, lots of open land, busy streets, highways, tall buildings, large factories, nice neighborhoods with two-car garage, etc... The teacher may provide each pair of students with their own set of pictures. Students will, in pairs, categorize the pictures. Tell students to make three groups. (Students may have time to sort their pictures.) Students may get up and move to the right so that each pair of students can look at another pair's picture categories. Are the groups of pictures from your peers similar to the groups you made? (Students may answer.) Let’s make three groups with the set of pictures on the board. Now that we are all in agreement, I am going to write some words under each group of pictures. Teacher writes the words urban, rural, and suburban under the appropriate groups. Now, let’s talk about what the pictures within each group have in common. (Teacher will write down student answers on the board near each group.) What do the pictures in the “urban” group have in common? (Students may answer.) Now let’s look at the “rural” group. What do the pictures in the “rural” group have in common? (Students may answer.) How about the last group, “suburban?” What do the pictures in the “suburban” group have in common? (Students may answer.)

Now, would everyone please prepare a three-tab book?

Step 2 – Building Academic Vocabulary: Write in your own words the meanings of “Urban” “Rural” and “Suburban.”
Teacher-talk: On your three-tab foldable, write the words “urban”, “rural”, and “suburban.” How would you tell someone in your family what these words mean?
Students will add these definitions to their three-tab foldable.

Step 3 – Building Academic Vocabulary: Draw a picture that shows you know the meanings of the words “Urban” “Rural” and “Suburban.”
Students will draw pictures in their three-tab foldable that shows they know what “Urban” “Rural” and “Suburban” are.
A Wealth of Resources

Fill in the boxes below by writing the location of each resource in Michigan (the Upper Peninsula, Lower Peninsula, or both peninsulas). The map on the right will help you with your answers. Then add some of the uses of each of these resources using suggestions supplied at the bottom of the page. The uses may apply to more than one resource.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>iron ore</td>
<td></td>
</tr>
<tr>
<td>copper</td>
<td></td>
</tr>
<tr>
<td>water</td>
<td></td>
</tr>
<tr>
<td>salt</td>
<td></td>
</tr>
<tr>
<td>oil</td>
<td></td>
</tr>
<tr>
<td>natural gas</td>
<td></td>
</tr>
<tr>
<td>fish</td>
<td></td>
</tr>
<tr>
<td>limestone</td>
<td></td>
</tr>
<tr>
<td>sand &amp; gravel</td>
<td></td>
</tr>
</tbody>
</table>

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Michigan's Resources

1. Iron Ore
2. Oil
3. Copper
4. Sand & gravel
5. Fish
6. Limestone
7. Natural gas
8. Salt

Uses:
- Cement
- Chemicals
- Wire
- Machines
- Brass
- Bronze
- Food
- Steel
- Beverage
- Fuel
- Recreation
- Electricity
- Roads

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Resource C

Using the Land

Much of Michigan’s land is used for farming, while other parts are forested. The areas around the cities, often called urban areas, have large numbers of people as well as many industries. Study the map below, and color the land uses key using five different colors. Then color the map with the correct color in each land use area. Remember that this is only a general map. There are industrial areas within the farming areas and farming areas within the forested areas, although they are not shown on the map. When you have finished the map, answer the questions below.

1. In what part of the state are most of Michigan’s forests? __________________________

2. Where is Michigan’s fruit-growing area? __________________________

3. Where is most of Michigan’s farming done? __________________________

4. In what part of the state do you find most of Michigan’s industries? __________________________

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The Lumbering Story

Once huge forests covered much of the land around Lake Michigan and Lake Superior. Many of them were made up of beautiful pine trees. They grew in some areas. A number of them had been growing as long as 300 years! Their trunks were so big that they took at least two people to reach around them.

After the Civil War, people began to build homes, farms, streets, and factories. Lumbermen began to cut tree trunks and roots. People thought there was still no end to the forests. But soon, only stumps and piles of brush remained where thick trees once stood.

The lumbering boom was a big business in this part of the country. Millions of trees were cut and floated on rivers to sawmills where they were cut into lumber. Lumber camps were set up near the rivers. People could move and build anywhere in the country. A lot of them worked in this business.

People used lumber for almost anything. You should spell out the parts of the tree that were King of the Forest.

**Resource D**

**Decide if the following statements are true or false. If they are true, circle the letter T. If they are false, circle the letter F.**

1. Pine trees can grow to be over 100 years old. T
2. Lumbermen of the 1860s planted many new trees to replace the ones they cut. F
3. Lumbermen cut trees, floated them down rivers to sawmills, and used the lumber to build homes, streets, and factories. T
4. Lumber was needed to build towns in this country. T
5. Lumbering was a major industry in the United States. T
6. Forest fires started easily in areas to the north of the Civil War. T
7. Lumber was big business in Michigan, Wisconsin, and Minnesota. T
Resource E

The lumbering industry helped bring about many changes in Michigan as well as other territories. Follow the directions in each paragraph to see what those were.

1. For many years logging was done only in winter when logs could be moved by horses and sleds. Cross out the letters that spell "winter" to find out what those were.

2. Logs were usually floated down the rivers in the spring of the year. Then an invention made it possible to move logs in dry seasons. Cross out the letters that spell "spring" to discover that invention.

3. In the sawmills there were many changes. An invention called a sawmill was built into a giant saw that could cut two or three logs at once. Cross out the letters in each saw to find the name of the new saw.

4. New inventions helped make logging a big business in Michigan. But better ways changed the land. Cross out the letters in each saw to find out how the land changed.
**Resource F**

A Story of Michigan’s Minerals

Try to decide the correct words for the story about Michigan’s minerals and write them in the spaces below. If you are correct, you will spell the name of an explorer.

Long before European explorers came to North America, Indians mined copper (5). Copper was an important material in many parts of North America. Then, for unknown reasons, they stopped mining the copper.

Early in the 1800s, Governor Lewis Cass made a trip to explore the Upper Peninsula. He saw a huge (2) made of copper near the Ontonagon River. A (3) — whose name you will discover — made studies and found the area to be rich in copper. His studies started a copper rush, and hundreds came to the Upper Peninsula. Miners even came from Cornwall (4) to work in the mines. Large amounts of copper were taken from Michigan.

<p>| | | | | |</p>
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1. geologist</td>
<td>2. boulder</td>
<td>3. slag</td>
<td>4. England</td>
<td>5. iron</td>
</tr>
</tbody>
</table>

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Resource G

The map above shows the locations of the main copper and iron ore deposits in Michigan copper mining. It also shows some of the towns and industries that were important in copper mining in the following towns:

1. Houghton
2. Dollar Bay
3. Copper Harbor
4. Eagle Harbor
5. Lake Linden
6. Calumet
7. Marquette
8. Negaunee
9. Ishpeming
10. Champion
11. Escanaba
12. Bessemer
13. Ironwood
14. Crystal Falls
15. Republic
16. Iron River
17. Ironbridge
18. Iron River

Color the copper deposits red. Below you are the map key:

- Copper
- Iron

Using another map as a guide, write the numbers of the following towns in the correct order on the map:

- Houghton
- Dollar Bay
- Copper Harbor
- Eagle Harbor
- Lake Linden
- Calumet
- Marquette
- Negaunee
- Ishpeming
- Champion
- Escanaba
- Bessemer
- Ironwood
- Crystal Falls
- Republic
- Iron River

5. Copper is mixed with zinc to make (a) iron, (b) brass, (c) silver, (d) gold.
6. Copper is mixed with tin to make (a) bronze, (b) zinc, (c) iron, (d) lead.
7. Copper is used to make (a) nickel, (b) quarters, (c) pennies, (d) dollars.
8. Copper is also used in (a) electrical wire, (b) jewelry, (c) pots and pans, (d) carpeting.
9. Iron ore is used to make (a) zinc, (b) cannons, (c) pots and pans, (d) steel.
10. In the 1600s an Englishman built a furnace that turned iron ore into steel. His name was (a) Winston Churchill, (b) Henry Bessemer, (c) William Shakespeare, (d) Abraham Lincoln.
Before reading

1. Calumet was once one of Michigan’s largest cities.
2. Most of the miners were born in America.
3. Calumet is in the southern part of Michigan.
4. Even the 1860s Calumet people had garbage service.
5. Copper mining was a fairly easy job.
6. Calumet had a foreign-language newspaper.
7. Pasties, a pie-like food filled with potatoes, vegetables, and meat.
8. The mining company had a great deal of power over their workers’ lives.
9. Calumet had many different types of industries.
10. Famous actors and actresses came to Copper Country.

After reading

Joseph Bonfiglio and his family came to America from Italy. Then they traveled to Michigan’s Keweenaw Peninsula where there were schools and churches as well as parks and a library. The city also had a hospital. Calumet residents could boast about their fine theater where famous stars from different countries, such as Finland, Sweden, and Poland. But Joseph was unhappy there were so many Italians. There was even a newspaper written in Italian.

Joseph Bonfiglio worked with miners in the mines of the day because his father was a miner. In the 1860s, the city where the Bonfiglios settled was Michigan’s fifth largest city. It was named Calumet. When Joseph took a job as a copper miner, he became part of a community controlled by the mining company. The mining company was owned by the Calumet and Hecla Company. The mining company provided electricity and heat for their home. It even supplied garbage collection.

The mining company tried to make life pleasant for the people who lived in Calumet—nearly all of whom worked for the mining company. Even though the company tried to be kind, the workers were often unhappy about their work. Even though the company tried to make life pleasant for the people who lived in Calumet—nearly all of whom worked for the mining company.
From Resources to Industries

The charts below help show how industries are related to a resource and to each other. Read the sentence clues and select the correct industry from the box at the bottom of the page. Some industries can be used twice.

Forest

1. The business of cutting trees for lumber.
2. Place where timber is cut into boards.
3. Place where logs are turned into pulp.
4. Industry that builds houses and other structures.
5. Industry whose products meet home and office needs.
6. Industry that uses paper everyday to communicate with people.
7. Industry that manufactures books, magazines, and other materials.
8. Industry whose products perform work.
9. Industry that moves things.

Soil & Land

10. The business of raising animals and crops.
11. Places that grind grain into flour.
12. Industry that processes farm products for stores.
13. Stores that sell food.
15. Industry that moves things.

Industries

- Farming
- Construction
- Transportation
- Flour Mills
- Machines
- Papermills
- Logging
- Newspaper
- Grocery
- Printing
- Food Processing

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Resource J

To be used with Automobile Lesson
Resource K

Michigan’s Story: Chapter 12 – We Put the World on Wheels

Section 1: What are the facts?

1. In what year did Henry Ford build his first car?

2. Did Henry Ford invent the automobile? If not, who did and in what year?

3. List three things that helped Michigan become a leader in the car industry

4. Who started General Motors? In what year?

5. Why does GM have so many divisions like Buick, Chevrolet, and Fisher Body?

Section 2: What are the facts?

1. Explain what the assembly line is.

2. Why did the Ford Motor Company install the moving assembly line in its factories?

3. Why did Henry Ford want to double the wages of his workers in 1914?

4. Explain how the approach used by General Motors was different than that used by Ford for making and selling cars in the 1920’s.
Resource L

Parts Worksheet
Resource M

Make copies of this design as station guides. Color in a different part on each copy.
HOW THE MODEL T (TIN LIZZIE) WORKED

The information and diagram below will help you better understand how the Model T worked. After reading, complete the statements below.

1. _______ helped move the gas to the carburetor.
2. _______ and _______ are mixed in the carburetor.
3. Gas and air moved into the _______ chamber through valves.
4. An electrical spark ignited the gas, forcing the _______ downward.
5. The downward piston motion turned the _______ , spinning the _______ in the transmission.
6. The _______ turned the driveshaft.
7. The driveshaft spun the gears in the _______ which turned the rear _______ and made the _______ go around.

Transmission gears

Outside view of engine

Wheel with a rim and tire

Differential gears

Axle

Driveshaft

Valves

Crankshaft

Piston

Inside view of engine

Outside view of engine

Can you answer the questions about today's cars and fill in the boxes using the words below?

1. What carries fuel from the gas tank to the engine?
2. What causes the fuel to ignite?
3. What covers the water?
4. What holds the water?
5. Where is the fuel stored?
6. What moves up and down to move the crankshaft?
7. What turns the drive wheels?
8. What is the part of the engine that produces power?

Options:
- gas tank
- spark plug
- radiator
- fuel line
- pistons
- hood
- axel
- fan

Resource 0
Resource P

To Be Used With Vocabulary Lesson on “Urban”, “Rural” and “Suburban”
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