

## Lesson Plans chosen to complement Making Macomb: A Journey Through 200 Years

### ELEMENTARY PLANS

#### *Anishnabeg and Europeans*

From the Michigan Historical Center    Grade 3<sup>rd</sup>

This lesson for 3<sup>rd</sup> graders focuses on interactions between American Indians in Michigan and European traders. The importance of trade between these groups, what goods were traded, and how trade evolved over time will be discovered through the observation of multiple drawings. Students will organize their thoughts and inferences in a chart, which will then be used to draft a short writing piece expressing their analysis and conclusions about trade relations between Native Americans and European settlers.

#### *Anishinabe/Ojibwe/Chippewa: Culture of an Indian Nation*

From the National Endowment for the Humanities    Grades 3<sup>rd</sup>-5<sup>th</sup>

This upper elementary lesson will introduce students to the Anishinabe, or Ojibwe, tribe of the Great Lakes Region and Canada. Students will learn about the tribe's history through a class research project on their migration patterns and cultural evolution. Through research, topics such as climate change, wars with other Native tribes, trade with Europeans, and land displacement due to U.S. treaties will be found as reasons for Ojibwe relocation and cultural change. In groups, students will dig deeper into research to discover the characteristics of Ojibwe life and how the Great Lakes were crucial to not only their daily routines, but to their survival as a tribe.

#### *French Ribbon Farms in Detroit*

From the Detroit Historical Society    Grade 3<sup>rd</sup>

This lesson, also from The Detroit Historical Society, teaches students about the life and culture of the early French settlers of Michigan. Students will explore the importance of Detroit, particularly the Detroit River, to the fur trade and development of the city as a whole. Using historical maps and essays as references, students will draw their own ribbon farm maps and be able to explain where and why they placed their home, field, and barn boundaries along the river. The lesson will conclude with a comparison of a modern map of Detroit with a historical map. The students will notice the street boundaries on the modern map line up with the boundaries of the ribbon farms on the old map. In addition, they will see that many Detroit streets still bare French names, clearly demonstrating how history shapes the present.

## [Great Lakes](#)

**From NASA** Grade 4<sup>th</sup>-6<sup>th</sup>, 7<sup>th</sup>-8<sup>th</sup>

This lesson on the Great Lakes guides students through the features, resources, similarities/differences, and populations of the five Great Lakes. Students will discover this information through the use of individualized Great Lake fact sheets, geological data, graphs, and maps. After completing this lesson, students will have a better understanding of what causes the Great Lakes to be so diverse.

## [Our Historical Places](#)

**From the Michigan Historic Preservation Network** Grades 2<sup>nd</sup>-3<sup>rd</sup>

This lesson, from the Michigan Historic Preservation network, is geared towards 2<sup>nd</sup> and 3<sup>rd</sup> students. Students will discover important history about their own community and historic buildings within their community. They will learn to make inferences about the past through the analysis of historical buildings, including their design, the materials used, and the people who built them. Students will then exercise the same skills to analyze buildings relevant to them, such as their home or school, introducing an emotional tie to structures. This emotional element will then be transferred to historical buildings, culminating to reveal the importance of historical preservation.

## [The French Fur Trade](#)

**From the Detroit Historical Society** Grade 3<sup>rd</sup>

This lesson is from the Detroit Historical Society and focuses on the early French settlers in Michigan. Students will learn about Michigan's role in the fur trade and the daily life of the early settler's through the exploration of photos, charts, and letters. In groups, students will then make and perform skits detailing the fur trade process from beaver to beaver hat. The lesson will conclude with a discussion on the importance of Detroit to the fur trade because of its strategic location for shipping and diverse population of people.

## **MIDDLE AND HIGH SCHOOL PLANS**

### [City Council Simulation: Dogwood City's Proposed Curfew Ordinance](#)

**From the Learning Law and Democracy Foundation** Grades 6<sup>th</sup> – 12<sup>th</sup>

In this activity, students will learn the role city councils play in local communities and the responsibilities council members hold by taking on the duties of council members for a day. This simulation centers around a curfew ordinance for the city's young residents, which the students must decide to pass or reject. Through this experiment, students will discover the relevance of local government and the immediate impact it has on citizens of the community. As an extension of the lesson, students can create a poster or bumper sticker advocating for something they strongly believe needs to change or be protected in their town.

## ***Creating a Primary Source Archive: All History Is Local***

**From The Library of Congress** Grades 6<sup>th</sup>-12<sup>th</sup>

In this secondary education lesson, students will make connections between national, state, local, and personal history through the collection and analysis of a variety of primary and secondary sources. Students will pick a theme in U.S. history then utilize online research tools to obtain sources on the topic. After all sources have been collected and studied, students will demonstrate their mastery of the history topic by either writing an analysis of their findings or creating a web page dedicated to explaining their research.

## ***Redesign My Street! Street Design For Pedestrian Safety***

**From Cooper Hewitt** Grades 6<sup>th</sup>-8<sup>th</sup>

Students will learn about urban planning and pedestrian safety in their community and throughout the world. By analyzing their community's current pedestrian safety measures through their own knowledge, a walking field trip, and the internet, students will discuss what is working well and what is not. Students will then be prompted to redesign current safety measures that are not effective and present their ideas to the class. To bring this lesson to life, students can then write letters to their town's city council members explaining the importance of their new designs and how they could benefit the community.