

MACOMB COUNTY'S PLACE FOR DISCOVERY

# Becoming Michigan:

From  
Revolution  
to Statehood

FEBRUARY 25–MAY 5, 2012

Teacher Resource Guide

THE ALBERT L. LORENZO

## Cultural Center

AT MACOMB COMMUNITY COLLEGE

## **EXHIBIT INTRODUCTION**

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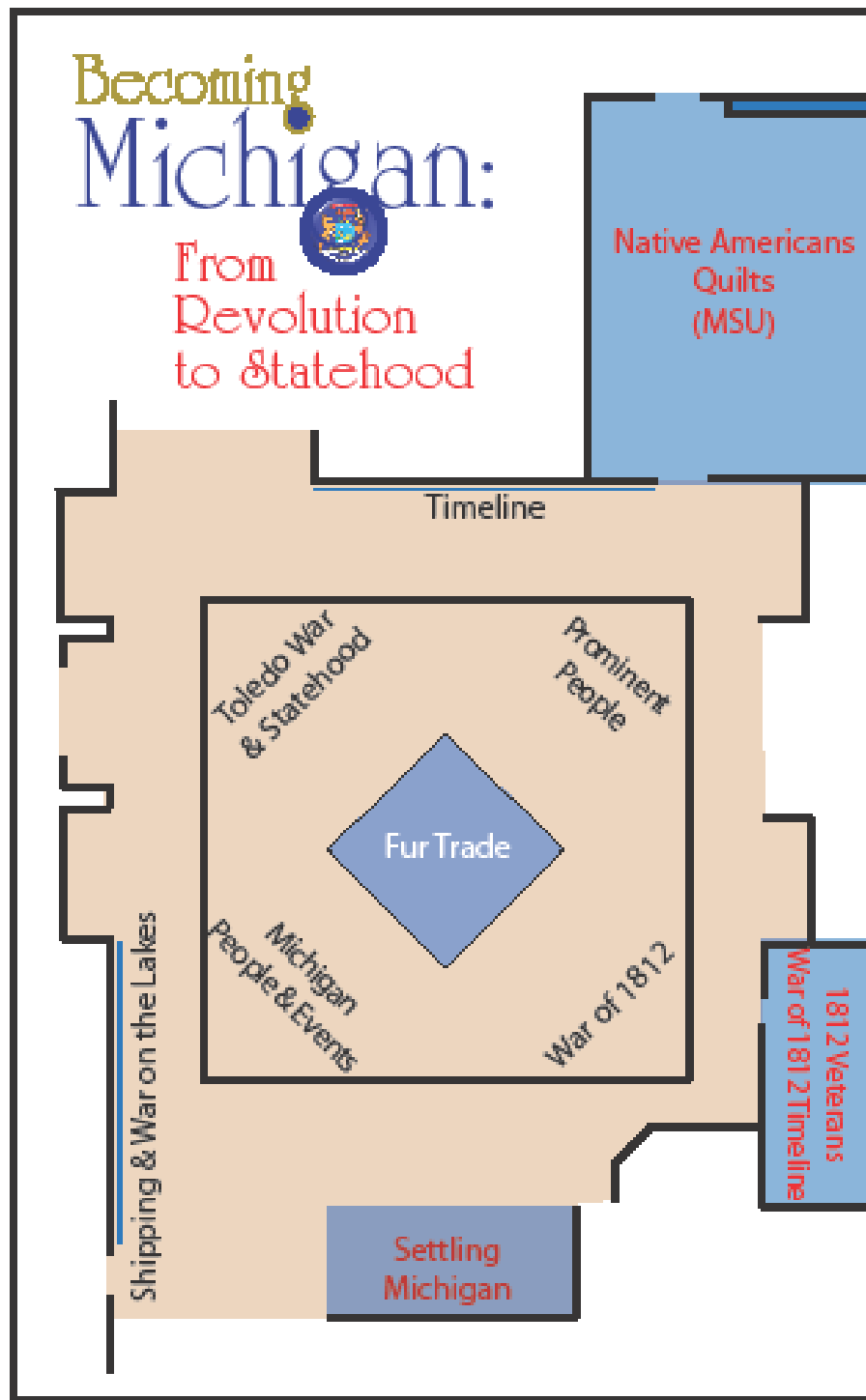
During a visit to *Becoming Michigan: From Revolution to Statehood*, at the Lorenzo Cultural Center students will discover both the universal and the unique about one of the most defining decades in our nation's early history.

This packet of information is designed to assist teachers in making the most of their students' visit to the Lorenzo Cultural Center. Contained in this packet are:

1. An outline of the exhibit
2. Facts, information, and activities related to **Becoming Michigan**
3. Lesson plans related to **Becoming Michigan**
4. A resource list with websites, addresses and information

**EXHIBIT FLOOR PLAN**

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## **PART I: EXHIBIT OUTLINE**

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### **Introduction**

Join us at the Lorenzo Cultural Center as we bring the state's early history to life through a wide range of exhibits, presentations, and activities.

### **Exhibits**

#### **Becoming Michigan**

Explore the places, people, and events that were instrumental in the birthing of the only state in the nation that is comprised of two distinct peninsulas.

Discover the diverse facets of the state's early history, beginning with many of the historic events and cultural influences that preceded Michigan's entry into the union. Delve into the issues of the times, including the battle for the control of the Great Lakes, the booming fur trade, and the dissension between Native Americans and early settlers.

Learn about Michigan's part, including the infamous Surrender of Detroit, in what is sometimes known as the Second American Revolution-the War of 1812, which spawned an upsurge in American nationalism and a symbol to support it, The Star Spangled Banner. And, discover the role the Toledo War, the nearly bloodless boundary dispute between the State of Ohio and Territory of Michigan, had in propelling Michigan to statehood in January 1837.

#### **Great Lakes Native Quilting**

Great Lakes Native Quilting is the first exhibition devoted to North American Indian contemporary quilting in the Great Lakes region.

The sixteen quilts included in the exhibit are primarily drawn from Michigan State University Museum collection with additional loans from other private and public collections.

## **PART II: TIMELINE OF BECOMING MICHIGAN**

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### **Michigan History**

#### **1783-1837**

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- 1783 The Treaty of Paris is signed, ending the Revolutionary War and including Michigan in the United States. The British control the Michigan area, however, for 13 more years.
- 1784 First ordinance passed by Congress governing the Northwest Territory.
- 1785 Congress passes first act relative to the disposal of western lands. Michigan appears for the first time on a map as a land division of the United States. Sloop Otter becomes the first vessel to navigate Lake Superior.
- 1786 Moravian Indian village near present day Mount Clemens is abandoned.

#### **1783-1837**

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- 1787 Congress enacts the Ordinance of 1787 (second Northwest Ordinance), outlining the government of the “Territory northwest of the Ohio River.”
- 1788 The first stage of American territorial government is established under the Northwest Ordinance, except in British occupied Michigan.
- 1791 The Americans under Arthur St. Clair suffer a major defeat at the hands of British-allied Indians in Ohio at the Battle of the Wabash River.
- 1792 Detroit, including settlements on both sides of the river, holds its first election, sending three representatives to the Parliament of Upper Canada.
- 1794 General Anthony Wayne decisively defeats Indians and allied British troops at the Battle of Fallen Timbers, near Toledo.
- 1795 The Jay Treaty is ratified by Congress. The British finally agree to relinquish all Northwest Territory lands. The Treaty of Greenville (Ohio) is signed. The first major Indian land treaty involving Michigan, it included land on the Detroit River, the Straits of Mackinac, and Mackinac Island.
- 1796 The British withdraw their garrison from Detroit. The Stars and Stripes are raised for the first time on Michigan soil by Wayne’s advance guard.
- 1798 Father Gabriel Richard comes to assist at Ste. Anne’s in Detroit.
- 1799 The Territorial Assembly convenes at Cincinnati, Ohio. The county of Wayne (embracing all of the Michigan Territory) sends one representative, elected in the first local (Michigan) election held under United States rule.
- 1800 Wayne County circuit court created by act passed December 9.
- 1801 First post road established in Michigan.
- 1802 Detroit holds its first election following incorporation under an act passed January 18 by the Legislative Council at Chillicothe, Ohio.
- 1803 Ohio is admitted to the Union, excluding the strip of land that 30 years later will be known as the “Toledo strip.” Michigan becomes part of the Territory of Indiana.
- 1804 United States land office established at Detroit.
- 1805 The Territory of Michigan is created, with Detroit as the capital. Detroit is completely destroyed by fire. General William Hull becomes the first territorial governor.
- 1806 Important commercial timbering begins, when sawmills are built on the St. Clair River to aid in rebuilding Detroit. Governor and judges authorized to lay out new town of Detroit after fire had destroyed the settlement. Bank of Detroit chartered by the governor and judges; Congress disapproves the act on March 3, 1807.

- 1807 The Treaty of Detroit is signed by Chippewa, Ottawa, Wyandot, and Potawatomi tribes meeting with General Hull. Duties paid to the United States on furs at Mackinac exceed \$40,000.
- 1808 American Fur Company founded by John Jacob Astor.
- 1809 The Michigan Essay and Impartial Observer, the state's first newspaper, is printed by James M. Miller on a press imported by Father Richard.
- 1810 The Michigan Territory's population is 4,762 and includes 32 slaves, most of whom are Native Americans.
- 1811 A memorial to Congress stresses the defenseless position of Michigan and begs for military aid against the Indians.
- 1812 The United States declares war against England. Father Richard urges the population to support the American cause. Fort Mackinac falls to the British, who know of the declaration of war earlier than the frontier post. Hull surrenders Detroit to General Isaac Brock without firing a shot. Hull later is court-martialed.
- 1813 At the Battle of River Raisin at Monroe, the main body of Americans is forced to surrender and promised protection from Indian allies of British. The massacre of the River Raisin occurs. This proves to be a powerful factor in uniting American sentiment for expulsion of the British from the west. Commander Oliver Perry's victory on Lake Erie and William Henry Harrison's defeat of Proctor's army in Canada (in which Tecumseh is slain) end hostilities on northwestern American border. Harrison, departing for Washington, leaves Colonel (later General) Lewis Cass as the military governor at Detroit. Cass continues, under presidential appointment, as the governor of the Michigan Territory for 18 years.
- 1814 The Americans make an unsuccessful attempt to recapture Mackinac Island. The Treaty of Ghent ends the War of 1812; the British leave Mackinac Island.
- 1815 Governor Cass and judges adopt legislation reincorporating Detroit (city) and restoring a restricted municipal. The population of the territory is 8,096; Detroit, Mackinac, and Sault Ste. Marie are its largest towns. The Treaty at Sault Ste. Marie is negotiated by Cass; Indians cede a 16-square-mile tract on the St. Mary's River for a fort site, but reserve fishing rights.
- 1821 Cass negotiates a treaty at Chicago, gaining from the Chippewa, Ottawa, and Potawatomi virtually all Michigan territory south of the Grand River that had not previously been ceded.
- 1822 Public stagecoaches begin running from Detroit. Dr. William Beaumont at Mackinac begins study of human digestive processes by observing through a hole in the stomach of Alexis St. Martin.
- 1823 General Hugh Brady and soldiers construct Fort Brady at the Sault, ending domination of the region by the British. Congress advances the Territory of Michigan to the second governmental grade, authorizing the Legislative Council of 9 members presidentially appointed and 18 locally elected. Enacted laws are subject to congressional approval. The first capitol, in Detroit, is built. Father Gabriel Richard takes office as the territorial delegate to Congress (1823–1825), the only priest to serve in Congress until 1971. United States government opens second land office in Michigan at Monroe.
- 1824 On motion of Father Richard, Congress appropriates \$10,000 for a survey of the Great Sauk Trail (now U.S. 12 or Michigan Avenue) between Detroit and Chicago and makes an additional appropriation in 1825.

- 1825 The opening of the Erie Canal in New York facilitates settlement of Michigan and shipping of farm products to the East.
- 1827 Fort Shelby, Detroit, is demolished.
- 1828 First capitol occupied in Detroit on May 5. State Library is established. State Historical Society organized (now Historical Society of Michigan).
- 1829 “Cabinet Counties” are established, named after members of President Jackson’s administration (Barry, Berrien, Branch, Calhoun, Eaton, Ingham, Jackson, and Van Buren).
- 1830 Michigan’s population is 31,639. Fur trade reaches its peak. Its subsequent decline leaves some regions without commercial activity. Michigan issues a railway charter to the Detroit & Pontiac Railway, the first incorporated railway in the limits of old Northwest Territory.
- 1831 General Lewis Cass, appointed secretary of war by President Jackson in July, resigns the governorship. Stevens T. Mason, at age 19, becomes the acting governor of the Michigan Territory. Federal government opens third land office in Michigan at White Pigeon. A seven-week cholera epidemic devastates Detroit; Belle Isle is used for quarantine. Father Richard, priest, legislator, and educator, dies of cholera contracted while nursing the sick.
- 1833 Steamboat Michigan launched at Detroit.
- 1834 The Territorial Legislature petitions Congress for permission to form a state government. Southern states protest the admission of another free state; Ohio protests the boundary Michigan claims. Congress refuses to grant its permission. The second cholera epidemic at Detroit begins with the death of Governor George B. Porter. It wipes out one-seventh of the population.
- 1835 Pioneers in Macomb and adjoining counties discover oil. The Ohio Legislature passes an act asserting claims to the “Toledo Strip” along its northern boundary. Governor Mason calls out the militia as the “Toledo War” begins with more anger than gunfire. Border incidents continue into September, and jurisdictional wrangling goes on through all of 1836. A convention at Detroit drafts a state constitution in preparation for statehood. Stevens T. Mason, who had been removed from office by President Jackson because of Mason’s action on the Toledo question, is elected as the first governor of the state of Michigan at 23 years of age.
- 1836 Congress accepts Michigan’s constitution. It agrees to admit the state upon condition that Michigan accept Ohio’s boundary in return for four-fifths of the Upper Peninsula. At the first convention of assent held at Ann Arbor in September, the conditions set by Congress are rejected. The horse-powered Erie & Kalamazoo Railroad chartered in 1833 reaches Adrian from Toledo. The first steam locomotive in the state is put in operation on this line the following year, as the railroad is the first west of New York State to operate. Democrats call a convention on their own initiative and assent to entry into the Union. Whig opponents take no part in this “frost-bitten” convention held in Ann Arbor in December. Daily stages from Detroit begin carrying mail and passengers to Sandusky, Chicago, and central Michigan; a railroad between Detroit and Jackson is under construction; shipbuilding becomes important along nearby rivers and lakeshores. During seven months of navigation, 200,000 people pass through Detroit’s port. Bituminous coal mining begins in Michigan. A Quaker preacher employs an underground railroad to bring slaves into Cass County, and movement of fugitive and freed slaves into the state begins.
- 1837 Detroit’s population is almost 10,000. Michigan is admitted to the Union as a free state as Arkansas is admitted as a slave state.



## PART III: BACKGROUND INFORMATION

### Michigan's Beginnings

The first European to visit the land now known as Michigan was Etienne Brûlé, a French explorer who arrived in 1622 looking for a passage through the continent. In 1668, Jacques Marquette, a Jesuit priest established the first permanent European settlement - a mission at Sault Ste. Marie.

Over the next hundred years the fur trade was the main industry and reason for European traffic. Fort Pontchartrain du Détroit (1701) and Fort Michilimackinac (ca. 1715; near today's Mackinaw City) were both built to protect the industry. Settlers did a minimal amount of farming, but near Fort Ponchartrain farms were known as ribbon farms, with a narrow frontage along the Detroit River, stretching inland.



Michigan remained under French control until the French and Indian War ended in 1760, and the British sent soldiers to take over all French forts. During the Revolutionary War, Detroit served as a British garrison and trading post and the British moved the fort at Michilimackinac to Mackinac Island, thinking it would be easier to defend. Although the Treaty of Paris officially ended the Revolutionary War in 1783, the British continued to occupy Detroit and other fortifications until 1796.

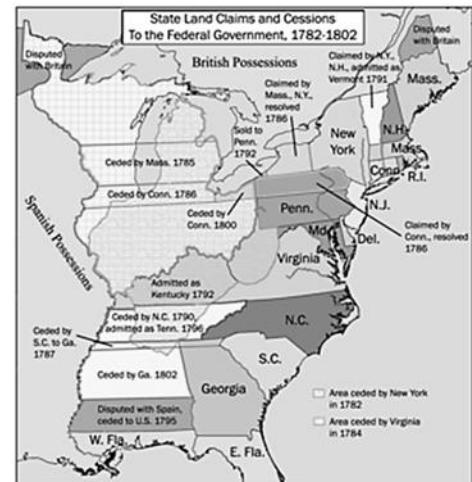
*Source: Copyright 2011 Gale Cengage Learning. Michigania. Introduction IV*

### Becoming the Michigan Territory

In 1787, Michigan was declared to be part of the Northwest Territory of the newly formed United States of America. In 1800, parts of the upper and lower peninsulas were added to the Indiana Territory, and when Ohio became a state in 1803, the US government transferred more land to the Indiana Territory.

However, communication between the territorial capitol in Vincennes, Indiana and the citizens of Detroit was poor due to the long distance (350 miles) and the lack of decent roads. After Michiganders missed the opportunity to vote in an election because the message had taken too long to reach them, they gathered on October 13, 1804 to write a petition requesting a separate territory.

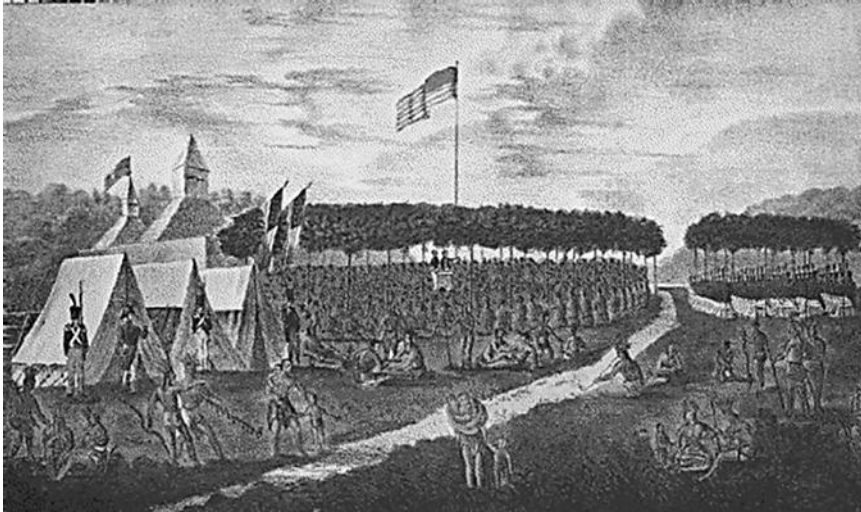
Three hundred men endorsed the petition and sent it to President Jefferson, who signed it on January 11, 1805. Michigan, including the Lower Peninsula and the eastern part of the Upper Peninsula, became an official US Territory on June 30, 1805. Detroit was selected as the new territory's capital, and William Hull was appointed governor. *Source: Copyright 2011 Gale Cengage Learning. Michigania. Introduction IV Michigan Territory*



## American Indians in Michigan

In the 1700s and 1800s, Michigan was home to many different tribes, including the Wyandot (Huron), Mascouten, Miami, Sauk, Fox, Menominee, Potawatomi, Ottawa and Ojibwa. These tribes were self-sufficient, farming, hunting and fishing for their livelihood.

When European fur traders arrived, the American Indians began trading furs for items that would make their lives easier--needles, fishhooks, hatchets, traps, and guns. European traders even



encouraged tribes to settle down near Forts Michilimackinac and Pontchartrain to make trading furs, canoes, and food easier.

Some tribes had good relationships with the Europeans, while other tribes clashed with them over land rights. During both the Revolutionary War and the War of 1812, American Indians fought on both sides of the

conflict. Fur-trading was often more important than acquiring land, but as white encroachment on American Indian lands increased, conflicts took place throughout the state.

It wasn't until the mid-1800s that European settlers began to outnumber the Native Americans in Michigan, but in the early 1800s various treaties with the U.S. government forced Native Americans in Michigan onto reservations or out of the state, to the north or west.

Sources: [http://www.mi.nrcs.usda.gov/indian.html#Cultural Information](http://www.mi.nrcs.usda.gov/indian.html#Cultural%20Information);  
[http://www.great-lakes.net/teach/history/native/native\\_1.html](http://www.great-lakes.net/teach/history/native/native_1.html)

## The People of the Three Fires

The three American Indian tribes most commonly associated with Michigan are the Ojibwa (Chippewa), the Odawa (Ottawa), and the Potawatomi. Together, they are known as the People of the Three Fires, the Anishinabe (or Algonquin). Closely related in language and culture, these three tribes interacted with each other like members of a family in a loose knit alliance that promoted their mutual interests.

The Ojibwa were called the "Older Brother" and the "keeper of the faith." They were mostly nomadic hunters and fishermen, traveling and living in what is now the Upper Peninsula or the eastern side of the Lower Peninsula.

The Odawa were skillful intertribal traders who made superior birch bark canoes, a practice later picked up by European settlers. They were known as "Middle Brother" and "keeper of the trade." Their home villages were mostly along the coast of Lake Michigan. The Potawatomi, or "Little Brother" were also known as the "keeper of the fire," and are considered Michigan's

earliest farmers, growing squash, corn, melons, beans, and even tobacco. They lived primarily in more permanent villages in the southwestern part of the state.

Sources: <http://www.absolutemichigan.com/dig/michigan/the-three-fires-ojibwa-odawa-potawatomi/>; [http://www.mi.nrcs.usda.gov/indian.html#Cultural Information](http://www.mi.nrcs.usda.gov/indian.html#Cultural%20Information)

### Mackinac, a Strategic Crossroad

In 1715 the French constructed Fort Michilimackinac, and it became the main trade depot of the upper Great Lakes fur trade. The fort functioned as both a military post and a civilian community.

In 1776, with the American Revolution underway, the British relocated the fort to Mackinac Island, a more defensible location. On May 12, 1781, Ojibwa chiefs agreed to sell Mackinac Island to Great Britain for a dozen canoes loaded with goods and merchandise valued at 5,000 British pounds.



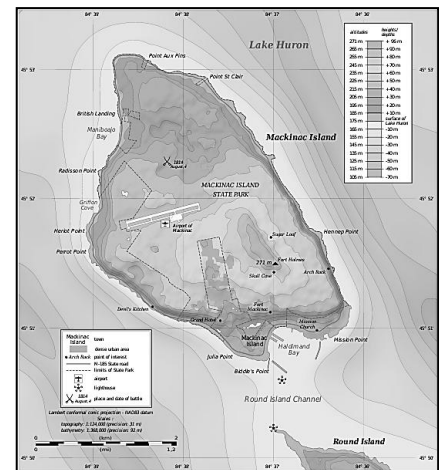
The fort and island became United States territory as a result of the American victory in the Revolution. However, it took thirteen years for American troops to arrive and finally take control of the fort from the British. The British were reluctant to leave the island, as British merchants continued to dominate fur trading, even in American territory. They left in 1796, and established Fort St. Joseph nearby.

During the War of 1812, British soldiers and Native American allies took Fort Mackinac in a surprise attack which was the first land engagement of the War of 1812 in the United States. Two years later American soldiers tried to recapture Fort Mackinac, but were badly defeated in the only battle ever fought on Mackinac Island.

Source: [www.mackinacparks.com](http://www.mackinacparks.com)

### From Furs to Fish

Following the War of 1812, the Treaty of Ghent restored the island and Fort Mackinac to the United States. John Jacob Astor then established the American Fur Company northern department headquarters on Mackinac Island. Furs from Illinois, Michigan, Wisconsin, and Minnesota flowed to Mackinac every summer. On Mackinac Island's Market Street, the furs were counted, sorted and baled for shipment to the East Coast and Europe. Millions of dollars' worth of furs passed through Mackinac Island in the 1820s.



Commercial fishing replaced fur trading as Mackinac Island's primary industry in the 1830s. The transition was smooth. The region's waters teemed with a rich bounty of whitefish, lake trout, pickerel, and cisco. The burgeoning populations of Chicago, Detroit, Cleveland, and Buffalo provided a ready market for the fishermen's catch.

Trade routes which once carried canoes filled with furs now served as shipping lanes schooners and steamboats that connected Mackinac Island with its markets. The island's wharfs, warehouses and workforce were easily adapted to commercial fishing.

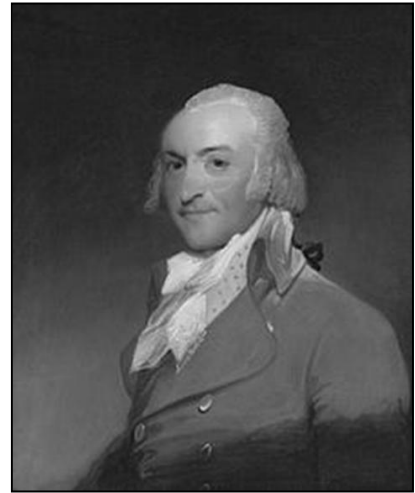
Fort Mackinac stood sentinel over the village throughout the transition. No longer on the fighting edge of the United States frontier, the fort contributed little to national defense as the country expanded west.

Hannah White Painting of Mackinac Island, ca. 1830

Source: [www.mackinacparks.com](http://www.mackinacparks.com)

### **John Jacob Astor, a Self-Invented Money Making Machine**

John Jacob Astor was a German immigrant who by 1795 had a thriving import/export business in New York. In 1808, Astor established the American Fur Company to compete with the Hudson's Bay Company and the North West Company. During War of 1812, Astor continued to trade Canadian furs with London merchants and made enormous profits.



The war drove the U.S. government to the brink of bankruptcy. Astor gave high-interest loans to the Treasury and emerged from the war in better shape than the Federal Government. He also invested in New York City real estate so that by the time peace was made, Astor was immensely wealthy and ready to take over the American fur trade.

He helped persuade Congress in 1816 to pass an act excluding Canadians from the fur trade unless employed by an American company. Astor then bought out the Northwest Company's American holdings for a fraction of their worth, and continued to push the fur trade west. However, by the late 1820s the fur trade was dying, and in 1834 Astor sold all of his commercial interests. He died in 1848, one of the richest men in history of the U.S.

Sources: <http://www.historynet.com/john-jacob-astor-wealthy-merchant-and-fur-trader.htm>  
By James L. Stokesbury, originally published in December 1997 issue of *American History Magazine*.

### **Joseph Campau (1769-1863), First Detroit Millionaire**

Detroit's most notorious businessman and landowner Joseph Campau was at one time Detroit's wealthiest citizen.



His grandfather arrived in Detroit with Antoine de la Mothe Cadillac, and the family holdings were the starting ground for the Campau's real estate empire.

He prospected early in life by fur trading with Native American tribes, and his store at Atwater was the first in Detroit to offer fine luxury wares from Boston. Another part of his business was loaning money at high interest rates, making modern-day loan sharks look cheap by comparison.

He held several public offices, and in 1831, he and his nephew provided start-up funds for two newspapers. Like some Detroiters of the time, Campau owned slaves before the practice was outlawed in Michigan. In 1863 family property that Campau had

lent to the U.S. military efforts became the mustering grounds of the First Michigan Colored Regiment.

Campau spent his later years engaged in a long battle with local Roman Catholic officials. A legal dispute over what was known as the Church Farm property involved Campau and then his heirs for an entire generation following his death.

Source: <http://www.motorcitycandleworks.com/scents/cuppajoecampau/>

### “Mad” Anthony Wayne

Anthony Wayne was born in 1745 in Pennsylvania. When the Revolutionary War broke out, Wayne volunteered, and despite a lack of formal military training, he distinguished himself and earned the nickname “Mad” Anthony Wayne for his unorthodox combat tactics.



After the Revolution, Wayne retired from the military but George Washington soon called on him to evict the British from Northwest Territories. The British had continued to occupy the territories and incited their Native American allies to fight against the new American government. Wayne formed a new army called Anthony Wayne's Legion, and his forces trained extensively before heading west.

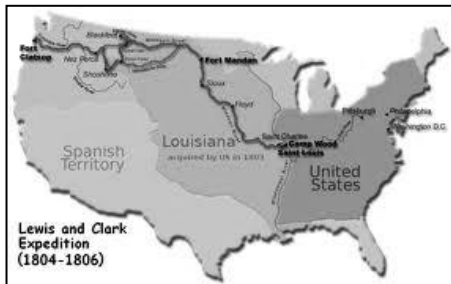
The Legion marched from Pennsylvania in 1793, building a line of support through the wilderness. By August 1794, Wayne and the Legion had reached northwestern Ohio and the Maumee River, the stronghold of Native American forces. At the Battle of Fallen Timbers, just south of Toledo, he maneuvered the Native Americans into a premature attack and defeated them.

They were forced to sign the Treaty of Greenville, which ceded Ohio and a strip of land along the Detroit River. In 1796, Wayne marched to Detroit and officially took over the city on July 11. Wayne died later that same year.

Sources: <http://apps.detnews.com/apps/history/index.php?id=125>  
<http://www.armyhistory.org/ahf2.aspx?pgID=877&id=94&exCompID=56>

### The Lewis and Clark Expedition

Ever since the first colonists landed, Americans have been moving constantly westward. Before land was settled, representatives would make expeditions into the wilderness to explore and to map. Probably the best known of these was the trip of Meriwether Lewis and William Clark.



Just after the Louisiana Territory was acquired, Thomas Jefferson sent Captains Lewis and Clark to explore the area. The expedition they headed was charged with investigating fur trade routes and finding a transcontinental waterway. They were expected to inform both the fur traders and the Indians that they owed allegiance to a new power, the United States, and they were also to determine "whether from its extent and fertility that country is susceptible of a large



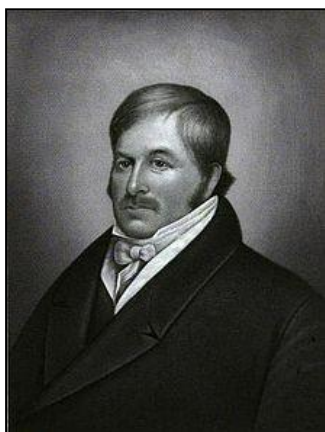
population." Lewis and Clark set out in 1803 and reached the Pacific Ocean in 1805; they returned in 1806 to delight and astound the nation with tales of their trip.

With the publication of the report and map of the Lewis and Clark Expedition in 1814, Americans learned of the immense width of the country and the magnitude of the effort required to cross it. The expedition's account of the plant and animal life, and the specimens collected and brought back, emphasized the richness and diversity of the new land. Similar expeditions into other areas by such men as Lt. Zebulon Pike and Maj. Stephen Long added to the information about our country.

*Source: "We the People: The American People and Their Government" (Washington, DC: Smithsonian Institution Press, 1975) 106.*

### **Solomon Sibley - First Mayor of Detroit, Michigan**

Solomon Sibley was born in Massachusetts 1769. He studied law in Boston, later moving to Ohio before coming to Detroit in 1797, after the Territory was surrendered by the British.



In January 1799 he was elected a member of the General Assembly of the Northwest Territory from Wayne County. He was largely instrumental in procuring the passage of the Act of 1802, incorporating the town of Detroit. In recognition of his services, he became the Chairman of the Board of Trustees, and under the first city charter of 1806, Sibley was appointed Mayor of the city by Territorial Governor Hull.

Sibley held many other important positions in Michigan history including Auditor of the Territory (1814-1817), U. S. district attorney for the Michigan territory (1815 -1824), the Michigan Territory's representative to Congress (1820 to 1823), and a Supreme Court Justice (1824 to 1827).

Solomon Sibley died in 1846 and was buried at Elmwood Cemetery in Detroit. He was survived by 8 children and his widow, Sarah Sibley, who built the Sibley House, which still stands 976 Jefferson Ave along Lake St Clair.

*Source: <http://www.elmwoodhistoriccemetery.org/pages/sibley.html>*

### **Augustus Woodward, first Michigan Territory**

Augustus B. Woodward was born in Virginia in 1774. On March 3, 1805, he was appointed by President Jefferson to serve as Judge for the Territory of Michigan.

He was known to be eccentric, and was described as "a man of middle age, a hardened bachelor who wore nut-brown clothing . . . he slept in his office which was never swept . . . and was eccentric and erratic. His friends were few and his practice was so small that he hardly made a living."



Woodward, along with two other judges and the Governor of the Territory, were the legislators of the Territory. Woodward arrived in Detroit shortly after the Fire of 1805 and was instrumental in planning the city's rebirth.

After the surrender of Detroit in the War of 1812, Woodward stayed in the city to continue his duties even as Governor Hull and the other two justices left. Woodward did much to improve the conditions for its citizens, who had been placed under martial law. In 1817, he also helped create the University of Michigan.

In August of 1824, Woodward was appointed United States Judge for the Territory of Florida. He died there in 1827.

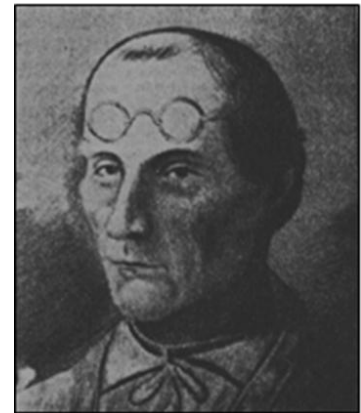
Source: <http://www.micourthistory.org/bios.php?id=2>

### **Father Gabriel Richard**

Born in France, Fr. Gabriel Richard was 31 years old when he came to Detroit in 1798 to be pastor of St. Anne's Church. His work over the next 35 years helped transform the city of Detroit.

He built schools that taught reading, writing, and job skills. He published the city's first newspaper on the city's first printing press. After the 1805 Fire raged through Detroit, Fr. Richard organized relief parties to provide food and shelter for people and encouraged them to rebuild.

When the British captured Detroit in 1812, he was asked to swear allegiance to the British. He refused and was imprisoned in Windsor, Ontario but was freed at Chief Tecumseh's request.



He and the city's first Protestant minister, John Monteith, helped found the University of Michigania in 1817, a predecessor to the University of Michigan. In 1823, Richard was elected to represent the Michigan Territory in Congress. Since Michigan was not yet a state, he had no vote, but his influence helped get funding for the road from Detroit to Chicago, known today as Michigan Avenue.



In 1832, Fr. Richard succumbed to a cholera outbreak. As testament to his influence and legacy, the crowd that followed him to the grave was larger than the population of Detroit.

Source: <http://apps.detnews.com/apps/history/index.php?id=184>

### **The Detroit Fire of 1805**

The worst fire in Detroit's history started in the morning of June 11, 1805 in a stable on Saint Anne Street. Men formed a bucket brigade from the river, but the flames soon spread to the surrounding area and by the afternoon the entire city was in flames. Although hundreds of buildings were consumed, the Fort was spared because of its marching grounds and dirt ramparts (walls). Amazingly, no one was harmed in the fire, and everyone who had lost a home in the fire was given land to rebuild.

Judge Augustus Woodward proposed rebuilding the city using a wheel-spoke pattern similar to Washington DC. This plan left us streets like Grand River, Gratiot, Jefferson, Michigan, and Woodward, but the city eventually reverted back to a grid pattern.

The fire was also the inspiration for the city's seal, designed in 1827 by artist J. O. Lewis. The crying woman (left) represents Detroit at the time of the fire. The woman on the right is comforting her, representing hope. Behind the two women are two cities, one in flames and one new, brighter city. "We Hope For Better Things...It Shall Arise From The Ashes."

Source: [http://www.detroitmi.gov/historic/districts/fire\\_1805.pdf](http://www.detroitmi.gov/historic/districts/fire_1805.pdf)

### **William Hull, Governor and . . . Traitor?**

A hero of the American Revolution, William Hull was named governor of the Michigan



Territory by President Jefferson in 1805. He secured many land concessions from Native Americans, angering many tribes. When war loomed, Hull feared retaliation. He asked for reinforcements and accepted the title of brigadier general of the Army of the Northwest as long as he could retain his governorship.

Unfortunately, Hull was unable to bring the same courage and leadership that he had brought to Revolutionary War battles. After landing unopposed at Sandwich in Canada, Hull waffled so long that the British arrived with reinforcements. Instead of attacking Fort Malden, Hull withdrew.

After a few days at Fort Detroit, Hull learned that Tecumseh and his warriors had arrived near Detroit and were heading for the fort. On August 16, he ordered a white tablecloth hung outside the fort; a temporary truce soon dissolved into a full surrender.

Court-martialed on charges of neglect of duty, cowardice, and treason, Hull was convicted on the first two charges and sentenced to be shot. In light of his heroism during the revolution and his age, President Madison spared him. Hull spent the rest of his life with his family in Massachusetts.

Source: [http://www.military.com/Content/MoreContent?file=ML\\_whull\\_bkp](http://www.military.com/Content/MoreContent?file=ML_whull_bkp)

### **“Father of the Constitution”**

James Madison, the nation's fourth president, participated in the framing of the Virginia Constitution in 1776, served in the Continental Congress, and was a leader in the Virginia Assembly. When delegates to the Constitutional Convention assembled at Philadelphia in 1787, the 36-year-old Madison took frequent and emphatic part in the debates.

Madison made major contributions by helping to write the Federalist essays and Bill of Rights. When he was referred to as the Father of the Constitution, Madison protested that the document was not "the off-spring of a single brain," but "the work of many heads and many hands."



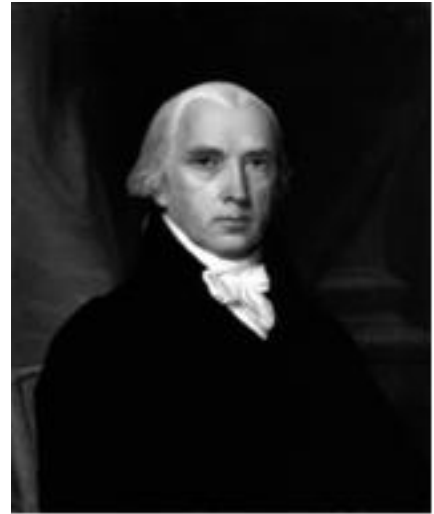
As President Jefferson's Secretary of State, Madison oversaw the Louisiana Purchase and tried to keep peace between the U.S., France and Britain. After his election to the Presidency, the British impressment (kidnapping) of American seamen and seizure of cargoes caused Madison on June 1, 1812, to ask Congress to declare war against Britain.

The young Nation was not prepared, and the British set fire to Washington, D.C. But notable naval and military victories convinced Americans that the War of 1812 had been successful, resulting in a new nationalism.

After his retirement to Montpelier with his charismatic wife, Dolley, Madison remained vocal and interested in politics until his death in 1836.

*Source:*

<http://www.whitehouse.gov/about/presidents/jamesmadison>



### **Michigan in the War of 1812**

The War of 1812 was a defining event in the history and development of Michigan. For three years, from June 1812 to July 1815, the Michigan Territory was on the front line of a conflict between the United States, Great Britain, and the Native American nations of the region - particularly the Ottawa, Chippewa, Potawatomi, and Wyandot. For the only time in its history, conventional land and naval battles were fought within the boundaries of our state.

British forces occupied all or part of Michigan's territory for most of the war, and the residents suffered great physical and economic hardship.

Although the end of hostilities resolved none of the issues that had provoked the fighting, the peace resulted in a careful definition of Michigan's boundary with Canada, greater territorial integrity as part of the United States, and the beginnings of large-scale migration and settlement that would, over the following three decades, lead to the development of the state that we know today.

*Source:* [www.michigan.gov](http://www.michigan.gov)

### **The War of 1812- The Second American Revolution**



Although its events inspired one of the nation's most famous patriotic songs, the War of 1812 is a relatively little-known war in American history. Despite its complicated causes and inconclusive outcome, the conflict helped establish the credibility of the young United States among other nations. It fostered a strong sense of national pride among the American people, and those patriotic feelings are reflected and preserved in the song we know today as the U.S. national anthem.

The conclusion of the American Revolution began an era of new challenges for a new nation. Not even three decades later the two countries were again in conflict. Resentment for Britain's interference with American international trade, combined with American expansionist visions, led Congress to declare war on Great Britain on June 18, 1812.

The United States then invaded Canada with no success. They tried again in 1813 with similar results. By 1814 the United States faced defeat. In the early stages of the war, the American navy scored victories in the Atlantic and on Lake Erie while Britain concentrated its military efforts on its ongoing war with France.

Source: <http://americanhistory.si.edu>

With the defeat of Emperor Napoléon's armies in April 1814, Britain turned its full attention to the war against an ill-prepared United States. The British would use their sea power to attack the United States in New York to take the Hudson River, in New Orleans to block the Mississippi, and in the Chesapeake Bay to secure the capital of Washington, D.C.

In the last major battle of the war, Britain brought a naval flotilla of some fifty ships filled with 10,000 troops to seize New Orleans. Buoyed by the burning of the capital, the British were sure a defeat was at hand. The citizens of southern Louisiana looked to Major General Andrew Jackson to quickly prepare defenses along the city's many avenues of approach.

In addition to his regular U.S. Army units, Jackson counted on New Orleans militia, a sizable contingent of former slaves, Indians, frontiersmen, and a colorful band of Jean Lafitte's pirates. This hodgepodge of 4,000 soldiers was crammed behind narrow fortifications to fight an army more than twice that number. By carefully choosing his ground, Jackson forced the British to make futile attacks on well-fortified positions, and defeated the British in a lopsided victory.

Facts / Statistics

Dates: 1812-1815

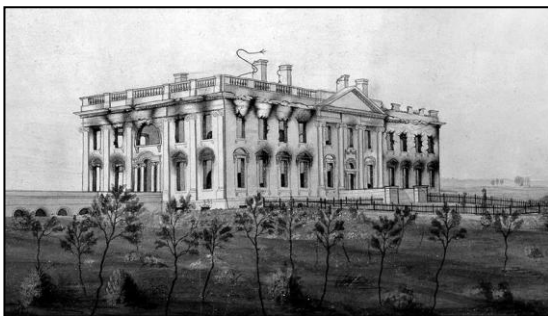
Troops: 286,730

Deaths: 2,260

Source: <http://americanhistory.si.edu>

### **The Capital Captured**

"Every American heart is bursting with shame and indignation at the catastrophe."



-Baltimore resident describing the burning of Washington, 1814

Angered by British interference with American trade, the young United States was intent on reaffirming its recently won independence. Instead, a series of defeats left Americans anxious and demoralized.

They were stunned when, on August 24, 1814, British troops marched into Washington, D.C., and set the Capitol building and White House ablaze, and began to systematically burn the public buildings.

Heroic actions by citizens, including First Lady Dolley Madison, saved many national treasures, including the Declaration of Independence.

### **Dolley Payne Todd Madison**

To this day Dolley Madison remains one of the best known and best loved ladies of the White House.

Born in Virginia, she grew up in Philadelphia, and married John Todd, Jr. in 1790. Three years later he died, leaving Dolley and her small son. Before long, Dolley was courted by James Madison, US Representative from Virginia. They were married in September 1794.

Dolley Madison is probably best remembered for saving a well-known portrait of George Washington from the fires that burned the White House in 1814.

But during her time, Dolley's social graces made her famous. She made people feel special, and everyone marveled at her ability never to forget a name, a face, or a family pedigree. She honed her social skills during the unmarried Jefferson's presidency while her husband was Secretary of State.

She continued when her husband became President in 1809. Before her White House, there was no place in the city where all members of government could meet. Dolley was also the first First Lady to associate herself with a public project; as a fundraiser, supporter, and board member, she helped fund a Washington, D.C. home for young orphaned girls.



The Madisons lived a pleasant retirement in Virginia until James died in 1836. She returned to the capital in the autumn of 1837, and remained in Washington until her death in 1849.

Sources: <http://www.whitehouse.gov/about/first-ladies/dolleymadison>

National First Ladies' Library:

<http://www.firstladies.org/biographies/firstladies.aspx?biography=4>

### **Baltimore in the Balance**

“The moment of suspense is awful.”

—Editor of the National Intelligencer in Washington, D.C., awaiting news from Baltimore, 1814  
America's future seemed more uncertain than ever as the British set their sights on Baltimore, Maryland, a vital seaport. On September 13, 1814, British warships began firing bombs and rockets on Fort McHenry, which protected the city's harbor. The bombardment continued for twenty-five hours while the nation awaited news of Baltimore's fate.

Source: <http://americanhistory.si.edu>

### **Old Ironsides (the USS Constitution)**

The 44-gun USS Constitution was launched in 1797. USS Constitution won all of her engagements in the Quasi War with France (1798-1801) and the Barbary Wars (1801-1805) and

during the War of 1812, to the surprise of both the Americans and the British, she defeated four English warships, earning each of her three captains a Congressional Gold Medal.

Upon returning to Boston from each victory at sea, the ship and sailors were honored with parades and public adoration, and her legend grew into a national icon.

While her victories were not crucial in the War of 1812, the USS Constitution did uplift American morale and end forever the myth that the Royal Navy was invincible.

Today she is the world's oldest floating commissioned naval vessel and a museum in Charlestown, Massachusetts.

Source: <http://www.history.navy.mil/ussconstitution/history.html>

“Old Ironsides”

*Ay, tear her tattered ensign down!  
Long has it waved on high,  
And many an eye has danced to see  
That banner in the sky;  
Beneath it rung the battle shout,  
And burst the cannon's roar;--  
The meteor of the ocean air  
Shall sweep the clouds no more.*

*Her deck, once red with heroes' blood,  
Where knelt the vanquished foe,  
When winds were hurrying o'er the flood,  
And waves were white below,  
No more shall feel the victor's tread,*

*Or know the conquered knee;--  
The harpies of the shore shall pluck  
The eagle of the sea!*

*Oh, better that her shattered hulk  
Should sink beneath the wave;  
Her thunders shook the mighty deep,  
And there should be her grave;  
Nail to the mast her holy flag,  
Set every threadbare sail,  
And give her to the god of storms,  
The lightning and the gale!  
Oliver Wendall Holmes, 1830*



Thanks in part to this tribute poem, “Old Ironsides” (the USS Constitution) was saved from the scrap yard, and is now the oldest commissioned ship in the world still afloat.

### **Star Spangled Banner**

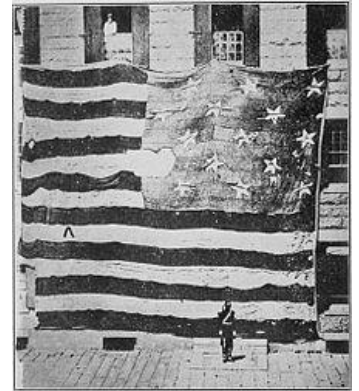
The 15-star, 15-stripe garrison flag, known as the Star-Spangled Banner, was made in 1813 by Mary Pickersgill as commissioned by Lt. Col. George Armistead to fly over Fort McHenry.



This flag was flown Sept. 13 and 14, 1814 during the War of 1812 in the Battle of Baltimore. It was taken down during the rainy night and replaced with a smaller storm flag.

On the morning of Sept. 14 the banner was hoisted again to the tune of “Yankee Doodle” as the British ships retreated. “By the dawn’s early light,” lawyer Francis Scott Key, who was anxiously awaiting the outcome of the battle on an American ship, saw the flag flying over the fort and was inspired to write the patriotic and defiant words of a poem that became a rallying cry for Americans who had fought their first war as a united nation. The poem was set to music and the song became the national anthem in 1931.

Source: <http://americanhistory.si.edu>



### **The Story of Betsy Ross: Historical Fact or Well-loved Legend?**

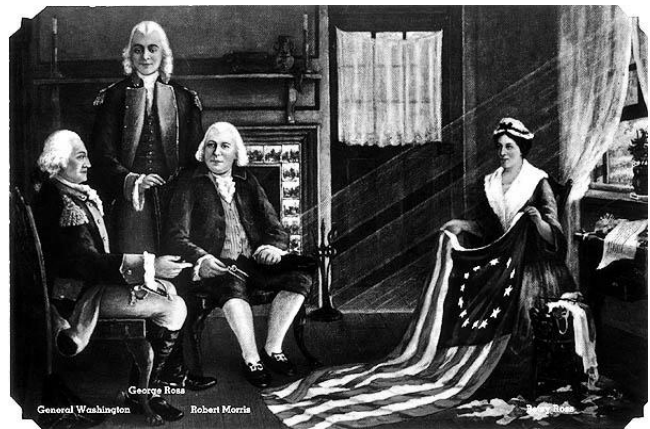
According to the oral history of America’s first flag, George Washington, Robert Morris, and George Ross visited the young widow Betsy Ross in her upholstery shop in Philadelphia in 1777.

Washington pulled a folded piece of paper from his pocket with a sketch of a flag with thirteen red and white stripes and thirteen six-pointed stars. Washington asked if Betsy could make a flag from the design. Betsy responded: "I do not know, but I will try." She then suggested changing the stars to five points.

There are no written records to prove the story, but there are several reasons why historians believe it could be true: George Ross, a member of the Flag committee, was the uncle of Betsy’s first husband, who had died.

It was common for upholsterers to take other forms of work during wartime, making tents, uniforms, and flags for the soldiers.

On May 29, 1777, Betsy Ross was paid a large sum of money from the Pennsylvania State Navy Board for making flags. On June 14, 1777, Congress adopted the Stars and Stripes as our official national flag.



Betsy continued to make flags, although by 1833 she was completely blind. She died in 1836 at 84 years old.

Source: <http://historicphiladelphia.org/betsy-ross-house/what-to-see/>

### **Alexander Macomb**

Born at British-held Detroit, Macomb was the son of Alexander Macomb and Mary Catherine Navarre. At the age of 16, he joined a New York militia company. In January 1799, with the recommendation of Alexander Hamilton during the French emergency, he was commissioned a Cornet in the Regular Army. In March he was promoted to second lieutenant, and honorably discharged, June 1800.

He was commissioned a first lieutenant in the Army Corps of Engineers, which was established in 1802 at West Point to constitute a military academy, thereby being one of the first officers to receive formal training there.



Macomb was the commanding general of the United States Army from May 29, 1828 to June 25, 1841. He was the field commander at the Battle of Plattsburg, and after the stunning victory was lauded with praise and styled "The Hero of Plattsburgh" by some of the American press. He was promoted to Major General for his conduct, receiving both the thanks of Congress and a Congressional Gold Medal.

He advocated doubling Army strength, increasing enlisted pay, providing relief for some widows and orphans, and a regularizing the officer retirement and replacement system. In 1809 and 1841, he was the author of a seminal book (republished in the 21st century) on conduct of courts martial and martial law. He also wrote a play on Pontiac's siege of Detroit which features his grandfather, Robert Navarre.

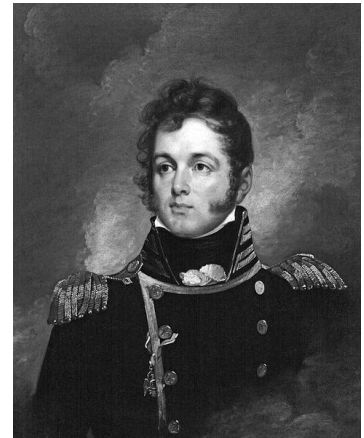
Following the Battle of Plattsburgh and the end of the War of 1812, a Congressional Gold Medal honoring Alexander Macomb and his men was struck by Act of Congress (3 Stat. 247), to wit:

*Resolved, That the thanks of Congress be, and they are hereby presented to Major General Macomb, and, through him, to the officers and men of the regular army under his command, and to the militia and volunteers of New York and Vermont, for their gallantry and good conduct, in defeating the enemy at Plattsburg (sic) on the eleventh of September; repelling, with one thousand five hundred men, aided by a body of militia and volunteers from New York and Vermont, a British veteran army, greatly superior in number, and that the President of the United States be requested to cause a gold medal to be struck, emblematic of this triumph, and presented to Major General Macomb. -- Resolution of Congress November 3. 1814*

### **Oliver Hazard Perry and the Battle of Lake Erie**

Oliver Perry entered the Navy in 1799. After distinguished service in other wars, naval Commander Perry won a decisive victory over the British on Lake Erie in the War of 1812 which gave the United States control of the lakes.

In the summer of 1812 the surrender of Detroit and the defeat of American forces on the Niagara Frontier made the U.S. realize that control of Lakes Ontario and Erie were essential. This allowed equipment, weaponry, and men to be shipped from the eastern seaboard.



Perry supervised shipbuilding to develop a sufficient fleet to gain control over the lakes. Two identical brigs—the Lawrence and Niagara—became Perry's lead ships. After securing troops, Perry was ready for battle. On the morning of 10 September 1813 his lookout sighted the British squadron leaving the Detroit River. Perry hoisted the famous flag inscribed "Don't Give Up the Ship," signaling the call to action.

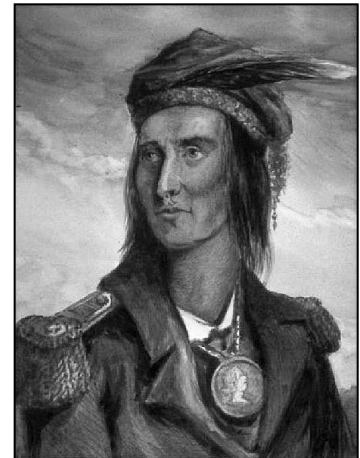
After hours of fighting, and with the Lawrence nearly destroyed, the Americans eventually delivered devastating fire. Perry maneuvered the Niagara through the British line and forced the British squadron to lower its flags.

The message "We have met the enemy and they are ours" to General Harrison after winning the battle, and the theatrical "Don't Give Up the Ship" flag made Perry a national hero.

Sources: [http://www.history.navy.mil/danfs/c12/commadore\\_perry.htm](http://www.history.navy.mil/danfs/c12/commadore_perry.htm)  
and <http://www.usni.org/magazines/navalhistory/2009-04/perry-triumphant>

### **Tecumseh**

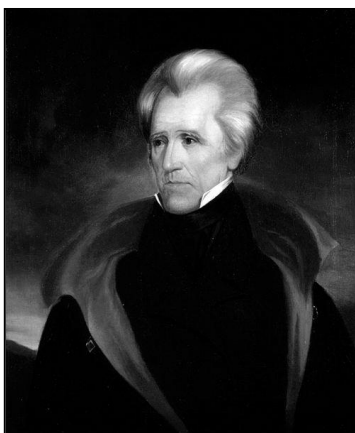
Tecumseh was a Shawnee leader who opposed American encroachment on Native American land. About 1808 Tecumseh settled in Indiana with his brother Tenskwatawa, called "the Prophet" because he had a revelation from the "Master of Life." The brothers asked Indians to unite against the white invasion. Many Indians became converts, and Tecumseh began to form an Indian confederation, traveling from New York to Florida gaining recruits.



In 1811, while Tecumseh was on one of his journeys, his brother attacked the camp of the governor of the Indiana Territory, William Henry Harrison. The Prophet was defeated in what is known as the Battle of Tippecanoe, and he fled to Canada.

Tecumseh continued to resist Americans. Seeing the approach of the War of 1812, he assembled his followers and joined the British forces at Fort Malden in Ontario. He brought together the most formidable force ever commanded by a North American Indian, a decisive factor in the capture of Detroit.

After the American naval victory the Battle of Lake Erie, Tecumseh and his forces retreated with the British. American General Harrison pursued them to southern Ontario. There, on October 5, 1813, the British and Indians were routed in the Battle of the Thames, and Harrison won control of the Northwest. Tecumseh died of battle wounds and Indian resistance south of the lakes practically ceased. General Harrison described Tecumseh as "one of those uncommon geniuses which spring up occasionally to produce revolutions."



Sources: <http://www.warof1812.ca/tecumseh.htm>  
<http://www.biography.com/people/tecumseh-9503607>

### **Andrew Jackson: Old Hickory**

The quintessential self-made man, Andrew Jackson, the son of poor Irish immigrants, rose from his humble background to become a national military icon and the 7th President of the United States. During his terms as president, Jackson confronted some of the defining issues facing a nascent nation still searching for its identity. By moving beyond the politics and ideologies set in place by the Founding Fathers, Andrew Jackson became one of the most striking, polarizing, and influential figures in American history.

Growing up on the edge of the frontier, Jackson's politics were shaped in part by the unconventional experiences in his youth. Orphaned in his teens, he fought in the Revolutionary War as an irregular soldier, and then worked as a lawyer in the Tennessee wilderness where he fought duels to protect his honor, prospered in business, and fell in love.

Jackson was a ruthless Indian fighter, the commander of the motley American force that overwhelmed the 'superior' British army at the Battle of New Orleans in the War of 1812, and the general who chased the Spanish out of Florida. Jackson's successful, and at times controversial, military campaigns made him a national hero second only to George Washington. He gained the nickname "Old Hickory" because of his tough and aggressive personality.

Source: <http://www.pbs.org/kcet/andrewjackson/alife/>

### **Lewis Cass, Second Governor of Michigan Territory**

Born in 1782, Lewis Cass was the eldest child of Jonathan Cass, a craftsman who had fought in the Revolution. The family lived in New Hampshire, but in 1799 Lewis moved to Ohio where he opened a law practice. He was a member of the Ohio Legislature and later fought in the War of 1812. He was appointed a colonel in the Third Ohio Regiment and later a brigadier general of the United States Army.



He was appointed governor of the Territory of Michigan in 1813 and served until 1831. His tenure was marked by good relations with the numerous Indian tribes under his jurisdiction. He also designed the Seal of the State of Michigan. Cass was the Secretary of War from 1831-1836, then Envoy to France from 1836-1842 and served as Senator from Michigan from 1845 until 1857. In 1848 he was the unsuccessful Democratic nominee for president.

He was a strong supporter of the Union and resigned from his post as Buchanan's Secretary of State in protest against the president's indecisiveness regarding the South's secession prior to the Civil War. He died in Detroit in 1866 and is buried in Elmwood Cemetery.

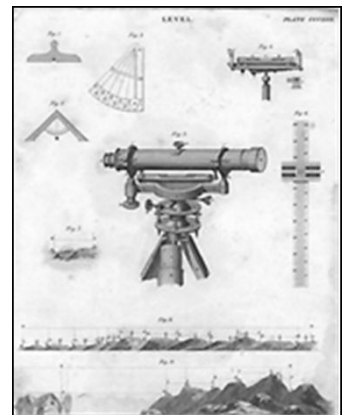
Source: <http://www.aoc.gov/cc/art/nsh/cass.cfm>

### **Settling and Surveying**

**Michigan Fever: "Don't go to Michigan, that land of ills; The word means ague, fever, and chills" –1816 Tiffin Survey**

But go they did, in droves; on foot, in covered wagons by land and on water.

Edward Tiffin, surveyor general of the United States, reported to President Madison early in 1816 that Michigan apparently consisted of swamps, lakes, and poor, sandy soil not worth the cost of surveying.



Prospective Pioneers may also have been discouraged by rumors that the climate in the Detroit area was unhealthy. Hundreds of soldiers had died of disease at Detroit during the fall and winter



of 1813. The most common ailment was malaria, which the people of the time attributed to the prevalence of swamps and bogs. In 1823 "intermittent fever" and typhoid fever forced the abandonment of Fort Saginaw.

But the beginning of public-land sales at Detroit in 1818, the start of steam navigation on the Lakes, and the opening of the Erie Canal in 1825, all began a new era for Michigan. By the early 1830s when "Michigan Fever" officially began, and with it brought on a sudden boom in Michigan's population. People arrived in such numbers that between 1820 and 1834, the population increased tenfold.

The Michigan Territory had become the most popular destination of people moving west. When Michigan achieved statehood in 1837, the census indicated that the population was 174,543.

Source: <http://www.geo.msu.edu>

### **The Panic of 1819**

In 1819 a financial panic swept across the country. The growth in trade that followed the War of 1812 came to an abrupt halt. Unemployment mounted, banks failed, mortgages were foreclosed, and agricultural prices fell by half. Investment in western lands collapsed.

The panic was frightening in its scope and impact. In New York State, property values fell from \$315 million in 1818 to \$256 million in 1820. In Richmond, property values fell by half. In Pennsylvania, land values plunged from \$150 an acre in 1815 to \$35 in 1819. In Philadelphia, 1,808 individuals

were committed to debtors' prison. In Boston, the figure was 3,500.



For the first time in American history, the problem of urban poverty commanded public attention. In New York in 1819, the Society for the Prevention of Pauperism counted 8,000 paupers out of a population of 120,000.

The next year, the figure climbed to 13,000. Fifty thousand people were unemployed or irregularly employed in New York, Philadelphia, and Baltimore, and one foreign observer estimated that half a million people were jobless nationwide. It was estimated that 3 million people, one-third of the nation's population, were adversely affected by the panic.

The panic had several causes, including a dramatic decline in cotton prices, a contraction of credit by the Bank of the United States designed to curb inflation, an 1817 congressional order requiring hard-currency payments for land purchases, and the closing of many factories due to foreign competition.

By 1823 the panic was over. But it left a lasting imprint on American politics.

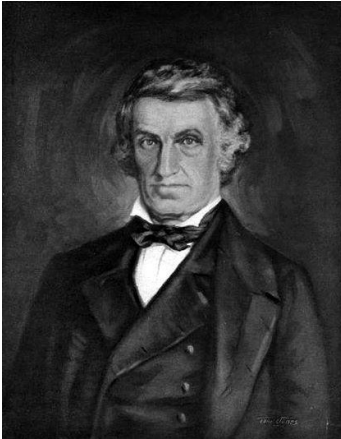
The panic led to demands for the democratization of state constitutions, an end to restrictions on

voting and office holding, and heightened hostility toward banks and other "privileged" corporations and monopolies. The panic also exacerbated tensions within the Republican Party and aggravated sectional tensions as northerners pressed for higher tariffs while southerners abandoned their support of nationalistic economic programs.

Source: [http://www.digitalhistory.uh.edu/database/article\\_display.cfm?HHID=574](http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=574)

### **William Beaumont, M.D., "Father of Gastric Physiology"**

William Beaumont was born in Connecticut in 1785. He left home to become a schoolmaster in 1806. He began studying medicine in his spare time, and in 1810 became an apprentice to a doctor.



Soon afterward Beaumont served as a surgeon's mate in the War of 1812. In 1820 he reenlisted as an army surgeon and was sent to Fort Mackinac in the Michigan Territory. His account of the journey includes vivid descriptions of the voyage along the recently completed Erie Canal and through the Canadian wilderness. He was the only doctor in the territory, and his practice included soldiers and their families, Native Americans, trappers, and settlers.

On June 6, 1822 Alexis St. Martin, a young Canadian, suffered a stomach wound in a hunting accident. Beaumont treated him, and St. Martin recovered but was left with a permanent opening in his stomach. Beaumont employed St. Martin for several years in order to study the digestive process by examining the interior of the patient's stomach as various foods were digested, as well as by removing gastric juices. Beaumont's observations and chemical analyses provided the foundations for conclusions which are still used today.

Sources: <http://www.notablebiographies.com/Ba-Be/Beaumont-William.html>  
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1044815/pdf/medhist00026-0146.pdf>

### **An Artificial River – The Erie Canal**

Built between 1817 and 1825 to link Lake Erie to the Hudson River and New York City, the Erie Canal brought together goods and people from across New York State and from the far reaches of the Great Lakes. Area farms and industries benefited from the traffic on the canal.



And New York City thrived in the 1800s in part because it was the leading market for the canal's commerce. Providing an easy way for farms in upstate New York to transport their products to market, it also carried the farm products of the American and Canadian west from the Great Lakes to the port of New York. On return trips from the city, the canal brought consumer goods to growing communities.

The Erie Canal's labor force numbered 3,000 men in 1818 and 9,000 in 1821. The men dug the 4-foot-deep by 40-foot-wide canal largely by hand, aided by draft animals, explosives, and tree-

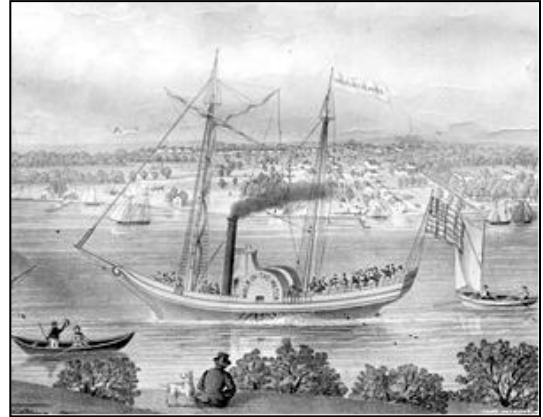
stump-pulling machines. Their wages of about \$12 a month sometimes included food and a bunk. Local residents and new immigrants all found work on the project. Along the Erie Canal, small towns like Utica, Syracuse, and Rochester grew into cities.

The 363-mile canal was a technological achievement. It was also a commercial success, generating \$121 million in tolls from 1825 to 1882, four times what it cost to operate. It carried so much traffic that it was enlarged only ten years after it opened and twice more by 1918.

Source: <http://americanhistory.si.edu>

### **“The Steamboat**

Walk-in-the-Water was the first steamer on Lake Erie. Built near Buffalo in 1818, it was 135 feet long. She carried twenty nine passengers and ran between Buffalo and Detroit, stopping at Cleveland and other ports on the way, occasionally going all the way to Mackinac. The fare was \$8.00 to Erie, \$15.00 to Cleveland, and \$18.00 to Detroit. Her average speed was eight miles per hour.



While officially named Walk-in-the-Water, the vessel was known around the Great Lakes as "the steamboat" because it was the only operating steamboat at the time. In 1821, Walk-in-the-Water was grounded and wrecked during a storm near Buffalo, but her engine was put into her successor, the steamship Superior.

Source: [http://www.kelleyislandhistorical.org/island\\_ships/walk\\_in\\_the\\_water.htm](http://www.kelleyislandhistorical.org/island_ships/walk_in_the_water.htm)

“The historical geography of Detroit” by Almon Ernest Parkins, 1918

### **James Monroe**

The fifth U.S. president, James Monroe, oversaw major westward expansion of the U.S. He strengthened American foreign policy in 1823 with the Monroe Doctrine, a warning to European countries against further colonization and interference in the Western Hemisphere.

Monroe, a Virginia native, fought with the Continental Army in the American Revolutionary War then embarked on a long political career.

A protégé of Thomas Jefferson, Monroe was a delegate to the Continental Congress and served as a U.S. senator, governor of Virginia and minister to France and Great Britain.

In 1803, as minister to France, he helped negotiate the Louisiana Purchase, which doubled the size of the U.S. He also served as President Madison’s Secretary of State.



As president, he acquired Florida, and dealt with the contentious issue of slavery in states joining the Union with the 1820 Missouri Compromise. An agreement between the pro- and anti-slavery factions in Congress, the Missouri Compromise drew an imaginary line across the country, with

slave-holding states to be added below the line, and free states above. This compromise worked at the time, but also highlighted division between the north and south.

Source: <http://www.history.com/topics/james-monroe>

### **Stevens T. Mason, Third Governor of Michigan Territory and the First Governor of the Michigan State**

Stevens Thomson Mason was instrumental to Michigan's development, leading the territory to statehood in 1837 and serving as the first elected governor. Yet Mason, like so many other early leaders, was not a native Michigianian. He was a Virginian. Born at the family estate "Raspberry Plain" on October 27, 1811, he had a family that was rich, powerful, and well-placed. His paternal grandfather, for whom he was named, was a United States Senator and his family counted among its friends and neighbors James Monroe.

To the Mason family, Detroit was a shock. It was not the genteel, settled atmosphere that they had been used to. It was a bumptious backwoods town filled with rough, unfashionable people with an open sewer wending its way through town.

This period was good for young Stevens. He learned the subtleties of public administration, began to recognize the names of influential people, and gained the favor of Territorial Governor Lewis Cass. On July 12, 1831, at the age of 19, Stevens was appointed Territorial Secretary.

Mason's popularity was greater than ever. During May and June of 1835, a constitutional convention had met and produced a document giving Michigan a Bill of Rights, a bicameral State Legislature, a State Superintendent of Public Instruction, and suffrage for adult white males. Voters approved this constitution in October of 1835 and elected Mason as governor.

Mason left Michigan in 1841 and headed to New York City with the intent to establish a law quickly, but was told he would have to pass the New York Bar examination. That winter, Stevens T. Mason, ex-governor of Michigan, spent in poverty bent over his law books. When he finally passed the exam in 1842, Mason hoped for the best. But even that did not help. His cases were few, his clients poor, and he was forced to deliver lectures before Lyceum societies to augment his meager income. Just as it seemed he was about to be introduced to influential clients, he caught cold, which turned to pneumonia, and passed away, January 5, 1843.

Source: <http://www.michigan.gov/formergovernors/0,1607,7-212--52864--,00.html>

### **The Toledo War**

In the early 1800s, both the state of Ohio and the Michigan Territory claimed the "Toledo Strip," an area that ran north of the mouth of the Maumee River. Both wanted to control the river mouth and access to Lake Erie, so each commissioned their own surveys – resulting in the Harris line on the north (Ohio's claim) and the Fulton line to the south (Michigan's claim).



The fight was heated; both Ohio's Governor Lucas and Michigan's Governor Mason sent militiamen to the strip, but the two armies never engaged. A few months later a Michigan sheriff met a group of Ohio surveyors in the strip and demanded

they leave Michigan territory. When they refused, the only shots of the Toledo War were fired, but no one was hurt.

In the end, Ohio put pressure on Congress to support its claim. Partly because Ohio as a state had delegates in Congress, while Michigan as a territory had none, Congress approved Michigan's bid for statehood if it accepted the northern boundary line. In return, the western area of the Upper Peninsula was added to the new state of Michigan.

*Source: Copyright 2011 Gale Cengage Learning. Michigania. Introduction IV Michigan Territory*

### **The Road to Statehood**

Michigan became an American Territory in 1805, but would not become a state for another 30 years. The Northwest Ordinance allowed territories with at least sixty thousand people to write a constitution. Detroit, the territorial capital, was a growing city, but much of the Michigan Territory was sparsely populated. According to the 1810 census, Michigan had fewer than five thousand inhabitants.

The opening of the Erie Canal in 1825 gave settlers easier access to the western territories. Michigan had good soil, rivers and lakes for commerce, and mild weather compared to New England. By 1830, the population of the territory had almost tripled, and by the mid-1830s, it had increased to eighty-five thousand.

In 1835, Governor Stevens T. Mason was determined to have the territory declared a state. He wrote a constitution, but Congress denied Michigan's request because of its border dispute with Ohio over the Toledo Strip, a parcel of 460 square miles. Mason persevered, and eventually Michigan agreed to cede the Strip in exchange for statehood and the western part of the Upper Peninsula (nearly 9,000 square miles). Although most people believed it a poor exchange, the later discovery of copper and gold raised its value. Congress and President Jackson admitted Michigan to the Union on January 26, 1837.

*Source: Copyright 2011 Gale Cengage Learning. Michigania. Introduction V*





## **PART IV: LESSON PLANS**

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### **Lesson Plan: Anishinabe - Ojibwe - Chippewa: Culture of an Indian Nation**

*Grade Level: Grade 3*

*Primary Subjects: Social Studies, Language Arts*

<http://edsitement.neh.gov/lesson-plan/anishinabe-ojibwe-chippewa-culture-indian-nation#sect-activities>

*Pair this activity with the following Lorenzo Cultural Center presentations:*

- Charles E. Cleland, Ph.D., professor emeritus, Michigan State University, “How Michigan Got its Land: Indian Treaties in History and Myth,” on Wednesday February 29, at 11am and 1pm.
- Patrick Russell LeBeau, Ph.D., director of the American Indian Studies, Michigan State University, “Rethinking Michigan Indian History,” on Wednesday March 21, at 11am and 1pm.

### **Overview**

This EDSITEMent mini-unit introduces students to the past and present culture of the Anishinabe people. Next, students will **research topics** relevant to Anishinabe culture as a class and **compose essays** individually. This preparatory work will culminate in **group research projects**,

**Michigan Curriculum Content Standards** – US History and Geography, English Language Arts

**H3.0.5** Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment

**G4.0.2** Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).

**G5.0.2** Describe how people adapt to, use, and modify the natural resources of Michigan.

**W.GN.03.04** Use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.

**W.PR.03.02** Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast)

### **Context**

This lesson provides information and activities about one American Indian Nation, the Anishinabe, called Ojibwe in Canada and Chippewa in the U.S., and engages students in research on its history, location, and past and present culture. By focusing on one Native American tribe, students will acquire a differentiated and accurate understanding of one of the many diverse peoples and cultures living throughout the lands that are now referred to as North and South America, in addition to recognizing elements of a common history of conquest and displacement by Europeans that affected all Native American peoples. Students will be introduced to the past and present cultures of the Anishinabe/Ojibwe people, the tribe's original and contemporary locations, and the meanings and history of their different names. The class will then research together the topic of historical migration of the Anishinabe/Ojibwe, and the lesson culminates with group research projects focusing on different aspects of the culture and traditions of this

tribe. While this lesson focuses on the history and culture of the Anishinabe/Ojibwe people, you can adapt the activities to a Native American tribe that has played an historical or contemporary role in your school's region or community.

### **Time Frame**

3-4 class periods

### **Materials**

NativeTech images from EDSITEment address above

### **Procedure**

Activity 1. Introduction to Anishinabe – Ojibwe – Chippewa

1. To introduce the Anishinabe/Ojibwe/Chippewa Nation and its past and present culture to students, obtain and display pictures of traditional and contemporary elements of Anishinabe culture, and, if possible, bring in samples of actual items used in Anishinabe daily life.
  - a. Examples might be: pieces of birch bark or model birch bark canoes; traditional clothing items such as moccasins or breechcloth; food staples such as wild rice, maple sugar, or maple syrup; stories, legends, and books about Ojibwe culture (some suggested fiction and non-fiction books are listed online); music CDs with traditional or contemporary music made by Ojibwe artists.
  - b. Several pictures and explanatory information about clothing, footwear, and everyday items used by the Anishinabe/Ojibwe can be viewed online or downloaded and printed out for class viewing from pages listed on the EDSITEment website.
2. Discuss the items and pictures with students, pointing out which objects were used in the past and which continue to be of use today. Can they identify what the objects are and what they are used for? Which of the objects have they used in their own lives? What similar objects make up part of their daily lives, or their family or community traditions?
3. Tell students that, after an introduction to the Anishinabe/Ojibwe people and culture, the class will first conduct a research project together on the origins and historical movement of the tribe, and will then divide into groups to research different aspects of the Anishinabe's history and past and present ways of life.
4. Explain to the class why this tribe has different names, the context in which these different names are used, and their meanings. The [Ojibwe History](#) page of the [Ojibwe Culture & Language Links](#), available through the EDSITEment-reviewed resource [NativeWeb](#), explains the derivations of the various names by which the tribe is known, providing the following information:
  - a. "Called 'Chippewa' in the United States and 'Ojibwe/Ojibway' in Canada, they call themselves Anishinabe meaning 'first men.'
  - b. They accept the name 'Ojibwe' (even though they prefer Anishinabe), but intensely dislike the name 'Chippewa.'
5. 'Ojibwe/Ojibway' is an Algonquin word that refers to a unique puckered seam on the moccasins of the Anishinabe. 'Chippewa' is considered to be an attempt by the French explorers to say 'Ojibwe.'"

You can show students a picture of the moccasin for which the Ojibwe are named, which actually looks "puckered up," at the [Overview of Footwear: Moccasins](#), available through [NativeTech](#). This site contains good graphics and thorough descriptions of different types and designs of moccasins. Clicking on the map brings into focus the varieties of moccasins made and worn in specific areas.

6. Continue to share information about the tribe's name with students. Use the [Ojibwe History](#) Web site, available through [NativeWeb](#).

#### Activity 2. A Class Research Project on Migration and the Anishinabe's Changing Culture

1. The class as a whole can conduct research on the tribe's origins and historical migration. In the following lesson, students can divide into groups, and each group will develop a research project to present to the class and write up individually on one aspect of the history and culture of the Anishinabe.
2. Introduce students to the concept and process of a research paper. The [A+ Research and Writing Guide](#), available through the EDSITEment-reviewed resource [Internet Public Library](#), contains information on the research process, which you can summarize for your students in the following steps: explore the subject; find a topic; locate relevant information; analyze the issues; organize your arguments; and finally, write the paper.
3. Explain to students that, like all communities, the Anishinabe/Ojibwe were influenced in their ways of life - clothing, food, lodging, transportation, etc. -- by their geographic location and environment. The Anishinabe were originally a woodland people living in the general area of the Great Lakes that spans what are now Michigan in the United States and Ontario, Canada. Situate the Anishinabe people within their region of the United States by having the class locate the tribe on a map and indicate the historical migration patterns of the group to point out where the people originally lived and where they live today.
4. Describe how climate changes, trade with Europeans beginning in the 17th century, war with other tribes, and displacement through treaties made during the 19th century that signed away land to the U.S. government, contributed to the relocation of the Ashinabe/Ojibwe people. These factors influenced the movement of most Native peoples throughout North and South America, and during the 1800s, many American Indians were forced by the U.S. government to move onto reservations that continue to exist today.
5. To use the Internet to do collaborative research on this topic, you can display a computer-projected image to the entire class or assign individuals or small groups to look up specific Web pages on individual computers, or print out the Web pages and distribute copies to the students. You can use the following sources of information as well as other resources for the class research. Please note that some of the Web sites contain material written at a fairly advanced reading level; for purposes of the class research project, you may want to lead the students through the resources to show them how to select information that is appropriate to the topic and also to their reading and comprehension levels.
6. See EDSITEment address above for full resource list. Using these and other resources, you can have students take turns writing notes on the board for the entire class. You can print out



and make copies of the [Spider Map](#), located in the Print and Use Prewriting Strategies section of the [Prewriting](#) page of [The ABCs of the Writing Process](#), available through the EDSITEment-reviewed resource [Internet Public Library](#), and have each student fill in the main ideas and details for the topic of migration and changing culture. Then, allow the class to dictate sentences and write up a short essay based on the information acquired through the collaborative research process. You can also create a Works Cited list to demonstrate the format for bibliographic citations. This essay can serve as a model for the small group research projects in Activity 3.

### Activity 3. Group Research Projects on Aspects of Anishinabe Life

1. Divide students into groups and assign each group a separate element of Anishinabe life to research, write about, and report to the class. Topics could include:
  - a. Natural Environment of the Great Lakes
  - b. Obtaining and Preparing Food
  - c. Clothing and Dwellings
  - d. Tools and Crafts
  - e. Stories and Legends
  - f. Historical Relations with Europeans and Other Native Groups

Have students use websites listed by EDSITEment and NativeWeb.

2. Have students write the information they have gathered on note cards, which they can use to create individual essays on their topic. As a group, they can then use the note cards to present their topic orally to the class. An alternative would be to have student groups produce online slideshows and PowerPoint demonstrations of their topics, for classes that have access to the necessary technology.
3. Students can accompany their essays with hands-on projects such as a diorama of an Anishinabe village; drawings created to portray scenes of everyday life; a construction of a model wigwam or canoe.
4. Suggestions for extension
  - a. Create a class Museum of Ojibwe history and culture. Bring in authentic items from the Ojibwe or other Native American tribes' culture. Students can act as curators and docents, selecting and creating materials to display that cover aspects of Ojibwe traditions and everyday life such as geography, dress, foods, etc., and can guide other classes through the museum, explaining the exhibited items and background information on the tribe.
  - b. Divide students into groups and have each group select an Anishinabe/Ojibwe story or legend to analyze. Students can write individual book reports, and groups act out the story or legend to the class.

**Michigan Native Americans Wordsearch** <http://www.native-languages.org/faq.htm#35>;  
<http://www.native-languages.org/michigan-wordsearch.htm>

**Find these words in the puzzle:**

**FOX  
HURON  
KICKAPOO**

**MENOMINEE  
MIAMI  
OJIBWE**

**OTTAWA  
POTAWATOMI  
SAUK**

P F A O M K N K V N I G  
B O E W T A I Z O F O V  
B N T C A C I R W S D N  
N F J A K T U F A M M X  
S Q W A W H T M O G E U  
M L P A T A A O X X N N  
Q O S A U K T I K I O D  
O E W B I J O O Z M M D  
V U K V Y D P T M A I U  
T M N S O P Q E U I N Z  
L K W Y C Q Q M G M E F  
A L M M P M D I V X E S

**Michigan Wordsearch Solution** from [\*Native Languages of the Americas\*](#)

P	F	A	O	M	K	N	K	V	N	I	G
B	O	E	W	T	A	I	Z	O	F	O	V
B	N	T	C	A	C	I	R	W	S	D	N
N	F	J	A	K	T	U	F	A	M	M	X
S	Q	W	A	W	H	T	M	O	G	E	U
M	L	P	A	T	A	A	O	X	X	N	N
Q	O	S	A	U	K	T	I	K	I	O	D
O	E	W	B	I	J	O	O	Z	M	M	D
V	U	K	V	Y	D	P	T	M	A	I	U
T	M	N	S	O	P	Q	E	U	I	N	Z
L	K	W	Y	C	Q	Q	M	G	M	E	F
A	L	M	M	P	M	D	I	V	X	E	S

## Lesson Plan: Test of Courage “Old Ironsides” is Born

Grade Level: Grades 9-12

Primary Subjects: History, Civic and Government

[http://www.allhandsondeck.org/courage/lesson7\\_home.php#activities](http://www.allhandsondeck.org/courage/lesson7_home.php#activities)

Pair this activity with the following Lorenzo Cultural Center presentations:

- Joel Stone, curator, Detroit Historical Museum, “Great Lakes Vessels of the Old Northwest,” on Thursday, March 1<sup>st</sup>, at 11am.
- Brian Leight Dunnigan, associate director and curator, William L. Clemens Library, University of Michigan, “Troubled Waters: The Great Lakes Frontier on the Eve of the War of 1812,” on Mach 17, at 1pm.

### Overview

The USS Constitution Museum website contains a variety of different activities appropriate for Grades K-12. The selection of Grade 9-12 activities featured here ask students to perform a variety of tasks including **interpreting a political cartoon**, **analyzing a primary source**, and **constructing an eyewitness account** based on their own experiences.

### Michigan Curriculum Content Standards – US History and Geography

*With modification, this activity could be adapted to cover U4.1.2 for Grade 8 or C4.2 for Civics.*

**F2.1** Describe the major trends and transformations in American life prior to 1877

including...changes in commerce, transportation, and communication; major changes in Foreign Affairs marked by such events as... the War of 1812.

**P1.1** Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend t nuance, make connections to prior knowledge, draw inferences, and determine the main idea and supporting details.

**K1.4** Understand historical and geographical perspectives.

### Context

The War of 1812 was not a popular war. Much of America was focused on the country’s westward expansion. Besides, the British were far superior in naval power, and our crews lacked experience, especially when compared to the English seamen who had been fighting the French for 20 years. Two months after war was declared, under this cloud of national division and a sense of inferiority, Constitution sailed into her most famous battle. At the height of battle, a sailor saw shot bounce off Constitution’s sides and cried, “Huzzah! Her sides are made of iron!” Thus her famous nickname was born.

### Time Frame

1-2 class periods depending on activities selected

**Materials** – available at the USS Constitution Museum address above

“All Hands on Deck” video

*The Yankey Torpedo* political cartoon

Moses Smith’s eyewitness account

### Procedure

*Suggested activities listed below*

## 1. Getting Started

- a. To help students understand the position of the United States in the early 1800s, use a personal comparison. Ask them if they have ever been pressured to take sides in a dispute that did not directly involve them. Did they stay out of it or did they get involved? Did they try to help resolve the problem? Was it hard for them to avoid the difficulty? What are the advantages and disadvantages of getting involved? Of staying neutral? Of taking sides?
- b. With student input, make a list on the board of the pluses and minuses of each option for responding to someone else's dispute. Now describe the position of the United States vis-à-vis England and France in the opening decade of the 19th century.

## 2. USS Constitution — What Do You Know?

- a. To establish a baseline of your students' knowledge, and to whet their appetites, begin by finding out what they know about United States Ship (USS) Constitution. Write these three headings on a large easel pad:  
What I Know                      What I Think I Know                      What I Want to Know
- b. Ask students questions to reveal any information they might have gleaned from the video that accompanies this theme unit (see below), or from parents, television, or other sources. Your questions might raise additional questions. Write student responses in one of the three columns. Your questions might include:
  - i. What is USS Constitution? (a document? a building? a ship?)
  - ii. What does USS stand for?
  - iii. How big is she?
  - iv. How old is she?
  - v. What is she made of?
  - vi. Why was she built?
  - vii. In what wars did she fight?

## 3. All Hands on Deck Video. Teachers can download QuickTime/Windows Media files or order a free DVD at: <http://www.allhandsondeck.org/video.php>

- a. In the companion video to "All Hands on Deck: Learning Adventures Aboard 'Old Ironsides,' Julie, as young visitor, has stepped aboard USS *Constitution* as part of the Ship's historic sail to celebrate 200 years as a commissioned naval warship. While on board, Julie sets off on her own voyage of discovery. Curious about the Ship, she goes below deck and meets several real people from the Ship's past-- Will Bryant, a young boy serving as a powder monkey; Jesse Williams, a Black sailor in the War of 1812; and Mrs. Maria Percival, wife of Captain John "Mad Jack" Percival, among others. Each tells their story to help Julie piece together the extraordinary legacy of USS *Constitution*.

## 4. Lesson 7: "Old Ironsides" is Born. Fulton's Torpedo – Interpreting a Political Cartoon

- a. American Robert Fulton invented a device (consisting of a mass of gunpowder) designed to be exploded under or against the side of a ship. He named his device after a fish that emits an electric ray, called a torpedo fish. Cartoonists express

their ideas by using captions, labels, symbols and humorous exaggeration. Read the cartoon and answer the questions below.

- i. What was the cartoonist's viewpoint? **The Yankee torpedo broke the traditional rules of warfare. The cartoon portrays the Americans as evil and the English as brave. Answers will vary around this theme.**
  - ii. How did the cartoonist employ the tools of the cartoonist trade to convey this viewpoint?  
**He uses the symbols of evil — devil, fire-breathing dragon, skull and crossbones on the American side and a robust, stalwart sailor who will stand up to this evil force on the British; the humor is in the language of the captions and details such as the emaciated devil sporting antlers for horns and some of the objects in the dragon's fiery breath.**
  - iii. How was the torpedo similar to Constitution? **Both show American ingenuity**
  - iv. **Extra Credit:** research the story of the battle between HMS Shannon and USS Chesapeake and report to the class.
  - v. **Extra Credit:** draw a political cartoon that conveys another viewpoint on the new invention.
5. Lesson 7: "Old Ironsides" is Born. Personal Observation – Writing an Eyewitness Account
- a. Have a volunteer read aloud the eyewitness account (see website).
  - b. Ask the class whether Moses Smith was moved by what he had seen. What devices does Smith use as a writer, such as attention to detail and empathy, to convey his emotions?
  - c. Ask if they have ever seen an event, whether in real life or on television or in a movie, that moved them deeply. Ask them to write an account of that event, and then analyze it to determine what devices they used to convey powerful feelings.

The USS Constitution Museum permits reproduction of this website and its contents for teaching purposes only. Proper crediting is required. USS Constitution Museum, Charlestown Navy Yard, Box 1812, Boston, MA 02129 / [www.usconstitutionmuseum.org](http://www.usconstitutionmuseum.org)

## Lesson Plan: Teaching with Documents; Launching the New U.S. Navy

Grade Level: Grades 11-12

Primary Subjects: History, Civic and Government

<http://www.archives.gov/education/lessons/new-us-navy/>

Pair this activity with the following Lorenzo Cultural Center presentations:

- Frederick Stonehouse, noted maritime historian, “Before Michigan was Michigan: Lake Superior from American Revolution to Statehood,” Friday, March 9, at 11am.
- Brian Leight Dunnigan, associate director and curator, William L. Clemens Library, University of Michigan, “Troubled Waters: The Great Lakes Frontier on the Eve of the War of 1812,” on Saturday, March 17, at 1pm.
- Arthur M. Woodford, library administrator and historian, “Turning Point: The Battle of Lake Erie,” on Saturday, April 14, at 1pm.

### Overview

This National Archives activity uses primary documents including Washington’s famous Senate Message and the act establishing the U.S. Navy. Have students **analyze primary sources** in a history or civics setting and **debate and defend positions** on issues regarding the purpose and function of the national government.

### Michigan Curriculum Content Standards – Civics

*With modification, this lesson could be adapted to cover U4.1.2 for Grade 8 or be revisited in USHG Foundational Expectations 1.1, 1.2, and 2.1 for Grade 10.*

**1.1.3** Identify and explain competing arguments about the necessity and purposes of government.

**2.1** Origins of American Constitutional Government

**3.1.1** Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution

**3.1.2** Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article I of the Constitution

### Context

The United States won its independence from Great Britain with the signing of the Treaty of Paris in 1783, but freedom of the seas was yet to be achieved. In the years following the Revolutionary War, Barbary pirates preyed on American vessels and held seamen for ransom. As a result of such foreign interference with essential trade, the new country's weak economy began to suffer, and a national debate ensued. Suspicious of centralized power and a standing military, followers of Thomas Jefferson thought it was wiser and cheaper to meet the demands for ransom, while Federalists believed that a national navy would win America international respect and ensure its freedom on the seas. Although the Constitution of 1787 strengthened the National Government and provided for the reestablishment of a national navy, congressional debate on rebuilding the Navy did not begin in earnest until the end of 1793. On March 27, 1794, Congress reestablished the Navy with authorization for six vessels. Finally, in 1797 the launching of the first three frigates, U.S.S. United States, U.S.S. Constellation, and U.S.S. Constitution, laid the foundation for the new United States Navy.

### Time Frame

1 class period

## Materials

Document list available at National Archives site above

Document Analysis Worksheet (included, or your standard document worksheet)

## Procedure

1. Provide students with a copy of the United States Constitution and ask them to locate general references to the common defense and specific references to the Navy in the document.

2. Encourage students to share their findings with the class. As students identify references, write down the article and section numbers and a brief statement about each one on the board. The most important references include the following:

**Preamble:** ". . . provide for the common defense."

**Article I, section 8:** "The Congress shall have Power To . . . provide and maintain a Navy . . . make Rules for the Government and Regulation of the land and naval Forces."

**Article I, section 10:** "No State shall, without the Consent of Congress . . . keep Troops or Ships of War in time of Peace . . ."

**Article II, section 2:** "The President shall be Commander in Chief of the Army and Navy . . ."

3. Divide students into five groups. Provide each group with a different Navy document and a copy of the Document Analysis Worksheet.

4. Instruct each group to analyze their document and respond to the questions on the Document Analysis Worksheet.

5. Ask a spokesperson from each group to describe their document to the class. While listening to the presentations, students should determine which Constitutional provision each document relates to.

6. Lead a discussion to compare student answers. Encourage students to further analyze the Constitution and determine the relationship between Congress and the President with regard to nominations as illustrated by documents #3 - Washington and #5 - Adams.

As a follow up activity, ask students to research current government activities related to the Navy and determine which provisions in the Constitution they relate to. The Web sites of the Senate, the House of Representatives, and the White House are online resources for such information.



**Written Document Analysis Worksheet.**

1. TYPE OF DOCUMENT (Check one):

- Newspaper
- Letter
- Patent
- Memorandum     Map
- Telegram
- Press release
- Report     Advertisement
- Congressional record
- Census report
- Other

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- Interesting letterhead
- Handwritten
- Typed
- Seals     Notations
- "RECEIVED" stamp
- Other

3. DATE(S) OF DOCUMENT:

---

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

---

POSITION (TITLE):

---

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

---

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

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B. Why do you think this document was written?

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C. What evidence in the document helps you know why it was written? Quote from the document.

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D. List two things the document tells you about life in the United States at the time it was written:

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E. Write a question to the author that is left unanswered by the document:

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Designed and developed by the  
Education Staff, National Archives and Records Administration, Washington, DC 20408.

## Lesson Plan: President Madison's 1812 War Message

Grade Level: 9-12

Primary Subjects: History and Social Studies

<http://edsitement.neh.gov/lesson-plan/president-madisons-1812-war-message-documentary-review#sect-thebasics>

Pair this activity with the following Lorenzo Cultural Center presentations:

- Ralph Naveaux, historian, “Invaded of all Sides: The Story of Michigan’s Greatest Battlefield,” on Thursday March 15 at 11am.
- Gordon S. Wood, Ph.D., decorated author and historian, Professor Emeritus at Brown University, Pulitzer Prize winner, “The Invention of the United States,” on Saturday, March 31 at 1pm.
- Hugh Howard, writer and historian, “Mr. and Mrs. Madison’s War: America’s First Couple and the Second War of Independence,” on Thursday, April 12 at 11am.
- Alan Taylor, Pulitzer Prize-winning historian, “Making Michigan and the Civil War of 1812,” on Sunday, April 22 at 2pm.
- Lee Murdock, musical storyteller of Great Lakes history, “1812: American’s Second War for Independence,” on Saturday, April 28 at 1pm.

### Overview

This EDSITEment mini-unit **utilizes primary documents** that illuminate President Madison’s War Message. Help your students **understand the events** leading up to this decision and **cite key points** the president asked Congress to consider. At the same time, heighten students’ appreciation of the **value of archival sources**.

### Michigan Curriculum Content Standards – US History and Geography

*With modification, this activity could be adapted to cover U4.1.2 for Grade 8 or C3.1, 3.2, or 4.2 for Civics.*

**P1.1** Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine the main idea and supporting details.

**P1.2** Analyze point of view, context, and bias to interpret primary and secondary source documents.

**F2.1** Describe the major trends and transformations in American life prior to 1877 including...changes in commerce, transportation, and communication; major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War.

### Context

The decision to go to war is one of the most serious an American president faces. On June 1, 1812, President Madison sent a letter—later dubbed his war message—to both houses of Congress. What led to this historic announcement? This crisis over U.S. shipping rights began while George Washington was president and grew during Thomas Jefferson's term in office (1800-1808), when Madison served as Secretary of State. From 1805-1807, a large number of American ships were seized and impressments of American sailors into service on British ships increased. As a result, Congress passed the Embargo Act of 1807. The act restricted trade with foreign nations. A state of war that began in 1803—which would continue until after Napoleon's

abdication in 1814—resulted in a loss of commerce that devastated the American economy while doing little to change the policies of France and Britain. Finally, in 1810 Napoleon's announcement that France would no longer seize American ships convinced President Madison to allow trade with France. The announcement had conditions attached, and France continued to interfere with American shipping. In the end, however, the U.S. declared war only on Great Britain.

### **Time Frame**

2-4 class periods

### **Materials**

Document list available at EDSITEment site above

### **Procedure**

*Note: The procedure featured on the EDSITEment website represents a mini-unit and contains comprehensive background information, suggested extensions, and questions for use. Please refer to the address above for the full procedure. An annotated version highlighting the suggested activities follows below. In addition, any of these documents could be used individually in teaching the War of 1812.*

1. Review the lesson plan. Locate and bookmark suggested materials and other useful websites. Download and print out documents you will use and duplicate copies as necessary for student viewing.
2. Download the Master PDF. Print out and make an appropriate number of copies of any handouts you plan to use in class. Unless otherwise noted, all documents are from the EDSITEment resource American Memory.

Activity 1. "The War in Which Great Britain is Engaged" in which students use *Jefferson's Third State of the Union Address* to highlight concerns about losing U.S. neutrality and Jefferson's predictions for the future. Are his concerns addressed by Madison in 1812?

Activity 2. "A series of acts hostile to the United States as an Independent Nation" in which students use *Documents about John Henry* to identify potential threats to American independence and look for evidence to show the administration attempted to encourage widespread support of its war policy.

Activity 3. "A Series of acts hostile to the United States as a neutral nation" in which students use *Orders in Council of Nov. 11, 1807* as issued by the king. In investigating the tone and contents, students explain new British policy and why it was viewed as insulting.

Activity 4. "Seizing and carrying off persons" in which multiple documents give students background information on the logistics, severity, and consequences of impressments.

Activity 5. "Hover over and harass our entering and departing Commerce and have want only spilt American Blood" in which students read a secondary account of the *Chesapeake* incident

and peruse a commodore's report for conclusions and possible missing information.

Activity 6. "...Our commerce has been plundered in every sea, the great staples of our country have been cut off from their legitimate markets" in which students use sets from *American State Papers* to analyze changes in export data from 1807-1812 and the effects of the Embargo Act.

Activity 7. "...Great Britain formally avowed (declared) a determination to persist in them (insults to American Maritime rights)" in which students analyze *President Madison's State of the Union, 1811* to comment on the current and future states of foreign affairs.

Activity 8. "Warfare just renewed by the savages (Native Americans) on one of our extensive frontiers" in which students analyze the tone, audience, and motive of two wartime letters.

Activity 9. "Constitution wisely confides to the legislative department of the government" in which students use the separation of powers outlined in the Constitution to explain Madison's actions.

Activity 10. "Repealing the Embargo on France" in which students use multiple documents to investigate the effects of French and British edicts on American commerce and neutrality and evaluate the charge that Presidents Jefferson and Madison's policies were biased toward the French.

## Lesson Plan: Oh, Say, Can You See What the Star-Spangled Banner Means?

Grade Level: Grade 8

History, Social Studies, Civics

Primary Subjects: History, Society and Culture

<http://edsitement.neh.gov/lesson-plan/oh-say-can-you-see-what-star-spangled-banner-means>

### Overview

This unit is divided into two parts, each of which can be used independently. The first section concentrates on the historic origin of the Star-Spangled Banner. The second section, not featured in this resource guide, concentrates on the flag's symbolism. Throughout the lesson, students will think **outside the historical context; think critically** about what the flag and anthem mean to Americans, to our country, and to the rest of the world; and use **survey skills** to trace the use of such symbols **over time**.

### Michigan Curriculum Content Standards – U.S. History

**U4.1.2** Establishing America's Place in the World – Explain the changes in America's relationships with other nations by analyzing... the War of 1812.

**U6.2.1** United States History Investigation Topic and Issue Analysis, Past and Present – Use historical perspectives to analyze issues in the United States from the past and the present.

### Context

Prior to 1814, other American symbols were more prominent than the American flag. Early American gold coins, for example, featured the eagle and the "Liberty Cap." While the Liberty Cap is scarcely recognized today, the American flag has grown in importance. The flag became "the primary symbol of American patriotism" after Francis Scott Key's poetic account of the bombardment of Fort McHenry stirred a powerful sentiment in the American people. Using archival documents and images, students will associate Key's words with historic events and recognize the sentiment those words inspired. Please see the full lesson at the EDSITEMent address above if interested in the second part of the unit (in which students review the symbols within the flag and look at some historic images of the flag that have become part of our national consciousness).

### Time Frame

2-5 class periods

### Materials

Document and Image lists available at EDSITEMent address above

### Procedure

*Note: The procedure featured on the EDSITEMent website represents a mini-unit and contains comprehensive context, images, and questions. Please refer to the address above for the full procedure. An annotated version highlighting the suggested activities follows below. In addition, any of these suggested images or documents could be used individually in teaching the War of 1812.*

1. Review each lesson in this unit and select appropriate archival materials to use in class discussions—particularly for Lesson 3. Bookmark them, if possible; download and print out the selected documents and duplicate copies as necessary for student viewing.
2. Relevant vocabulary:  
Anthem, banner, patriotism, preservation, stars and stripes, spangled, symbol

### Activity 1. The Star-Spangled Banner: A Flag, a Poem, a National Anthem

#### 1. Flag Sightings

- a. A few days before you begin the unit, challenge the students to look for the American flag everywhere. Tell them the class will be compiling a list of all of their flag sightings. Their sightings can include actual flags, images of flags and references to the flag.
- b. Compile the class list of flag sightings. Follow with a discussion about the flag. Pose the following sorts of questions to the students: Why is the flag important in the military? Why did an American astronaut leave an American flag on the moon? Why do American athletes cry when they see the flag and hear the National Anthem played during the Olympics? Did anyone see any use of the flag he/she felt was inappropriate? And finally, why does the American flag symbolize pride for the United States?

#### 2. The Real Star-Spangled Banner

- a. The Star-Spangled Banner was made by Mary Pickersgill for Fort McHenry. It originally measured 30 x 42 feet, about one-quarter the size of a basketball court, but a large portion of the flag is now missing. Each star is about two feet across.
- b. This flag design became the official United States flag on May 1, 1795.
- c. The 15-star, 15-stripe flag of 1794 was the only American flag to have more than 13 stripes. It was immortalized by Francis Scott Key during the bombardment of Fort McHenry, Sept 13, 1814 (see *The 15-Star Flag*, on *The Flag of the United States of America*, a link from the EDSITEment resource Internet Public Library).
- d. The Star-Spangled Banner was likely damaged not only in the Battle of Baltimore but also by time, the actions of its owners and previous attempts to restore it.
- e. Have students look at a recent photograph of the American flag from Fort McHenry, which inspired "The Star-Spangled Banner" available online via a link from the website Internet Public Library.
- f. Why are so many people looking at the flag in the photograph? What do students notice about the condition of the flag? How many stars were there all together? What could have happened to the damaged star? What in the classroom can help us visualize the size of the stars in this flag, which are two feet across? How big does that make the whole flag? Why would a flag meant to fly at a fort be made so large? What may have caused the present condition of the flag? How can you tell?
- g. Look at *The Star-Spangled Banner*, a 1913 portrait of Francis Scott Key reaching out toward the flag, available on America's Library. This is the same flag as in the first photo. What's going on in the painting?

h.

3. The Star-Spangled Banner in Pictures and Words
  - a. Recite the first stanza of the National Anthem for the class. Tell students they will understand the difficult words better and learn more about the early history of the Star-Spangled Banner (flag and song) by analyzing some primary source materials.
  - b. Introduce the research questions the class will try to answer as they review the materials:
    - i. What happened on Tuesday, Sept. 13, and Wednesday, Sept. 14, 1814?
    - ii. What in the first verse of the National Anthem refers to something that actually happened?
    - iii. Which objects show how the poem "The Defense of Fort McHenry" by Francis Scott Key was being publicized?
    - iv. Which objects indicate that Francis Scott Key's poem was popular? Why do you think the poem was so popular?
    - v. Did the song immediately become our National Anthem?
    - vi. What caused the present condition of the flag known as the Star-Spangled Banner?
    - vii. What indication is there that the bombardment of Fort McHenry and the subsequent events surrounding Key's poem are considered important today?
  - c. Make available to the class the images and documents you have selected from the list of EDSITEment resources below. Include the captions with the image or document. These materials could be displayed for the whole class or particular images or documents can be assigned to student groups or individuals.
  - d. After reviewing the images and documents, discuss student reactions as a class. Allow students to share their hypotheses regarding the questions presented at the beginning of the lesson and to identify specific documentary evidence to support their theories.
4. What Does It Mean?
  - a. Recite the words of the first stanza of the National Anthem with the class. Go through the stanza phrase by phrase. What does the class understand each to mean, or refer to, now?
5. The Annotated Anthem
  - a. As a culminating activity, challenge the class, under your guidance, to use materials from Lesson 3 to create an annotated copy of the first stanza of "The Star-Spangled Banner." On large pieces of paper, display appropriate sections of the first-stanza lyrics. Ask students to select an image or document, or to design an image to illustrate the words on each page. Attach the appropriate image or document to each excerpt. Put a brief explanation (as suggested by students) at the bottom of each page. For a digital product, students could create their annotated copies using PowerPoint.

Activity 2. "Symbols in a Symbol: What Does the Flag Mean? A Mini-Lesson" in which students consider the meaning and use of a symbol and conduct a survey to see if older Americans have similar or different reactions to images of our flag.



**Lesson Plan: The Star-Spangled Banner, Words by  
Francis Scott Key, Music by John Stafford Smith**

*Grade Level: Grade 4*

*English Language Arts, History*

*Primary Subjects: English Language Arts, History*

[http://www.americanheritage.org/AHEF National Elementary Spanish Extraction 08 11 Star SpangledBanner.pdf](http://www.americanheritage.org/AHEF_National_Elementary_Spanish_Extraction_08_11_Star_SpangledBanner.pdf)

**Overview**

This American Heritage lesson asks students to use a **KWL Chart** to learn more about the history of and meaning behind “The Star-Spangled Banner.” In this lesson, students will **listen to a recording** and **work together to dissect the meaning** of the first verse. Students will also discuss the national anthem’s use, complete puzzles, and sing the national anthem together

**Michigan Curriculum Content Standards – English Language Arts, History**

**R.WS.04.01** Explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context

**R.WS.04.05** Acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus

**R.CM.04.04** Apply significant knowledge from grade-level social studies texts

**L.RP.04.04** Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally)

**G1.0.4** Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States

**Context**

“The Star-Spangled Banner” is a song that serves to unify the nation by providing a common anthem that is used at public and private gatherings of citizens. But what are the origins of this now-famous song? In the early 1800s, the United States fought a war with Great Britain called “The War of 1812.” A man named Francis Scott Key watched one battle from a ship. The British bombarded Fort McHenry all night. The next morning, Key looked out from the ship and saw that the American flag was still flying above the fort! He decided to write the words of his poem, “The Star-Spangled Banner.” This poem became a song and the song became the United States’ national anthem on March 3, 1931.

**Time Frame**

45 minutes

**Materials**

KWL Chart

“The Star-Spangled Banner” handout

Dictionary

## **Procedure**

1. Have students complete the Know and Want to Know sections of their charts as a pre-test. Review and discuss the Star-Spangled Banner and its general topic. Discuss when, why, and how the song was created. What is the song about? Who wrote it?
2. Have students listen to a recording of the first verse of the song as they read the verse.
3. Ask students to discuss the verse line by line and develop an understanding of the meaning. Students may also discuss the meanings of the other verses as instructed. A dictionary may be useful for completing this step.
4. Students will then stand, remove their hats as needed, and sing the first and possibly all verses of the anthem.
5. Explain to students that while “The Star-Spangled Banner” is a song about our flag, as our national anthem it is also a song that reminds us about our country. Discuss occasions and events that students might hear or sing the national anthem.
6. Students complete the text puzzle and other activity handouts individually or in groups as instructed.
7. End by asking students to fill in the Learned section of their charts. Invite students to share their responses and discuss as a group.

## Lesson Plan: Packing the Wagon

Grade Level: Grade 8

Primary Subjects: History, Mathematics

[http://www.michigan.gov/dnr/0,1607,7-153-54463\\_18670\\_18793-52859--,00.html](http://www.michigan.gov/dnr/0,1607,7-153-54463_18670_18793-52859--,00.html)

Pair this activity with the following Lorenzo Cultural Center presentations:

- Don Faber, former editor of the Ann Arbor News, “Stevens T. Mason: Michigan’s First Governor,” on Sunday, March 25 at 2pm.
- Roger L. Rosentreter, Ph.D., professor, Michigan State University, “Michigan Quest for Statehood,” on Saturday, February, 25 at 1pm and Wednesday, April 11 at 11am.
- Kenneth Lewis, PH.D., professor of anthropology, Michigan State University, “West to Far Michigan: Settling the Lower Peninsula 1815-1860,” on Friday, April 13 at 11am.
- Larry Massie, recently honored with the Historical Society of Michigan’s Lifetime Achievement Award, “Adventures in Michigan Past,” on Thursday April 19 at 11am.
- Michael P. Deren, historical re-enactor, “Journey to Paradise (Michigan!) on the Erie Canal,” on Thursday, April 20 at 11am and 1pm.

### Overview

Packing the Wagon employs a unique **hands-on** approach to teach students about the complications involved in the decision to move in the early 19<sup>th</sup> century. During this **movement- and decision-oriented** activity, students will **make practical and well-reasoned choices**. In an **inter-disciplinary** twist, students will **measure objects** and work together to fit them into a defined space.

### Michigan Curriculum Content Standards – US History and Geography

**U4.2.3** Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny.

### Context

Between 1800 and 1830, settlers began coming to Michigan. They came first by wagon and horseback. After the completion of the Erie Canal in 1825, many came by barge to Buffalo and then by steamboat to Detroit. From there, they again used land transportation. Many settlers also sailed by boat on the Great Lakes and settled in towns along the shores. After 1830, the population of Michigan grew very fast. Why did the early settlers move to Michigan? Some came to buy inexpensive farm land, others to join relatives already here. A sense of adventure brought young and single men. Later (1840s+), they came to fill jobs (for example, recruiters went to large eastern cities or advertised in eastern newspapers for men to work in the mining and lumbering industries).

### Time Frame

1 class period

### Materials Needed

Removable tape or chalk  
Yard stick or ruler

## Procedure

1. Have students mark an area on the floor approximately the size of a wagon bed—about 10 to 12 feet long by 4 to 6 feet wide by 2 feet high. Use removable duct or masking tape or chalk to outline the area.
2. Ask the students imagine that they are members of a pioneer family coming to Michigan to buy a farm in 1830. With students, make up a family profile. How many people are in the family? What are their ages and sizes?
3. Divide class into groups. Assign each the task of deciding what to bring. Each group might make up a different list, e.g., household items, tools to start farm, children's things, clothing, etc. After lists are made, have groups report back and write lists on chalkboard.
4. Divide the items into three lists:
  - a. Absolutely necessary-must take
  - b. Things we would take if there is room, useful but could do without (e.g., a special piece of furniture)
  - c. Fun items, toys, "extra" clothes
5. With the measured area in sight, work in groups or as a class to come to an agreement on what will be included. What is a necessity, e.g., a rocking chair? Why? What things on the list can be left behind? Estimate the measurement of household items, tools, or measure similar items at home. Decide what will be taken so that all will fit, including people. Will everyone ride?
6. Use the following questions for discussion and further investigation:
  - a. How did you go about choosing what to take? If members of the group disagreed, how did you make the decision? How do you think the members of an early settlement family made their decisions?
  - b. Would settlers have taken livestock with them to Michigan?
  - c. Choose a year in settlement times (e.g., 1840). Find out how far people traveled in a day at that time. Decide how long it would have taken you then to travel the same distance you would cover on a field trip from your school to the Michigan Historical Museum in Lansing.
  - d. If you were moving to a Michigan town at a later time in history, what would you bring? How might those things differ from what the early pioneers brought? Why?
  - e. Besides bringing things with them, settlers brought their ideas, language, religions, styles of clothing and other ways of life with them to Michigan. Identify unique aspects of your community that may have come with early settlers. What do recent newcomers to our communities bring that enhance our lives?
  - f. Visit the Michigan Historical Museum in Lansing!
    - i. Notice the articles that were brought to Michigan by settlers, e.g., cradle, spinning wheel, farm tools. On the bus trip home, compile a list of those items with the students. Discuss what other items might the settlers have made after they arrived in Michigan. Why didn't they bring them (e.g., too large, didn't anticipate their need)?

- ii. Try the "plank road ride." Discuss how it would feel and sound to ride over Michigan's plank roads for many hours. What were the advantages of plank roads over dirt roads in different types of weather?

## References

Andrist, Ralph K. *The Erie Canal (An American Heritage Junior Library Book)*. Mahwah, NJ: Troll Associates, 1964.

Dunbar, Willis F., and May, George S. *Michigan: A History of the Wolverine State (Revised Ed.)*.

Grand Rapids, MI: William B. Eerdmans Publishing Company, 1980.

Millis, Wade. *When Michigan Was Born*. *Michigan History Magazine*, 36 (December, 1952), pp. 321-50. Updated 08/03/2010

## Part V: OTHER RESOURCES

### MUSEUMS & EXHIBITS

#### **Becoming Michigan: From Revolution to Statehood, February 25 to May 5, 2012**

A multimedia exploration, including photos, videos and artifacts, of the diverse facets of life, culture and politics of Michigan Territory's.

#### **Detroit Historical Museum**

5401 Woodward Avenue  
Detroit, MI 48202  
313-833-7935  
<http://www.detroithistorical.org/>

#### **Mackinac State Historic Parks**

Education Programs  
Box 873  
Mackinaw City, MI 49701

#### **Mariner's Church**

170 E. Jefferson Avenue  
Detroit, Michigan 48226

#### **Michigan State University Museum**

West Circle Drive  
East Lansing, MI 48824  
517-355-2370  
<http://museum.msu.edu/>  
"Great Lakes Native Quilting," traveling exhibit.

#### **Oakland County Pioneer and Historical Society. Wisner House**

405 Cezar Chavez Ave.  
Pontiac, MI 48342  
248.338.6731

#### **Ziibiwing Center of Anishinabe Culture.**

6650 E. Broadway  
Mount Pleasant, MI 48858  
989.775.4750



## PART VI: PRESENTATIONS

Hear these authors speak at the Lorenzo Cultural Center. Dates and times of presentations are listed after book or lecture titles below. These are led by local and nationally known authors, professors and historians:

### FEBRUARY

**Michigan Quest for Statehood**, Roger Rosentreter , Ph.D

- Saturday, February 25 at 1pm

**How Michigan Got her Land: Indians Treaties in History and Myth**, Dr. Charles Cleland, Ph.D.

- Wednesday, February 29 at 11am and 1pm

### MARCH

**Great Lakes Vessels of the Old Northwest**, Joel Stone

- Thursday, March 1 at 11am

**Before Michigan was Michigan-Lake Superior from the American Revolution to Statehood**, Frederick Stonehouse

- Friday, March 9 at 11am

**The Toledo War: The War between Michigan and Ohio**, Alan Naldrett

- Sunday, March 11 at 2pm

**I've Got a Home in Glory Land: A Lost Tale of the Underground Railroad**, Karolyn Smardz Frost

- Wednesday, March 14 at 11am and 1pm

**Invaded on All Sides: The Story of Michigan's Greatest Battlefield**, Ralph Naveaux

- Thursday, March 15 at 11am

**Mackinaw Mission (1823-1837): A Window on Michigan Becoming a State**, Keith R. Widder

- Friday, March 16 at 11am

**Troubled Waters: The Great Lakes Frontier on the Eve of the War of 1812**, Brian Dunnigan

- Saturday, March 17 at 1pm

**Rethinking Michigan Indian History**, Patrick Russell LeBeau, Ph.D.

- Wednesday, March 21 at 11am and 1pm

**It's Maple Syrup Time: Stories, Songs and Dances of Old Michigan**, Genot Picor

- Saturday, March 24 at 1pm

**Stevens T. Mason: Michigan's First Governor**, Don Faber

- Sunday, March 25 at 2 pm

**Revolutionary Detroit: Portraits in Political and Cultural Change, 1760-1805**, Denver Brunzman, Ph.D.

- Wednesday, March 28 at 11am

**The Invention of the United States**, Gordon S. Wood, Ph.D.

- Saturday, March 31 at 1pm

APRIL

**Michigan's Quest for Statehood**, Roger Rosentreter, Ph.D

- Wednesday, April 11 at 11am

**Mr. & Mrs. Madison's War: America's First Couple and the Second War of Independence**, Hugh Howard

- Thursday, April 12 at 11am

**West to Far Michigan: Settling the Lower Peninsula 1815-1860**, Kenneth E. Lewis, Ph.D.

- Friday, April 13 at 11am

**Triumphing Against the Odds: The Elizabeth Denison Forth Story**, Rochelle E. Danquah

- Friday, April 13 at 1pm

**Turning Point: The Battle of Lake Erie**, Arthur M. Woodford

- Saturday, April 14 at 1pm

**Take Good Care of My Michigan**, La Compagnie Musical-Dance Troupe

- Sunday, April 15 at 2pm

**A Hanging in Detroit: The Last Execution under Michigan Law**, David Chardavoine

- Wednesday, April 18 at 11 am

**Adventures in Michigan's Past**, Larry Massie

- Thursday, April 19 at 11 am

**Journey to Paradise (Michigan!) on the Erie Canal**, Mike Deren

- Friday, 20 at 11am and 1pm

**Making Michigan and the Civil War of 1812**, Alan Taylor

- Sunday, April 22 at 2pm

**1812: America's Second War for Independence**, Lee Murdock

- Saturday, April 28 at 1pm

MAY

**\*Bunyan and Banjoes**, Kitty Donohoe

- Thursday, May 3 at 11am and 1pm

**\*What was it like in Early Michigan Times?** Lois Keel Sprengnether

Friday, May 4 at 11am and 1pm

*\*These programs were made possible with generous grants from Michigan Humanities Council and Michigan Council for Arts and Cultural Affairs.*



## NOTES