

What Can You do With a Great (Big) Lake

Subject: Social Studies

Grades: 1-2

With creative discussion, group problem solving, and hands on experience, students will gain basic understanding of how the Great Lakes serves as a transportation pathway, and the importance of protecting this valuable freshwater resource. Students will make their own model of the “Great Lakes” using paper and demonstrate Great Lakes shipping routes using with model ships.

The War of 1812: Battles of the River Raisin, “It’s Not My Fault”

Subjects: Social Studies, English Language Arts

Grades: 3-5

This collection of four lessons engages students in learning about the War of 1812. Students will use point of view and historical perspective to make connections to American history and geography in the Old Northwest Territory. Students will learn about the War of 1812 and study personal stories of the Battles of the River Raisin. Students will read and analyze informational texts and explore maps as they organize information. A culminating project will include students making a fake social networking page where personalities from the Battles will interact with one another as the students apply their learning in fun and engaging ways.

Michigan Food: From Farm to You

Subjects: Social Studies, Science

Grade: 4

From the Michigan Farm Bureau Promotion and Education Committee. Lesson meets Social Studies and Science content standards for upper elementary.

Packing up the Wagon

Subject: Social Studies

Grades: 4-6

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 when to large eastern cities or advertised in eastern newspapers for men to work in the mining and lumbering industries).

Bridging History: A Mackinac Island Story

Subjects: History, Social Studies

Grades: 4-8

Since the beginning of, known, time, Mackinac has been a place of environmental balance. First providing protected fishing grounds for the Annisnabeeg, and a safe hiding place for the Odawa. In 1615, the first French explorers found their way from Canada, into the Great Lakes via the Saint Lawrence and Ottawa rivers. Explorers and Priests, LaSalle, Hennepin, Cadillac, Father Marquette, and Joliet all visited Mackinac Island, while the French fur trade flourished. By the 1700s, British fur traders made their way into the Great Lakes and up to Mackinac. Shortly after the French and Indian War, the British took control of the Straits of Mackinac and in 1780 began the plans for Fort Mackinac. The fur trade continued under British control until after the American Revolution and War of 1812. In 1815, the Treaty of Ghent forced the British from the Island, as it had now become American soil and part of the Northwest Territory. In the same year, John Jacob Astor formed the American Fur Trade Company. In 1875, Mackinac Island became the second National Park (Yellowstone being first), in the Nation. The National Park was disbanded in 1895, and all Federal property was given to the state of Michigan forming Michigan's first state park. Supplementary [Video Clip](#)

Fugitive Slaves in Michigan's History

Subjects: History, Civics

Grades: 9-12

This unit is designed to supplement Pre-Civil War High School U.S. history units, as well as High School Civics units. Michigan's role in the abolition movement is buried in the overall national story, so this pulls our story back out.

Urban Race Riots: Are They Predictable, Preventable, and Pedagogically Relevant?

Subjects: History, Social Studies, Sociology

Grades: 9-12

Were the Detroit riots of 1967 and the New Haven May Day Protests in 1970 predictable and preventable? The history of race conflict does not begin with Jefferson, but his ideas are firmly entrenched in American society by 1967, 1970, and 2011. Using Jefferson in this context does not imply that the cause of race tension has been discovered. Rather it is to dramatize how an idea from history influences the world in 2011. Jefferson's ideas from *Notes on the State of Virginia* permanently became thinking processes that became structures of society – in other words, people following Jefferson built upon his ideas with more concrete theories such as Social Darwinism. Using Social Darwinism as justification, society went through a variety of phases: Slavery begat Jim Crow Laws begat "separate but equal" begat voting disenfranchisement begat housing and job discrimination begat law enforcement discrimination. Jefferson's ideas have grown over time to become structures in society and barriers for some groups of people. Lesson plan from the Yale-New Haven Teachers Institute, by Jeremy B. Landa.