

# WELCOME!



On behalf of Splash! Publications, we would like to welcome you to *Michigan History*, one of several books in our State History series. Since this curriculum was designed by teachers, we are positive you will find it to be a very comprehensive program for teaching students about Michigan's history. We would like to take a few moments to familiarize you with the program.

## THE FORMAT

*Michigan History* is an 11 lesson program. Our goal is to provide a curriculum that you can use the very first day you purchase our materials. There are no lessons to plan, comprehension questions to write, activities to create, or vocabulary words to define. Simply open the book and start teaching.

Each of the 11 lessons requires students to complete vocabulary cards, read about an event in Michigan's history, and complete Reading exercises that will strengthen their comprehension of expository and informational text. In addition, each lesson includes a balanced mix of lower and higher level activities for students to complete. Vocabulary quizzes, mapping activities utilizing grid systems and number coordinates, primary and secondary source research activities, graphic organizers for letter, story, and paragraph writing, time lines, and following written directions are the types of activities that will guide students on their journey through *Michigan History*.

## THE LESSON PLANS

On the next several pages, you will find the Lesson Plans for *Michigan History*. The Lesson Plans clearly outline what students must do before, during, and after each lesson. Page numbers are listed so that you will immediately know what you need to photocopy before beginning each lesson. The answers to all activities, quizzes, and comprehension questions can be found on pages 109-118.

## THE VOCABULARY

Each lesson features words in bold type. We have included a Glossary on pages 105-108 to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words four times throughout their study of *Michigan History*.

Students will be responsible for filling out and studying the vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.

## **MICHIGAN’S ACADEMIC STANDARDS**

*Michigan History* was designed in alignment with Michigan’s Grade Level Content Expectations (GLCEs) for Social Studies and English Language Arts. These standards serve as a framework for Michigan’s curricula by providing student performance expectations in these areas. The Lesson Plans on the following pages clearly list the Social Studies and English Language Arts GLCEs and how they correlate with each lesson and activity in *Michigan History*.

### **CORE STANDARDS: THE “BIG IDEAS”**

Core Standards help teachers prioritize instruction and connect the “big ideas” students need to know in order to advance. Michigan is one of several states incorporating the Common Core Standards into its Grade Level Content Expectations. As a reading-based program, *Michigan History* fosters literacy in Social Studies.

At the same time that students are learning important factual content about Michigan’s history, they are meeting the Common Core Standards by constructing time lines for themselves and Michigan’s famous explorers, writing imaginative stories and letters about their adventures as fur traders and their participation in the French and Indian War, persuading Napoleon Bonaparte not to sell Louisiana to the United States, asking and answering their own questions about the Revolutionary War, and writing their own classroom rules to make connections to the “big ideas” in the history of Michigan. All of the English Language Arts GLCEs noted in the Lesson Plans are aligned with the Common Core Standards.

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# LESSONS AT A GLANCE



## 1. Before reading *First People*, students will:

- complete Vocabulary Cards for *archaeologists, Asia, bison, carbon dating, climate, continent, culture, descendants, dwellings, European, Great Lakes, historians, inhabited, inland, mammoths, minerals, North America, peninsula, prehistoric, raided, sacred*. (pg. 1)

After reading *First People* (pps. 2-5), students will:

- answer *First People* Reading Comprehension Questions. (pg. 6)
- follow written directions to draw a buffalo. (pps. 7-8)
- use cardinal and intermediate directions to plot Native American dwellings on a Great Lakes map. (pps. 9-13)
- take a Vocabulary Quiz for Michigan History Part I. (pps. 14-15)

**THE FIRST PEOPLE LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.5, 3-H3.0.6, 3-G1.0.1, 3-G1.0.2, 3-G5.0.2**

**ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.CM.03.04**

## 2. Before reading *The Fur Trade*, students will:

- complete Vocabulary Cards for *allies, appoint, ceremonies, coast, colonies, convinced, defeat, incisor, monopoly, navigation, New France, New World, Portugal, profitable, rodent, treaties, West Indies*. (pg. 1)

After reading *The Fur Trade* (pps. 16-18), students will:

- answer *The Fur Trade* Reading Comprehension Questions. (pg. 19)
- follow written directions to draw a beaver. (pps. 20-21)
- use a graphic organizer to write a story about experiences as a fur trader. (pps. 22-23)

**THE FUR TRADE LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.5, 3-H3.0.6, 3-H3.0.8**

**ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.CM.03.04, R.MT.03.02, W.PR.03.02, W.PR.03.05, W.GR.03.01, W.SP.03.01, S.CN.03.01, S.CN.03.02, S.CN.03.03, S.CN.03.04, S.CN.03.05, S.DS.03.04**

# LESSONS AT A GLANCE



3. Before reading Explorers, students will:
- complete Vocabulary Cards for *autobiography, biographies, Christianity, converting, expedition, hostile, journals, mission, missionary.* (pg. 1)

After reading Explorers (pps. 24-25), students will:

- answer Explorers Reading Comprehension Questions. (pg. 26)
- differentiate between primary and secondary sources. (pg. 27)
- create a time line for Michigan's explorers. (pg. 28)
- create a time line for self. (pg. 29)

**MICHIGAN'S EXPLORERS LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.2, 3-H3.0.8, 3-H3.0.10**

**ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.MT.03.02, W.PR.03.02, W.PR.03.05, W.GR.03.01, W.SP.03.01, S.CN.03.01, S.CN.03.02, S.CN.03.03, S.CN.03.04, S.CN.03.05, S.DS.03.04**

4. Before reading Louisiana, students will:
- complete Vocabulary Cards for *military, orchards, whirlpool.* (pg. 1)

After reading Louisiana (pps. 30-32), students will:

- answer Louisiana Reading Comprehension Questions. (pg. 33)
- use primary and secondary sources to create the game Find the Fib. (pps. 34-36)  
*Note: You will need to make 4 copies of page 35 for each student.*
- take a Vocabulary Quiz for Michigan History Part II. (pps. 37-38)

**THE LOUISIANA LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.8, 3-GI.0.2**

**ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.CM.03.04**

# LESSONS AT A GLANCE



5. Before reading *The French and Indian War*, students will:
- complete Vocabulary Cards for *conflicts, debt, enforced, fertile, invaded, militias, outnumbered, plantations, port, resources, surrendered*. (pg. 1)

After reading *The French and Indian War* (pps. 39-42), students will:

- answer *The French and Indian War Reading Comprehension Questions*. (pg. 43)
- use a graphic organizer and proper format to write a letter about experiences in the French and Indian War. (pps. 44-47)

**THE FRENCH AND INDIAN WAR LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.8**

**ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.CM.03.04, R.MT.03.02, W.PR.03.02, W.PR.03.05, W.GR.03.01, W.SP.03.01, S.CN.03.01, S.CN.03.02, S.CN.03.03, S.CN.03.04, S.CN.03.05, S.DS.03.04**

6. Before reading *The Proclamation Line*, students will:
- complete Vocabulary Cards for *erupted, ignored, kidnapped, outraged, proclamation, reserved, scalped*. (pg. 1)

After reading *The Proclamation Line* (pps. 48-49), students will:

- answer *The Proclamation Line Reading Comprehension Questions*. (pg. 50)
- use number coordinates to plot proclamation line on a map. (pps. 51-55)

**THE PROCLAMATION LINE LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.8**

**ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.CM.03.04**

# LESSONS AT A GLANCE



7. Before reading *The American Revolution*, students will:
- complete Vocabulary Cards for *boycotting, disguised, frontier, harbor, imported, independence, intolerable, merchants, minutemen, prohibited, protest, respect*. (pg. 1)
  - answer questions about what they already know concerning the American Revolution. (pg. 56)
  - fill in five pieces of information that they know and five questions they still have about the American Revolution on a K•W•L•H Chart. (pps. 57-58)

After reading *The American Revolution* (pps. 59-61), students will:

- answer *The American Revolution Reading Comprehension Questions*. (pg. 62)
- use the lesson and other secondary and primary sources to complete the American Revolution K•W•L•H Chart. (pps. 57-58)
- use the finished K•W•L•H Chart to answer follow-up questions about the American Revolution. (pps. 63-64)
- take a Vocabulary Quiz for Michigan History Part III. (pps. 65-66)

**THE AMERICAN REVOLUTION LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.8**

**ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.CM.03.04, W.GN.03.04**

8. Before reading *The Northwest Territory*, students will:
- complete Vocabulary Cards for *ammunition, Congress, constitution, fled, jury, pioneers, reckless*. (pg. 1)

After reading *The Northwest Territory* (pps. 67-70), students will:

- answer *The Northwest Territory Reading Comprehension Questions*. (pg. 71)
- follow written directions to construct a covered wagon model. (pps. 72-77)

**THE NORTHWEST TERRITORY LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.8, 3-G1.0.2**

**ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.CM.03.04**

# LESSONS AT A GLANCE



9. Before reading *The Michigan Territory*, students will:
- complete Vocabulary Cards for *capital, expanding, loyalty, New England, promoted, prophet, tortured, uniting*. (pg. 1)

After reading *The Michigan Territory* (pps. 78-81), students will:

- answer *The Michigan Territory* Reading Comprehension Questions. (pg. 82)
- use a graphic organizer and proper format to write a persuasive letter to Napoleon Bonaparte convincing him not to sell Louisiana to the United States. (pps. 83-86)

**THE MICHIGAN TERRITORY LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.8, 3-G1.0.2**

**ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.CM.03.04, R.MT.03.02, W.PR.03.02, W.PR.03.05, W.GR.03.01, W.SP.03.01, S.CN.03.01, S.CN.03.02, S.CN.03.03, S.CN.03.04, S.CN.03.05, S.DS.03.04**

10. Before reading *Statehood*, students will:
- complete Vocabulary Cards for *adopted, agricultural, border, capitol, coat of arms, delegates, denied, Middle West, motto*. (pg. 1)

After reading *Statehood* (pps. 87-88), students will:

- answer *Statehood* Reading Comprehension Questions. (pg. 89)
- follow written directions to color Michigan's state flag. (pps. 90-91)
- use number and letter pairs to complete a grid puzzle featuring Michigan's state seal. (pps. 92-94)

**THE STATEHOOD LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.8, 3-H3.0.9, 3-G1.0.2, 3-G2.0.2**

**ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.CM.03.04**

# LESSONS AT A GLANCE



## 11. Before reading Government, students will:

- complete Vocabulary Cards for *abused, appeal, attorney general, child custody, civil rights, federal, jaywalking, lieutenant governor, majority, secretary of state, vetoes, violate*. (pg. 1)

After reading Government (pps. 95-97), students will:

- answer Government Reading Comprehension Questions. (pg. 98)
- answer thought-provoking questions about Michigan's government. (pg. 99)
- use a graphic organizer to write a persuasive paragraph about a new classroom rule. (pps. 100-102)
- take a Vocabulary Quiz for Michigan History Part IV. (pps. 103-104)

### THE GOVERNMENT LESSON COVERS THESE STANDARDS:

**SOCIAL STUDIES: 3-H3.0.1, 3-H3.0.8, 3-C1.0.1, 3-C2.0.1, 3-C3.0.3, 3-C3.0.4, 3-C3.0.5**

**ENGLISH LANGUAGE ARTS: R.WS.03.01, R.WS.03.02, R.WS.03.03, R.WS.03.04, R.WS.03.05, R.WS.03.06, R.WS.03.08, R.IT.03.03, R.CM.03.04, R.MT.03.02, W.PR.03.02, W.PR.03.05, W.GR.03.01, W.SP.03.01, S.CN.03.01, S.CN.03.02, S.CN.03.03, S.CN.03.04, S.CN.03.05, S.DS.03.04**