Each lesson begins with a list of concepts and vocabulary.

This is a good time to preview what will be coming up in the lesson.

Go over any of the vocabulary listed on this page you feel your students may not fully understand. Discuss the words and concepts they have trouble understanding. You may wish to have students use the words in sentences.

Each lesson has a list of the GLCEs found in it. There is a complete list of the GLCEs, with the full wording, printed in your teacher’s edition binder. You may discover additional GLCE connections other than those listed here.

Chapter 1 Lesson 1

Idea To Explore
What is a state? (2)
What gives Michigan its shape? (5)
How did our state get the name Michigan? (6)

Places To Discover
Great Lakes (4)
Michigan (mish eh gan) (4)
peninsula (pen in su la) (5)
Lower Peninsula (5)
Upper Peninsula (5)

Words to Welcome
borders (bor ders) (3)
government (gov ern ment) (3)
Chapter 1

Meet Michigan

Think about this question while you read.

What is a state?

Welcome to Michigan. This is where you live. Your hometown is here. This is your state. Michigan is full of fun and exciting things. Let’s learn about them.

Read about its Indian tribes. Listen to a chief tell you a legend. See the old forts from long ago. Some of our first towns began as forts.

Go back in time. See how our pioneer men and women lived. Learn why they came to Michigan and how they got here. Discover how Michigan became a state. Find out how it has grown and changed.

What would YOU like to learn about Michigan?

Chapter one lays the foundation required for students to study Michigan.

Knowing what a state is begins the process of understanding state government and leads into 3C1.0.1 (purposes of government).

Even though at this point many of your students may not really understand what Michigan is, take some time to talk with them about what they might like to learn about Michigan. This should help build some ownership for the content.
What is Michigan?

It is one of our 50 states. It is part of the United States of America. Each state is different from the others. Some states have much land. Some have less land. Some have many people. Other states have fewer people.

Have you ever wondered what a state is?

Each state has three parts. A state is its land, its people and its government.

First, a state is land. When we say land, do not leave out its lakes and water. Each state has its own shape.
Each state has its own **borders**. A border is **where one state ends and the next state begins**. Has your family driven across Michigan’s border?

A state is also the people who live there. You and I are each a little bit of Michigan. The things we do are all a part of our state.

People need rules. They need help doing some things. **Government does things for us we cannot do by ourselves.** It helps people. It builds highways. It pays for the police. It makes laws. It helps people protect their rights. **Government** is the third part of what a state is.

**Our Shape**

Some states have square shapes. Some are long. Some are tall. Michigan has a very different shape. No other state has a shape like ours. Our shape is quite interesting!

**Teacher Notes**

3C3.0.2 **state government services and their funding**

Talk about some of the services cities provide. To make it more interesting, let students make the sounds that go with each service like police cars and garbage trucks.

You may want to project the Great Lakes area onto some paper so students can trace large examples of Michigan and the states around us. Next, they can cut these shapes out. If you want, time the groups to see which one can correctly reassemble the states first.
We are not like any other state. We are different in two ways. First, we are in the middle of the Great Lakes! The Great Lakes are HUGE lakes. You cannot see across them. Each of them holds a lot of water. Big ships sail on them. No other state has so much fresh water around it. The Great Lakes give our land its shape. You can spot Michigan quickly, even from outer space!

This circle indicates the answer for the student Brain Stretcher activity is found here.

3G1.0.2 use thematic maps

Can students find the approximate location of their city or town on a map?
Next, Michigan is divided into two big parts. It is the only state that is this way. We have the **Upper Peninsula**. It is the northern part. We have the **Lower Peninsula**. It is the southern part. Have you heard the word **peninsula** before? A peninsula is land with water on three sides. The Great Lakes are around our two peninsulas. Check it out on a map.

The Lower Peninsula looks like a hand or a mitten. Some people also say the Upper Peninsula has a hand shape too. Put the two shapes together. The Upper Peninsula is the left hand. The Lower Peninsula is the right hand. Now your hands look like Michigan!

*Paddle to the Sea* is an old classic. In it a Native American boy whittles a canoe that floats through the Great Lakes. Consider reading it to your class.

Have students hold up their own hands to imitate our two peninsulas. Have a couple of students place their hands on a wall map so the entire class can see the correlation between the hands and the peninsulas shown on the map.
Chapter 1

Our Name
What does the name of our state mean? The name Michigan comes from Native American words! It means big lake or great lake. That fits our state. It has so much water around it!

Remember ....
You have learned that Michigan is one of our 50 states.
You should know what a state is.
You know where to find Michigan on a map.
You know its shape comes from the Great Lakes.
We have two parts called peninsulas. Those peninsulas can look like hands.

There are many ways to learn more about Michigan. You may want to read a book about Michigan. There are also videos about our state.
Think About It. Write About It!

1. Tell what you know about the shape of Michigan. 3G1.0.2 (answer on page 5)
   The Lower Peninsula looks like a hand or a mitten. Some people say the Upper Peninsula also has a hand shape. Put the two shapes together. The Upper Peninsula is the left hand and the Lower Peninsula is the right.

2. What is a peninsula? 3G1.0.2, 3G2.0.1 (p 5)
   A peninsula is land with water on three sides.

3. What does the name Michigan mean? 3H3.0.6 (p 6)
   The name Michigan comes from Native American words. It means big lake or great lake.

4. What is a state? (p 2)
   Each state has three parts. A state is its land, its people and its government.

5. Name one thing state government does for us. 3C3.0.2 (p 3)
   The government does things we cannot do by ourselves. It helps people. It builds highways. It pays for the police. It makes laws. It helps people protect their rights.

Brain Stretchers
What makes Michigan different from other states in the United States?
3G1.0.2 (p 3-5)
The shape of Michigan is different than any other in the U.S. (It’s like a mitten!) Our state is made of two peninsulas. Michigan is different because it is in the middle of the Great Lakes.

Words In Action!
Imagine you have a pen pal in another state. Write an e-mail telling about Michigan. Use facts you learned from this lesson. (GLCE - various possibilities) In their e-mails, students can mention they have learned Michigan is north of many other states. Michigan is different because it is divided into two big parts. Michigan is shaped like two hands or two mittens. The Great Lakes are around Michigan and the name Michigan comes from Native American words for big lake or big water.
The theme of this lesson is the natural characteristics of Michigan in the form of our state symbols. It also introduces the core democratic value of common good and being a responsible citizen by helping to keep Michigan clean.

The main GLCEs are
3G5.0.1 natural resources and their use
3P3.1.1 identify public issues

**Ideas To Explore**

- **common good**: what is best for everyone, not just yourself. (13)
- **state flag**: Each state has a state flag. What does ours look like? (12)
- **state symbols**: Which symbols (SIM bols) stand for Michigan? (9)

**Places To Discover**

- Isle Royale (sounds like- eye I • roy al) (10)
- Lansing (lan sing) (10)

**Words to Welcome**

- coral (KOR al) (10)
- deposit (dee pos it) (14)
- fossil (fos el) (11)
- Kalkaska (kal KAS ka) (10)
- Latin (LAT n) (13)
- human characteristic (hu man • kar ak ter iz tik) (12)
- natural characteristic (11)
- nature (11)
- opinion (15)
- state game mammal (11)
- state seal (12)
- Tuebor (TOO-a-bor) a Latin word (13)
Think about this question while you read. How do our state symbols help people learn about Michigan?

Check out our state symbols (SIM bols)! The symbols are things which are special to Michigan. Here are some examples.

The **robin** is the *state bird*. People said it is the best known and most loved bird here.

Our *state flower* is the **apple blossom**. It has been the state flower since 1897. In the spring the apple blossoms are beautiful on the trees. Our climate helps this tree grow well here.

The **white pine** is our *state tree*. It is an evergreen. Many were used for lumber long ago. The lumber helped to build lots of homes. Michigan does not have nearly as many white pine trees today. Our climate and soil help this tree grow well here. It grows best in the north part of the state.

The colorful **brook trout** is our *state fish*. It is about eight to ten inches long. Blue, green and red spots cover its sides.

3G5.0.1 natural resources and use

Pine trees can be used for Christmas trees and they can give us wood to build houses. Trout are resources since they can be food.
Chapter 1

The state stone is the **Petoskey stone**. Many are found on the beaches near the city of Petoskey. This stone is very old. Each stone is a piece of ancient coral. Coral grows in seas and oceans.

You may wonder how pieces of coral got here. It means a sea once covered this land! That was a very long time ago. Without that great sea, there would be no Petoskey stone today. Look closely. You can see the coral pattern in the stone.

How do we get a state symbol? Our state government in **Lansing** votes and says so. In 1973 it voted to have a **state gem**. They chose the **greenstone**. You can find these little green stones on **Isle Royale** (eye l roy al). This is an island in Lake Superior. The stones are often on the beaches there.

We even have a **state soil**. This is the **Kalkaska** (kal KAS ka) **soil**. The state government chose this special soil. That was in 1990. This helps people remember how important soil is to all of us. Without soil there would be no farms. We could not grow our food.

A while ago some students felt we should have a **state reptile**. The students thought about it. Then they said the painted turtle would be the best choice. In 1995 the **painted turtle** became Michigan’s state reptile!
The **whitetail deer** is Michigan’s *state game mammal*. Over a million deer live here. They are found in every part of the state. Many of you have seen one.

Our *state wildflower* is the **dwarf lake iris**. This kind of flower is hard to find. It is very small.

We also have a *state fossil*. What is a **fossil**? *A fossil was once a living thing that has changed to stone.* It takes a very long time to make a fossil. Most fossils are found in the ground.

**Mastodon** bones are often found here. Those animals lived here a very long time ago. They looked like hairy elephants. The mastodon was voted the *state fossil* a few years ago.

**Made by Nature or by People?**

Each state symbol is special to us. Each is found here. Each one is made by *nature*. It is a **natural characteristic** of our state. The robin is made by nature. The apple blossom is made by nature. The Kalkaska soil is made by nature.
Michigan has human characteristics too. These are things made by humans. Men and women made them. Buildings and bridges are human characteristics. A road is a human characteristic. People made it. Another example is a school. On the other hand, a river is a natural characteristic. It was made by nature.

Michigan’s Flag
Michigan has its own state flag. Have you ever seen it? Most of the flag is bright blue. In the middle is the Michigan State Seal.

The state seal is a picture. This picture is used by our state government. You may see it on government papers or at state offices.

The seal has an eagle holding arrows and an olive branch. There is an elk and a moose too. There is also a man with one hand raised. This means peace. In his other hand is a rifle. This means we will
defend our state. There is also a rising sun and a lake on the state seal.

The seal has several words on it. These words are from an old language called Latin (LAT n). One of the Latin words on the flag is “Tuebor” (sounds like- TOO-a-bor). It means “I will defend.”

How can you defend Michigan? Have you ever thought about it? One way is to help keep it clean. Do not leave litter along the sidewalk or playground. Pick up after yourself. Do not drop gum and candy wrappers on the ground. Do not leave pop cans at the park. Recycle them instead.

Keeping Michigan clean is good for everyone. It is thinking about the common good! Thinking about the common good is thinking about what is good for everyone. It is not thinking just about yourself. It is not being selfish. Helping to keep Michigan clean is helping to defend it. It is also working for the common good.

Dave Kimber's Under the Red, White and Blue music CD may be a stimulating way to help your students remember the core democratic values.

Showing segments of the Understanding Core Democratic Values video produced by Dream Tank Entertainment may also help students understand these values. Both products available through Hillsdale Educational Publishers.

3C5.0.1 rights and responsibilities of citizens

3P3.1.1 identify public issues
The Bottle Bill

Once there were lots of bottles and cans thrown along our roads. It was a mess! People said this made Michigan ugly.

Our state did something. It made a new law in 1976. This is often called the "Bottle Bill." It put a deposit on soda pop and other fizzy beverages. A deposit is money paid up front and given back when the item is returned. Today the deposit on each bottle or can is 10 cents. People pay an extra 10 cents each. They get it back when they return the bottles and cans to the store. It was felt the deposit would help people take the bottles and cans back.

Over four billion bottles and cans go back to Michigan stores each year. Wow! The bottle bill is one reason for this. The deposit helps people do what they should do anyway. Our state was one of the first to have deposits. Eleven states now have this kind of deposit law.

There is still trash on our roads, but not as many bottles or cans. Should we have laws to get rid of other kinds of trash? Why don’t more states have deposit laws? What do you think?
Think About It. Write About It!

1. Name three of our state symbols. 3G5.0.1 (p 9-11) Any three of the following:
   1. The robin is the state bird.
   2. The apple blossom is the state flower.
   3. The white pine is our state tree.
   4. The brook trout is our state fish.
   5. The Petoskey stone is our state stone.
   6. Greenstone is our state gem.
   7. Kalkaska soil is our state soil.
   8. The painted turtle is our state reptile.
   9. The whitetail deer is our state game mammal.
  10. The dwarf lake iris is our state wildflower.
  11. The mastodon is our state fossil.

2. The Petoskey stone is interesting. What does it tell us about Michigan a very long time ago? 3H3.0.1 (p 10)

   The Petoskey stone is coral. Coral grows in seas and oceans. This means that our land was once covered by a sea or ocean. Without water once covering our land, we would not have Petoskey stones.

3. Think about a road and a river. Which one is a natural characteristic? Which one is a human characteristic? 2G2.0.1, 3G1.0.2 (p 12)

   Human characteristics are man-made, like a road. Natural characteristics are made by nature, like a river.

4. How can you help defend or protect Michigan? 3P3.1.1 (p 13)

   I can help protect Michigan by keeping it clean. I can do this by recycling instead of littering.

Brain Stretcher

Draw a picture of a new state flag for Michigan. Include at least one human characteristic and at least one natural characteristic. 3G5.0.1

Students might pick from our state symbols. They could include other things
like the Mackinac Bridge, the state capitol or a car.

**Think Like a Historian**
Use the Internet to learn more about how the state seal was made. Who made it? When was it made? Was it made with ideas borrowed from other places? 3H3.0.1

Lewis Cass designed the state seal. He borrowed parts from the Hudson Bay company seal. The state seal was approved in 1835.

**Take a Stand!**
How can we have less litter at our parks and playgrounds? Explain your opinion. 3P3.3.1

The best thing to do is to be a good example and not litter and even pick up after others. Students may also have ideas to make rules against those who litter. For example, a student caught littering on the school playground may have to help clean it up during recess.

**Make a Plan**
Make a “do not litter plan.” What will you say? What is the best way to share your ideas with others? 3P4.2.1, 3P4.2.

Students may mention putting up signs, having posters in the schools, making radio or cable TV announcements, passing out “Do Not Litter” buttons, etc.
Blackline master map for Meet Michigan
by Hillsdale Educational Publishers

About 100 miles
The theme of this lesson is Michigan's water—its lakes and rivers. It discusses the importance of keeping our water clean. The lesson wraps up talking about public issues in general and writing a persuasive essay. The main GLCEs are 3G5.0.1 natural resources and use & 3P3.1.1 identify public issues.

If you need activities for lower level learners, you might consider *Little People’s Beginning on Michigan* by McConnell and Parker.

---

**Chapter 1 Lesson 3**

**Ideas To Explore**
- climate (kli mit) (20)
- lake effect (ee fect) (20)
- glacier (glay sher) (21)
- persuasive essay (per sway siv • es say) (24)
- public policy issue (pub lick • pol eh see • ish shoe) (24)
- rivers: Where does the water from Michigan’s rivers go? (20)

**Places To Discover**
- Canada (KAN uh duh) - the large country next to us (19)
- Houghton Lake (ho ton) (23)
- Lake Erie (EAR ee) (19)
- Lake Huron (hYOUR on) (19)
- Lake Michigan (19)
- Lake Ontario (ON tair ee oh) (18)
- Lake Superior (SUP EAR ee or) (19)
- Tahquamenon Falls (TAH KWA meh non) (23)
- Wisconsin (wes con sin) (22)

**Rivers To Remember**
- Grand River - Michigan’s longest river (21)
- Menominee (meh NOM eh nee) River (22)
The Water Around Us

Think about these questions while you read.

How are lakes and rivers important to Michigan?

What made the Great Lakes?

Carly and Mike are on a family trip. They pull off the road and the car stops. Mom and Dad tell them, “Come out and look around!”

They walk over a big hill of sand and Mike says, “Wow! That is a lot of water! What is the name of this river?”

Carly quickly says, “That’s not a river. It’s a lake.”

Mike wants to know how she can tell the difference.

Carly explains, “Rivers do not look the same as lakes. Rivers are long and narrow. Lakes tend to be like big, wide circles. The water in rivers flows. It moves from one end to the other.”

“So, what is the name of this lake?” Mike asks.

Carly smiles and says, “It is Lake Michigan. It gives our state part of its shape.”

The Warm Up

After reading the story. Ask your students if any of them have visited a Great Lake.

Which one was it?

Was the water cold?

What did they think of it?

Where do they think all of that water comes from?

Great Lakes Rhythm & Rhyme by Denise Rodgers and Julie Martin is a short book and music CD combination. The poems and songs it contains are about all aspects of the Great Lakes region and not just the lakes themselves. The CD has 6 songs including one about the Great Lakes, the fur trade and another about lumberjacks.
The Water Around Us

How does water help give our state its shape? We have the Great Lakes around us. The Great Lakes also split our state into two peninsulas.

There are five Great Lakes. To remember their names, think HOMES. Each letter in HOMES starts the name of a Great Lake. The lakes are: Huron, Ontario, Michigan, Erie and Superior. Michigan is our home, so do not forget HOMES! Lake Ontario is the only one that does not touch our state. Find it on a map.

Here is a good kid centered web site with links to more information including sound clips.

http://www.atozkidsstuff.com/mi.html
Largest and Deepest

Lake Superior is huge. It is the deepest Great Lake. It has more area than any other fresh water lake in the world! Only the salty oceans and seas are bigger. Lake Superior is north of the Upper Peninsula. It's water is cold all year. Many ships have sunk in it. What would it be like to see one – down in the dark, cold water?

All in the U.S.A.

The only Great Lake that is all inside the United States is Lake Michigan. We share the rest with Canada (KAN uh duh). Canada is the country next to us.

On the East Side

Lake Huron is the second largest Great Lake. This lake is east of Michigan. It was named after one of the tribes who lived on its shores.

Not Very Deep

Lake Erie does not get the prize as the biggest lake. It does win for being the most shallow of the Great Lakes. It is also further south than the others.

Get Into the Act!

Great Lakes Challenge

Teacher: Have a table in the classroom that all the students can gather around. Use five students and give a map of one of the Great Lakes to each student. Read the short clue that deals with one of the Great Lakes. The student whose lake goes with the clue places it in the correct position on the table so it fits with the other Great Lakes. Select a 2nd group and use new clues, etc.

Clues:

Lake Superior - the deepest lake; the coldest lake; the lake farthest west

Lake Huron - found between Michigan and Canada; has the largest islands in the Great Lakes; the “H” in HOMES is for this Great Lake

Lake Michigan - only lake all in the U.S.; between Michigan and Wisconsin; lake with same name as a state; Michigan’s longest river flows into this lake

Lake Erie - shallowest lake; lake farthest south; this lake touches more of Ohio than Michigan

Lake Ontario - lake farthest east; lake does not touch our state; the “O” in HOMES is for this lake
Chapter 1

The Great Lakes and Our Climate

The Great Lakes help our \textbf{climate}. We call this the "\textbf{lake effect}". Here is how it works. In the summer, the cool lakes keep the air from being so hot. It is cooled when it blows over the water. In the winter the lakes keep us a bit warmer. The water does not cool as fast as the land.

When discussing the lake effect, you may remind students the water in the Great Lakes is quite cool. Someone may have already mentioned a visit to a Great Lake and talked about the cold water. When the wind blows across this cold water, it does cool the land near the lakes.

Rivers Fill the Great Lakes

How do the Great Lakes get their water today? It comes from rain. Some rain falls right into the Lakes. Other rain falls on the land and runs into \textbf{rivers}. \textit{Rivers drain the low places and take the water to the Lakes}. All Michigan rivers flow into one of the Great Lakes.
How Did We Get the Great Lakes?

They started with lots and lots of ice. If you had been there, you would have to look up and up to see the top. You would shiver. Sure the ice made it cold, but it was also a cold time on earth. It was too cold for the ice to melt in the summer. This ice was called a glacier.

A glacier is a thick cover of ice that does not melt in the summer. It gets thicker and thicker for many years. It is squeezed down from the North Pole. It slowly moves over the earth.

As the great glacier moved over Michigan, it dug up the softer land. The glacier made low places. When it melted, its water filled in the low places. They became the Great Lakes. At the same time, the dirt it had carried with it was left behind. This dirt made hills in the southern part of our state.

Our Longest River

Michigan’s longest river is the Grand River. It begins in the south of Michigan. It is very small where it starts. It runs west to reach Lake Michigan. All of the state’s longest rivers go into Lake Michigan. As the Grand River crosses the state, it grows wider and deeper. It goes through some big cities, like Lansing and Grand Rapids.
Chapter 1

The Menominee River is in the Upper Peninsula. It makes part of our border with Wisconsin. Wisconsin is a state west of us.

The Detroit River is over 2,000 feet wide. That makes it our widest river. Can you guess where it is? It goes by Detroit, of course! Our largest city has the widest river.

Waterfalls
The Lower Peninsula has most of the long rivers. The Upper Peninsula has most of the waterfalls.

Make it personal.
Ask students if they have been on a river. What were they doing there? Were they boating? Were they fishing?
Where do they think the water in that river goes?
(One of the 4 Great Lakes that touches our state.)

3G1.0.2 use thematic maps

A Michigan Cookie
Sometime while studying chapter 1, have your students look at a map and make Michigan shaped cookies. During lesson 4 might be a good point. This gives them a hands on project which uses multiple intelligences.

There are cookie cutters for sale from Hillsdale Educational Publishers that you may use or you can make copies of the outline map from the teacher’s edition CD. Lay a copy over the dough and have students use a pencil to trace a line that will indent the dough underneath.

The Grand River near Grand Rapids
The Menominee River
The Detroit River
The Menominee River
The Detroit River
Many cities started on rivers. People often traveled on rivers. Before good roads, it was easier to go by canoe or boat.
Michigan’s biggest waterfall is in the eastern Upper Peninsula. Its name is **Tahquamenon Falls** (tah KWAH meh non). It has two parts. At the tallest part, the water falls 48 feet. That is like five classrooms stacked on top of each other!

**Many Small Lakes!**

Michigan has thousands of small lakes. These lakes are great for fishing. People also like to sail their boats on them. Visitors come here from far away to enjoy these lakes.

The state’s largest lake inside Michigan is **Houghton Lake** (HO ton). Can you find it on a map? It is in the Lower Peninsula. People enjoy boating there in the summer. They like to ice fish there in the winter. Some also ride snowmobiles on it when it is frozen.

**Be Careful and Keep It Clean**

Our lakes and rivers are wonderful things. They give us water to drink. They give us places to use our boats and to fish. They can be places to swim or have picnics. They can supply water used to make products we buy. All of this water is a wonderful resource for our state.

Teacher Notes

Then they can remove the map and cut the dough following the indents. In making cookies this way, keep the paper master map simple. If you use a paper master map, you can increase the size of your cookies by enlarging the map.

Give them cinnamon candies (red hots) or M&Ms to locate the state capital in Lansing, our largest city-Detroit and the city where they live.

**Non-edible dough recipe**

Mix together the following ingredients or a ratio to make the amount you need:

- 4 cups flour, 2 cups salt
- 1 1/2 cups water
- food coloring can be added as an option

Mix the water and salt first and then add the flour. Knead the mixture well. Form the objects. Other examples of things to make from this mixture are: arrow heads, bear claws, small ships, or logs to make a log cabin or fort.

After making the shapes, bake at 300 degrees for approximately one hour. The baking time will depend on the thickness of the object. The dough will tend to rise and may slightly distort the design. Any holes should be made large enough to compensate for the rising of the dough. If an oven is not available, the dough can be dried for several days in the room.

After the objects have been baked and cooled, brush or spray on varnish to make the objects more attractive and durable. If you wish, they may be painted before applying the varnish. Paints and varnishes may be toxic, though the dough alone is not. Once the dough has dried it is very hard and should not be thrown around the classroom. Baked dough can last for years if kept dry.
So, we need to be careful with our lakes and rivers. Do not waste the water. Keep the water clean. We should not throw junk and garbage into them. We want to have lots of good water for a long time.

How lakes and rivers are used can be a public policy issue. All the people, the public, are concerned. An issue is something important to people. An issue has at least two sides to it. Some people may want to build homes around a lake. Other people may want no homes around a lake. They think it is pretty and peaceful without homes. People must decide which is best. Then they can make a policy or law about it.

When we talk about issues, we need to explain our stand. Often we can talk to others to do this. Sometimes we need to write our ideas. We need to do this with care so people know what we mean. We need to persuade them. This means we want them to see things our way. We will write down our stand clearly. We will write an essay - a persuasive essay.
Think About It. Write About It!

1. Name the five Great Lakes. Underline the ones touching Michigan. 3G1.0.2 (answer on p 18-19)
   Lake Ontario, Lake Huron, Lake Michigan, Lake Erie, and Lake Superior

2. Name the world’s largest freshwater lake in area. 3G4.0.1 (p 19)
   Lake Superior [Note: the largest in volume is Lake Baikal. It contains about 5521 cubic miles of water. This volume is larger than all the Great Lakes combined!]

3. How is our climate affected by the Great Lakes? 3G4.0.1 (p 20)
   Lake effect is the impact the Great Lakes have on our climate. In the summer, the cool lakes keep the air from being so hot. It is cooled when it blows over the water. In the winter, the lakes keep us a bit warmer. The water does not cool as fast as the land.

4. Name Michigan’s longest river. 3G1.0.2 (p 21) the Grand River

5. Which peninsula has our biggest waterfalls? 3G4.0.2 (p 22-23)
   The Upper Peninsula has our state’s largest waterfall. Tahquamenon Falls are located in the eastern Upper Peninsula.

6. How did a glacier give Michigan its shape? 3H3.0.1 (p 21)
   As the great glacier moved over Michigan, it dug up the softer land. The glacier made low places. When it melted, its water filled the low places. They became the great lakes. At the same time, the dirt it had carried with it was left behind. This dirt made the hills in the southern part of our state.

Be a Geographer
   Study a map of Michigan. Find the Grand River and follow its path. Find another long river. Write its name and the name of one large city along it. Start with the map of rivers on page 22. If your class has our Michigan desk map, study it too! Examples: Kalamazoo River with Battle Creek and Kalamazoo; Muskegon River with Muskegon; St. Joseph River with Benton Harbor and Niles.
Take a Stand!

Here is a public policy issue. Other states do not have as much water as Michigan. Should we give them water from the Great Lakes? Write a persuasive essay. Explain your stand. Think about sharing your stand with others. What is the best way to do this? Where is the best place to do it? When is the best time to share it? 3C5.0.1, 3P3.1.1, 3P3.3.1

Sharing can hurt Michigan. It would no longer be the same. There might be less water in the Great Lakes. The beaches would not be the same. There would be fewer fish. There might not be enough drinking water. The climate can change. Crops may not grow so well if the climate changed. All of these would make it hard for people in Michigan to pursue their happiness. We know they need water, but so many people should not live in those places. They should move to Michigan where water is available!

I believe we should share the water. This would be good for the entire country. It would be for the common good of everyone. What would happen if the other states stopped shipping to us things that Michigan needs? We need food and oil from other states.

In order to share our stand we must write it clearly. After we do that, we can e-mail it to people we know. We can send it to people in government so they know what we think. We can send it to a newspaper or magazine for them to print. Maybe we can talk about our stand on radio or television.
Blackline master map for Meet Michigan by
Hillsdale Educational Publishers
This lesson continues to focus on the basics of the state's geography.

Students will learn more about natural (physical) characteristics such as the highest and lowest places and human characteristics such as our cities.

The concept of regions is introduced. Students learn Michigan is a part of the Great Lakes Region and that the state can be divided into smaller regions too.

The main GLCEs are 3G2.0.1 divide Michigan into regions, 3G2.0.2 Michigan belongs to these regions & 3G5.0.1 natural resources and use.

Here is a web site for general Michigan information such as the geographic center of the state and highest and lowest recorded temperature. http://www.netstate.com/states/geography/mi_geography.htm

Chapter 1 Lesson 4

Ideas To Explore
Compare our two peninsulas. (30)

Neighbors To Know
Indiana (IN dee AN ah) (28)
Ohio (OH hi oh) (28)
Wisconsin (wes con sin) (29)

Places To Discover
Ann Arbor (29)
Dearborn (29)
Detroit (dee TROYt) (28)
Escanaba (ES can ah ba) (30)
Flint (30)
Grand Rapids (29)
Livonia (liv own ee uh) (29)
Marquette (mar KETT) (30)
Monroe (mun row) (32)
Mt. Arvon (mount, like mountain) (ar von) (32)
Porcupine Mountains (por kyou pine) (32)
Sault Ste. Marie (soo SAYnt ma ree) - Ste. stands for Saint (30)
St. Ignace (SAYnt IG ness) - St. stands for Saint (30)
Sterling Heights (stir ling • hites) (29)
Warren (war in) (29)

Words to Welcome
capital (29)
copper (33)
counties (KOUN tees) (33)
feature (34)
iron (33)
region (REE jun) (34)
Be Michigan Map Smart

Think about this question while you read. How has Michigan’s geography affected the way people live?

Suzy says, “I want to be a geographer someday!”

Luke asks, “What on earth is a geographer?”

“Well, Luke, you have part of the answer already,” Suzy says.

Luke asks, “What do you mean, Suzy?”

Suzy adds, “Geographers study the earth. They like to read maps and learn about the land. I really like maps. I can learn a lot from maps. I can see where to find cities. I can learn where to find the high places- the mountains. I can find the low places- the valleys. I can see lakes and discover islands.”

“Okay, Suzy, I want to learn more about geography too. I want to look at a map and find where we are,” says Luke.

Suzy points to a map, “See, Michigan is in the northern part of the United States. It is not in the far west. It is not on the east side. It is near the middle. What else do you see?”

The Warm Up

Look at other maps and globes in your classroom. Talk about north being at the top of each of these. If you have a globe it is easy to show the North Pole.

Turn a globe upside down and ask where north is. Explain the top of a globe or map does not have to be north, but that is the usual way they are made.

3G1.0.1 use cardinal directions

Hillsdale Educational Publishers has a nice laminated student desk map with over 30 lessons aimed at the 3rd grade level.
Michigan has four neighbors. Three of them are other states. These states touch Michigan. Ohio (OH hi oh) and Indiana (IN dee AN ah) are to the south. The third is Wisconsin.

The fourth neighbor is Canada. Canada is a country like the United States. It is north and east of us. Find it on a map. What do these two countries share? Canada and the United States share the Great Lakes!

Three rivers form the border between Canada and us. To reach Canada you must cross a river. Bridges make this easy to do. The land of our state and Canada do not touch.

Michigan and Canada are friends. You can cross the border any time. Some people go on trips to Canada. Many products are shipped between us.

Our Big Cities
Most people in our state live in cities. The largest city is Detroit (dee TROYt). Over 800,000 people live there. It is the 11th largest city in the
United States. Detroit began over 300 years ago, but it is not our oldest city. It is in the Lower Peninsula. Detroit is near Canada. Find it on a map.

Our second largest city is not as big as Detroit. It is much smaller. This is **Grand Rapids**. It is west of Detroit. Almost 200,000 people live in Grand Rapids. It is in the western part of the Lower Peninsula. Grand Rapids was started about 170 years ago.

Check out the map that shows our state at night. The light seen from space lets you see where people live. You can see much light around Detroit. Many of Michigan’s people live nearby. There are other large cities within a few miles. One of these is **Warren**. It is our third largest city. Some other big cities are **Ann Arbor, Dearborn, Livonia and Sterling Heights**. They are all near Detroit. Can you find them on the map? Why do you think so many people live near Detroit?

Do not forget Lansing. It has about 120,000 people. Lansing is our state **capital**. **This is the city where our state laws are made.** The governor’s office is in Lansing.

FYI for your information-The buildings in the photo are commonly known as the Ren Center (for renaissance). The tallest is a hotel and the surrounding buildings are the General Motors headquarters.

3G1.0.2 use thematic maps

This map shows what Michigan looks like at night from outer space. The brighter the area the more lights are being used and more people live in that place. You may have students compare this map with the city population map on page 31 and the county population map on page 33.
Chapter 1

Flint is also a large city. Flint is almost the same size as Lansing. For a long time Flint has been known for making cars and trucks.

Look at the Upper Peninsula. The cities are much smaller there. The largest is Marquette (mar KETT). It started in 1850. About 20,000 people live there. It is near the center of the peninsula. South of Marquette is Escanaba (ES can ah ba). Head to the east. You will find another large city. It is Sault Ste. Marie (soo SAYnt ma ree).

Which is the oldest city in Michigan? This is Sault Ste. Marie. It began in 1668. That was a long time ago! Nearby is St. Ignace (SAYnt IG ness), the second oldest Michigan city. It began in 1671.

Compare Our Peninsulas

CLIMATE:

The Upper Peninsula is colder. This is because it is farther north. It has much snow. There might be 20 feet of snow in one winter! That is almost enough to cover a house! Most of the Lower Peninsula has less than five feet each winter. The Upper Peninsula also has a short season to grow crops. Some crops will not grow well there because it can get so cold. Corn does not grow very well there.
You may want to explain to your students that every Michigan map has a built-in mileage scale. Notice the southern border has a jog at about 100 miles from Lake Michigan.

8. More people live on this peninsula.
9. My borders touch Indiana and Ohio.
10. Our state capital is here.
11. The state’s largest lake is here.
12. Three of the five Great Lakes touch me.
14. Most of the Petoskey stones are found on my beaches.
15. The Detroit River separates me from Canada.

Question examples for the Upper Peninsula:
1. My temperature is much colder in winter.
2. I am the farthest north.
3. I grow fewer crops, but more trees.
4. I have the two oldest cities.
5. I have mountains.
6. I have copper and iron here.
7. I am next to the largest Great Lake.
8. I have the most forests.
9. I am known for waterfalls and wildlife.
10. My Tahquamenon Falls, the state’s largest waterfall, is here.
11. The Menominee River separates me from Wisconsin.
12. My border touches Wisconsin.

This activity can be extended to compare and contrast Michigan to another Great Lakes state using a Venn diagram. 3G2.0.2
Which peninsula has the most land? Is it the upper or the lower? The answer is the lower. It looks like a mitten on the map. It has a lot of land. It could make about two and one-half Upper Peninsulas!

**MOUNTAINS:**

The Upper Peninsula has the mountains! The land there is the highest. This is where you find **Mt. Arvon**. Mt. Arvon is about as tall as 100 houses on top of each other. This seems very tall, but it is small for a mountain. Some mountains in our country are ten times taller!

This peninsula also has the **Porcupine Mountains**. You will find them about as far west as you can go in our state. They are very close to Lake Superior. The tribes felt the shape looks like a porcupine. Some people call them the “Porkies.” The Porkies are in a state park. You can drive to the top and see the Lake of the Clouds.

**THE LOWEST PLACE:**

The lowest land in Michigan is along the shore of Lake Erie. This is near **Monroe** (mun row). Which part of the state has that area?
Check a map. You will find it far to the southeast (SE).

**CITIES:**

The Lower Peninsula has more cities and some of them are quite large. More people live in the Lower Peninsula. Look at the green map chart. Can you think of reasons so many people live in that part of the state?

**USEFUL METALS:**

The Upper Peninsula is known for two metals. It has **copper** and **iron**. Copper is used to make wire to carry electric power. Your house has copper wire. It goes to the plugs where you get power. For a long time much copper was mined there. The copper brought a lot of people to the area. They started towns around the copper mines. The mines are closed now. The copper is buried deep in the earth. It costs less to mine it in other places.

Iron is still mined there. Iron is used to make frying pans, cars and other products. Your bike is probably made of iron. Nails are made from iron. Many people came to get jobs because there was iron. They worked in the iron mines. Towns grew up around the iron mines.
Jobs in the mines brought people north. They went to the Upper Peninsula. They moved there to find work. Without the copper and iron, they would not have gone. No metals are mined in the Lower Peninsula.

What Is A Region?

Some people like geography. They study it. They think about the earth. They think about its land and water. They may study a region (REE jun). A region is an area of land or sometimes water. All parts of a region share a feature. The feature can be a natural one or a human one. A road is a human feature. A river is a natural one.

Think of regions this way. At home, your kitchen is one region. Your garage is another. All the things in the kitchen are about food or eating. The garage is for your car. The main feature of the kitchen is food. The main feature of the garage is cars.
All of the states that touch the Great Lakes can be part of the same region—**the Great Lakes region**. These states share the Great Lakes. Which states do you think are in the Great Lakes Region? They are Michigan, Ohio, Indiana, Illinois and Wisconsin. The Great Lakes are a natural feature. Each state has some of the same features due to the Great Lakes. As an example, they all have beaches.

Meet Reggie Region. He has 4 parts to his body. Each one shares his heart. This is like the states that touch Michigan sharing the Great Lakes. All parts of a region share something.

**Let's Split Michigan Into Regions**

Can we split our state into two regions? Yes, we can. Each peninsula can be its own region. Each one is quite different. The Upper Peninsula

The Reggie Region character is to help students realize all parts of a region share something. The picture shows him with a heart and all parts of his body share his heart. If Reggie were representing the Great Lakes region, his heart would be replaced by the Great Lakes and he would have 5 parts. One part for each of the states in the region.

Ask your students if Reggie were representing the Rocky Mountain region, what would be where his heart is now?

3G2.0.2 Michigan belongs to these regions

The Great Lakes Region is covered here and the Midwest is covered later.
Michigan has many natural features. It has miles and miles of forests. There are also dozens of lakes. The whole peninsula shares these features. All of the Lower Peninsula shares big cities and busy highways. It has many human features. This is how our state can be split into two regions.

**Michigan As 2 Regions**

**THE UPPER PENINSULA REGION**
- waterfalls
- wildlife
- forests
- mountains

**THE LOWER PENINSULA REGION**
- industry
- most people
- cities
- longest rivers
- traffic

---

**Enrichment**

Test your Compass (Worksheet)
Compare Our Peninsulas (Worksheet)
Which Is My Peninsula? (Get Into the Act!) page 30
Build the Great Lakes Region (Get Into the Act!) page 34
Compass Directions (Map activity 3 from ML-3)
How to Find Places - Use the Map Grid (Map activity 4 from ML-3)
Think About It. Write About It!

1. Name the three states that touch Michigan. 3G1.0.1, 2G2.0.2 (p 28) Indiana, Ohio and Wisconsin

2. Name the country that is next to Michigan. 3G1.0.1, 2G2.0.2 (p28) Canada

3. Name the two largest cities in our state. Which is nearest to you? 2G2.0.2 (p 29-29) Detroit and Grand Rapids - answers to part 2 will vary.

4. Why did people move to the Upper Peninsula? 3G4.0.2 (p 34)
   In this lesson we learned people moved to the U.P. because of mining jobs. There were metals in the U.P. that could be mined. People moved there to get the metals to places that did not have them.

5. What is a region? 3G2.0.1, 3G2.0.2 (p 34)
   A region is an area of land or sometimes water. All parts of a region share a feature. The feature can be natural or human.

6. How can our state be split into two regions? 3G2.0.1 (p 35-36)
   Each peninsula can be its own region. The Upper Peninsula has many natural features. It has miles and miles of forests and dozens of lakes. The Lower Peninsula shares big cities and busy highways. It has many human features.

7. What do the states in the Great Lakes Region share? 3G2.0.2 (p 35)
   They share the Great Lakes. Each state in this region has some of the same features due to the Great Lakes. For example, all of the states have beaches and ports for ships.

Brain Stretchers

   Compare Michigan’s two largest cities. Make a graph. Show about how many people live in each place. Be sure to label your graph. 3G1.0.2 (p 28-29)
Think like a Geographer

Make a map of Michigan. Show two human characteristics (things made by people.) Also show two natural characteristics (things made by nature.) 3G1.0.2

Explain this. How has Michigan’s geography affected the way people live? 3G1.02, 3G5.0.2

People often do things related to the geography around them. It may affect jobs and how people have fun. If they live along the Great Lakes, they may fish or enjoy boating. They may work unloading ships or even work on a ship. If they live near a place with iron under the ground, they may work in a mine. If they live near many trees, they may be in the lumber business. If they live near big hills, they may like to ski in the winter.

Think Like a historian

Make a time line. Show when three Michigan cities started. Label each city. Write the date by each city on your time line. 3H3.0.10 (p 29-30)

The time line can include the following:

1. Sault Ste. Marie was started in 1668.
2. St. Ignace started in 1671.
3. Detroit was started in 1701.
4. Grand Rapids was started about 1826.
5. Marquette was started in 1849.

[FYI: Sometimes the founding dates for towns vary depending on whether historians count the first fur trader to work there, the first settler to build a cabin or the first missionary to visit.]
The BIG 10 Ideas Chapter Review
for Meet Michigan

There will be examples of these concepts in most of the following chapters. Using these focus points in your review for each chapter will eventually help students to plan ahead and find examples on their own. In this way they will internalize several of the grade level content expectations.

1. List three key events from this chapter in chronological order. (GLCE 3H3.0.10, 4H3.0.9)

2. Give an example from this chapter of how people adapted to the environment. (GLCE 3G5.0.2)

3. Give an example from this chapter showing how people modified the environment. (GLCE 3G5.0.2)

4. Give an example from this chapter which tells about the historic movement of people (GLCE 3G4.0.2) or the current movement of people, goods or jobs. (GLCE 3G4.0.3)

5. Give an example from this chapter about an economic activity. Tell why this activity is located where it is. (GLCE 3E1.0.1, 3E1.0.3)

6. Give an example from this chapter of an event connected with an earlier event or caused by an earlier event. (GLCE 3H3.0.3) See #7

7. (or) Give an example of cause and effect which can relate to this chapter.

8. Give an example of a core democratic value used in this chapter.

9. Make a chart, graph, table or pictograph which relates to something discussed in this chapter. (helps develop skills needed for GLCE 3P3.1.2)

10. Give an example of a public policy issue from this chapter. (GLCE 3P3.1.1) Even if the issues were historic, it will help students identify and analyze them.

Provided by Dave McConnell, © 2009 Hillsdale Educational Publishers
3G1.0.2 use thematic maps

Talk about how this map works. Help students to understand each photo is a place on the map and the same number is for the photo and for the location.

Discuss the questions at the end of page 39.

Ask students if they see a place they would like to visit.

The red lines in the Great Lakes show Michigan’s borders. Large parts of the Great Lakes are in Michigan.
5 Themes of Geography

Location: Where is it?

Place: What is it like there?

Each place has natural characteristics. These are part of nature. They can be rocks, rivers, sand dunes or beaches. Each place has human characteristics. These are things made by people. They can be roads or bridges. They can be lighthouses or stadiums.

People- Nature Interaction: How have people interacted with nature there? Did people make changes? Did they build a road? Did people use what nature provided there? Did they cut down trees to make a house? Did they catch fish? Did people change or adapt because of what nature had there?

Movement: How did people, goods or ideas move to or from this place?

Region: Do other places have things in common with this place? These could be made by nature. These could be made by people.

Have you visited any place on page 38? Where is that place? What did you see that nature put there? What did you see that people put there? How did you get there? How is that place like your town or city?