



Curriculum Guide

Fun Float Facts

To commemorate Detroit's 300th Birthday in 2001, the city has been whimsically replicated in a 20-foot wide, 36-foot long float celebrating the historic past, proud people and shining future of Detroit! Favorite landmarks featured include the Renaissance Center, the Belle Isle Fountain, the Charles Wright Museum of African History, Old City Hall, the Fisher Building, the Detroit Public Library, Wayne State University's Old Main Building, the Detroit Institute of Arts and the Penobscot Building. The People Mover makes its way around town while the float makes its way down Woodward.

Celebrate Detroit



					Big Red Chair					Celebrate Detroit					Energy Innovators			It's a Michigan Thing				The Parade Company							
					Sam I Am Rhyming Game	I Can Read	Counting with Curious George	Telling Time with Thomas	Shapes with Spot	We Need YOU - Migration to Detroit	How did you get here - Migration to Detroit II	Cadillac	The Anna Scripps Whitcomb Conservatory	Name that Landmark	Invention - Timeline	Telegraph Station	Thank you Mr. Edison	Mackinac Bridge - Timeline	Citizen Involvement in Building the Mackinac Bridge	Caring for the Great Lakes	Fruity Maps	Save our Lighthouses!	Public Service Announcement	Float Creation	You've got a BIG head	WE NEED YOU	Parade Primary Documents 1	Citizen Involvement in the Parade	Parade Primary Documents 2
Math																													
Geometric shape, properties, and mathematical arguments																													
Location and spatial relationships																													
Spatial reasoning and geometric modeling																													
Transformation and symmetry																													
Problem solving involving measurement																													
Meaning, notation, place value, and comparisons																													
Number relationships and meaning operations																													
Techniques and formulas for measurement																													
Units and systems of measurement																													
English Language Arts																													
Writing																													
Genre																													
Process																													
Personal Style																													
Grammar & Usage																													
Spelling																													
Handwriting																													
Writing Attitude																													
Reading																													
Comprehension																													
Critical Standards																													
Informational Text																													
Word Recognition and Word Study																													
Reading Attitude																													
Fluency																													
Speaking																													
Conventions																													
Discourse																													
Social Studies																													
Values and Principles of American Democracy																													
Living and Working Together																													
Michigan History																													
Role of Citizen in American Democracy																													
Identifying and Analyzing Public Issues																													
Persuasive Communication																													
Citizen Involvement																													
Inquiry																													
Public Discourse and Decision Making																													
The World in Spatial Terms																													
Places and Regions																													
Human Systems																													
Environment and Society																													
Market Economy																													
National Economy																													
Use historical thinking to understand the past																													
Understand the effects of human-environment interactions																													
Purposes of Government																													
Science																													
Inquiry process																													
Inquiry Analysis and Communication																													
Reflection and Social implications																													
Fluid Earth																													
Earth Systems																													
Heredity																													
Evolution																													
Ecosystems																													
Energy																													
Science Processes																													
Inquiry Process																													
Reflection and Social Implication																													
Organization of Living Things																													

* If the class is required to complete their floats on a topic being explored in social studies the lesson would integrate into those glee's in countless ways.
 ** Michigan or United States History (dependent on the figures)

Dear Educator,

Thank you for considering a field trip with The Parade Company. We have worked extensively with Eastern Michigan University's College of Education to design lessons and classroom extensions that align with the Michigan Department of Education's Core Curriculum framework. Within this book you will find activities that you can utilize before or after your field trip that will focus students on important components of the "Celebrate Detroit" float. You will also discover lesson extensions that meet the GLCEs, as well as references and resources you can use in your classroom. If we can be of any further assistance as you plan your trip to the Parade Company, please don't hesitate to contact us!



EASTERN
MICHIGAN UNIVERSITY
Education First





Celebrate Detroit!

We Need YOU – Migration to Detroit I

Time Frame

Four to five lessons.

Description

During the first 40 years of the 20th century the population of Wayne County rose from 348,793 to 2,015,621. Students will discover the many different jobs that were available to men and women in Detroit from the turn of the last century through World War II.

Procedure

1. As a class, discuss the great migration to Detroit.
2. Discuss that people came to Detroit for well-paying jobs. Talk about Henry Ford's promise of \$5.00 a day.
3. Discuss what types of jobs were available to people coming to Detroit.
4. Have students complete further research on the jobs thriving in Detroit during the first half of the last century using the Internet or informational books.
5. After the research is completed each student will create a brochure on the different types of jobs they discovered were available in Detroit.
6. Have students present their brochures to the class and then display the brochures.

Learning Objectives

1. Students will research the migration to Detroit during the first half of the last century.
2. Students will create a brochure detailing the types of jobs available for those new to Detroit.

Supplies

- White computer paper to create brochures
- Markers, crayons, colored pencils
- Access to a computer or informational books

Extension activities that meet the GLCEs

Students could explore why specific ethnic groups came to Detroit, where they settled, and the jobs they created for themselves and their communities. Students could explore Black Bottom and/or Paradise Valley the thriving African-American communities in the first half of the last century or Hungarians in Delray, the Polish in Hamtramck, Irish in Corktown, etc.

Michigan Content Standards and Benchmarks Alignment

Social Studies

- Living and Working Together
- Michigan History
- Places and Regions
- Human Systems
- Market Economy
- National Economy

English Language Arts

Speaking

- Conventions
- Discourse

Writing

- Genre
- Process
- Personal Style
- Grammar & Usage
- Spelling
- Handwriting
- Writing Attitude

Time Frame

Three to four lessons.

Learning Objectives

1. Students will interview their relatives.
2. Students will write a report detailing when, why and how their families originally came to Detroit.
3. Students will present their report to the class.

Supplies

- A class generated list of questions for students to ask their relatives.

Extension activities that meet the GLCEs

Have students complete a photo collage on their families to present with their reports.

Celebrate Detroit!

How did you get here – Migration to Detroit II

Description

Students will research and discover when, why and how their families originally came to Detroit.

Procedure

1. Remind the students about the previous discussion regarding how many people migrated to Detroit during the first half of the last century.
2. Ask them if they know when their families first came to Detroit.
3. Inform them that they are each going to be responsible for writing a report that details their family's arrival to the Metropolitan Detroit area.
4. As a class, generate questions the students could individually take back to ask their families. Once the list is compiled, make a copy for each student.
5. Provide students with detailed instructions on how to interview their families and on how to write the report (this should be based on age-level of class).
6. Once students have completed the reports have them read or present them to the class.

Michigan Content Standards and Benchmarks Alignment

Social Studies

- Living and Working Together
- Michigan History
- Places and Regions
- Human Systems
- Market Economy
- National Economy
- Writing

English Language Arts

Writing

- Genre
- Process
- Personal Style
- Grammar & Usage
- Spelling
- Handwriting
- Writing Attitude



Celebrate Detroit!

CADILLACQUA

Description

The back of the official postcard from Cadillaqua declared that it would be:

"the biggest carnival ever attempted in America. It will be held annually in Detroit during the fourth week of each July. The first Cadillaqua will cost \$500,000, and will celebrate the 211th anniversary of the founding of the city. It will be a land and water fete. The nation is invited to it."

Students will discover what Cadillaqua was using primary documents and create a poster advertising the carnival.

Time Frame

Three to four lessons

Learning Objectives

1. Students will research Cadillaqua.
2. Students will analyze primary documents from the Cadillaqua.
3. Students will create a poster that advertises the carnival.

Supplies

Access to the Internet or teacher produced copies of original New York Times articles (see [resource section](#))

Paper

Markers and crayons

Extension activities that meet the GLCEs

Ask students to research what other events Detroit has celebrated (World Series, Stanley Cups, NFL Championship Games (the "Superbowl" before it was called that), the end of World War II, etc.

Procedure

1. Share with the students that America's Thanksgiving Day Parade® wasn't the first exciting event in Detroit. Slightly more than a decade before the first parade Detroit held the Cadillaqua. This was a VERY big deal and was even written up several times in the New York Times.
2. Provide students time to complete research regarding Cadillaqua on the Internet or make copies of the articles from the New York Times and provide time for the students to read them.
3. Once students have completed the research have them complete the primary document analyses sheet on the articles read. (See Resources)
4. Ask students to create a poster or post card to advertise all the events at the Cadillaqua.

Michigan Content Standards and Benchmarks Alignment

Social Studies

- ☐ Living and Working Together
- ☐ Michigan History

- ☐ Purposes of Government
- ☐ Persuasive Communication





Celebrate Detroit!

The Anna Scripps Whitcomb Conservatory

Description

The Anna Scripps Whitcomb Conservatory was built in 1904 on Belle Isle. It is the oldest conservatory in the nation and holds one of the largest municipally-owned orchid collections in the United States. The conservatory also houses palm trees, bananas, oranges, coffee, and sugar cane. Students will learn about how conservatory's work and build their own.

Procedure

1. Provide students time to review the Belle Isle websites to learn about the Anna Scripps Whitcomb conservatory. Once students have a general idea what a conservatory is inform them that they will be making one of their very own.
2. Using scissors have students CAREFULLY cut off the top of the bottles just below the "shoulder". When the two halves are squeezed together the bottles form the conservatory and the clear dome.
3. Choose which bottle will be your base and sprinkle about 1/2 inch of crushed charcoal in the bottom.
4. Fill the base with potting soil. Stop about a 1/2 inch from the top.
5. Plant some small houseplants or seeds in the soil.
6. Water them until the soil is moist. Be careful not to add too much!
7. Take the second bottle and cover the plants.
8. Place your conservatory in a sunny spot and water it regularly.

Time Frame

Two lessons

Learning Objectives

1. Students will investigate the Anna Scripps Whitcomb Conservatory.
2. Students will make their own Conservatory.

Supplies

- 2 – two liter plastic pop bottles for each child.
- Scissors
- Plants or seeds
- Soil
- Charcoal (the best kind comes already crushed and bagged for houseplants and can be purchased at a garden or large home improvement store)

Michigan Content Standards and Benchmarks Alignment

Social Studies

- Michigan History

Science

- Science Processes
 - ◆ Inquiry Process
 - ◆ Reflection and Social Implication
- Organization of Living Things

Celebrate Detroit!

Name that Landmark!

Time Frame

One lesson

Learning Objectives

Students will identify the landmarks of Detroit.

Supplies

Game cards found in the [Resource section](#).

Extension activities that meet the GLCEs

Visit some of those sites!

Description

Students will extend their knowledge of Detroit and its landmarks by playing Name that Landmark!

Procedure

1. Copy enough of the landmark game cards to distribute one set to each set of partners.
2. Divide students into partners.
3. Ask them to divide the cards evenly between the two of them. Stress that they need to be careful to not allow their partner to see their cards.
4. Provide them with the following directions:
 - Divide the cards equally between the two of you, making sure your partner can not see your cards;
 - Determine who is going to be the first guesser;
 - The other student will take the first landmark card and state the first piece of information on the card regarding the landmark. Provide your partner a few minutes to guess what landmark it could be. Proceed reading the landmarks facts until your partner guesses or you run out of questions.
 - Switch roles.

Michigan Content Standards and Benchmarks Alignment

Social Studies

- Living and Working Together
- Michigan History
- Places and Regions



Resources for Celebrate Detroit

Detroit Migration

- This website has a curriculum that “engages students in authentic geographical investigations of the growth, development and transformation of communities in the United States by focusing upon migration to and from America’s urban centers. Students investigate questions using electronic versions of over 1000 primary and secondary source materials from the Henry Ford Museum and Greenfield Village and other historical archives.” (hi-ce.org/psngeography/index.html)
Designed by the University of Michigan’s College of Education the PDF found at the bottom of this web page provides some background and ideas for lessons, but not the lessons themselves. You can sign up for workshops on this topic.
hi-ce.org/psngeography/index.html
- Article on the African-American experience of migrating from the south to Detroit.
bentley.umich.edu/research/publications/migration/index.php

Cadillaqua

- Picture from the Parade can be found here
www.aaa.si.edu/collections/searchimages/images/item_6543.htm
- News article describing Detroit’s 211th birthday gala and how it ended with city’s aldermen in jail. This website also has a lovely slide show of how Detroit’s birthday was celebrated through out the years.
apps.detnews.com/apps/history/index.php?id=3
- The New York Times have several original articles describing Cadillaqua. Well worth exploring!
query.nytimes.com/gst/abstract.html?res=9F0DE5D81E3CE633A25753C3A9609C946396D6CF
query.nytimes.com/gst/abstract.html?res=9E07E2DC113AE633A25754C0A9619C946396D6CF

International Metropolis

- This website has a beautiful picture of the original postcard and a reprint of an additional New York Times article
www.internationalmetropolis.com/?cat=3&paged=2

**** Document Analysis Worksheets**** Can be found here:

- www.archives.gov/education/lessons/worksheets/index.html

The Anna Scripps Whitcomb Conservatory

- Friends of Belle Isle website (not updated regularly): www.fobi.org
- City of Detroit information: www.ci.detroit.mi.us/Default.aspx?tabid=541
- National Parks website: www.nps.gov/history/nr/travel/detroit/d6.htm
- Belle Isle Grand Prix: www.detroitgp.com/
- You tube video of Belle Isle:
The Fountains: www.youtube.com/watch?v=xJYG1-u005g

Resources for Celebrate Detroit

Detroit Land Marks

- Motown Museum: www.motownmuseum.com
- Fisher Building: apps.detnews.com/apps/history/index.php?id=32
- Detroit Historical Museum: www.detroithistorical.org
- Detroit Institute of Arts: www.dia.org
- Eastern Market: www.detroiteasternmarket.com
- Pewabic Pottery: www.pewabic.com
- Renaissance Center: www.gmrencen.com
- Greektown: www.motorcityrocks.com/greek.htm
- Ford Field: www.fordfield.com
- Comerica Park: www.ballparks.com/baseball/american/detbpk.htm
- Fox Theatre: www.olympiaentertainment.com/venues/foxtheatre.jsp
- Buildings of Detroit: Working to preserve Detroit's beautiful architecture: buildingsofdetroit.com
- The Detroit Page: Links to all things about Detroit's architecture www.msu.edu/~sherid16/general.html





Motown

One of Detroit's most popular tourist destinations.

Was a small startup business beginning in 1959.

In 1959, Berry Gordy, Jr. purchased this two family flat on West Grand Boulevard.

Created its first recording studio, the famous "Studio A." "Studio A" that was open 24 hours a day, seven days a week.

Became the largest independent record company in the world.



DIA

Founded in 1885.

Building was designed by Paul Cret, and has been referred to as the "temple of art."

Is home to Mexican artist Diego Rivera's Detroit Industry fresco cycle, considered Rivera's most important work in the U.S.

Home to Vincent van Gogh's Self Portrait.



Detroit Historical Museum

Established in 1928, is one of America's oldest and largest museums dedicated to metropolitan history.

Contains more than 600 historic artifacts.

Where you can walk through a 19th century street scene known as The Streets of Old Detroit.

You can see how the automobile industry made a huge impact on Metropolitan Detroit.



Detroit Public Library

Opened on March 21, 1921.

The wings were opened on June 23, 1963.

The future President Barak Obama gave a speech from the steps of this building on September 28, 2008

Is the largest library system in the state of Michigan



Belle Isle

The 2.5-mile-long was planned before the turn of the last century by prominent landscape architect Frederick Law Olmsted.

The island is in the middle of the Detroit River on the U.S.- Canada border.

The Aquarium had been oldest continuously operating public aquarium in North America before it was closed in 2005.

Home to the Dossin Museum that focuses on Great Lakes shipping and maritime history.

Home to the Anna Scripps Whitcomb Conservatory



Anna Scripps Whitcomb Conservatory

Built in 1904 on Belle Isle.

Holds one of the largest municipally-owned orchid collections in the United States.

Houses palm trees, bananas, oranges, coffee, and sugar cane.

It is the oldest conservatory in the nation.



Pewabic Pottery

Founded in 1903 by Mary Chase Perry (later Mary Chase Perry Stratton)

Prominent during the Arts & Crafts movement in America.

The building and its contents was designated a National Historic Landmark in 1991.

Pieces that were made here can be found in countless Detroit churches schools, commercial buildings and public facilities

Michigan's only historic pottery.



Charles H. Wright Museum of African American History

Founded in 1965 under the guidance of Dr. Charles Wright.

Opened at the current location in 1997

A Glass Dome, 100 feet in diameter and 55-feet high. The architectural wonder is two feet wider than the State Capitol dome.

Largest institution dedicated to the African American experience.



Penobscot Building

Built in 1905

This 47-story building is an internationally recognized landmark

Easy to recognize due to the red sphere on the top of the building

Many of these museum-quality decorations, sculptured in granite, recall the Penobscot Indians for whom the structure is named.



Comerica Park

Opened in April of 2000.

Contains a carousel, a ferris wheel and a massive water fountain.

Has an amazing view of the Detroit skyline

Is the home to the Detroit Tigers



Ford Field

Opened in 2002

Is comprised of approximately 1.85 million square feet

Incorporates the old Hudson's warehouse (established in the 1920's)

Is home to the Detroit Lions



Fox Theatre

Designed by C. Howard Crane and built in 1928

The largest continually operating theater in the country

Decorated in a combination of Far Eastern, Indian and Egyptian styles

Was the first in the world to be constructed with built-in equipment for talking movies

A multi-million dollar restoration project by Mike and Marion Ilitch was completed in November of 1988,