Curriculum Guide

Fun Float Facts

With a car full of these items you can only be in Michigan! With a white tail deer, beaver, and a robin in the driver's seat, you are surely headed on a vacation in the Great Lakes State. The Mackinac Bridge connects this two-piece float. If the hood ornament on this car was a real sandwich, it would weigh over 20 pounds. Just one of the cherries on this float would be enough to make 62 cherry pies.

It's A Michigan Thing

the PARADE COMPANY

	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	Cadillaqua	The Anna Scripps Whitcomb Conservatory	Name that Landmark	Invention – Timeline	Name that Invention	Telegraph Station	Thank you, Mr. Edison	Flip Books	Mackinac Bridge – Timeline	Citizen Involvement in Building the Mackinac Bridge	Caring for the Great Lakes	Great Lakes through History	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 glce'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 "It's a Michigan Thing" 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!

the PARADE COMPANY

EASTERN MICHIGAN UNIVERSITY
Education First

It's a Michigan Thing!

Grade Level 2nd – 4th
Mackinac Bridge – Timeline

Description

Students will create a chronological timeline of the creation of the Mackinac Bridge.

Time Frame

Three to four lessons

Learning Objectives

1. Students will identify the important events in the planning, building and use of the Mackinac Bridge by creating a chronological timeline.
2. Students will analyze the impact of the Mackinac bridge on the communities in which it is located.

Supplies

Access to the Internet and a printer, library books about the Mackinac Bridge (see resource section), a long sheet of bulletin board paper, markers and glue.

Extension activities that meet the GLCEs

- ❍ Have each small group build a replica of the bridge using blocks, legos, and scrap materials or -- if you are very adventurous -- candy and cookies on a Friday afternoon!
- ❍ Discuss the movement of goods on the bridge.
- ❍ Discover the impact the bridge had on the environment and on tourism in Michigan.

Procedure

1. Divide students into small groups of two or three students.
2. Using this guide, ask students to conduct research about the Mackinac Bridge in order to answer the following questions:
   a) How did the idea of building the Mackinac Bridge originate?
   b) What reasons did some citizens give in favor of building the bridge?
   c) Why were some citizens against building the bridge?
   d) What were the major events that occurred from the first idea for the bridge until it was actually in use?
   e) Who helped create the bridge?
   f) Describe the effects the bridge had on Michigan, especially the communities in which it is located.
3. Allow students plenty of time (30 – 45 minutes) to complete research and to download pictures of the bridge at different periods of time. (Use the websites found in the resource section of this planner).
4. Provide each small group with a long sheet of bulletin board paper and have them develop a chronological timeline. Be sure to have students add pictures and drawings to add interest to the timeline.
5. Have each student write a paragraph describing what happened after the bridge was built.

Michigan Content Standards and Benchmarks Alignment

Social Studies

- ❍ Living and Working Together
- ❍ Michigan History
- ❍ The World in Spatial Terms
- ❍ Places and Regions
- ❍ Human Systems
- ❍ Enviroment and Society
- ❍ Role of the Citizen in American Democracy
- ❍ Market Economy
- ❍ National Economy
- ❍ Identifying and Analyzing Public Issues
- ❍ Persuasive Communication
- ❍ Citizen Involvment

Science

- ❍ Earth Systems
- ❍ Ecosystems

English Language Arts

Reading

- ❍ Comprehension
- ❍ Critical Standards
- ❍ Informational Text

Writing

- ❍ Genre
- ❍ Process
- ❍ Grammar and usage

Speaking

- ❍ Conventions
- ❍ Discourse

It's a Michigan Thing!

Grade Level 2nd – 4th
Citizen Involvement in Building the Mackinac Bridge

Time Frame
Three to four lessons

Learning Objectives
1. Students will investigate citizens' responses to the proposal for building the Mackinac Bridge.
2. Students will formulate an opinion on the proposal for the bridge.
3. Students will identify their position through the creation of a lawn sign.

Supplies
Access to the Internet and a printer, library books about the Mackinac Bridge, 8 ½ x 11 paper, pens, 11 x 14 paper.

Extension activities that meet the GLCEs
Is there a controversial issue occurring in your community? Have students follow the same procedure and analyze the more current debate.

Description
Students will research how citizens responded to the idea of the Mackinac Bridge being built in their communities.

Procedure
1. Divide students into small groups of two or three students.
2. Ask them to research the Mackinac Bridge and answer the questions:
   a. What were citizens' attitudes toward the bridge being built?
   b. What reasons were given by citizens to build the bridge?
   c. What reasons did citizens give regarding why the bridge did not need to be built?
   d. How did citizens participate in this decision?
3. Divided the small groups equally between supporting and not supporting the bridge.
4. Have each group write a letter to the Editor regarding their assigned position.
5. Have each group share their letter with the class.
6. Have students create a lawn sign that clearly demonstrates what side of the issue they support.

Michigan Content Standards and Benchmarks Alignment

Social Studies
- ❍ Living and Working Together
- ❍ Michigan History
- ❍ The World in Spatial Terms
- ❍ Places and Regions
- ❍ Human Systems
- ❍ Enviroment and Society
- ❍ Role of the Citizen in American Democracy
- ❍ Market Economy
- ❍ National Economy
- ❍ Identifying and Analyzing Public Issues
- ❍ Persuasive Communication
- ❍ Citizen Involvment

Science
- ❍ Earth Systems
- ❍ Ecosystems

English Language Arts

Reading
- ❍ Comprehension
- ❍ Critical Standards
- ❍ Informational Text

Writing
- ❍ Genre
- ❍ Process
- ❍ Grammar and usage

Speaking
- ❍ Conventions
- ❍ Discourse

It's a Michigan Thing!

Grade Level 2nd – 4th
Caring for the Great Lakes

Description
Students will paint a large replica of a Great Lake, experience how the lake is polluted, and discuss possible ways to stop the pollution.

Time Frame
Three to four lessons

Learning Objectives
1. Students will produce a replica of one of the Great Lakes.
2. Students will identify causes of pollution in the lake.
3. Students will propose solutions to the pollution.

Supplies
Large bulletin board paper, a variety of paint colors, paintbrushes, script (found in Appendix), garbage (i.e. plastic bags, paper scraps, and note cards for students (see Appendix)

Extension activities that meet the GLCEs
This lesson seems to really impact children when they see their beautiful, collaborative art work being ruined by garbage. There concern lends itself perfectly to discussions of recycling and conservation.

Procedure
1. Tell students that each of them will be creating a replica of one of the Great Lakes. Allow them to choose which one they will be replicating.
2. Cut a sheet of white bulletin board paper into an eight foot long piece and secure on uncarpeted floor with masking tape. (Use as little masking tape as possible so the project doesn't tear when you untape it.)
3. Place white and green paint into individual containers. Do the same for a variety of blue paints.
4. Divide the students into small groups and allow each group to paint a portion of the lake until the entire paper is painted.
5. Allow to dry overnight.
6. On the next day, mix up paint in a variety of colors for students to paint fish, plants and other living things found in the chosen lake.
7. Allow to dry overnight.
8. Divide class into partners. Have one partner stand on the left side of the lake, directly across from the partner standing on the right side of the lake.
9. Distribute "garbage" to all the students on the left side (list of garbage items needed can be found in the Appendix).
10. Read the script and have students holding the "garbage" place it in the river.
11. After everyone has added his/her garbage, invite the children to step back and observe the "lake" again.
12. Ask students how it feels to see the garbage in their lake.
13. Ask the students on the right to generate alternative actions that they could have taken instead of eliminating the garbage in the lake.

Michigan Content Standards and Benchmarks Alignment

Social Studies
- The World in Spatial Terms
- Place and Regions
- Human Systems
- Enviroment and Society
- Citizen Involvement

Science
- Inquiry process
- Inquiry Analysis and Communication
- Reflection and Social Implications
- Fluid Earth
- Earth Systems

It's a Michigan Thing!

Grade Level 2nd – 4th
Great Lakes through History

Description

Students will create a diorama interpreting life on the shores of the Great Lakes at various periods in history.

Procedure

1. Tell the students that they will be making an individual diorama showing how the shores of the Great Lakes looked at various times in history. Divide them into groups that look at Native Americans before the arrival of European settlers, early settlers, Michigan at Statehood, at the peak of industrialization, and today.
2. Ask students to identify natural resources, industry, wild life, and housing.
3. Provide them with time to research their period of history on the Great Lakes.
4. Have students make sketches of how they want their diorama to look and make a list of the things they will need to make their diorama. Use a variety of materials.
5. Have each student bring in a sturdy shoebox.
6. Have students cut out colored paper drawings for their project. Provide them with other materials like cotton balls, leaves, twigs, etc.
7. Encourage students to hang flying objects with clear string.
8. Have students make small figures to go along with their scene.
9. Have each student provide a sign to inform observers of the history their diorama displays.
10. Have students exhibit their dioramas and provide them with a time to view other students' work.

Time Frame

Three to four lessons

Learning Objectives

1. Students will acquire knowledge regarding life on the banks of the Great Lakes through research.
2. Students will produce a diorama that reflects a period of history on the banks of the Great Lakes.
3. Students will distinguish between time periods by observing other students' dioramas.

Supplies

Shoebox for each student, variety of paper and supplies to create diorama, fishing line, clay to make figures.

Extension activities that meet the GLCEs

- Talk about shipping on the Great Lakes and how the ships aided in the movement of goods.
- Create maps of shipwreck sites on each of the Great Lakes.

Michigan Content Standards and Benchmarks Alignment

Social Studies

- Living and Working together
- Michigan History
- Places and Regions
- Human Systems
- Enviroment and Society

Science

- Inquiry analysis and communication
- Reflection and social implications
- Earth Systems

It's a Michigan Thing!

Grade Level 2nd – 4th
Fruity Maps

Time Frame
Two to Three Lessons

Learning Objectives
1. Students will identify regional fruit crops in Michigan.
2. Students will distinguish regional areas of fruit crops by creating a color-coded map.

Supplies
Map of Michigan (see appendix), crayons

Extension activities that meet the GLCEs
- ❍ Propagate bing cherry pits by placing the pits in a sealable plastic bag and then into the freezer for 60 days. Take them out and plant them in a clear container with dirt and water regularly. Within a month you will see growth.
- ❍ What student doesn't love a treat? Make homemade applesauce in an electric fry pan. It will make your classroom smell wonderful!

Michigan Content Standards and Benchmarks Alignment
Social Studies
- ❍ The World in Spatial Terms
- ❍ Places and Regions
- ❍ Market Economy

Science
- ❍ Inquiry Process
- ❍ Organization of Living Things
- ❍ Heredity
- ❍ Evolution
- ❍ Ecosystems

Description
Students will research and map Michigan's fruit production

Procedure
1. Have students individually research Michigan's fruit production (use the web resources found later in this book).
2. Provide each child with a map of Michigan and have them color in the different crops: Red for cherries, green for apples, blue for blueberries.
3. Have students organize a chart that describes all the natural, human, and capital resources needed for production of fruit.

It's a Michigan Thing!

Grade Level 2nd – 4th
Save our Lighthouses!
Public Service Announcement

Description

Students will research the future of Michigan's lighthouses and create a public service announcement to encourage their preservation.

Time Frame

Two class sessions

Learning Objectives

1. Students will acquire knowledge of Michigan's lighthouses.
2. Students will recognize the importance of preserving the lighthouses.
3. Students will write a public service announcement to encourage the community to recognize the importance of the lighthouses.

Supplies

Access to the internet, resource books, video camera

Extension activities that meet the GLCEs

You can make paper models of four Michigan lighthouses that each have a different day mark. Patterns for the Detroit River, Lake Erie Fort Gratiot, Lake Huron Stannard Rock, Lake Superior White Shoal, Lake Michigan lighthouses and further directions can be found at: **www.michigan.gov/hal/0,1607,7-160-15481_19268_20778-95614--,00.html**

Procedure

1. Have students research the history of Michigan's many lighthouses.
2. Share with students that 2/3 of Michigan's lighthouse (those that are owned by the federal government), are scheduled to be torn down in the next ten years. Share with them that the Michigan Lighthouse Project and the Michigan Lighthouse Alliance was created to preserve these lighthouses.
3. Brainstorm with children about what they can do to help save the lighthouses.
4. Have small groups of children compose a statement expressing why they believe the lighthouses should be saved.
5. Explain to students what a public service announcement is.
6. Videotape the students reading or acting out their statements to save the lighthouses.
7. As a class, develop an action plan to address or inform others about the lighthouse issue.
8. Implement some of the suggestions the children had from the action plan.

Michigan Content Standards and Benchmarks Alignment

Social Studies

- Values and Principles of American Democracy
- Role of Citizen in American Democracy
- Identifying and Analysing Public Issues
- Persuasive Communication
- Citizen Involvement

English Language Arts

Reading

-

Writing

- Process
- Genre
- Grammar & Usage

Speaking

- Conventions
- Discourse

Resources for It's a Michigan Thing!

Bridge Resources

- The Bridge's official web page has a live webcam of the bridge, a photo gallery and a Kids Corner that teaches children how to pronounce Mackinac, tells the story of Spider Jack, and provides puzzles and a coloring page that can be downloaded. **www.mackinacbridge.org/**
- History of the Mackinac Bridge by David J. Olson **www.michigan.gov/hal/0,1607,7-160-17451_18670_18793-53649--,00.html**
- The Secretary of State's website provides blueprints for the bridge spans and the toll plaza from the Archives of Michigan. **www.sos.state.mi.us/history/museum/explore/museums/hismus/1900-75/fifties/images/mac_blu1.gif**
- Order a copy of the Michigan History for Kids Magazine entitled, Happy Birthday Mackinac Bridge. This edition celebrates the bridge's 50th birthday with stories of life before the bridge, the brave workers who built it and what it's like to work on the bridge today. It is available for only $2.95! **www.michiganhistorymagazine.com/kids/kids_products.html**

Great Lakes

- Wonderful reference list of all things Great Lakes: **www.michigan.gov/hal/0,1607,7-160-17451_18670_21920-57595--,00.html**
- The Marine Historical Society **www.mhsd.org**
- Teach Great Lakes **www.great-lakes.net/teach**
- Great Lakes Resources **wgmather.nhlink.net/gl.html**
- Our Great Lakes: Working Toward a Healthy and Sustainable Great Lakes Basin Ecosystem. Pages 1-2 from Environment Canada's Web page **www.on.ec.gc.ca/greatlakes/Home-WS7E5E6AF1-1_En.htm**
- Environment of the Great Lakes Region **www.great-lakes.net/envt**
- Great Lakes Maritime Transportation Education **wupcenter.mtu.edu/education/great_lakes_maritime/lesson_plans.htm**
- Video entitled "The Great Lakes: Fragile Seas."
- National Geographic Society Educational Services. ISBN 0-7922-1909-0
- Great Lakes Vault of Knowledge **www.greatlakes.net/teach/chat/index.html#vault**

A Great Resource

- The Mitten topics and teacher supplements. The Mitten is a 4-page, full-color reader that covers important topics from Michigan's past. A corresponding teacher supplement is available with lesson plan ideas. Each supplement, prepared by the education staff of the Michigan Historical Center, is 2 pages and available only on this website. **www.michiganhistorymagazine.com/kids/mitten_topics.html**

Resources for It's a Michigan Thing!

Light Houses

- Make your own Lighthouse . You can make paper models of four Michigan lighthouses that each have a different day mark. This activity has patterns for these lights: Detroit River, Lake Erie Fort Gratiot, Lake Huron Stannard Rock, Lake Superior White Shoal, Lake Michigan
  www.michigan.gov/hal/0,1607,7-160-15481_19268_20778-95614--,00.html
- The Michigan Lighthouse Fund
  www.michiganlighthouse.org/MLFHome.html
- Michigan Historical Museum
  www.michigan.gov/hal/0,1607,7-160-17451_18670_18793-95734--,00.html
- Michigan Lighthouse Alliance **www.michiganlighthousealliance.org**
- Michigan Lighthouses **www.northernmichigan.com/public/Lighthouses**
- Order a copy of the Michigan History for Kids Magazine entitled, Lighting the Way and learn about a lighthouse that floats, the different sizes and shapes of lighthouses and what life was like for families that worked at four different lighthouses. $2.95
  www.michiganhistorymagazine.com/kids/kids_products.html

Michigan Fruit

- Basic information regarding cherries **www.choosecherries.com**
- Michigan Apple Association **www.michiganapples.com**
- Michigan State University Extension **web1.msue.msu.edu/fruit/apple.htm**
- Apple Journal: Michigan's Orchards **www.applejournal.com/mi01.htm**
- Southwest Michigan Fruit Belt Project **www.michiganfruitbelt.org**

Children's Books

Appleford, A. (1999) ***M Is For Mitten: A Michigan Alphabet***. Sleeping Bear Press. Chelsea, MI.

Bergel, C. (2000) ***Mail by the Pail***. Wayne State University Press. Detroit, MI.

Lewis, A.M. (2004). ***Tears of Mother Bear***. Mackinac Island Press. Traverse City, MI.

Noble, T.H. (2006) ***Legend of Michigan***. Sleeping Bear Press. Chelsea, MI.

Panagopoulos, J.L. (2001) ***A Place Called Home***. Sleeping Bear Press. Chelsea, MI.

Wargin, K. (1996). ***The Legend of Mackinac Island***. Sleeping Bear Press. Chelsea, MI.

Wargin, K. (2004). ***The Legend of the Petoskey Stone.*** Sleeping Bear Press. Chelsea, MI.

Whelan, G. (2006) ***Mackinac Bridge: The Story of the Five-Mile Poem*** Sleeping Bear Press. Chelsea, MI.

Both Sleeping Bear Press **www.sleepingbearpress.com** and Mackinac Island Press **www.mackinacislandpress.com** have wonderful books for children of all ages.

List of Garbage

- Potato chip bags
- White Styrofoam popcorn pieces to replicate soapy water
- Fishing Line
- Salt
- Plastic grocery bag
- Long strings of black yarn to represent oil
- Baby Powder to represent fertilizer
- Maple syrup for the gas
- Sandwich bags
- Plastic container
- Small balls that resemble beach balls

Script

1. My potato chip bag blew away when I was at the park by the lake. I didn't run after it, it blew into the lake.
2. We washed the car and the sudsy water and chemicals in the cleaners washed down the sewer and later, some ended up in the lake.
3. My fishing line got caught on some reeds at the lake. I had to cut it off and leave it tangled in the water and grasses.
4. It snowed hard last night. The city put salt on the road to melt the ice. When the snow melted the salt in the water drained into the lake.
5. I brought my lunch to school in a plastic grocery bag. I put it in my backpack to take home. On the way to the bus it blew out of my backpack. It might have ended up blowing into the river.
6. Our old van leaks oil. We still use it because it can carry a lot of stuff. We helped a friend move. Oil dripped on the road. When it rains some of that oil can wash into the lake.
7. We want our grass to be healthy and green, so we put fertilizer on it. We didn't know the rain could wash the fertilizer into the lake and pollute it.
8. Out on the boat with my family we accidentally ran into a log. The log damaged the boat and all the gas in our tank spilled into the lake.
9. A thunderstorm came up while we were fishing. We ran back to our car, but left the sandwich bags and bait container behind. It was raining too hard to go back for them.
10. Playing at the beach, our beach ball blew away. It blew far out onto the lake before we could grab it.