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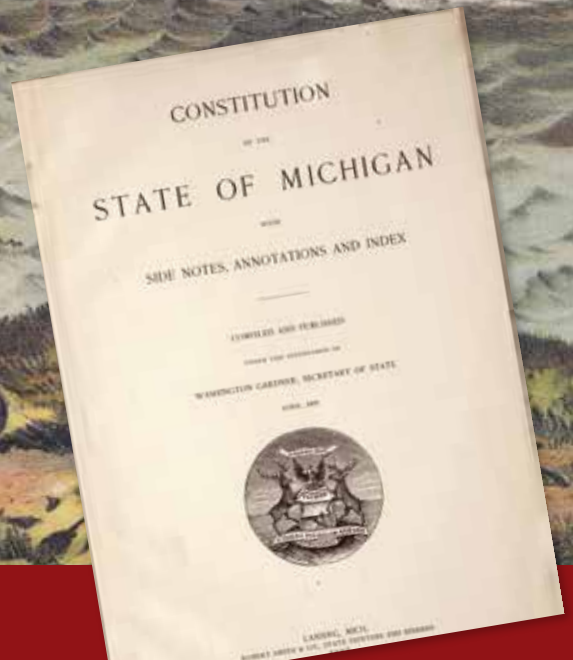
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EXPLORING
PRIMARY
SOURCES

Michigan

Teacher's Guide



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Why Are Primary Sources Important?

by James A. Percoco

“My Darling Sheik ...”

So opens a letter dated August 31, 1927, from Catherine Borup to her paramour, Anthony DiLieto. A native of the Bronx, 24-year-old Borup was the daughter of Irish and Danish immigrants, while trolley-car driver DiLieto, aged 27 and also from New York, was a first-generation American of Italian stock. Borup was away from her “Darling Sheik” and used pen and paper to express her feelings of loneliness at their separation.

The sentiment of the letter from Borup to DiLieto evokes a kind of vintage language from the time period. The reference to the “Sheik” refers to silent-screen star Rudolph Valentino, a popular young star of his day. There is a discussion about train schedules and a potential rendezvous. But so what? What’s the big deal about a letter between two anonymous lovers of the Roaring 20s? Well, they were my maternal grandparents, and upon the 1986 death of my grandfather, Anthony DiLieto, their letters were turned over to me for my care. Since then, I have occasionally shared these letters with my students when we are studying the 1920s. When I read the aforementioned letters to my students, I gently slip each one out of its original envelope, complete with its two-cent stamp, and the 1920s speak to us across a chasm of almost 100 years.



Rudolph Valentino

Primary sources are powerful learning and teaching devices that provide students, teachers, and scholars with a window into the past unlike any other kind of resource. In some ways, just about everything around us can be deemed a primary source. A primary source is any documentation of an event from a person who actually participated in the event. Such sources give us firsthand views of the past.

With an array of primary sources at your disposal, you can help connect students to the past in ways that are unimaginable. William Faulkner once wrote, “The past is never dead. It’s not even past.” Teaching through the use of primary source materials will not only enrich your students’ understandings and give the past meaning; it will also enrich your repertoire of teaching tools by providing relevance. With primary sources at your side, you can easily answer the oft-heard query “So what?” that comes from those students chasing away the “I hate history” blues.

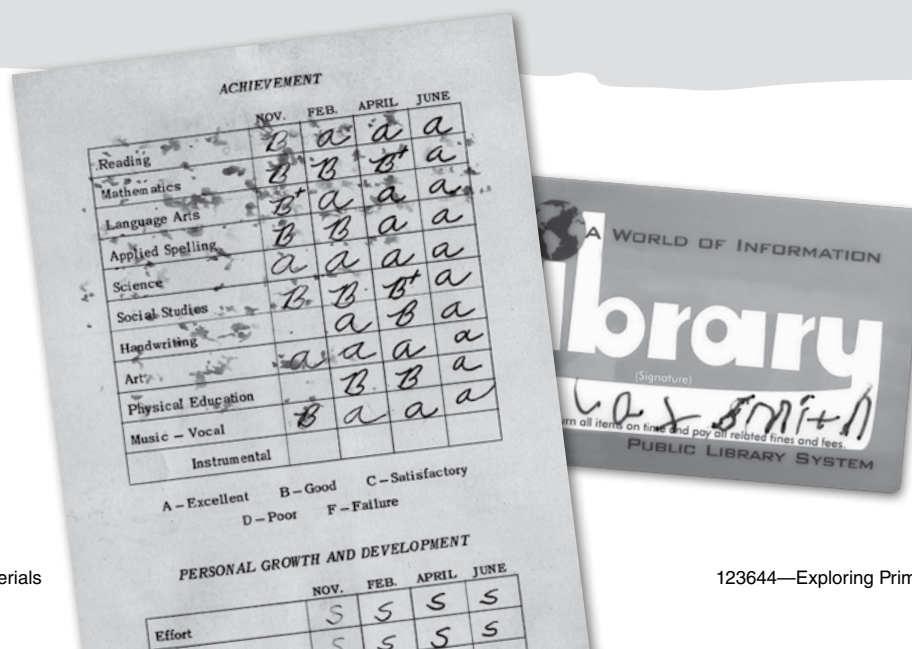
No matter how you use primary sources, you will find that they will invigorate your classroom, engage your students, and promote inquiry into the past. Effective use of primary sources can help you challenge your students to question their assumptions about the past. Primary sources breathe life into one of the most exciting disciplines of all—history—because they reflect individual human spirit through the ages.

Primary Source Introduction Activity

To get your students warmed up to the idea of using primary source materials, consider doing the following exercise with your class shortly after the school year begins.

- As a homework assignment, have students, with the help of a family member or adult, look through souvenirs of their lives (e.g., photographs, letters, certificates, diaries, newspaper clippings, birth certificates, library cards, report cards). Have each student select a primary source to share with the class.
- Before they bring their selected primary sources to class, have students think about the following questions:
 - What does the primary source have to do with them?
 - What does the item say about their life?
 - Where did the primary source come from?
- During the follow-up class meeting, ask students to share their selected primary sources. As they present, have them share answers to the following questions:
 - What type of primary source is this?
 - How was the primary source saved, and who saved it?
 - Who created the primary source?
 - How does the primary source relate to the rest of the students in class?
- As each student presents their primary source, have the rest of the class record responses to the following questions:
 - What does the primary source say about whoever created it?
 - What does the primary source say about whoever saved it?
 - What does the primary source say about life in this era?

Once you have prepared your students with this analysis strategy, you will be well on your way to introducing them to the work of historians as they make valid inquiries into the past.



Components of This Resource

With its authentically re-created primary source documents, captivating images, and easy-to-follow lessons, the *Exploring Primary Sources* series allows teachers and students to expand their study of history beyond the textbook and classroom. The components included in this series assist busy teachers in presenting innovative primary source lessons that meet social studies standards and the NCSS C3 Framework.

The robust lessons of this series provide teachers with all they need to teach with primary sources without additional research or planning. Teachers have print and digital primary sources at their fingertips and do not need to rush to find such resources. Activities are varied, flexible, challenging, and engaging.

Teacher's Guide

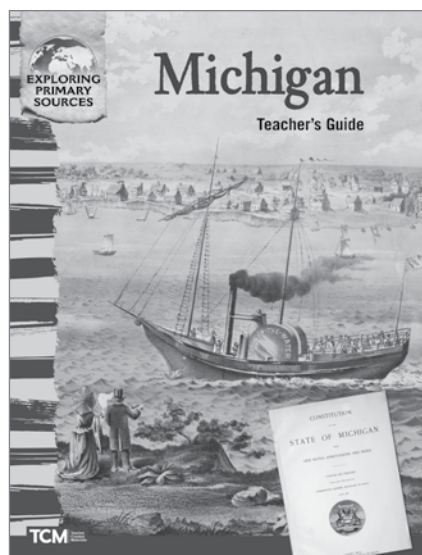
This Teacher's Guide is divided into three sections: Primary Source Cards, Primary Source Reproductions, and Culminating Activities. The lessons may be taught in whichever order meets classroom needs. The culminating activities provide opportunities for students to share their learning in multiple ways.

By participating in the lessons provided in this kit, students will do the following:

- articulate their observations
- analyze what they see
- improve their content vocabularies
- build literacy skills
- strengthen critical-thinking skills
- study visual clues
- compare their assumptions against those of others
- expand their appreciation for other time periods
- collaborate creatively with classmates
- develop strong questions and research skills

By presenting the lessons in this book, teachers will do the following:

- meet social studies curriculum standards
- integrate literacy into social studies
- develop critical-thinking skills in students
- prepare students for document-based assessments
- grow students' twenty-first century skills
- provide inquiry-based activities
- encourage all students to succeed



Components of This Resource *(cont.)*

Primary Source Cards and Reproductions

Students will study the history of Michigan, from its earliest people to how residents affect change in the state today. They will study the geography of the Great Lakes State and examine the different ways people made their way to Michigan. By investigating the various roles of the state government, students will understand how Michigan operates in the United States. They will learn about different people in Michigan. Students will also learn about characteristics of a good citizen and the importance of civic engagement. They will learn how individuals can and should support their communities. Through this unit of study, students will gain a deeper understanding of Michigan.

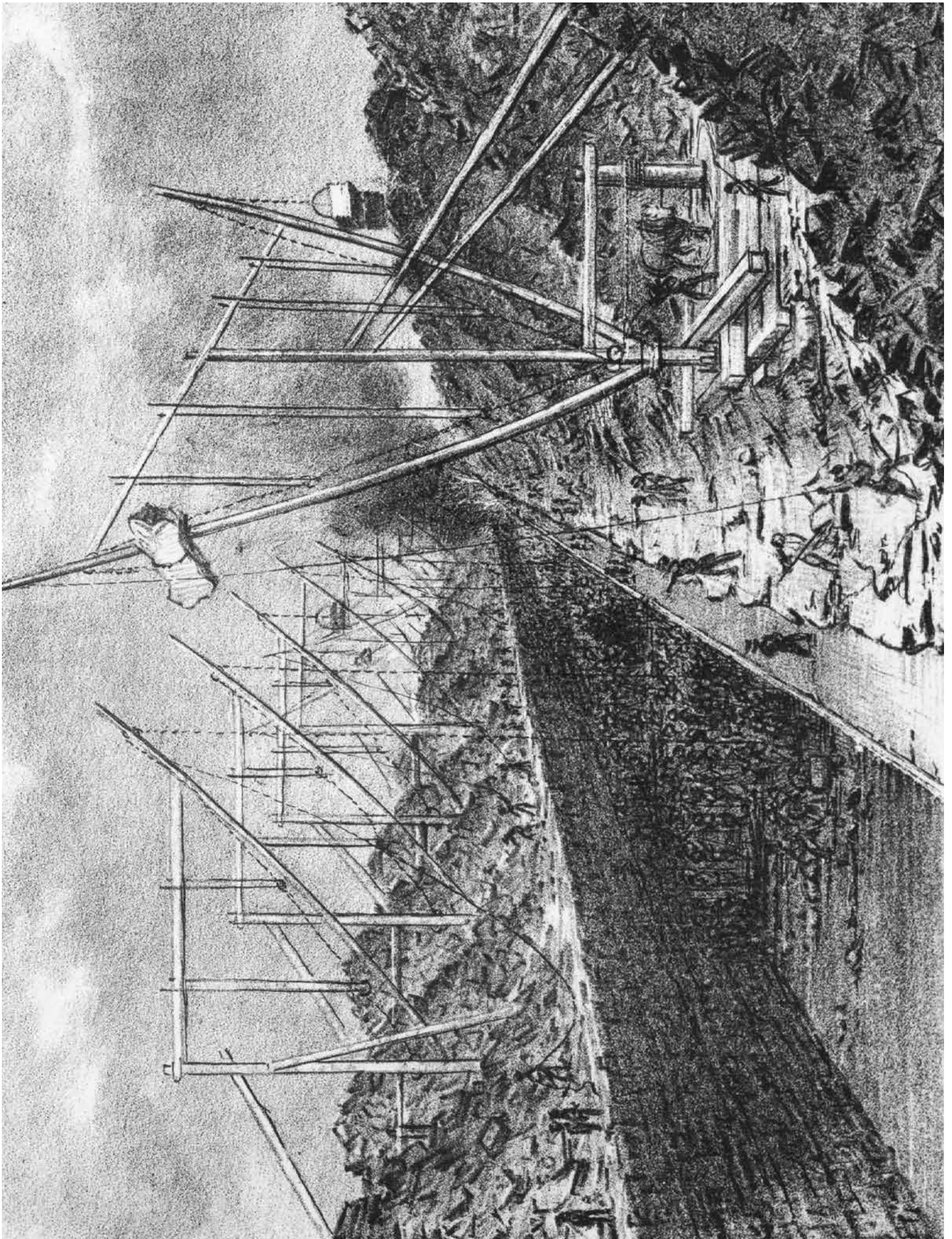


Primary Source Cards

Primary Source	Description	Pages
Ezhibiigaadek Asin	a Sanilac petroglyph	31–34
Adapting to Michigan	photographs of a wigwam and a settler's cabin	35–38
Erie Canal	illustration of the Erie Canal being built	39–42
Becoming a State	map of Michigan before statehood	43–46
Oldsmobile	Ransom E. Olds and one of his Oldsmobiles	47–50
State Government	the Michigan State Capitol building	51–54
Public Issues in Michigan	people gathered inside the Michigan State Capitol building	55–58
Moving in Michigan	a barge on the Detroit River	59–62

Primary Source Reproductions

Primary Source	Description	Pages
Early Map of Michigan	1674 map of Michigan	63–68
Journal of Henri de Tonty	excerpt from Henri de Tonty's journal	69–74
Colton Pocket Map	1854 map of the Midwest	75–80
Der Staat Michigan	German publication encouraging immigration to Michigan	81–86
Detroit, Michigan	1872 map of Detroit	87–92
State Constitution	first page of the 1895 Michigan Constitution	93–98
Thematic Map of Michigan	thematic map of Michigan's goods and services	99–104
Michigan Voter	informational flyer about voting in Michigan	105–110



Erie Canal

About the Illustration

This drawing shows workers digging the Erie Canal. This waterway joined Lake Erie and New York. It was used for shipping goods. People could also travel on it. It was finished in 1825. It was an easier way for people to move from the East to the West. More people came to Michigan after the Erie Canal was made.

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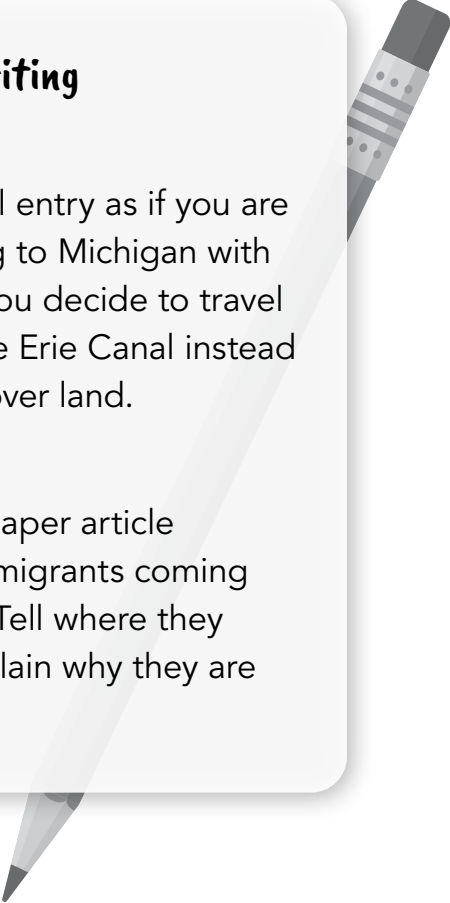


Analyzing History

- What is the crane lifting out of the canal?
- Why are there people inside the canal?
- How could using the canal for shipping help people who lived in Michigan?
- Why would settlers want to travel to Michigan by water rather than over land?

Historical Writing

Fiction



Write a journal entry as if you are a child moving to Michigan with your family. You decide to travel by boat on the Erie Canal instead of by wagon over land.

Nonfiction

Write a newspaper article describing immigrants coming to Michigan. Tell where they are from. Explain why they are immigrating.



Writing Challenge

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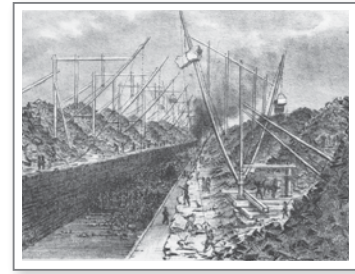
Look at a map that shows the Erie Canal. Trace the route settlers took. Start in New York City. Go all the way to Detroit. List some of the cities where people may have stopped along the way.

.....

Coming to Michigan

Learning Outcomes

- Students will be able to describe how completion of the Erie Canal affected life for early settlers in Michigan.
- Students will analyze maps to determine the importance of the Erie Canal to Michigan.



Materials

- copies of the *Erie Canal* primary source card (erie.pdf)
- *Erie Canal Map* (digital only)
- copies of *A New Passageway* (page 41)
- copies of the *A Boat Trip to Detroit* document-based assessment (page 42)
- poster board or construction paper



Essential Question

- How did completion of the Erie Canal affect Michigan?

Guiding Questions

- What structures do you see in the illustration?
- What are the people doing?
- What was this space used for?
- How do you know this was an important project?

Introducing the Primary Source

1. Ask students to think about how early settlers traveled to a new place. Then, discuss what challenges they may have faced, such as wind, dust, rain, snow, and mud. Ask students what they think kept settlers motivated to keep moving to new places in spite of the hazards.
2. Share the illustration of men working on the Erie Canal on the primary source card. Also, display *Erie Canal Map* to show its location (digital only). Give students a few minutes to think about how the Erie Canal affected people coming to Michigan. Then, have students turn and share their thinking with partners. Call on two or three students to share their ideas with the class.
3. Introduce the essential question, and use the first two guiding questions to discuss the importance of the Erie Canal to settlers coming to Michigan. Encourage students to ask their own questions to facilitate further inquiry.

Coming to Michigan (cont.)

Analyzing the Primary Source

1. Have small groups of students read the background information, *A New Passageway*. (A copy of this text at a lower reading level is provided in the Digital Resources.) Review the key words with students as necessary. As students read, encourage them to annotate the text by circling reasons the Erie Canal was important to Michigan settlers.
2. After students have read the background information, revisit the essential question and discuss the last two guiding questions.
3. Provide time for students to complete at least two of the activities from the back of the primary source card.
4. Review the timeline at the bottom of *A New Passageway*. Guide students to compare the populations of the Michigan Territory from 1810 to 1820 and 1820 to 1830. Discuss why the population was so low, then seemed to “boom” after 1825. Help students connect the importance of the Erie Canal as a means of facilitating immigration to Michigan.
5. Place students into seven small groups, and provide each with a sheet of poster board or construction paper. Assign one of the years in the timeline to each group. Have each group create a poster with images relating to its assigned year.
6. Arrange the posters in chronological order, and prepare to display the completed timeline in the classroom. **Note:** Students will continue adding to the timeline as you progress through the units of study.
7. To learn more about the Erie Canal, see page 119 for a technology-based extension activity.

Document-Based Assessment

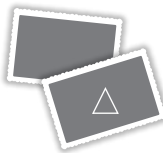
- Distribute copies of *A Boat Trip to Detroit*. A digital copy of the primary source is provided in the Digital Resources (boattrip.jpg).
- Have students think about what they’ve learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.



Key Words

These key content words are included in both levels of the background information.

- **economy**—the system of how goods and services are made, sold, and used in a place
- **passengers**—travelers who ride in a vehicle to get from one place to another
- **route**—the path people take to travel
- **treacherous**—dangerous



A New Passageway

The state of Michigan has water along most of its borders. At first, people came to the area from the north through Canada. They used canoes and ships in the large lakes to get to and from Michigan. This **route** connected to the western border of New York.

More people wanted to come to Michigan. But getting there in the early 1800s was tricky. People could come over land from the south. But they had to pass through the Black Swamp. Wagons could not travel through it in heavy rain.

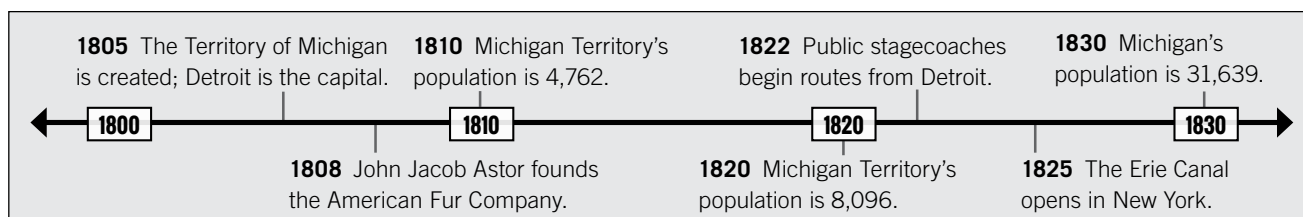
Another route to Michigan was from the east. People came by land from New York and then by boat through Lake Erie to Detroit. This journey took thirty days. The water on Lake Erie was **treacherous**. Some even said it was worse than the Atlantic Ocean. It was a long journey for **passengers**. People wanted an easier way to get to Michigan. So, construction began on the Erie Canal in 1817.

The state of New York built the Erie Canal. It was finished in 1825. It connected the Hudson River to Lake Erie. The Hudson River went all the way to New York City. After the canal was finished, people could take boats all the way from the East Coast to Lake Erie. Most of these boats were pulled by horses or mules. They walked along the shore while the boats floated along behind them.

The canal did something else for Michigan. Now, people had a safer way to send their products to other places. In return, they could receive more products from other places. This helped the **economy** in the state. More goods going out and coming in meant more money.

At this same time, people also improved the roads to the south. They were not perfect. But, they were not as dangerous as they had been. People were not as afraid to move their wagons over land from the south to Detroit.

This timeline shows some of Michigan's history in the early 1800s.



Name: _____ Date: _____



A New Passageway

The state of Michigan has water along most of its borders. People first got to the area from the north. They went through Canada to get there. Early explorers used canoes and ships to get to and from Michigan. They used the large lakes. This **route** connected to the western border of New York.

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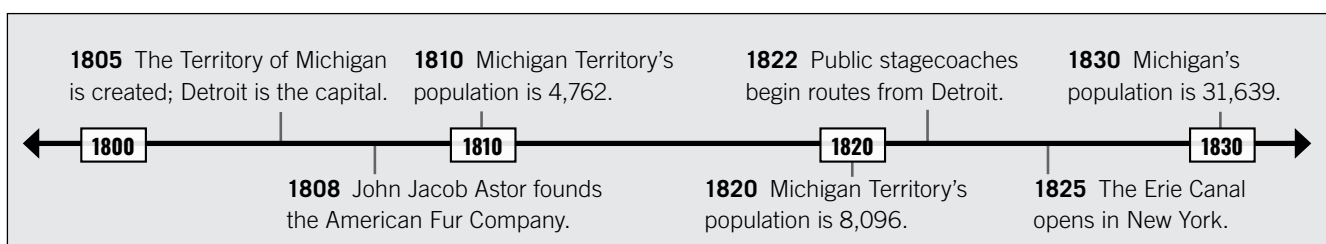
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This timeline shows some of Michigan's history in the early 1800s.





Name: _____ Date: _____

A Boat Trip to Detroit

Directions: Look at the image, and read the caption. Then, answer the questions.



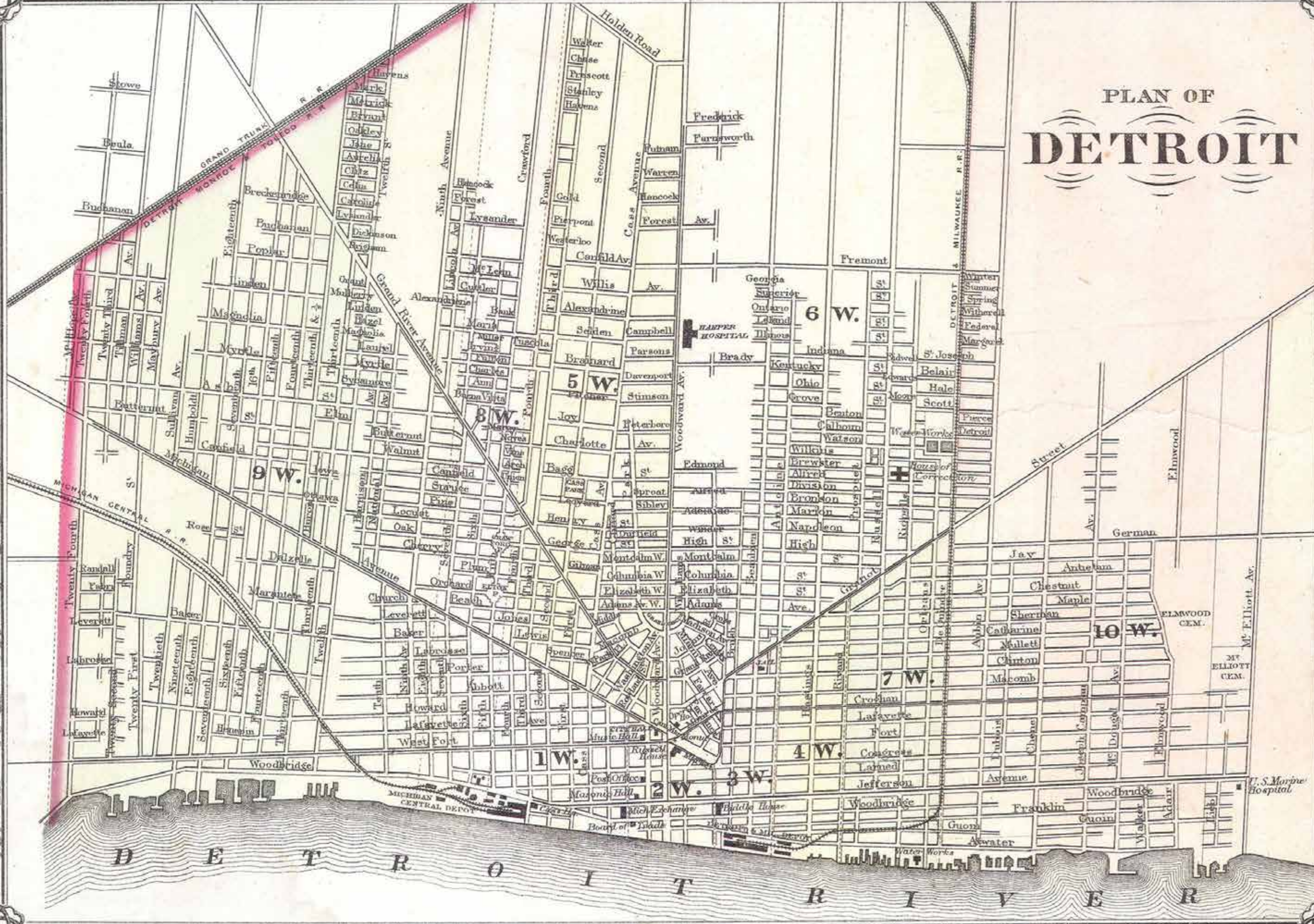
early settlers coming to Michigan

1. What might the people in this image have with them?

2. How did the Erie Canal in New York help settlers come to Michigan?

3. Do you think the trip was easy? Explain your thinking.

PLAN OF DETROIT



Entered according to Act of Congress in the year 1878 by S. Augustus Mitchell in the Office of the Librarian of Congress at Washington

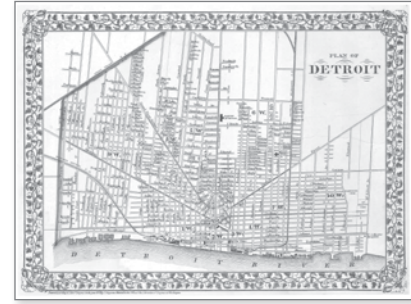


Detroit, Michigan

Reading Maps of Michigan

Learning Outcomes

- Students will be able to describe the cultural impact of African Americans in Michigan.
- Students will identify the cardinal directions on a map.



Materials

- *Detroit, Michigan* reproduction (detroit.pdf)
- copies of *On the Map* (page 89)
- copies of *Plan of Detroit, 1872* (page 90)
- copies of *Presenting...Detroit!* (page 91)
- copies of the *Downtown Detroit* document-based assessment (page 92)
- copies of *Detroit Cultural Sites* (digital only)

Essential Question

- How do maps help us understand our world?

Guiding Questions

- Who might have used this map?
- What do the lines and symbols represent on this map?
- How does this map compare to digital maps you may have seen?



Introducing the Primary Source

1. Post the cardinal directions on each wall of the classroom. Explain that these are the words people use to give directions. Have students stand beside their desks. Call out four to six directions one at a time using a cardinal direction each time. (Examples: Take two steps to the north. Face east. Walk backward to the west.) Bring the class back together. Ask students where they might see these words in the world today.
2. Share the *Detroit, Michigan* reproduction, and ask students to study it carefully. Then, project the digital image, and distribute copies of the *Plan of Detroit, 1872* for students to analyze more closely. Give students a few minutes to think about how they would use the map to give someone directions. Then, have student volunteers share their thinking with the class.
3. Introduce the essential question, and use the guiding questions to discuss what kind of map this is and if students have seen other maps like it. Encourage students to ask their own questions to facilitate further inquiry.

Reading Maps of Michigan *(cont.)*

Analyzing the Primary Source

1. Have small groups of students read the background information, *On the Map*. (A copy of this text at a lower reading level is provided in the Digital Resources.) Review the key words with students as necessary. As students read, encourage them to annotate the text by circling the names of different types of maps and underlining the purpose of each type.
2. Place students in six small groups. Assign each group a number, 1 through 6. Distribute copies of *Detroit Cultural Sites*, which is available in the Digital Resources. Also, distribute copies of *Presenting...Detroit!* Tell students each group will be responsible for researching the numbered site that matches their group number. Have students use Google Earth™ or another mapping software to find and research the locations.
3. Provide time for student groups to research their assigned African American cultural sites. Then, have each group create a trifold pamphlet that describes the importance of the site to the history of African Americans in Michigan as well as the to the city of Detroit.
4. Have student groups share their brochures with the class. If possible, post the brochures in the hallway or library so other students can learn about these important cultural locations in the state.

Document-Based Assessment

- Distribute copies of *Downtown Detroit*. A digital copy of the primary source is provided in the Digital Resources (downtown.jpg).
- Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.



Key Words

These key content words are included in both levels of the background information.

- **compass rose**—a symbol on maps that shows the directions for north, east, south, and west
- **physical map**—a map that uses colors to show landforms
- **political map**—a map that shows borders, places, bodies of water, and cities
- **scale**—the relationship showing how the size of things differs
- **thematic map**—a map that shows a particular theme in a specific geographic area



Name: _____ Date: _____

On the Map

A map is a drawing that shows places on Earth. There are maps of the whole world. There are maps of just one state. There are maps of just one city or town. There are maps to show pretty much anywhere!

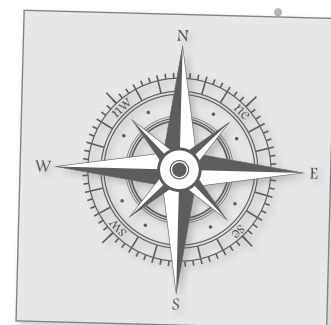
One type of map is called a **political map**. These maps show borders between counties, states, or countries. They show where cities are and where roads lead.

Some maps have a theme. You may have seen a person on the news describe the weather using a map. A weather map is a **thematic map**. It uses colors to show temperature differences between places. Symbols show where it is cloudy or where it is snowing. Another type of thematic map is a resource map. These maps show where natural resources are found. These are things such as copper, iron ore, and salt. Others are oil, natural gas, and timber. These natural resources can all be found in Michigan. There are thematic maps that show where cattle or other livestock are raised. There are also maps that show where crops are grown. Crops in Michigan include corn, soybeans, and many vegetables. People also grow blueberries, cherries, and apples.

A third type of map is called a **physical map**. It does not have cities and roads. Instead, it only shows bodies of water and land. Colors show how high or low the land is. Mountains are in one color, and low lands are in another color. Water is usually blue.

All these maps are helpful. But how do they help people get from one place to another? Maps use the directions north, east, south, and west. North is usually at the top of the map. But this is not always true. A **compass rose** is a symbol on many maps. It shows which way is north. Each direction is always in the same place, no matter which way the map is turned. The directions are usually shown with the first letters, N, E, S, and W.

Another important part of maps is the **scale**. Maps are models of places on Earth. They are much smaller than the real places. Mapmakers use a scale to show distances. For example, every ten kilometers may be one centimeter on the map. The scale depends on how large the place is and how much space is on the map.





Name: _____ Date: _____

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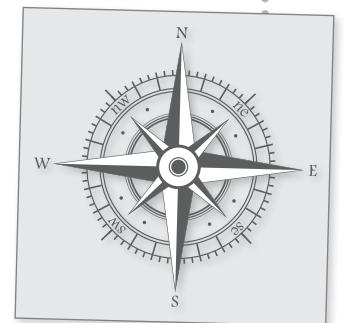
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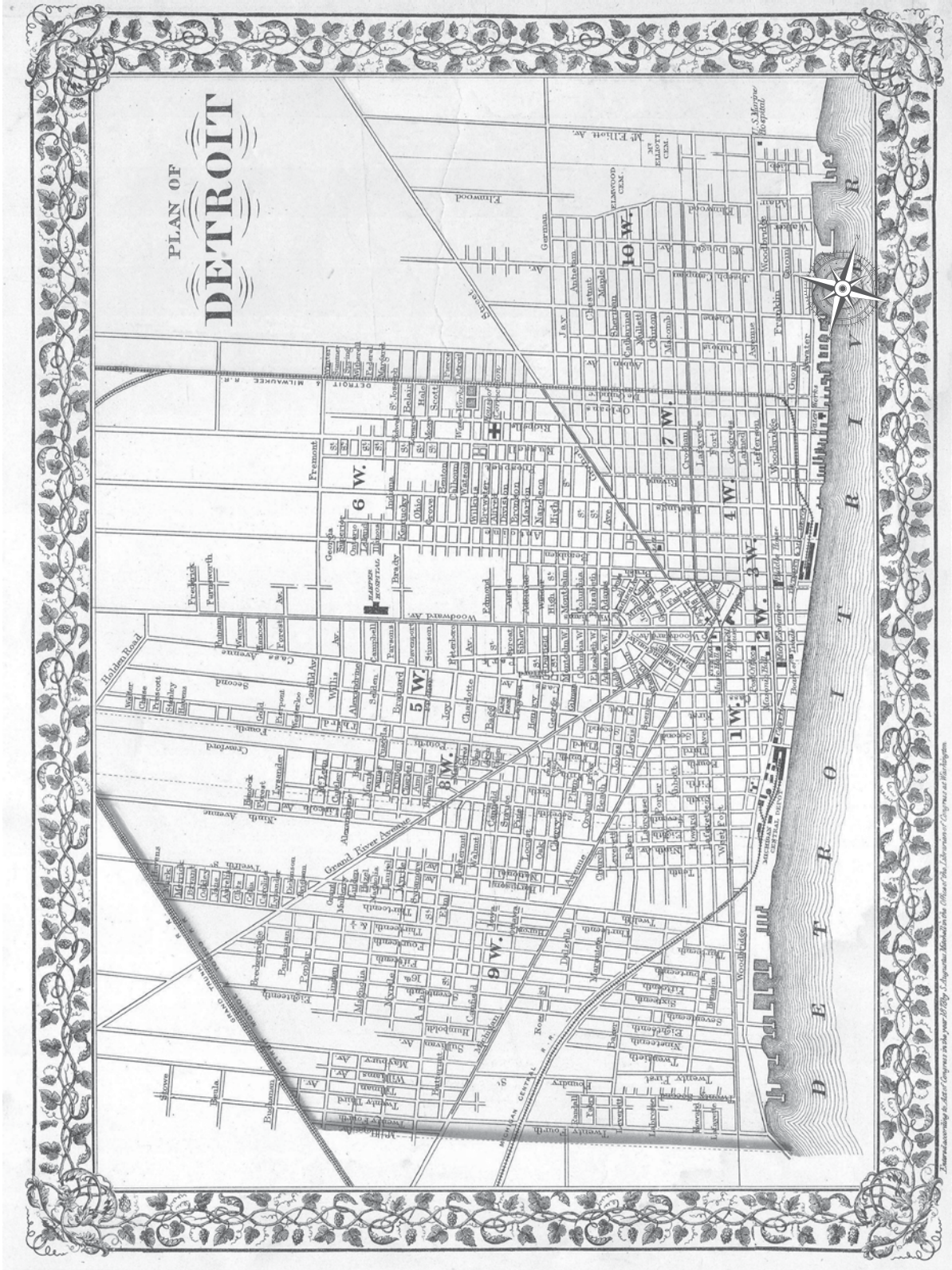




Name: _____ Date: _____

Plan of Detroit, 1872

Detroit, Michigan





Name: _____ Date: _____

Presenting...Detroit!

About the Map

This political map of Detroit shows a plan for the downtown area. It is from 1872. You can see where the roads go. You can see the location of the Detroit River and the railroad.

Directions: Detroit has many places that honor African Americans. Their story is told in many parts of the city. Your group will research a place given to you by your teacher. Write your notes. Then, tell the class what you learned.

1. Cultural site:

2. What does this place represent?

3. Why is it important to African Americans?

4. Why is it important to Detroit?



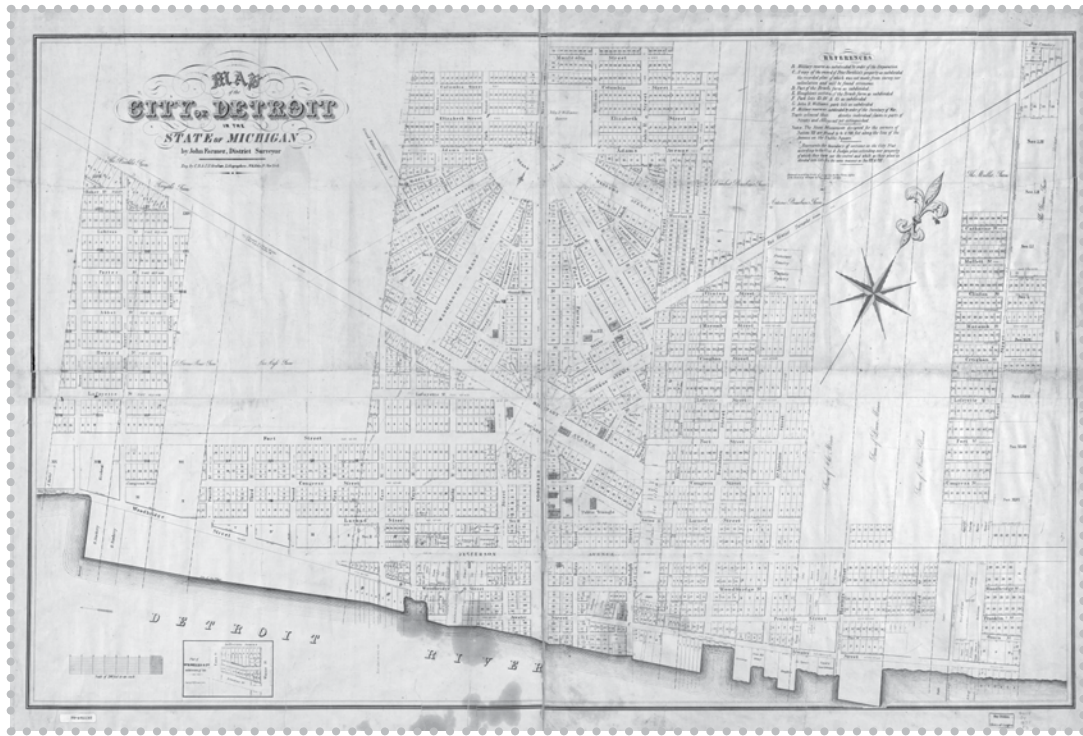
Challenge

Design a monument to honor someone important to you. Use Google Earth™ to find a location in Detroit where it could be placed.

Name: _____ Date: _____

Downtown Detroit

Directions: Look at the map and read the caption. Then, answer the questions.



map of Detroit

1. What is the purpose of the star with the symbol on top?

2. What lies to the south of Detroit?

3. This map is from 1835. How has Detroit changed since cars were invented?
