

MI OPEN BOOK PROJECT

# Community Studies

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**Community  
Studies**



**MICHIGAN**  
**OPEN BOOK PROJECT**





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**OPEN BOOK PROJECT**



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Joseph Baumann

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### McAnn Bradford

#### KND Elementary

*Kaleva Normon Dickson Schools*

Avid lover of all things History and Technology. Loves to find and use new ways to get topics and information to my students. My goal is that every student learns one thing they didn't know each day! When I am not teaching, I am reading, crafting, traveling, and spending time with people .

### Tami Cronic

#### Thomas Edison Elementary

*Port Huron Area Schools*

Tami received her Bachelor of Arts from the University of Michigan with a major in Language Arts and a minor in Social Studies. She obtained her Masters Degree from Marygrove College. She has taught for the Port Huron School District for 14 years, co-coaches an after school enrichment STEAM class, helps with the Running Club, and tutors K-2 students in her spare time. Recently, she was nominated for and accepted a position as active board member for the Port Huron Schools Endowment Fund. Her passions include attending church, watching U of M ball, hiking, Jeep off-roading, and spending time with her husband Rob and 2 children, Paige and Cam.



### Tami Morris

#### Thomas Edison Elementary

*Port Huron Area Schools*

I earned my bachelors' degree from Western Michigan University in Elementary Education with minors in elementary education, english, and science. My masters degree is in Educational Leadership from Eastern Michigan University. I have been teaching in Port Huron Area Schools for 26 years, I am a single mom of two children; Ashley and Matt. When I am not teaching I like to try my hand at photography, hang out with my kids, friends, or play with my two Yorkies; Elmer and Max.







**Vicki Shearer**

**Holland West K-7**

*Holland Public Schools*

I love my family! My husband, Tom, and I have two sons, Chris and Tim, one daughter in law, Amber, and one future daughter in law, Alina. We love walking on the beach of Lake Michigan from our house. We can often be seen riding bikes, canoeing, or hiking trails. We are trying to visit as many National Parks as we can. We feel very blessed to live in the greatest country of the world!

**Carol Bacak-Egbo**

**Editor**

*Oakland University Special Lecturer*

Carol Egbo has more than 40 years of experience in education as a teacher, curriculum developer, staff development specialist, and social studies consultant. She is currently a special lecturer in the Teacher Development and Educational Studies Department at Oakland University, and a contract consultant for the Oakland Intermediate School District. She has been the project director for two federal Teaching American History Grants, and was the primary curriculum designer and writer for grades 2-6 of the MC3 Project. She has extensive experience in presenting professional development for teachers including summer institutes at University of California-Los Angeles, institutes for the Michigan Department of Education, teacher networks, national and state conferences, teacher seminars sponsored by Michigan State University, Saginaw Valley State University and Oakland University. She is the recipient of numerous awards including the MCSS Elementary teacher of the year award, the MCSS Mentor Award, WDIV/Newsweek Teacher of the Year Award, and the WXYZ Michigan Teacher of the Year award.



**David A. Johnson**

**Project Manager**

*Michigan Open Book Project*

Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Project Manager for MI Open Book.



## The Michigan Open Book Project

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Jannan Cotto

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Geographic Alliance

Melissa Kieswetter - Michigan  
Department of Civil Rights



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# About the Readers - Community Studies

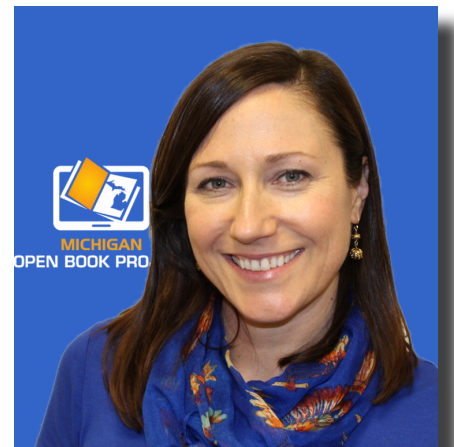


Joseph Baumann -

Joe joined the Cadillac Footlites in 2016, coming from having performed many times on the stage with Riverwalk Theater in Lansing, Michigan. Some of his favorite roles have been Lancelot in Camelot, Captain Scott in Terra Nova, and Nathan Rothschild in the Rothschilds.

Melissa Kendell -

Melissa has enjoyed performing in productions like Into the Woods and a Christmas Story. She's been a part of various charity performances including the annual United Way Murder Mystery and Dancing with the Y Stars.



Kelli Simons -

Kelli has been in many local theater productions including the Mother in a Christmas Story, the Baker's Wife in Into the Woods, Tansy McGinnis in the Nerd. She comes from a talented theatrical family.



## Chapter 5

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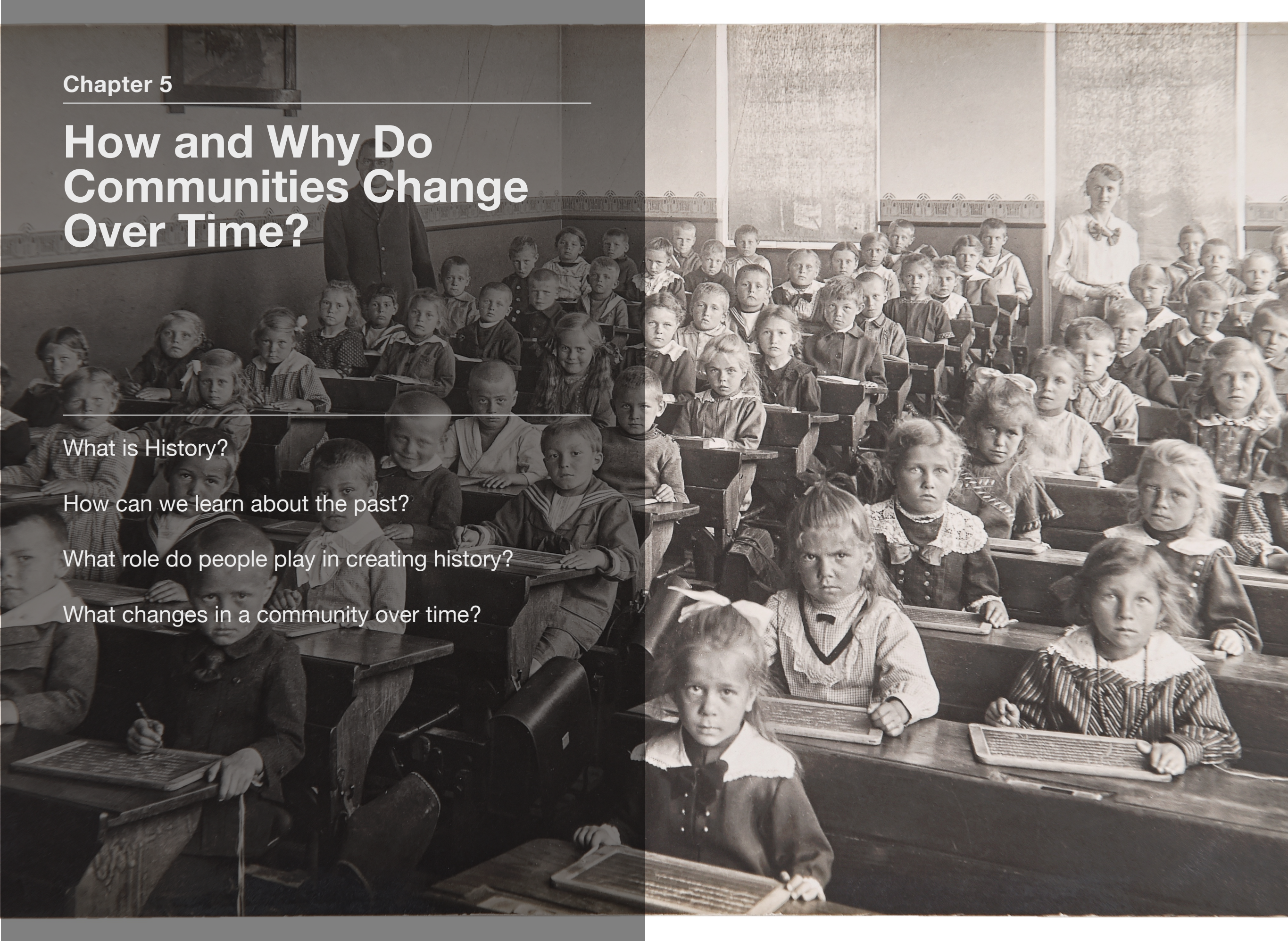
# How and Why Do Communities Change Over Time?

What is History?

How can we learn about the past?

What role do people play in creating history?

What changes in a community over time?





# For Teachers

Our final chapter in 2nd grade is all about history - how we study it and how we learn about places - especially our community.

The authors recognized early on that it would be impossible for us to write a community history for every community in Michigan, so we continue with our study of two - a small town and a larger town. Our hope is that you'll have students make connections between these two featured communities and their own. How are they alike? How are they different?

To that end, our compelling question for the chapter is "How and why do communities change over time?" With the basic overview we provide we hope you will find many opportunities to compare where you live with Beal City and Holland.

This chapter is also a great bridge from community history into what students will study in third grade with the History of Michigan.



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# What is History?

## QUESTIONS TO GUIDE INQUIRY

1. What is History?
2. How can we learn about the past?
3. What role do people play in creating history?
4. What changes in a community over time?

## TERMS, PLACES, PEOPLE

**past** - a thing that has already happened

**history** - things that happened in the past

**historian** - someone who studies the past

You have learned that all communities have places where people live, work and play together. All communities have businesses. All communities have a government. In this chapter you will learn that all communities have a history. But, what is history?

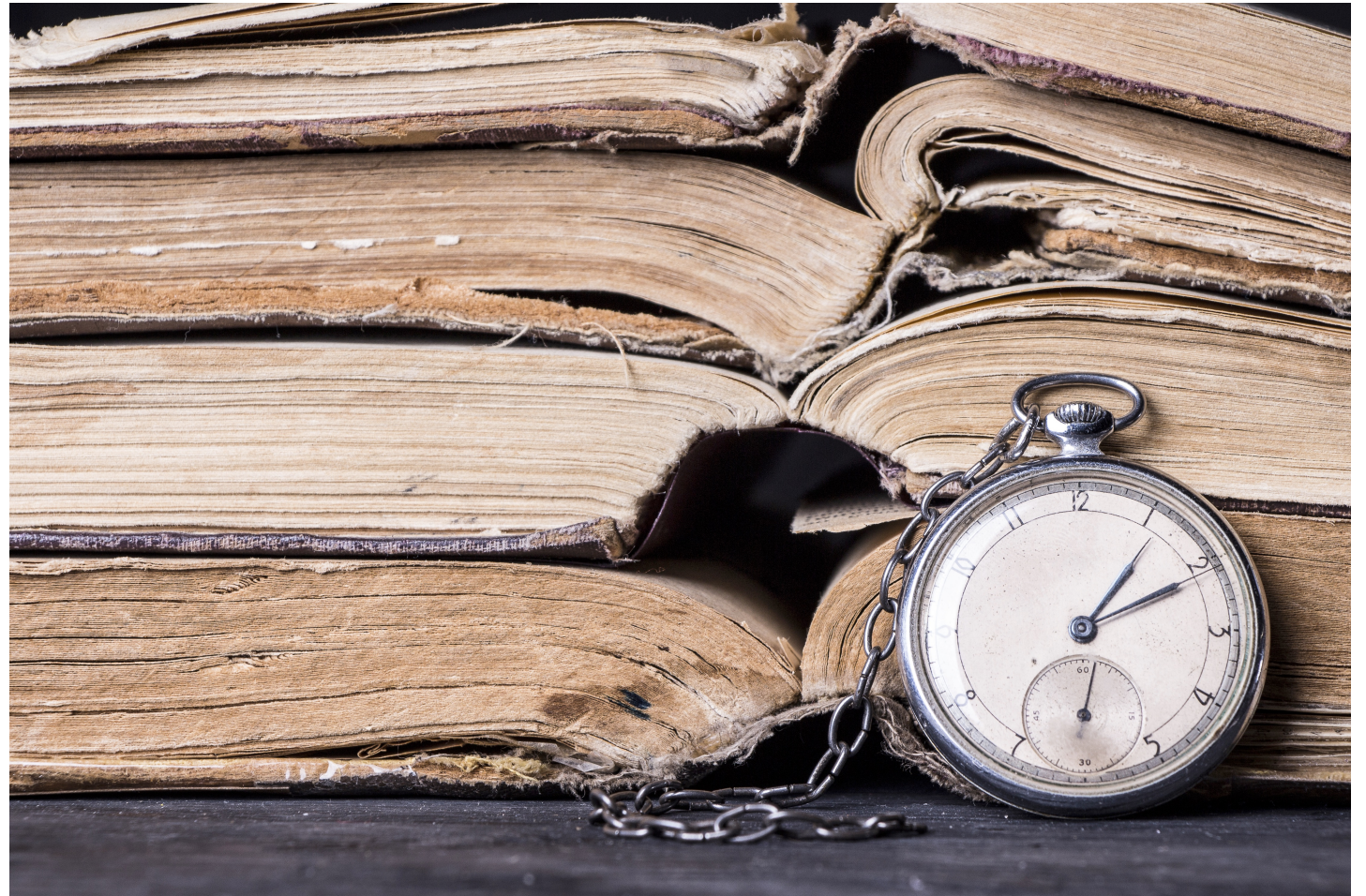


What do you think of when you hear the word 'history?' - Jot down two ideas.



## What is history?

The present is what is happening now. The **past** is what has happened before. History is all about the past. **History** is the events that happened in the past.







You have a history! What are some important events that happened in your past? Do you have photographs that show your history? Do you have a toy that you have had for a long time?



Your school has a history! How old is your school? How has it changed over time? How could you learn more about the history of your school? As you can see history is filled with questions!



## What do historians do?

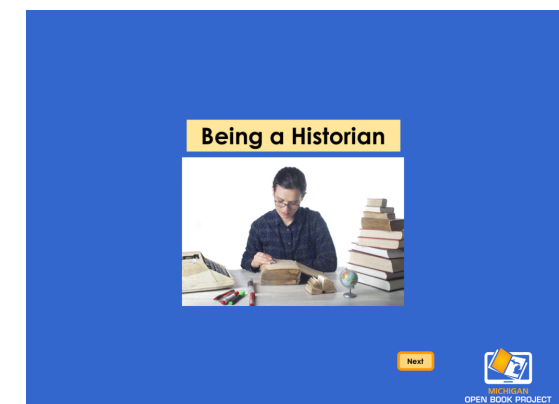
A **historian** is someone who studies the past. Historians ask a lot of questions.

### Questions historians ask:

- What happened?
- Why did it happen?
- When did it happen?

How do historians find answers to those questions? They study old photographs. They look at old maps. They talk to people about the past. They read books about the past.

#### Interactive 5.1 Being a Historian



*What is it like to be a historian?  
Click here to find out!*





**Audio 5.1** The Aldrich Family  
(Click to Listen)



You just worked like a historian! You studied old photographs. You learned about the past! You learned that families in the past often listened to the radio.

Historians often compare the past and the present. This helps them understand how things have changed. Families don't often listen to the radio together anymore. What do they do now?





What are some of the things your family  
likes to do together?





Work with your teacher and your class to find out about the history of your school. Try to find old photographs. Talk to people who worked at your school in the past. Talk to people who went to your school in the past.

# How Can We Learn About the Past?

## QUESTIONS TO GUIDE INQUIRY

1. What is History?
2. How can we learn about the past?
3. What role do people play in creating history?
4. What changes in a community over time?

## TERMS, PLACES, PEOPLE

**artifact:** something from the past that is left for us to study

**museum:** a building where artifacts are stored and displayed

You have learned that history is the events that happened in the past. You have a history. Your family has a history. Your school has a history. Your community has a history. How can we learn about history? How can we learn about the past? Read on to find out!



How could you help someone understand something about your past? Is there something you could tell them? Is there something you could show them?



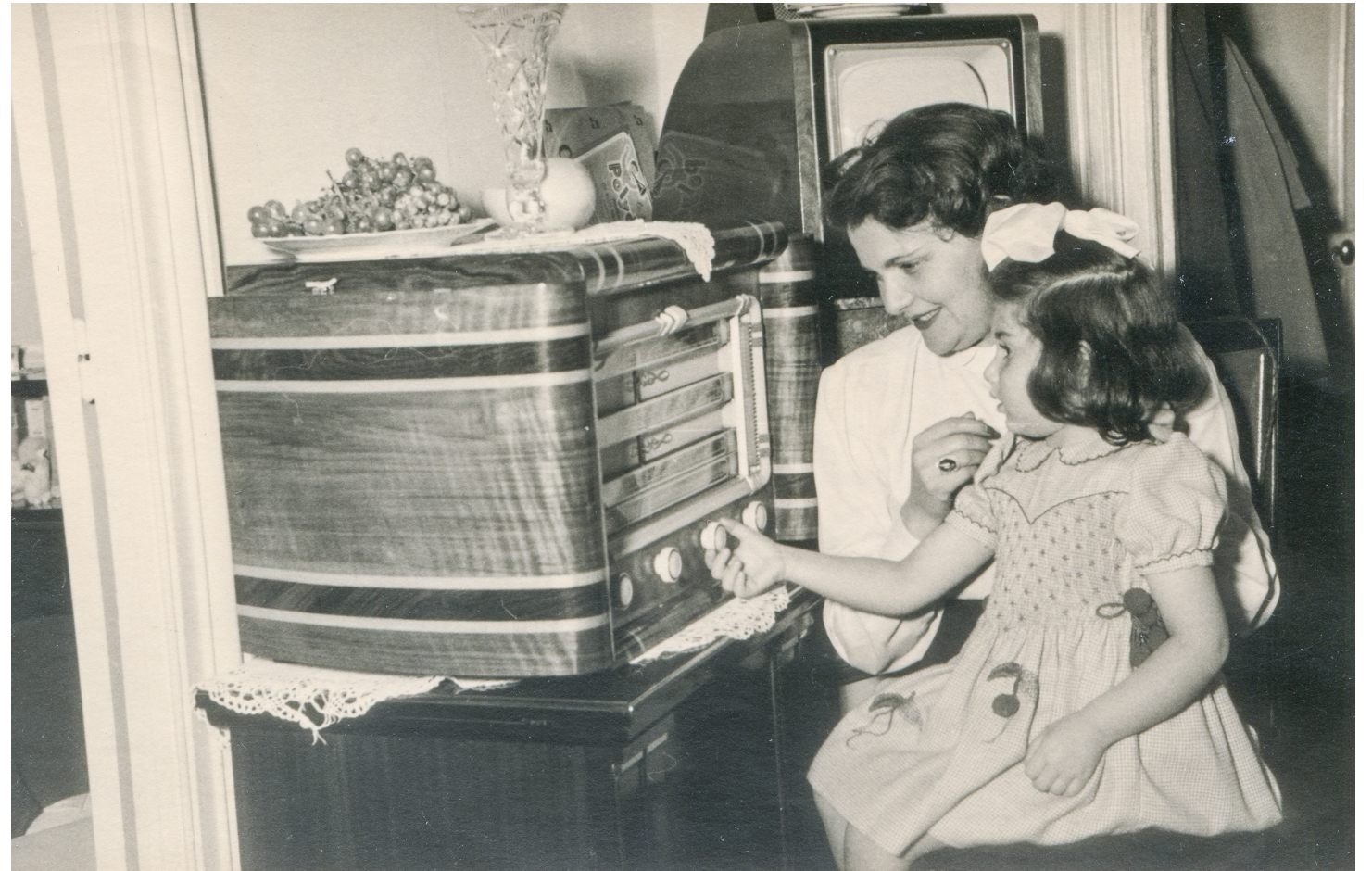


## Learning about the past from photographs

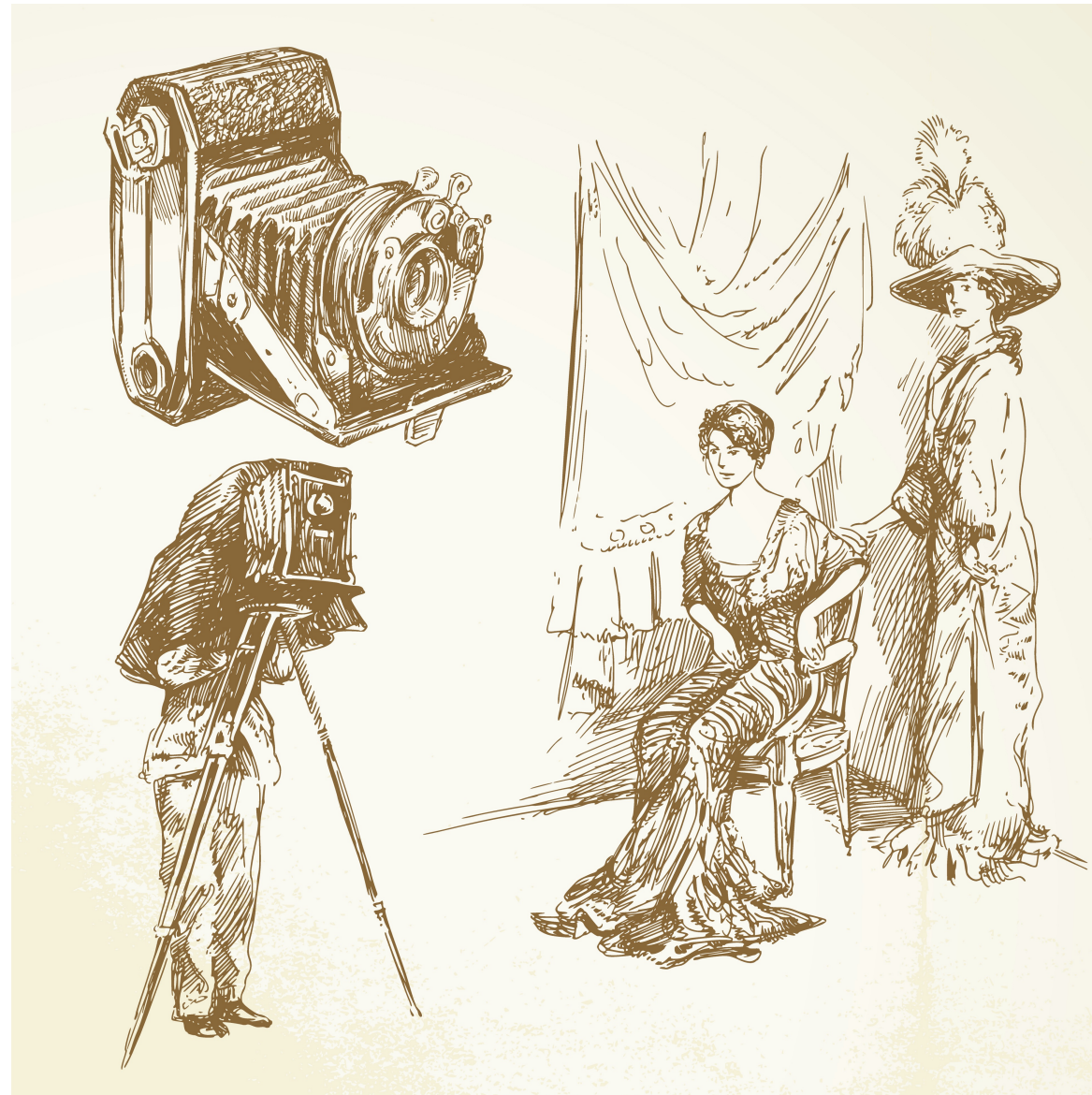
You learned about the past when you studied this photograph. You learned that families in the past often listened to a radio. Why are photographs helpful in teaching us about the past?



Photographs show us pictures of the past. They show us the clothes people wore. They show us what homes were like. They show us the things people liked to do.







People have been taking photographs for over 150 years. We can use these photographs to learn about communities in the past.



This photograph shows what the community of Holland looked like about 100 years ago. Study the photograph. What can you learn about Holland in the past?





This photograph shows what the community of Beal City looked like about 100 years ago. Study the photograph. What can you learn about Beal City in the past?



## Learning about the past from artifacts

An **artifact** is something from the past that is left for us to study. What if you found an old radio? The radio would be an artifact. You could study it. You could touch it. You could try to find out how it worked. Studying artifacts is a great way to learn about the past.





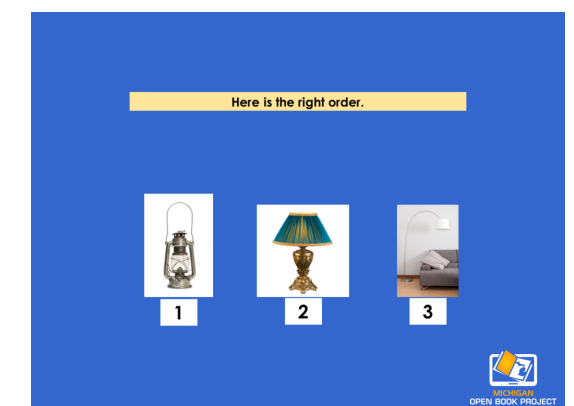


You can visit a historical museum if you want to see artifacts from the past. A **museum** is a building where artifacts are stored. The artifacts are put on display so people can see them.



Studying artifacts can help us understand how things have changed. Long, long ago people cleaned their floors with brooms. Then, vacuum cleaners were invented. These worked when you plugged them in. They made it easier to clean a floor. Today some people use a robotic vacuum cleaner. It is a machine that cleans a floor all by itself!

### Interactive 5.2 Putting artifacts in Order



*Time to be a historian again! Click to put artifacts in the right order.*



### Interactive 5.3 The Ox-Cart Man



*Click here to learn about what life was like long, long ago.*

## Learning about the past from books

You can learn about the past with photographs and artifacts. You can also read books to learn about the past. Books can help you understand what life was like in the past.

Think about the family in the story. What were some of the things they did during the year? What was their home like? Think about the community in the story. What was the community like?

## Learning about the past from people

What is one of the best ways to learn about the past? People! People can tell you what their life was like in the past. People can tell you what your community was like in the past.



image source: <http://www.northporthistorical.org/education>



If you wanted to know more about your family's past who would you ask? What would you ask them?



There are many ways to learn about the past. You can look at old photographs. You can study artifacts. You can read a book. You can talk to people about the past. When you do these things you are being a historian!



Work with your teacher and your class to create your own museum. Have everyone in your class bring an artifact from their past to share. It might be an old toy. It might be a baby blanket.

# Investigating a Community From Long, Long Ago

## QUESTIONS TO GUIDE INQUIRY

1. What is History?
2. How can we learn about the past?
3. What role do people play in creating history?
4. What changes in a community over time?

## TERMS, PLACES, PEOPLE

**Anishinaabek:** some of the first people in Michigan

In Chapter 2 you learned that long ago a group of people came to a place on the west side of Michigan. They were known as the Dutch. They began a community called Holland. The community grew into a big city.

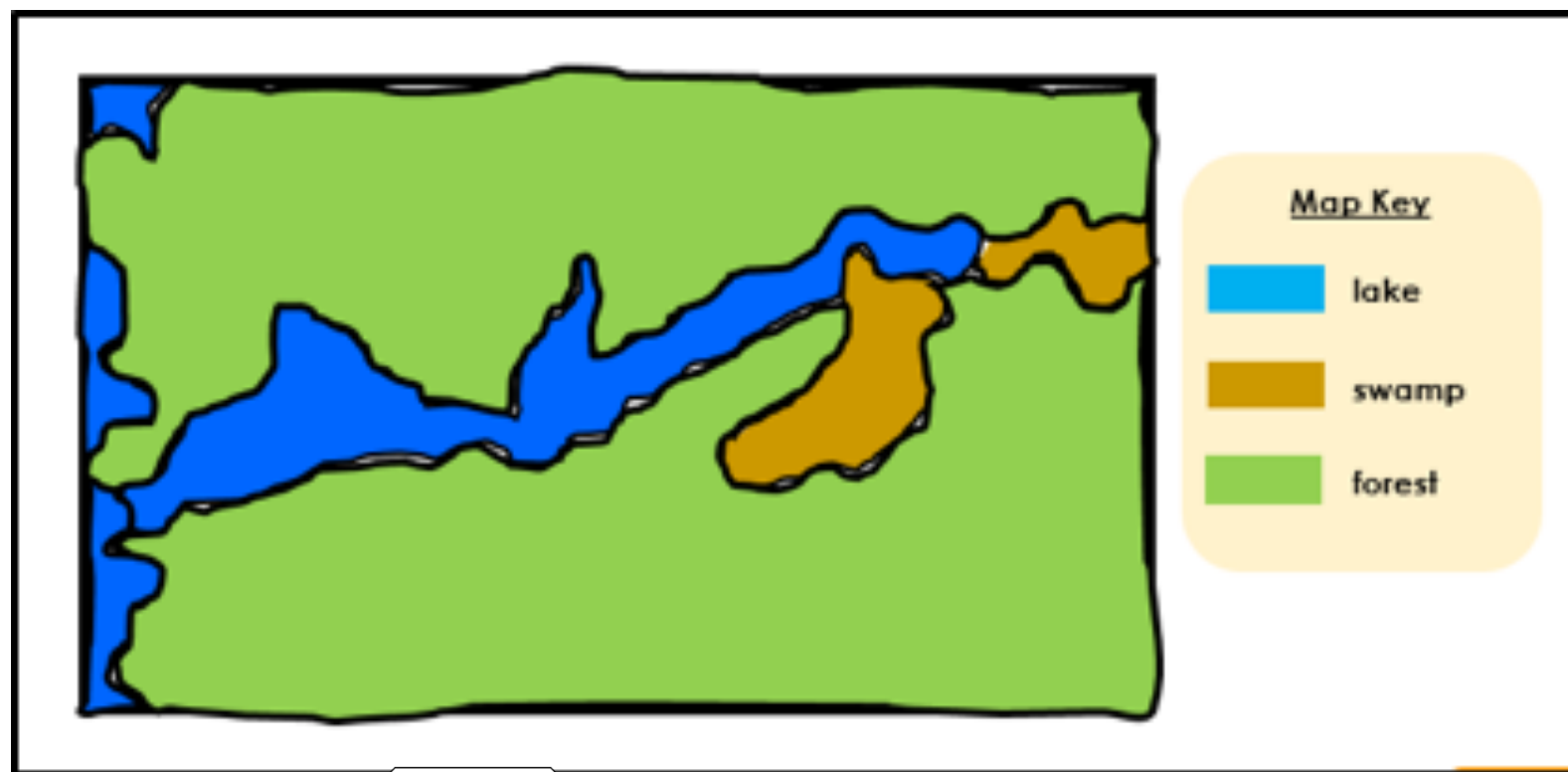


The early community of Holland was very different from the big city of Holland today. What is one way you think it was different?



## An Anishinaabek community of long, long ago

Holland was not the first community to be in that place. There had been an Anishinaabek village there for many, many years. The **Anishinaabek** were some of the first people in Michigan. They had been in Michigan for thousands of years before the Dutch came. They had been living along the lake. They had been living near the swamps and forests.



### Interactive 5.4 The Beginning



*How did the Anishnaabek community begin? Click here to find out!*



Why do you think the Anishnaabek had two villages?

The Anishinaabek summer village was close to Lake Michigan. People could fish in the lake. They could grow things like corn near the lake. In the winter this place was very cold. It was very windy. That is why they traveled to their winter village in the south.

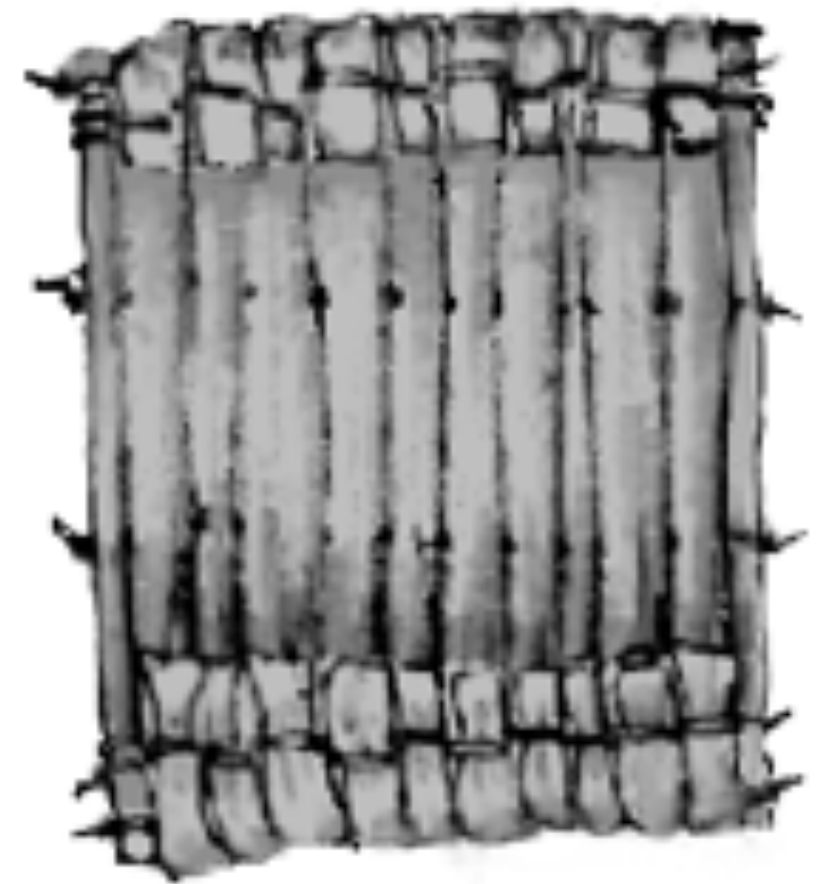
### **Life in the Anishinaabek village**

The Anishinaabek lived in houses called wigwams. They were made of birch bark. They used birch trees for other things also. They made their boats, or canoes, out of birch bark. They also made things like baskets.





The Anishinaabek ate fish they caught from Black Lake. They ate corn they had stored from summer. They ate berries. They hunted for deer and other animals. They made maple sugar from maple trees in the forest. They used cattail plants from the swamp to make sleeping mats.

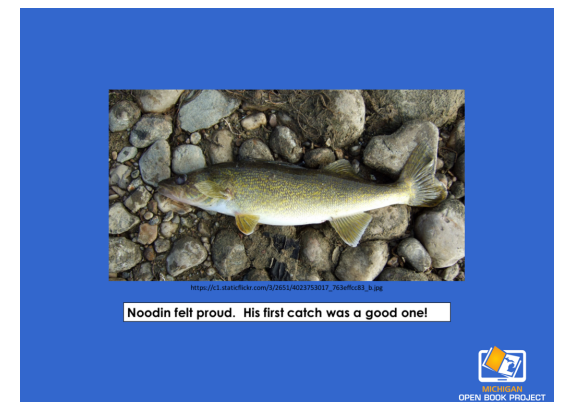




The land gave them everything they needed. They did not think of their home as just the wigwam they lived in. They saw all the land as home.



### Interactive 5.5 Living in an Anishnaabek Village



*What was it like for a child living in the Anishnaabek village? Click here to find out!*



## **A change comes to the village**

Chief Joseph Waukazoo had led his people for many years. He was a wise and great leader. He guided them from the summer village to the winter each year. He helped them solve problems. He helped them work together. Sadly when he was quite old he died.

His son became leader. He was also named Joseph. He became known as Young Chief Joseph Waukazoo. He decided it was time for a change. He decided it was time to stay in one place. It was time to have just one village. The people agreed. They began to stay at Black Lake for the whole year.

## The Dutch come and begin another community

As you have learned the Dutch came to the same area. They began another community. They began to make changes. They filled in the swamps. They cut down many trees. They did these things to make space for farming and their community.



How do you think the Anishinaabek felt about these changes? Why?



The Dutch and the Anishinaabek saw things in different ways. Read these two descriptions. How are they different?

### **The Dutch**

**We need land for farming. We need space for roads. We need to fill in the swamp. We don't need the swamp for anything.**

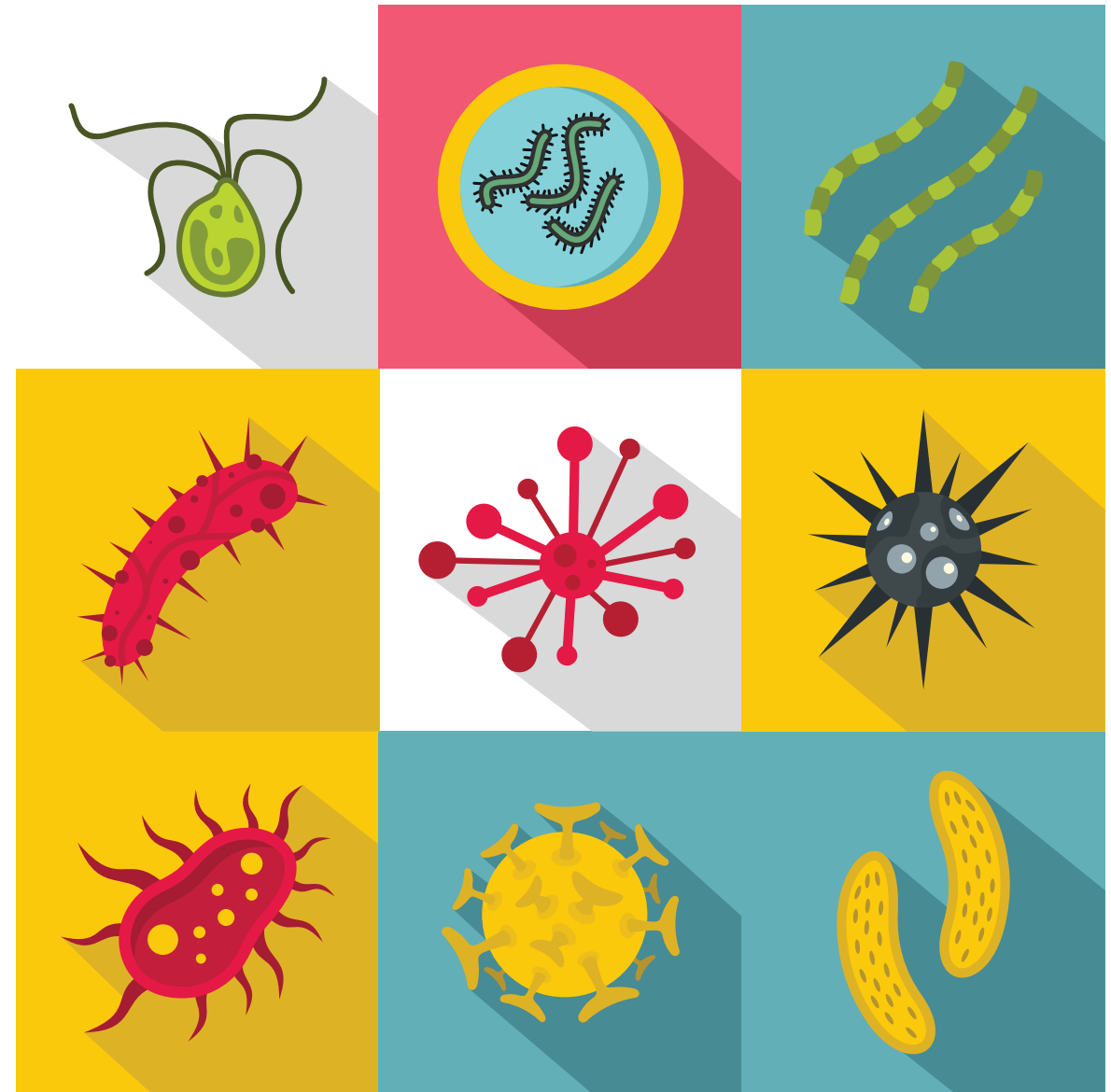
### **The Anishinaabek**

**We use the cattails from the swamp to make our sleeping mats. We hunt ducks that live in the swamp. The swamp is part of our home.**

## Another change

The Anishinaabek and the Dutch stayed in the same area for a few years. They got along but there were problems. As you just learned they sometimes viewed things in different ways.

There was a bigger problem for the Anishinaabek, however. The Dutch had brought some diseases with them. These were diseases like measles and small pox. These made the Anishinaabek very sick. Many died from the diseases. They decided it was time to move back to the north. They moved back along the shores of Lake Michigan.





## **How do we know about the Anishinaabek village?**

The Anishinaabek village was there long, long ago. We do not have photographs of it. We do not have writing they left behind. However, there are stories about the village. These stories have been passed down through the years. We also have historians who can teach us about the Anishinaabek and their village.

## Meet a Historian

Eric Hemenway is a historian. He is from the area where Chief Waukazoo's summer village was located. He is one of many Anishinaabek people who still live in Michigan. He has been studying about his people for a long time. What does Mr. Hemenway think about history? Read on to find out!

**"History tells us who we are. It tells us who we are as a group. It also tells us who we are as individuals. I look to my ancestors, in stories, books or art, to help me understand who I am as an Anishnaabe. My ancestors are the ones who came before me. The ancestors left clues. I am picking up those clues now and putting them together to tell a story not only for myself but for others around me." – Eric Hemenway**



Think about what you would like to know about the Anishnaabek. What are two questions you would like to ask Mr. Hemenway?



# What Changes in a Community Over Time?

## QUESTIONS TO GUIDE INQUIRY

1. What is History?
2. How can we learn about the past?
3. What role do people play in creating history?
4. What changes in a community over time?

## TERMS, PLACES, PEOPLE

**timeline:** a number line that shows the order in which things happened in the past

In Chapter 2 you learned about the community of Beal City. You learned it is a very small community. Why is such a small community called Beal City? A city is a large community with many people!

What if you learned about the history of Beal City? Would that help you answer the question? Read on to find out!



Why do you think such a small community is called Beal City? What's your idea?

## Learning about the history of Beal City from Photographs

The Anishinaabek community you learned about began long, long ago. There are no photographs of that community. Beal City is a newer community. It was started about 140 years ago. There are photographs that show the past in Beal City.



### Interactive 5.6 The History of Beal City



*What can photographs tell you about the history of Beal City? [Click here to find out.](#)*



Did you have trouble keeping track of the years as you learned about the history of Beal City? Did you have trouble keeping track of what was happening? Historians use a tool to keep track of time. The tool is called a timeline. A **timeline** is a number line that shows the order in which things happened in the past.

### Interactive 5.7 Timelines

Put the right number on the line.

2 3 4 5

The school was built \_\_\_\_\_ years after the blacksmith shop.

10 years

first store

second store and a church

blacksmith shop

The church burned.

school

new church

Next

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*How can a timeline help you learn about the past? Click here to find out!*

## Learning about the history of Beal City from a book

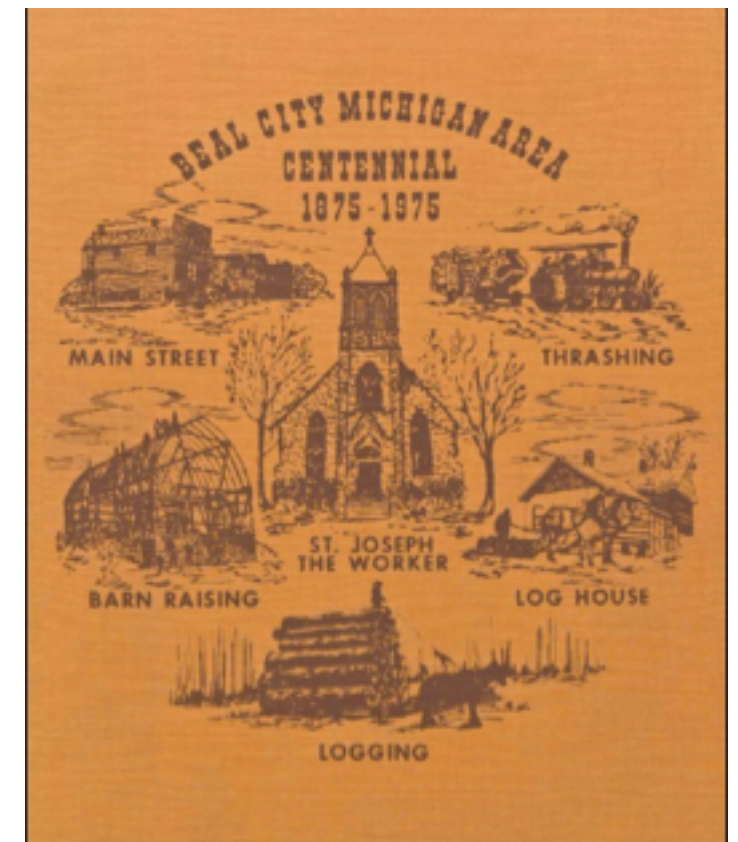
When Beal City turned 100 years old there was a big celebration there. It was like a birthday party for the community! As part of the celebration a book was written about the history of Beal City.

Here is a short part from the book. What can it tell you about the history of Beal City?

When the store built by Nicholas Beal, the first store in Beal City, was completed, the opening of the store was celebrated by taking Mr. and Mrs. Beal for a horse and buggy ride up and down the rode in front of the store. Inside the store was a keg of beer to which the people helped themselves.

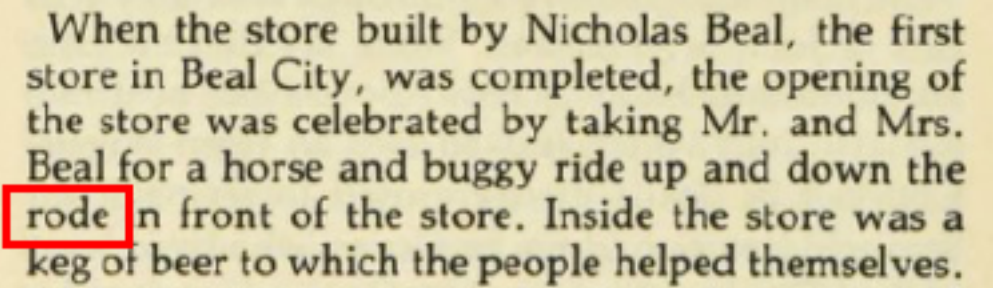
These words describe what happened the day the first store opened. There were no cars. Mr. and Mrs. Beal went for a ride in a horse and buggy!

The book is an important artifact from the past. But, it had a spelling mistake! Can you find it?





Mr. and Mrs. Beal took a ride up and down the road! This word was misspelled in the book! You might have trouble with spelling sometimes. But don't give up! Spelling can be tricky! Sometimes words are even misspelled in books!



When the store built by Nicholas Beal, the first store in Beal City, was completed, the opening of the store was celebrated by taking Mr. and Mrs. Beal for a horse and buggy ride up and down the **rode** in front of the store. Inside the store was a keg of beer to which the people helped themselves.

## Learning about the history of Beal City from a special person

Meet Edna “Dolly” Rau! She was born in Beal City almost 100 years ago. Her father owned the store that had been built by Nicholas Beal. Dolly worked at the store. After she married Walt Rau, she and Walt took over the store. They ran it for many years.



**Edna “Dolly” Rau**  
*Courtesy of Dolly Rau*



What was it like to own the store? Read Dolly's answer:

**“One of my favorite things about owning the store was getting to know all of the people. I met so many wonderful people over the years at that store. I really got to know them and care about them. I would ask about their family, we would talk.”**

## Solving problems in the past

You have learned that people in communities have to work together to solve problems. It was the same in the past. The Anishinaabek lived where winters were very cold and snowy. That was a problem! How did they solve it? They built a winter village in a warmer area.

Think about Beal City. What was one problem the people of Beal City had to solve?





The first church built in Beal City burned. That was a problem! The church was gone. How did the people solve it? They built a new church! Then, lightning hit that second church and it burned down. The people may have given up. But, they did not! They built a third church! That church is still standing in Beal City!





Work with your teacher and your class to find out about the history of your community. Talk to people who know about the history. Try to find old photographs. Visit a community museum if you have one. Look for a book about your community.