

# Michigan Studies



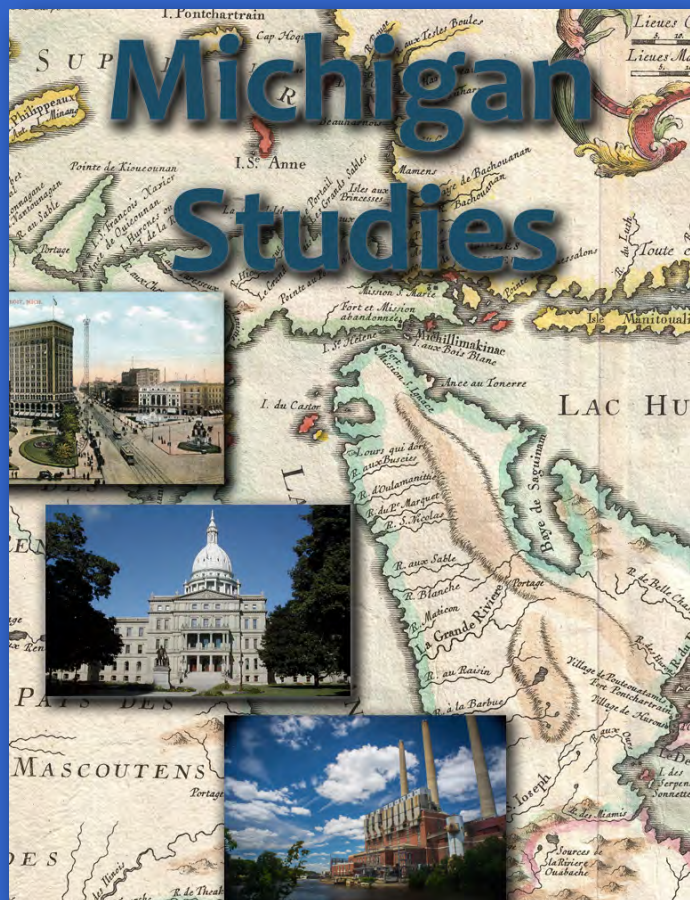
McAnn Bradford, Sandra Freeland, Elizabeth Kastl,  
Joy Kooyer, Marilyn McCauley, Andrea Raven,  
Susan Welch







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



This is version 1.1 of this resource, released in September of 2016.

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



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



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

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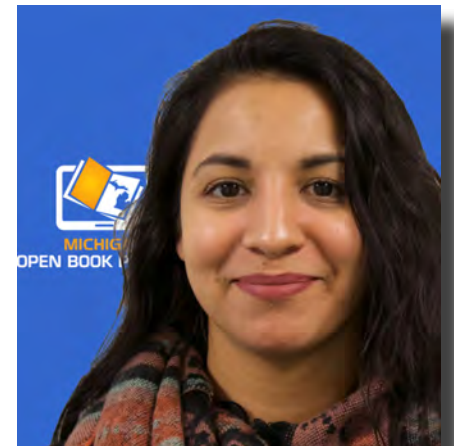


### Jannan Cotto

#### Little Traverse Bay Bands of Odawa Indians

##### Education Department

An advocate of social and eco-justice, Jannan Cotto, Education Director for the Little Traverse Bay Bands of Odawa Indians, has worked in Indigenous Education for 9 years in both urban and reservation communities with the goal of contributing to the educational sovereignty, healing, and well-being of Indigenous people. She graduated from Northeastern Illinois University with a degree in inter-disciplinary studies with an emphasis in English and Education and a minor in Psychology. She is currently studying in an online Master's program at Eastern Michigan University studying Social Foundations of Education with a concentration in eco-justice. She serves as the current Chair of the Confederation of Michigan Tribal Education Directors and serves on the Board of Regents for Bay Mills Community College. One of the focuses of her work includes developing Indigenous land-based education for both Indigenous and non-Indigenous learners that emphasizes Indigenous perspectives, encourages relationships with land, and inspires critical thinking and critical action in our global community. She is currently working on curriculum development through part-



### McAnn Bradford

#### Kaleva Norman Dickson Elementary

##### Kaleva Normon Dickson Schools

McAnn teaches third grade all subjects at KND Elementary in Onekema Michigan.

### Sandy Freeland

#### McBain Elementary School

##### McBain Rural Agricultural School

Sandy is a full time teacher at McBain Elementary School in McBain Michigan. She has taught Kindergarten and Third Grade during her time there. In addition to classroom teaching she's also provided technology professional development for the district. Outside of the school day she can be found learning from others in Twitter chats, participating in groups on Facebook, and working on developing a coding club for her school.





## **Beth Kastl**

### **Floyd M. Jewett Elementary School**

*Mesick Consolidated Schools*

Beth is an elementary teacher from Floyd M. Jewett Elementary school, where she has worked in a variety of grade levels including first and third grade.

## **Joy Kooyer**

### **West K-7**

*Holland Public Schools*

Joy received her Bachelor of Science degree from Southern Wesleyan University in Early Childhood Education and her Master's degree in the Art of Teaching from Marygrove College. She has always taught third grade and thinks it the best grade ever. She is the chairperson for the National Geographic Bee. Joy has been Holland Sentinel's Teacher Of The Year and been chosen for WGVU's, "Cool Teacher" award. She enjoys traveling. Her goal is to see all of the 50 state capitals and visit all of the MLB parks. Joy finds great pleasure in reading, scrapbooking and spending time with her husband, Jason and three children, Julia, 12, Harrison, 9 and Jameson, 2.



## **Marilyn McCauley**

### **Surline Elementary**

*West Branch Rose City Schools*

After attending a wonderful 2 year experience with the amazing professors at Kirtland Community College, I continued to work toward a Bachelors of Science Degree with the wonderful professors at Central Michigan University, also obtaining a teaching certificate. My focused subjects at CMU were language arts and social studies. Michigan State University, with its outstanding professionals, is where I enjoyed working for my Masters Degree in Education. Learning is a continuous journey I treasure through our expert COOR District and Surline Elementary instructors. I also enjoy independent studies I have done



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### **Dorothy Perry**

#### **Academic Services Coordinator**

*Little Traverse Bay Bands of Odawa Indians*

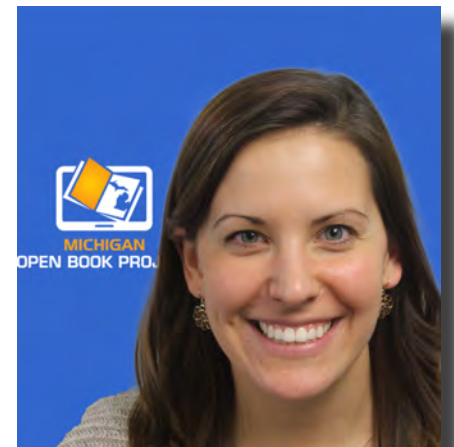
Coming from a long line of Educators, Dorothy Perry has continued to follow in this direction with passion and commitment. The culmination of 25 years in the field of Education includes, Early Childhood Education with a focus on the whole child through self-led discovery and learning. Continuing as a Family/School Liaison and supporting parents with infant/toddler development. For the past 14 years, Dorothy has concentrated on building Indigenous Education programs for youth and community, including developing Land-based cur-

### **Andrea Raven**

#### **Foster Elementary School**

*Ludington Area Public Schools*

Andrea Raven currently teaches 3rd grade at Foster Elementary in Ludington, Michigan. She earned a Bachelor of Arts Degree in Elementary Education and Spanish from Albion College. While at Albion, she studied abroad in Spain. It was a positive experience that allowed her to immerse in the culture and education system. She is completing her seventh year of teaching and has taught both 5th and 3rd grades. Andrea serves as the Social Studies Department Chair at her school. She has earned her Master's Degree in Curriculum Instruction from Grand Valley State University. Outside of the education world,



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### **Alison Simon**

#### **Curriculum Specialist/Grant Writer**

*Little Traverse Bay Band of Odawa Indians*

Biography Forthcoming!





### **Susan Welch**

#### **Fenton Area Public Schools**

#### **State Road Elementary**

Susan Welch currently teaches 4th grade at State Road Elementary in Fenton, Michigan. She has earned a Bachelor of Science Degree in Elementary Education from Central Michigan University and a Master's Degree in the Art of Teaching from Marygrove College with additional graduate work done at Arizona State University. While at CMU, Susan traveled to Perth in Western Australia to study their use of integration to deliver instruction and meet the curriculum standards. Upon graduation, she started her teaching career in Arizona teaching in the Casa Grande and Kyrene school districts. During this time, Susan taught in a fully inclusive elementary classroom with students with many diverse learning needs including monolingual and bilingual Spanish speaking students, as well as various physical and mental challenges. She also was able to learn about the many different Native American cultures represented within her schools. Susan has taught both 3rd and 4th grade in the Fenton Area Public Schools for the past 11 years and also serves as

### **Carol Bacak-Egbo**

#### **Editor**

*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 project director for two federal Teaching American History Grants, and was the primary curriculum designer and writer for grades 2-6 of the Michigan Citizenship Collaborative Curriculum (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*



### **Carol Gersmehl**

#### **Cartographic Consultant**

*Carol Gersmehl is a map maker and teacher trainer. She worked in a census-data research office, then taught cartography and Geographic Information Systems for 17 years at Macalester College in St. Paul, Minnesota. In 2005, she became co-director of the New York Center for Geographic Learning and co-coordinator of the New York Geographic Alliance. While in New York, she also taught Advanced Placement World Geography and helped advise teachers at a K-12 school in Queens. She still flies back occasionally to work with schools in New York, but now she is cartographic advisor, educational materials author, and teacher-trainer for the Michigan Geographic Alliance.*



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## Chapter 1

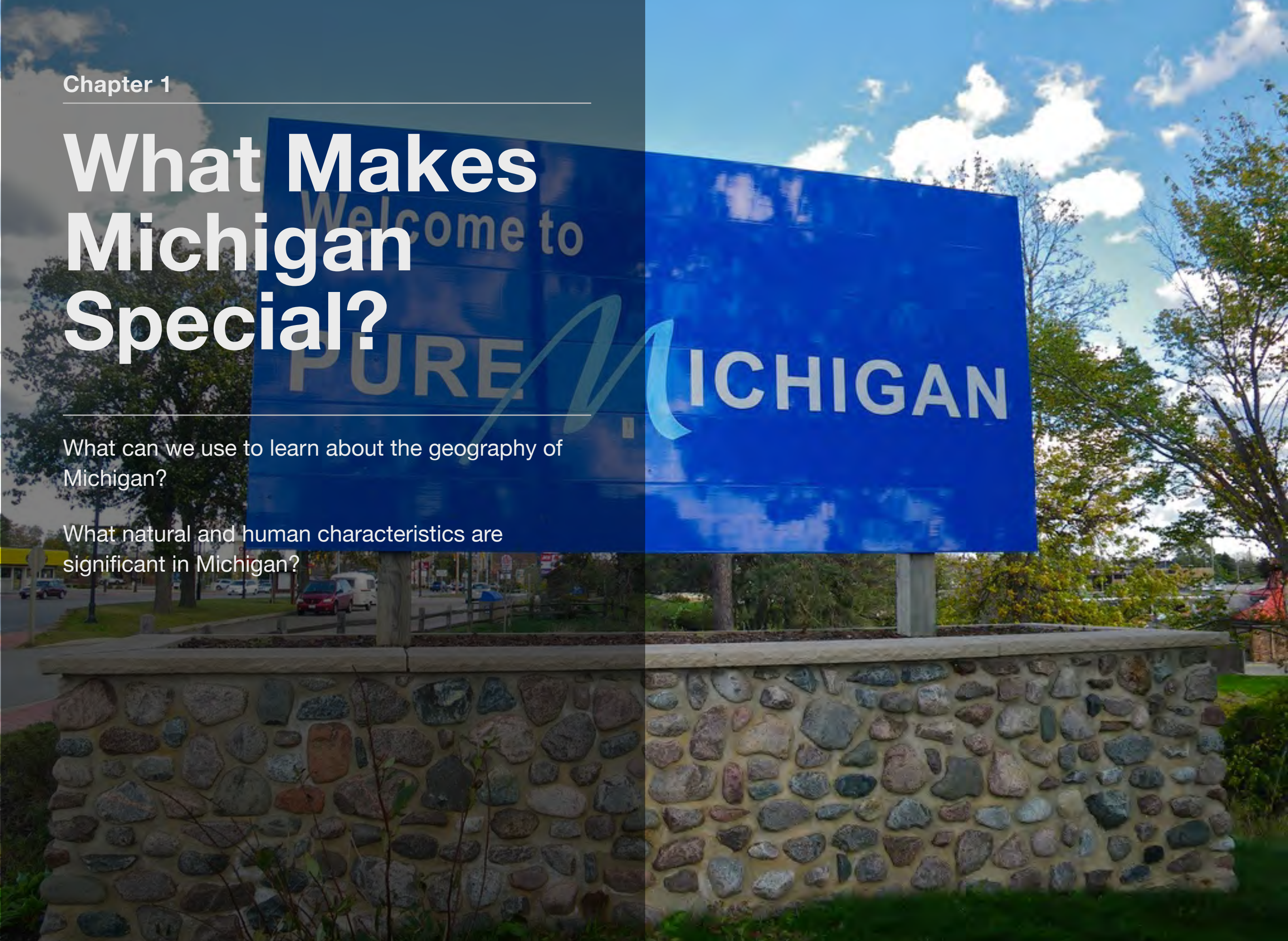
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# What Makes Michigan Special?

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What can we use to learn about the geography of Michigan?

What natural and human characteristics are significant in Michigan?





# Introduction to Michigan

## QUESTIONS TO GUIDE INQUIRY

1. What can we use to learn about the geography of Michigan?
2. What natural and human characteristics are significant in Michigan?

### Terms, People, and Places:

**Geography:** The study of how people live in and use places

**Geographer:** A person who studies geography

**Location:** Where a place is found

**Map:** A drawing that uses symbols to represent places and their characteristics

**Thematic Map:** A map that focuses on one topic, such as cities or forests or snowfall

**Urban area:** large city plus the smaller towns that are next to it.

**Satellite image:** A picture of part of the earth taken by a man-made satellite that is high above the earth (for example, 500 miles)

**Peninsula:** Land that is surrounded by water on three sides.

**The Great Lakes:** Five large fresh-water lakes located in the northern United States of America (Lake Huron, Lake Ontario, Lake Michigan, Lake Erie, and Lake Superior).



What makes Michigan special? Turn to a partner and discuss or if you are alone, type your answer here by tapping on any word twice.

What do you think makes Michigan special? You might be thinking that Michigan is special because it is your home. Maybe it is special because the people you care about live in Michigan. These are wonderful reasons. This resource will help you learn about many other ways that Michigan is special.

### Interactive 1.1 Welcome to Michigan



*Take a quick trip to 50 places in Michigan by watching this short video! What do you see in the video that makes Michigan special?*





Michigan is two large pieces of land. Blue water of large lakes is around each piece of Michigan.

The map above shows the two pieces of Michigan. Each is a **peninsula**. A peninsula is land that is surrounded by water on three sides. The Lower Peninsula is shaped like a mitten that we might wear in winter. The Upper Peninsula is smaller and narrower.

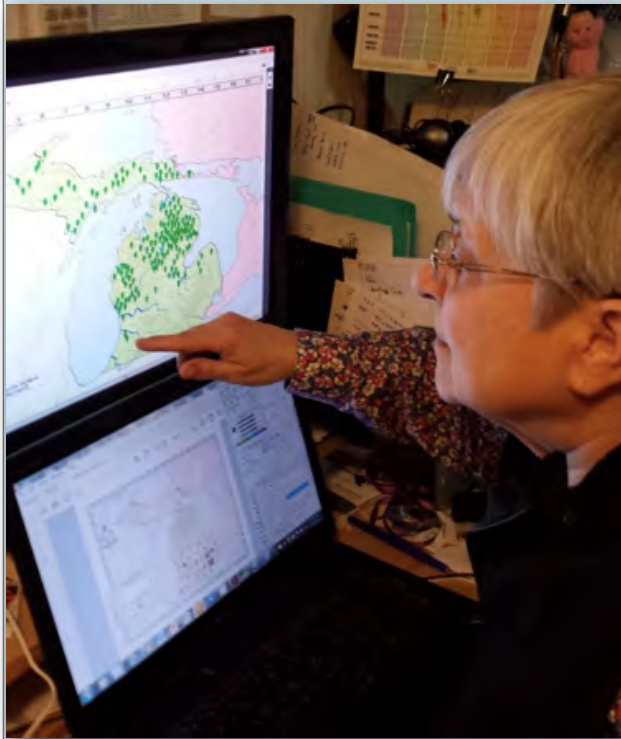
## What is Geography?

In this first chapter, you will explore the geography of Michigan.

**Geography** is the study of places and the ways people live in and use places. You'll be working as a **geographer**, a person who studies geography. You'll learn that geographers ask lots of questions when they study a place! Some of these questions are:

- Where is the place? (for example, is it inside Michigan or inside a different state?)
- What is it like there? (for example, are there tall buildings or large amounts of snow?)
- How do people use places? (for example, do they build farms, stores, or factories?)
- How is a place connected to other places? (for example, by a road or along a river?)

## MEET A MICHIGAN GEOGRAPHER - Carol Gersmehl

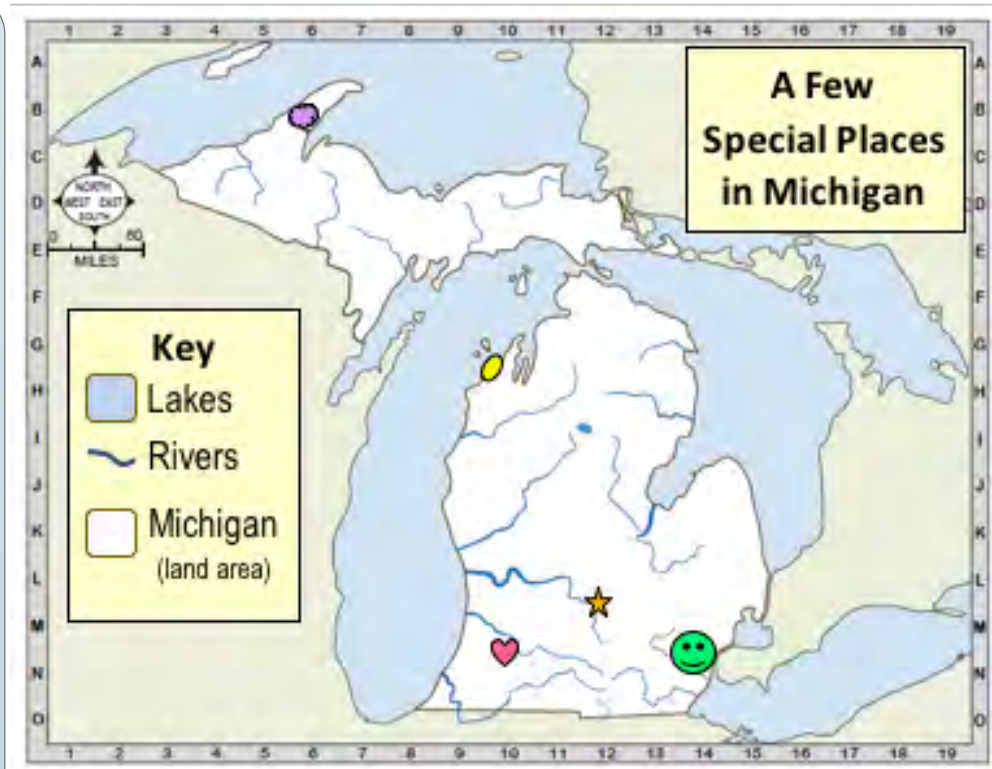


For more than 30 years, I have worked as a geographer. When I study geography, I like to use many kinds of maps. Maps are like magic carpets that lift us high above buildings and trees, so we can see much more.

Imagine flying over Michigan in an airplane. We can see so much farther from an airplane, but things below look tiny.

Geographers want to show locations correctly, so they often base their maps on photos taken from airplanes.

In the past, I drew maps on paper, but today I draw on computer screens. Each map has small symbols that represent real places that are much larger. On the map on this page, for example, I drew thin lines to show rivers that are actually many miles long. I also picked small symbols to show cities that are actually large places. Each map has a purpose, and my purpose in the map below is to show several places in Michigan that I think are special.



### Key (continued)


- Much snow
- Big sand hills
- Michigan's capital
- My home city
- Michigan's largest city

Do you have favorite places in Michigan?



## What tools do geographers use?

Carpenters use tools! Plumbers use tools! Geographers use tools, too! Instead of building a shed or fixing a pipe, geographers use tools to help them study places. Geographers like to visit new places. The first thing they have to do is find them. They want to know the locations of places. The **location** is where a place is found. When geographers talk about the location of a place, they use often words like “next to, inside, or north of.”



What are some tools a geographer might use to find the location of a place?

Turn to a partner and discuss or if you are alone, type your answer here by double tapping:

## Maps

One tool that a geographer is likely to use is a map. A **map** is a drawing that uses symbols to represent places. One main purpose of a map is to show where places are located. If you make a map of your school, you can show where your classroom is in relation to the school office or gym. A map of your town might show your home, your school, and stores, so you can see what is close to you.

The map below shows names of states. Find where Michigan is located by using two hints: Michigan touches four large lakes. Michigan is near the “top” edge of this map, in the northern part of the map.



Michigan is usually easy to locate on a map because Michigan touches four very large lakes. On the map of the United States above, find the five Great Lakes near the top (in the northern part of the map). **The Great Lakes** are large fresh-water lakes located in the northern United States. The Great Lakes make Michigan special because Michigan touches more Great Lakes than any other state in the United States! You will learn a lot about the Great Lakes in this text!

On this map, the Great Lakes are colored light blue. Michigan is colored white. Starting on the left side of Michigan, point to the names of the five Great Lakes. They are Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario. Michigan borders all of these lakes except Lake Ontario.



**INTERESTING FACT:** According to the Michigan Historical Society, in Michigan you are never more than 6 miles from an inland lake or more than 85 miles from one of the Great Lakes.



On this map, the Great Lakes are colored dark blue.

Michigan is colored light yellow.

Canada is colored purple.

Which of the Great Lakes are between Michigan and Canada?

On this map, which of the Great Lakes does not touch Canada.



Maps have parts that help us better understand what the map is trying to say.

- First, look for the map's title. Often, it is near the top or bottom of the map in dark letters.  
Like a book title, it gives you a hint about what the map is about.
- Second, look for the map's key. Like a door key, the map key opens up the meanings of symbols.
- Third, see if the map has a compass rose.



A compass rose tells you what direction is north on the map.

Often, a compass rose will also show the directions of south, east, and west.

### Interactive 1.2 Practice Using a Map



*Click here to practice using parts of a map.*

### Interactive 1.3 Digging Deeper - Map Scale



*Often maps have a scale on them. Click here to learn more about this.*

## Thematic Maps

**Thematic maps** are maps that focus on one thing, such as cities or forests or snowfall. By focusing on one thing, we can see where there is more of the topic or where it is most likely to be located. For example, on a snowfall map you can see the areas where there is the most snow.

On this and the next page are two maps about Michigan that focus on where people live inside Michigan.

### Michigan's Largest Urban Areas





The first map uses “smiley face” symbols to show where the five largest urban areas are located. An **urban area** is a large city plus the smaller towns that are next to it.

The largest symbol shows the Detroit urban area. Smaller symbols show four other large urban areas. Here are the numbers of people who lived in the five largest urban areas in Michigan in 2012:

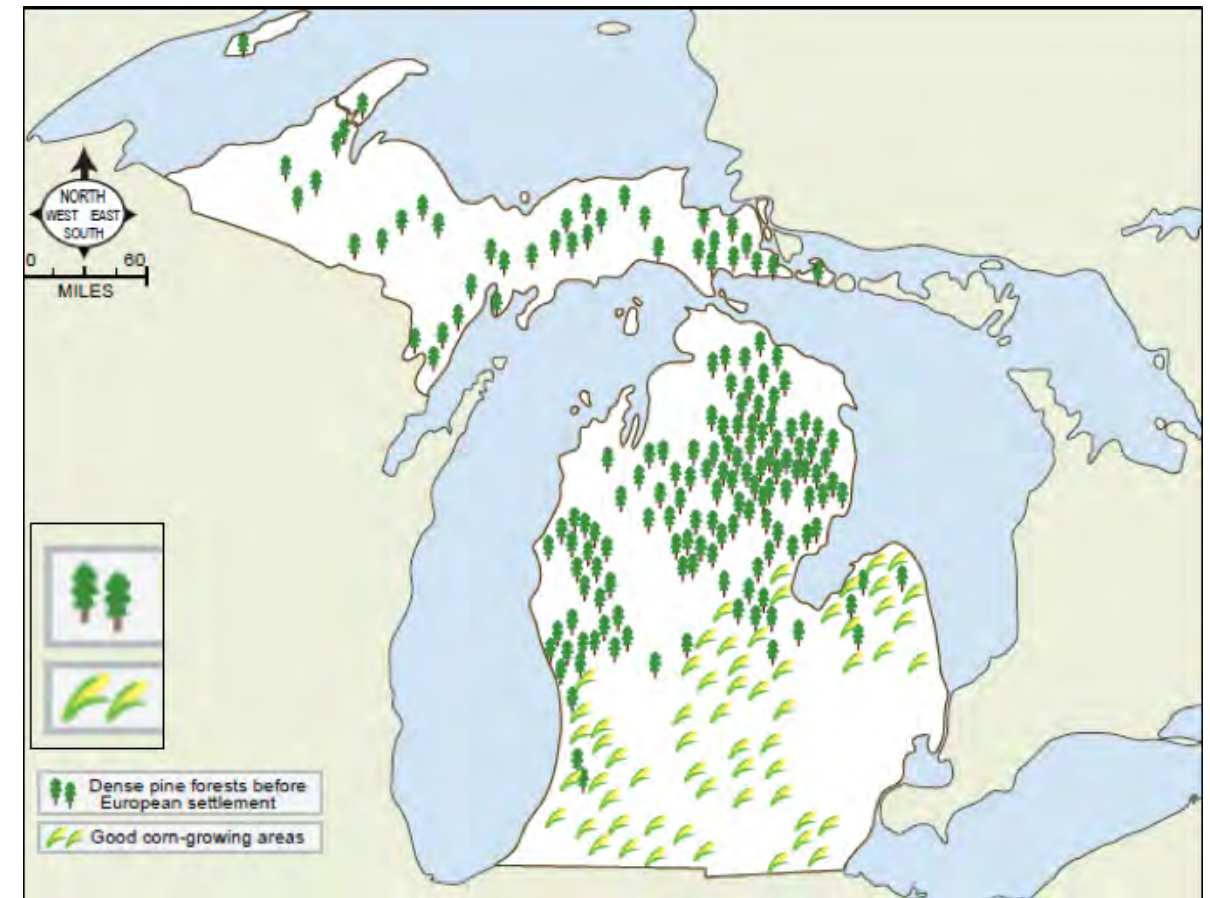
Detroit:	5,318,000
Grand Rapids:	1,379,000
Lansing:	534,000
Kalamazoo:	524,030
Saginaw:	391,000

What do you learn about where people live from this map?

Are the largest urban areas in the Upper Peninsula?

Are the largest urban areas in the Lower Peninsula?

Thematic maps can focus on other topics, for example, where things grow inside Michigan.



On the map above, find the symbols in the map key.

The dark green tree symbols represent pine forests that were important in the early history of Michigan.

The yellow and green corn symbols represent places where corn is most likely to grow today in Michigan.

Where were Michigan's pine forests located in the past?  
Which parts of Michigan had few pine trees?

Where is most of the corn grown in Michigan? Does the Upper Peninsula have much corn?



Distribution of Black Bear in Michigan



Image source: <http://www.covebear.com/michiganbearmap400.jpg>

Above you can see a fun map about bears in Michigan. Be sure to look at the map key. In this map about bears, the darkest color means there are more bears. Where are there many bears? Where are there few bears in Michigan?

## Satellite Images

Geographers have used maps for a long, long time. Over time they have added some new tools to their toolboxes! The United States government provides **satellite images**. These images are recorded by satellites that circle the Earth every day. They are hundreds of miles above the earth.

### Interactive 1.4 North American Snowfall



*NASA (the government agency that studies space) has made a movie that shows what its satellites see as seasons change from winter to summer. You see change through the months of several years. As you watch the movie, be sure to look for the Great Lakes!*



How did the satellite images in the movie show the Earth differently from a map? Turn to a partner and discuss, or if you are alone type your answer here:

Look at a NASA satellite image that shows Michigan in September, 2003 (near the end of summer).



Think about these questions:

SEE - What exactly do you see with your eyes?




THINK - What do you think this image shows?

WONDER - What questions are you asking yourself when you look at this image?

Type your ideas here or create a chart on a separate sheet of paper like the one below.

Now look at this NASA satellite image of Michigan



<u>I See</u> 	<u>I Think</u> 	<u>I Wonder</u> 
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You probably guessed that the second image shows Michigan in winter. These two images show how satellite images can help a geographer study a place during different times of the year.

## Globes

Another tool used by geographers to learn about the location of a place is a globe. Does your classroom have a globe?

A globe is a model of the Earth shaped like a sphere. This means it is shaped like a basketball.



Because the Earth is round and not flat, a sphere is a much better model of the Earth than a map. In fact, it is impossible to make an accurate flat map of our round Earth! You can get an idea of

how hard it is to change from a sphere to a flat map if you try to peel a grapefruit. If you try to flatten the grapefruit skin, there will be several rips. So why do people use maps more often than globes? Globes are expensive and hard to carry around, so flat maps are used most often.



Why is a globe shaped like a sphere? Turn to a partner and discuss, or if you are alone type your answer here:

## Interactive 1.5 The Earth in 3D



*View a globe in this short video.  
Make sure to watch for Michigan!*

## Putting it all together

Geographers use tools like maps, globes and satellite images to study places. They also ask questions such as “Where are these places?” and “What is it like there?” You will use these geographer’s tools and questions to study Michigan. You’ll also be trying to answer the big question: What makes Michigan special?



**Writing Assignment: Make a list of questions you would like to ask a geographer**



# Where is Michigan Located?

## QUESTIONS TO GUIDE INQUIRY

1. What can we use to learn about the geography of Michigan?
2. What natural and human characteristics are significant in Michigan?

### Terms, People, and Places:

**state** - one of the 50 parts of our country

**government** - a group of elected citizens who make and carry out the laws for a community, state or country.

**border** - the place where one area ends and another begins

**region** - an area of land that has common characteristics.

**continent** – one of seven very large land masses on Earth

## Why is location important?

In the last section you learned that geographers study places by asking questions about them. You also learned that one of the first questions they ask is: Where is it?



Why do you think geographers often begin to study a place by finding out its location, or where it is? Turn to a partner and discuss or, if you are alone, type your answer here.

If we know locations, we also know how close or far away important places are. You live in Michigan. Remember that you learned earlier that Michigan is next to the Great Lakes. Imagine that your grandmother lives in Florida and your aunt lives in Indiana.



Source: [https://commons.wikimedia.org/wiki/Atlas\\_of\\_the\\_United\\_States#/media/File:US\\_map\\_-\\_states.png](https://commons.wikimedia.org/wiki/Atlas_of_the_United_States#/media/File:US_map_-_states.png)

Attribution: By US Department of Interior

On the map above, the mapmaker wrote “Me” in Michigan. “Aunt” in Indiana, and “Grandmother” in Florida.

Who lives closer to Michigan? Who has to travel more miles to visit you in Michigan?

Knowing where a place is located can be a starting point for answering other important questions:

- How close are places to where I live?
- How is a place connected to other places?

## What is a state?

As a young student you learned that you live in the **state** of Michigan. You may not have learned much about what a state is! A state is one of the 50 parts of our country. Each state has its own **government** that makes laws for the state. However, each state is also part of the United States of America. In this section you will use several maps of the United States to show where the state of Michigan is located.

## Where is Michigan?

One way to describe the location of Michigan is by saying “Michigan is inside the United States.” In the map on the next page, the United States is colored white, and it has many pieces (states). There are pink dots in the state of Michigan to make it stand out. (Michigan is inside the United States. It is not inside Canada and not inside Mexico.)

However, our country is very big. How could you help someone have a clearer picture of where Michigan is located? Look at the



map below. How could you use a compass rose to describe where Michigan is in the United States? (Remember, Michigan is filled with pink dots on this map.)



Source: [https://commons.wikimedia.org/wiki/Atlas\\_of\\_the\\_United\\_States#/media/File:US\\_map\\_-\\_states\\_and\\_capitals.png](https://commons.wikimedia.org/wiki/Atlas_of_the_United_States#/media/File:US_map_-_states_and_capitals.png)

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There is another way to describe Michigan's location. You could list states that share borders with Michigan. A **border** is the place where one area ends and another begins. NOTE: Canada (colored orange) is a different country. The dark line with dots and dashes shows the border between Canada and the United States.



Source: [https://commons.wikimedia.org/wiki/Atlas\\_of\\_the\\_United\\_States#/media/File:US\\_map\\_-\\_states.png](https://commons.wikimedia.org/wiki/Atlas_of_the_United_States#/media/File:US_map_-_states.png)

- 1) Which states are next to Michigan?
- 2) Which states touch Michigan's land borders?
- 3) Which states share a Great Lake with Michigan?
  - Which states share Lake Superior with Michigan?
  - Which states share Lake Michigan with Michigan?

You now have several answers to the question: Where is Michigan?

- Michigan is next to four Great Lakes.
- Michigan is a part of the United States. It is inside the United States.
- Michigan is in the northern part of the United States.
- Michigan borders the land of three states: Wisconsin, Indiana and Ohio.
- Michigan also borders Illinois and Minnesota across borders that run through Great Lakes.

But, you are not done yet! There are still more ways to describe the location of our state.

### Interactive 1.6 Find Michigan



*Use this interactive to practice finding Michigan on a map of the United States*

### Using More Maps to Describe the Location of Michigan

Because the U.S. is such a big country, geographers put several states together in a group, or region. Geographers have a reason for grouping several states together into a region. A **region** is an area of land that has common characteristics.

Look at the map below. It shows a region of the United States (U.S.) that includes Michigan. How are the states in this region similar? What do they have in common?



Source: <https://commons.wikimedia.org/wiki/>

File:Map of USA highlighting Great Lakes region.png

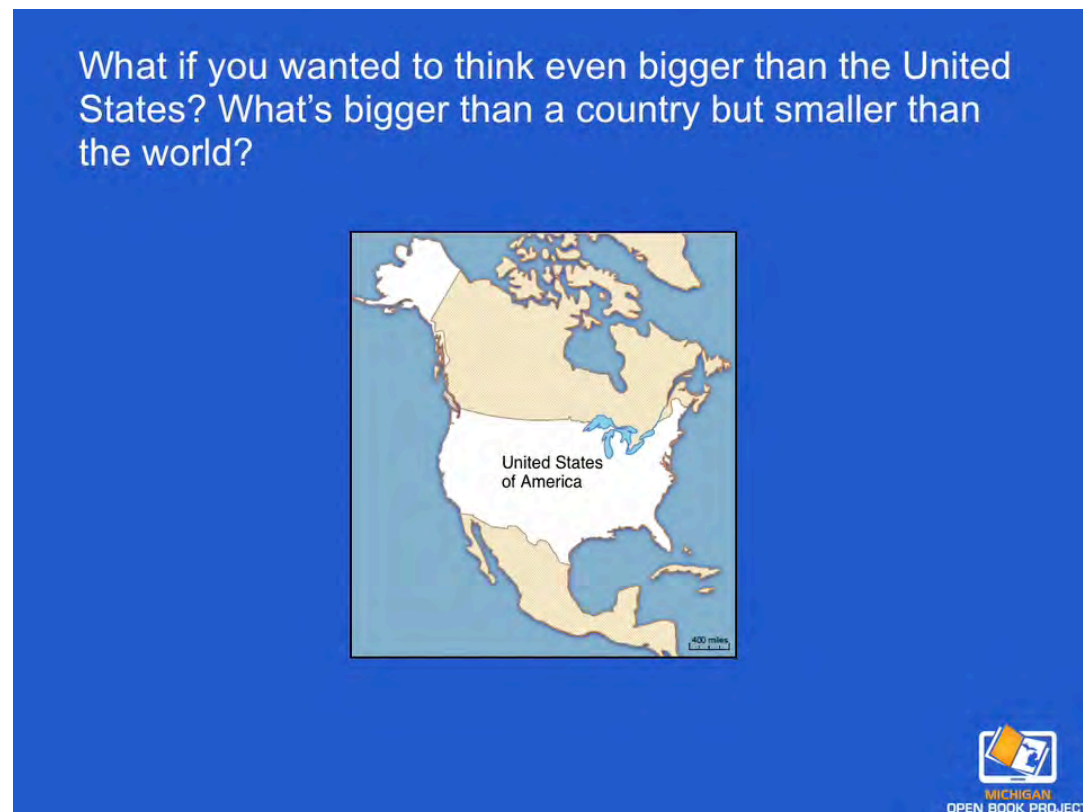
Attribution: By en:User:Grendelkhan - Made from en:Image:Map of USA.png., CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=2319479>



You probably figured out that all of the states in this region border the Great Lakes. That is why this region of our country is called “The Great Lakes Region.” You could use this as another way to describe the location of Michigan. You could say that Michigan is in the Great Lakes region of the United States.

What if you wanted to think even bigger than the United States? What’s bigger than a country but smaller than the world? That sounds like a geography riddle! These maps can help you solve the riddle!

### Movie 1.1 Geography Riddle



When you think you have the answer click on the embedded movie above to see if you're correct!

As you saw on the map in the interactive, Michigan is part of the **continent** of North America. A continent is one of seven very large land masses on Earth. The map below shows all the continents. North America is circled on the map. Find the Great Lakes inside North America.

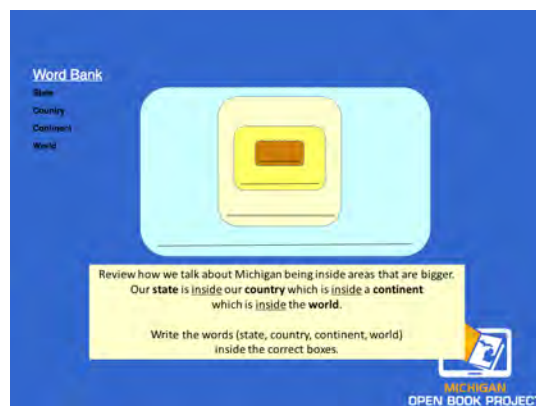


So far in Chapter 1, you have used several different words to name places: state names (Michigan), country names (United States), and continent name (North America). Click [here](#) for an activity showing how these terms fit together:

## PUTTING IT ALL TOGETHER

You have learned many different ways to answer the question: Where is Michigan? Now it's time to move on to another important question: What is Michigan like?

### Interactive 1.7 Where is Michigan?



Where is Michigan located? What are three different ways you could answer this question? Turn to a partner and discuss or if you are alone, type your answer here.



## Section 3

# What are the Important Natural Characteristics of Michigan?

### QUESTIONS TO GUIDE INQUIRY

1. What can we use to learn about the geography of Michigan?
2. What natural and human characteristics are significant in Michigan?

#### Terms, People, and Places:

**natural characteristics** – parts of a place that were not made by people

**human characteristics** – parts of a place that were made by people

**landform** - different kinds of land on the Earth

**island** – a piece of land that is surrounded by water on all sides

**elevation** – how high a place is

**mountain range** – a group of connected mountains

**sand dunes** - ridges or hills of loose sand piled up by the wind

**bay** – a body of water that is partly blocked off by land

### INVESTIGATING WHAT A PLACE IS LIKE

Now that you can describe where Michigan is located, the next question on your geography journey is, “what is it like there?” In order to answer that question about a place, geographers investigate its natural and human characteristics. **Natural characteristics** are the parts of a place that were not made by people. Examples would be a river, a forest and a lake. **Human characteristics** are the parts of a place that were made by people. Examples would be a road, a building and a sidewalk. In this section you will learn about important natural characteristics of Michigan.



Think about your own community. What are its important natural characteristics? Turn to a partner and discuss or if you are alone, type your answer here.

## LANDFORMS

Land is an important natural characteristic. There are many different **landforms**, or kinds of land, on Earth. In second grade you probably learned about hills, mountains, plains and valleys. What are the important landforms of Michigan? Keep reading to find out!

### Peninsulas

As you learned in the first two sections, Michigan is made up of two big peninsulas. That makes our state unique, or very special! The peninsula in the north is called the Upper Peninsula. The one to the south is called the Lower Peninsula. But, look at this Michigan map. Are there just two peninsulas in Michigan?



### Interactive 1.8 Peninsulas



*If you looked closely at the map you probably figured out that Michigan has a lot of peninsulas! Click here to see some of their names.*

## Islands

Can you believe that Michigan has 500 islands that belong to it? An **island** is a piece of land that is completely surrounded by water. Michigan's largest island is called Isle Royale. Find it in the most northern part of the map on this page. It is located in Lake Superior which is the largest fresh water lake in the world. It is a beautiful wilderness with a long history. People have used the natural characteristics of Isle Royale. Over 4000 years ago people mined copper on the island. Later they had fishing camps there.

There are no roads and no cars on the island. No one lives there year around. Between April and October people visit the island. They come to hike its many trails and enjoy its natural beauty. Isle Royale and the 450 little islands that surround it make up Isle Royale National Park, Michigan's only National Park. This chain of islands is over 45 miles long.

### Interactive 1.9 Isle Royale Webcams



*Do you want to see what's happening on Isle Royale right now??? Click here to view one of their webcams set up on the island*





Here's another geography riddle: Can you have an island on an island? What would an island have to have in order to have an island on it? Turn to a partner and discuss or if you are alone, type your answer here.



**INTERESTING FACT:** How did the Porcupine Mountains get that name??? Did a whole bunch of porcupines live there? Not really! The area gets its name from its tree-covered mountaintops. Their shape looks like a quill-covered porcupine!

### Interactive 1.10 Islands on Lakes on Islands



### Mountains

People don't often think of Michigan as having mountains, but it does have places with high **elevations**! The highest point in Michigan Mount Arvon. It stands about 2,000 feet high. If your school has one story (floor) to it, that would be about as high as stacking 200 of your schools on top of each other! This mountain is part of a **mountain range** called the Huron Mountains. A mountain range is a group of connected mountains. The Porcupine Mountains are another mountain range in Michigan.

### Interactive 1.11 Porcupine Mountains



*See how the Porcupine Mountain region changes through the seasons by visiting this photo gallery.*

## Sand Dunes

**Sand dunes** are a very special landform of Michigan. They are hills or ridges of loose sand piled up from the wind. Most are found along the coastlines of Lake Michigan. The Sleeping Bear Dunes are the largest dunes in Michigan covering 50,000 acres along Lake Michigan.



Sleeping Bear Dunes National Lakeshore - [www.ToddandBradReed.com](http://www.ToddandBradReed.com)



Silver Lake Sand Dunes – “Sculpted Dunes”  
[www.ToddandBradReed.com](http://www.ToddandBradReed.com)



Look at this map. It shows the location of the Sleeping Bear dunes. What Great Lake are these dunes next to?

## Interactive 1.12 Sleeping Bear Dunes Tour



*Take a Virtual Tour of Sleeping Bear Dunes National Lakeshore by clicking here:*



## BODIES OF WATER

Water is another important natural characteristic. It has been a very important factor in Michigan's history and growth. In fact, one of Michigan's nicknames is "Water Wonderland!"

### The Great Lakes

Two of Michigan's nicknames are "The Great Lakes State" and "Water Wonderland." Both of these names show the importance

of water to the state. The Great Lakes are a series of connected freshwater lakes that surround Michigan. The names of the Great Lakes are: Lake Huron, Lake Ontario (the only lake that does not border Michigan), Lake Michigan, Lake Erie, and Lake Superior, the largest of the Great Lakes. A way to remember the names of the lakes is to use the word H.O.M.E.S. Now, see if you can label the Great Lakes correctly!

### Interactive 1.13 Label the Great Lakes



*Click on this interactive to see if you can label the Great Lakes correctly!*



INTERESTING FACT: In 1954 the phrase “Water Wonderland” was added to Michigan license plates. In 1965 this phrase was replaced by “Water-Winter Wonderland.” In 1968 this was changed to “Great Lake State”

## Inland Lakes

Inside Michigan there are more than 11,000 lakes. They are all smaller than the Great Lakes. The largest inland lake is Houghton Lake. It is located in the northern part of the Lower Peninsula.



What would be some benefits of living close to a lake? What might be some challenges?



Source: [https://upload.wikimedia.org/wikipedia/en/0/06/Houghton\\_Lake\\_1.jpg](https://upload.wikimedia.org/wikipedia/en/0/06/Houghton_Lake_1.jpg)



## Rivers

Rivers are flowing bodies of water that carry the water into a large lake, sea, or ocean. Michigan's largest rivers all empty into one of the Great Lakes. Michigan has more than 49,000 miles of rivers. The longest river is the Grand River. This river is about 260 miles long. People have built large cities (Lansing and Grand Rapids) along the Grand River. The Escanaba River is the longest river in the Upper Peninsula. Is there a river close to your community?

Use these two maps to learn more about rivers in Michigan.



Find the thicker part of the river labeled with a 1 on the first map. The thickest part of the river is where the river ends when it flows into a larger body of water. What do the rivers shown on this map flow into?

On the map that shows elevation, find the river labeled with a 1. The thinnest part of the river is where it begins. Notice that all of the rivers begin in higher elevation (darker brown or orange colors). They end in lower elevation (yellow color). Rivers flow from higher ground to lower ground.



Upper Carp River - Porcupine Mountains

Source: [www.ToddandBradReed.com](http://www.ToddandBradReed.com)

## Waterfalls

Waterfalls are formed when water in a river drops downward steeply. Most of Michigan's waterfalls are found in the Upper Peninsula.

The largest waterfall in Michigan is the Upper Tahquamenon Falls. It is nearly 50 feet high and more than 200 feet across. It is located in a State Park that also includes the Lower Tahquamenon Falls.

The falling water shown in the photo is much more powerful than a bathroom shower!



Tahquamenon Falls in Winter (photo: Carol Egbo)

### Interactive 1.14 Tahquamenon Falls



*Visit Tahquamenon Falls in this video!*



## Bays

**Bays** are bodies of water that are partly enclosed by land. Many early towns in Michigan were located on bays. Why do you think that people would want to settle near a bay? Why do you think a bay would be a good place to park a boat during windy or stormy weather?

One important bay is Saginaw Bay which is located near the “Thumb” region of Michigan. Another important bay, Grand Traverse Bay, is located in the northwest part of the Lower Peninsula. The map shows these two large bays. Can you find other small bays in the Upper Peninsula?



## PUTTING IT ALL TOGETHER

You have learned about many landforms and bodies of water important in Michigan. They make Michigan special!



Writing Assignment: Choose one of the natural characteristics you have learned about in this section... maybe a waterfall, or a sand dune or Lake Superior. Write a short paragraph describing it.

## Section 4

# What are the Important Natural Characteristics of Michigan - Vegetation and Climate

### QUESTIONS TO GUIDE INQUIRY

1. What can we use to learn about the geography of Michigan?
2. What natural and human characteristics are significant in Michigan?

#### Terms, People, and Places:

**natural characteristics** – parts of a place that were not made by people

**vegetation** – another word for plants

**orchard** – a piece of land planted with fruit trees

**ancestors** – family members from long, long ago

**Indigenous people** - the first people in a place

**environment** – natural parts of the land and also human-made things that are in a place

**climate** – weather over a long period of time

**lake effect** – ways in which the Great Lakes effect the climate of Michigan

You have learned a lot about important Michigan landforms and bodies of water. There are still more natural characteristics to explore! In this section you will learn about two of them.

### VEGETATION

When they are studying a place geographers often investigate the **vegetation** of the place. This is just another word for plants!



What plants are important in Michigan? Work with a partner to make a list or if you are alone type your list here.



## Forests

Forests have always been important to Michigan. Long ago nearly all of the land was covered in forests. Over time people cleared the land to build homes and grow crops. As more and more people came to settle in Michigan, they cut down more trees and even sold the wood to far-away places. Today, only about half of Michigan's land is covered in forests. Although our forests have changed over time, they are still very special to Michigan. You will learn more about forests later in this book.



Photo courtesy of Chris McCauley.

## Fruit Trees

**Orchards**, or pieces of land planted with fruit trees, have been important in Michigan for many, many years. Early pioneer farmers often planted an orchard on their farms. Why do you think they did this?

Over time sections of Michigan have become famous for their fruit orchards. The area near the town of Romeo in Macomb

County is famous for its peaches. This is also true of Berrien County in southwestern Michigan. The areas around Traverse City and the Leelanau Peninsula are famous for their cherry orchards.



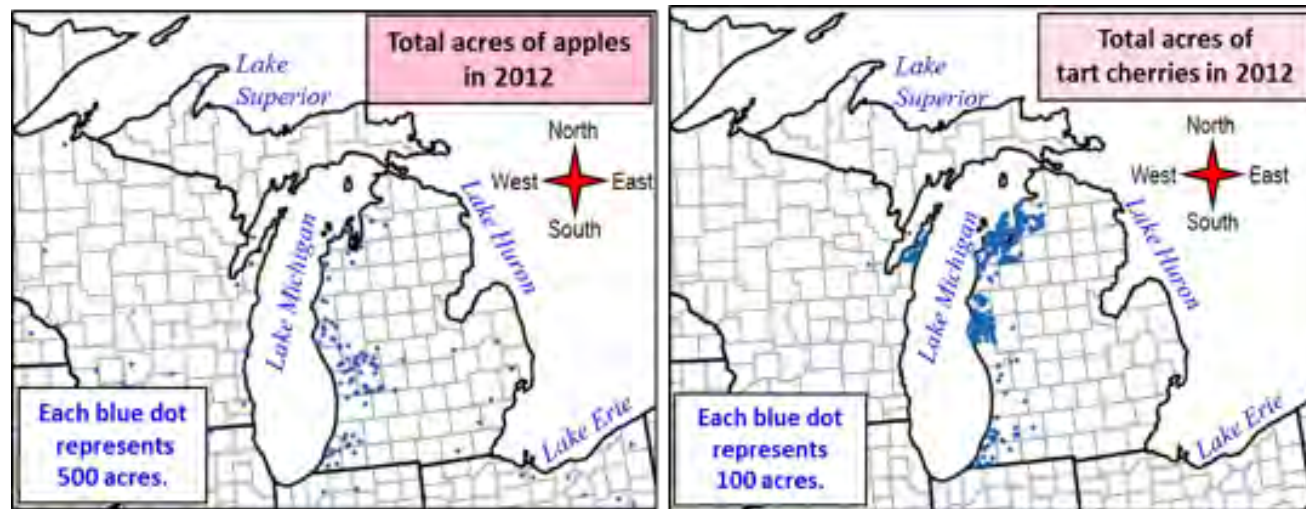
Grand Traverse Bay, Old Mission Peninsula - Traverse City

[www.ToddandBradReed.com](http://www.ToddandBradReed.com)



The maps below show where two kinds of orchards are located in Michigan.

The blue dots on the maps represent land covered by apple orchards and by tart cherry orchards. On which side of Michigan do you find most of the blue dots? Which Great Lake are most of the orchards close to?



Source: U.S. Department of Agriculture, [http://www.agcensus.usda.gov/Publications/2012/Online\\_Resources/Ag\\_Atlas\\_Maps/Crops\\_and\\_Plants/](http://www.agcensus.usda.gov/Publications/2012/Online_Resources/Ag_Atlas_Maps/Crops_and_Plants/)

The Department of Agriculture made these maps. It asks farmers how much land they have planted in apple or cherry orchards. (An “acre” of land is about the size of a football field.)

## Other Vegetation

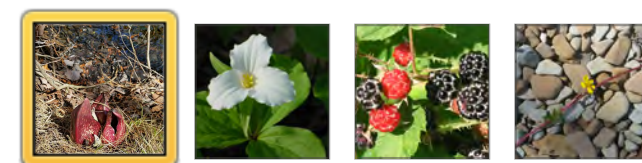
Michigan has many, many kinds of plants. Some only grow near Michigan’s beaches. Some grow in wetlands. Some grow in the deep forests. Some like wild blackberries and raspberries are a wonderful treat!

### Gallery 1.1 More Vegetation in Michigan



*Pitcher Plants grow near wetlands*

(Photo: Carol Egbo)





## Using Plants to Tell Time

Plants are very important to **Indigenous people** of Michigan. Indigenous people means the first people in a place. They have special ties and rights to the place. In the United States sometimes these people are called American Indians or Native Americans. They did not use calendars or clocks to tell time like many people do now. Instead, they relied on their natural **environment**. They knew their environment really well because they learned about it from their **ancestors**. Ancestors are family members from long, long ago. Knowing about plants and animals helped Indigenous people tell time. They knew how the animals acted during different parts of the day and year. They also knew about how plants grew during different times of the year.

Indigenous people paid special attention to the moon, and used it as their calendar to know what month it was. Each month, or moon, had a special name. Depending on where you lived, the month might have a different name. For example, June is called “odemine geezis” or Strawberry moon. It’s called strawberry moon because that is when the strawberries are ripe to harvest. This term is from the Anishinaabemowin language. It is spoken by communities of the Anishinaabe Nation, one of the first groups in the Great Lakes region. Different communities in different areas had different names for moons, depending on the resources in their area. In Minnesota, August is called “wild rice moon”. May is called “flower moon”. Plants help tell time.



Source: [https://commons.wikimedia.org/wiki/File:Fragaria\\_vesca\\_2.jpg](https://commons.wikimedia.org/wiki/File:Fragaria_vesca_2.jpg)

## Climate

Another important natural characteristic of Michigan that geographers study is climate. People often mix up climate and weather. They are connected but different. **Climate** is weather over a long period of time.

## Four Seasons

Michigan's climate has four seasons: summer, fall, winter, and spring. Look at the pictures and study the similarities and differences between seasons. What do people have to do to adapt to each season? Do they change the clothes they wear?



Long Lost Trail. Ludington State Park.

[www.ToddandBradReed.com](http://www.ToddandBradReed.com)

## Lake Effect

The Great Lakes have an impact on the climate of Michigan. For example, places next to the Great Lakes receive the largest amounts of snowfall in winter. On the map below, find the “**lake effect**” snow (places that get the most snow). The map shows the greatest snowfall places by putting snowflake symbols closest together. The whitest places get more than 10 feet of snow in winter. The places where the snowflake symbols are not as close together get more than 6 feet of snow in winter. On the map, find places where winds blow from a Great Lake and cause heavy snow over the nearby land. In science you will probably learn



### Results of Lake-Effect Snow

## Ludington Lighthouse

[www.ToddandBradReed.com](http://www.ToddandBradReed.com)

## Interactive 1.15 Lake Effect Snow



*[Click here to see an explanation of lake effect snow.](#)*





more about what causes the “lake effect.”

Our State Symbols

In Section 1 you learned that a map key has symbols. These represent places on a map. A squiggly line might represent a river. States have symbols also! These are things that represent a state. They are often natural characteristics of a state. For example, Michigan’s state flower is the apple blossom. Michigan’s state tree is the white pine. These symbols represent very important kinds of vegetation in Michigan.

Click [here to read](#) more about Michigan’s state symbols.

Click [here to learn](#) about the symbols of other states.

PUTTING IT ALL TOGETHER

You have learned about many important natural characteristics of Michigan. You have learned about landforms, bodies of water, vegetation and climate. They make Michigan special! As you read on you will learn how people have used these natural

Interactive 1.16 State Symbols



Click [here](#) to try a matching game of Michigan symbols.

characteristics. You will also learn how people have been affected by them.

**ACTIVITY:** Use the Google Doc link or make a chart like the one below on a separate piece of paper. Choose three natural characteristics of Michigan that you have learned about. Explain why each makes Michigan special.

Natural Characteristic	Why does it make Michigan special?

Interactive 1.17 Google Docs - Michigan Characteristics



# Why are the Great Lakes Great?

## QUESTIONS TO GUIDE INQUIRY

1. What can we use to learn about the geography of Michigan?
2. What natural and human characteristics are significant in Michigan?

### Terms, People, and Places:

**recreation** – activities done for fun when you are not working

**movement** - a theme of geography that explains how and why people, goods and ideas move

**transportation** - ways of moving things and people from one place to another

**freighter** - a large boat used for carrying cargo

**port** - a city next to a body of water where ships load and unload

**pollution** – harmful things put into the environment

You have already learned some important things about the Great Lakes. Did you stop to wonder why they are called “Great?” One reason is that they make up the largest freshwater supply in the world. In fact, one fifth of the world’s fresh water comes from the Great Lakes. That is around six quadrillion gallons of water! That number looks like this: 6,000,000,000,000,000 !!!! Lake Superior itself has 3 quadrillion gallons of water. That is enough to flood all of North and South America to a depth of one foot!

It is not just the amount of water that makes the Great Lakes great. In this section you will learn many more reasons. But first take a look at some Great Lakes Facts.

### Interactive 1.18 How Big is a Quadrillion?



*A Quadrillion is a very large number! Lets explore what it really means to have a Quadrillion gallons of water!*

### Interactive 1.19 Great Lakes Facts



*Learn a little more about the Great Lakes in this widget!*



## The Great Lakes and Indigenous People

The Great Lakes have always been very, very important to the Indigenous people of Michigan. You have learned that Indigenous people means the first people in a place. Indigenous people used the Great Lakes to move from place to place in the region. They built communities along their shores. They fished their waters. Many Indigenous people still live in these areas and fish these same waters today.

A video featuring the Little Traverse Bay Band of Odawa Indians Eric Hemenway was not available at the first release. This will be updated to include this video here in the fall.

## Recreation and the Great Lakes

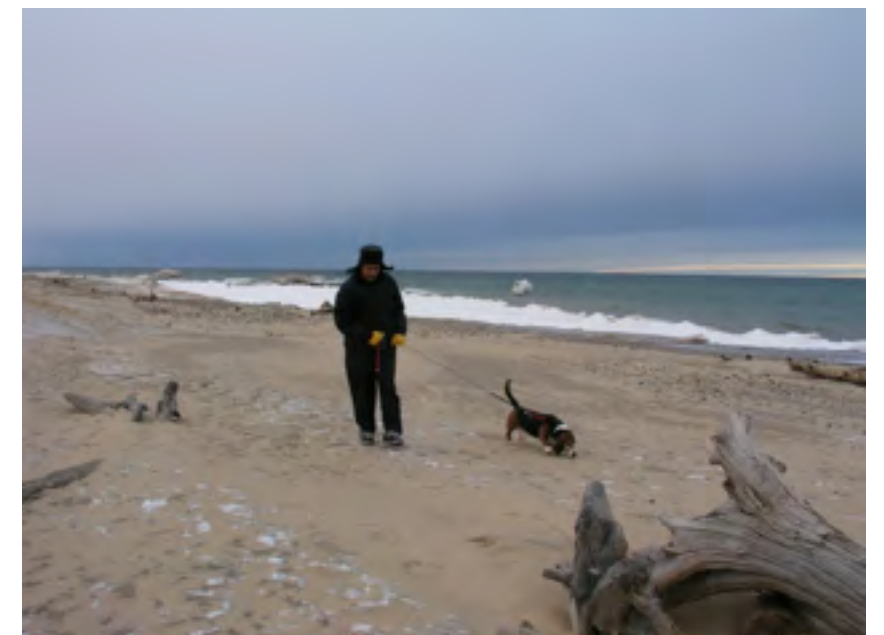
Many people use the Great Lakes for recreation. **Recreation** means activities done for fun when you are not working. People enjoy spending time at Great Lakes beaches. Some people go fishing in the Great Lakes. Some people go boating. Others go diving. Most people would agree that one reason the Great Lakes

are great is because they are fun! If you had the choice, what type of Great Lakes recreation would you choose?



There are lots of ways to have fun in the Great Lakes.

(Photo: Carol Egbo)



You can enjoy Great Lakes beaches even in winter!

(Photo: Carol Egbo)

## Transportation and the Great Lakes

The Great Lakes have always been important to Michigan for transportation. **Transportation** means ways of moving things and people from one place to another. This has been true from the canoes of Indigenous people to the huge **freighters** that carry goods now.



The Great Republic, near Port Huron, Michigan. Notice the sky! The Great Lakes can whip up a storm very quickly!

(Photo: Carol Egbo)

Great Lakes freighters pick up and drop off goods at Michigan ports. A **port** is a city next to a body of water where ships load and unload. Many of these ports are some of the oldest cities in Michigan.



**INTERESTING FACT:** One large Great Lakes freighter can carry as much as 3000 large trucks!



Source: <https://upload.wikimedia.org/wikipedia/commons/d/dd/AMAnderson.jpg>

### Interactive 1.20 Great Lakes Ports



*Learn more about the ports on the Great Lakes on this website.*

### Interactive 1.21 The St. Lawrence River



*Learn how the Great Lakes connect Michigan to the rest of the world!*



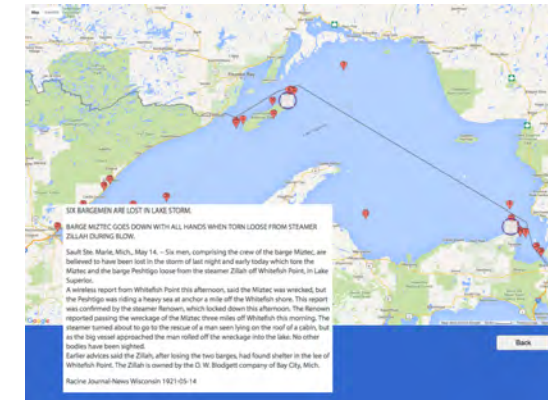


**INTERESTING FACT:** It takes a Great Lakes freighter about 7 to 8 days to travel from Duluth Minnesota to the Atlantic Ocean

## Shipwrecks and the Great Lakes

The five Great Lakes are a valuable resource. But sailing them can be dangerous. Because of this there have been many shipwrecks on the Great Lakes.

## Interactive 1.22 Great Lakes Shipwrecks Mapped



*See many of the great lakes shipwrecks on these maps, and learn about eight more of them!*

## Interactive 1.23 The Wreck of the Edmund Fitzgerald



*Learn more in this music video!*

## Pollution and the Great Lakes

Pollution in the Great Lakes has been a problem at times.

**Pollution** happens when harmful things are put into the environment.

Lake Erie has had the biggest problems with pollution. It is the shallowest of all the Great Lakes, and its shores are lined with factories and farms.



Two men on a small boat on Lake Erie in 1976. Both the boat and the men are covered in oil polluting Lake Erie

Image courtesy of Cleveland State University Library Division of Special Collections.

Source: <http://neorsd.blogspot.com/2014/06/history-45-years-ago-dying-river-saved.html>

“The Lorax” is a famous book by Dr. Seuss about what happens when people don’t take care of the environment.

When “The Lorax” by Dr. Seuss was published in 1971, there was an original line in the book that talked about Lake Erie. It was a part of the book that was describing how pollution was affecting fish.

*No more can they hum, for their gills are all gummed.  
So, I’m sending them off. Oh, their future is dreary.  
They’ll walk on their fins and get woefully weary  
in search of some water that isn’t so smeary.  
I hear things are just as bad up in Lake Erie.*

*Source: The Lorax, by Dr. Seuss*

For a long time, employees of the Ohio Sea Grant worked really hard with the communities around Lake Erie to help clean up the pollution. Fourteen years after the book was published, they wrote to Dr. Seuss. They told him about how they had worked to make Lake Erie healthy again. Dr. Seuss updated his story, and he took out the line about Lake Erie!



## **PUTTING IT ALL TOGETHER**

The Great Lakes offer many things to many people. They provide recreation and transportation. They provide fish and scenic beauty. They are powerful and their might has taken down many ships. They are truly one of Michigan's treasures. They make Michigan special! That is why it is so important to work to keep them clean free from pollution.



**Writing Assignment: Write a short letter to the Great Lakes telling them why you think they are great.**

# Michigan's Human Characteristics

## QUESTIONS TO GUIDE INQUIRY

1. What can we use to learn about the geography of Michigan?
2. What natural and human characteristics are significant in Michigan?

### Terms, People, and Places:

**Lighthouse** - a tall building with a light on top used to guide ships

**Ferry** - a boat that cars and people can ride on

**Rapids** – a fast-moving part of a river where a river flows steeply down

**Lock** - a place where boats can be raised up or lowered

You have learned that Michigan has many special natural characteristics. The Great Lakes, sand dunes and waterfalls are some of these. Remember, geographers also study the human characteristics of a place. Human characteristics are the parts of a place made by people. Study the picture below. What natural characteristics do you see? What human characteristics do you see?



Pointe Aux Barques Lighthouse

(Photo: Carol Egbo)



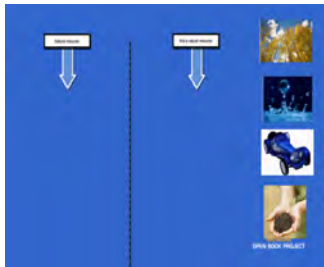
Roads, schools, and cities are all human characteristics. In the picture, the lighthouse, sidewalks and electric poles are all human characteristics. They were made by people. Think back to 2nd grade. What human characteristics are in your town?



Write about or draw a human characteristic that is in your community.

Knowing the difference between natural and human characteristics is an important skill for a geographer. Let's practice.

**Interactive 1.24** Natural Resources



*Can you tell the difference?*

**Lighthouses**

In the last section you learned some of the reasons the Great Lakes are important to Michigan. They are used for travel, for

moving goods and for fun. You know from reading about shipwrecks that the Great Lakes are also very dangerous.

People built lighthouses to make the lakes safer. **Lighthouses** are tall buildings that have a light on the top. The light at the top warns ships to stay away from dangerous rocks that are near the lighthouse. The lights are used to guide ships into water that is deep and safe. The lights are especially helpful at night or during foggy weather.

**Gallery 1.2** Lighthouses



*Round Island Lighthouse in Lake near Mackinac Island  
(Photo: Carol Egbo)*



## Interactive 1.25 Michigan Lighthouses



Michigan has more lighthouses than any other state. Look at the map of Michigan's lighthouses. Where are the lighthouses located? Are the lighthouses in the middle of Michigan? Are they far from the Great Lakes?



Source: [https://www.google.com/maps/d/u/0/viewer?t=p&oe=UTF8&msa=0&ie=UTF8&mid=z8zq\\_hVEs0JA.kmfq3mUIYflo](https://www.google.com/maps/d/u/0/viewer?t=p&oe=UTF8&msa=0&ie=UTF8&mid=z8zq_hVEs0JA.kmfq3mUIYflo)

The lighthouses are all along Michigan's shores. The lighthouses form a mitten pattern around the Lower Peninsula. They are also located around the land of the Upper Peninsula. They help ships to keep from crashing into the land. Lighthouses are a special human characteristic of Michigan. If we didn't have them, sailing ships in our waters would not be as safe.

## Interactive 1.26 St Joseph Lighthouse Cam



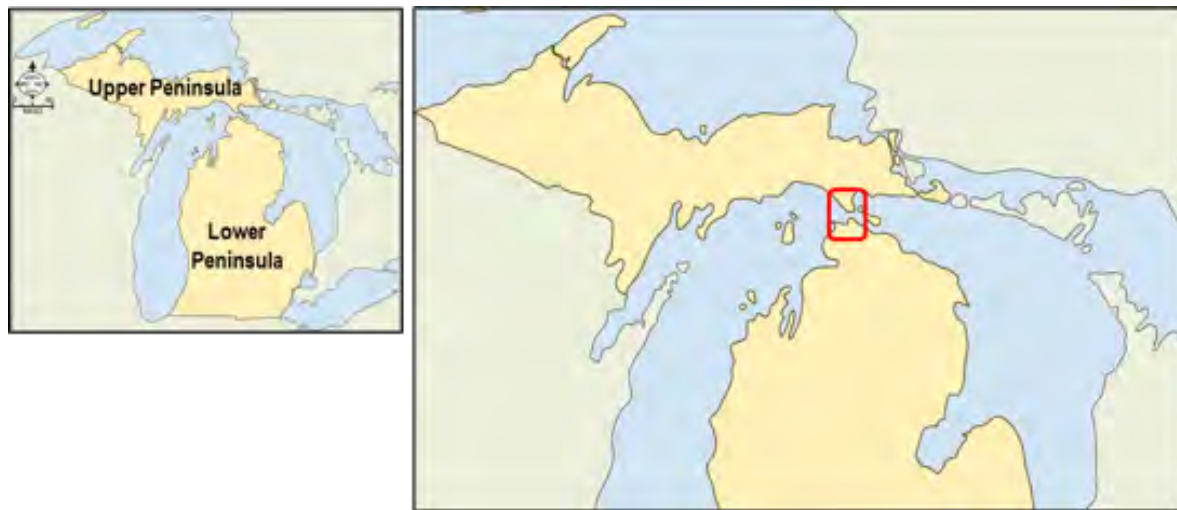
**INTERESTING FACT:** In 1849, Catherine Shook became the first woman to be a lighthouse keeper in the state of Michigan. Her husband Peter had been the lighthouse keeper at Point Aux Barques Lighthouse on the shores of Lake Huron. In March of that year he drowned when his boat sank in Lake Huron. He left Catherine alone at the lighthouse with eight children. She took over as lighthouse keeper.



## The Mackinac Bridge

You have probably discovered by now that natural characteristics and human characteristics are often linked together. The Great Lakes are a natural characteristic. Because they can be dangerous, people built lighthouses along them to make water travel safer. Lighthouses are human characteristics.

You have learned that Michigan is made up of two peninsulas. Peninsulas are natural characteristics. On the maps below, find the place where water separates the Upper Peninsula from the Lower Peninsula. People wanted to connect the two peninsulas together. That is why they built the Mackinac Bridge. A bridge is a human characteristic.



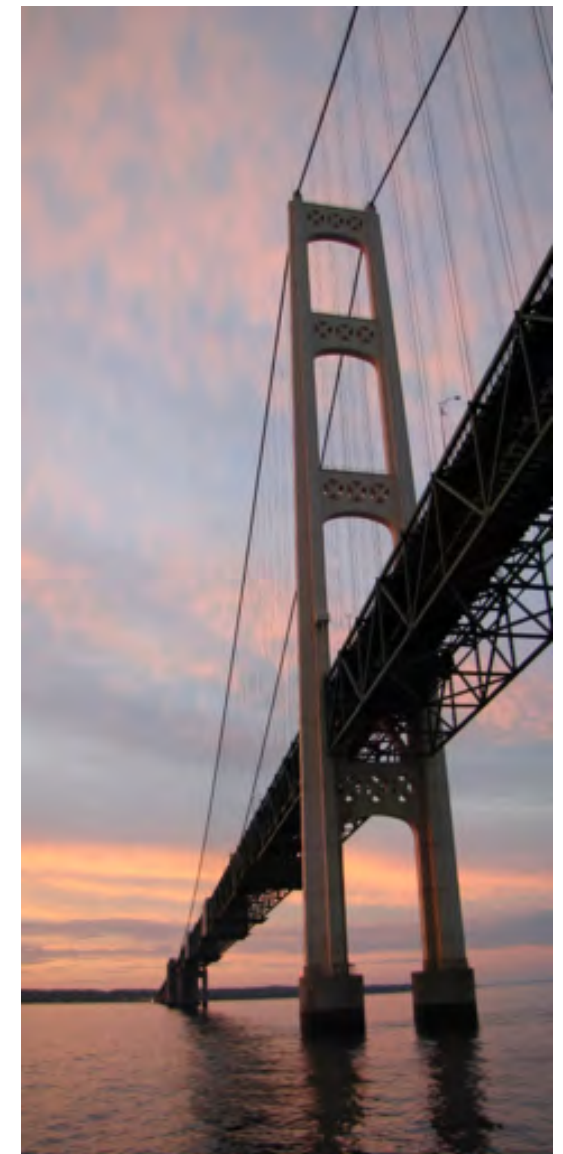
The red box on the map shows where the Mackinac Bridge was built to connect the Upper Peninsula to the Lower Peninsula.



The Mackinac Bridge

(Photo: Carol Egbo)

Before the bridge was built, people had to travel by ferry to get to the Upper Peninsula. A **ferry** is a boat that carries people and cars. Traveling by ferry took extra time and money. It made travel difficult. Sometimes cars could be lined up for hours waiting for their turn. It is said cars could be backed up for 16 miles! The bridge made travel to the Upper Peninsula easier. It helped tourists and goods travel back and forth.

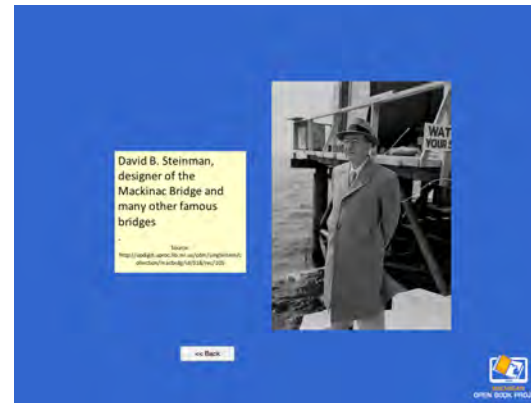


The Mackinac Bridge

(Photo: Carol Egbo)



## Interactive 1.29 Building the Mackinac Bridge



*Click here to learn more about the Mackinac Bridge and how it was built!*

## International Bridges

The Mackinac Bridge is just one of Michigan's many bridges. There are three special bridges in Michigan that allow people to travel from Michigan to Canada. They are the International Bridge, the Blue Water Bridge, and the Ambassador Bridge. You have to pay a fee and have a special license to cross these bridges into Canada. Being able to travel easily between Canada and the United States is important for trade and work.

Source: <http://updigit.uproc.lib.mi.us/cdm/singleitem/collection/macbrdg/id/1576/rec/3>

## Interactive 1.30 International Bridges



*Learn more about International Bridges in this slideshow.*

## Interactive 1.27 Mackinac Bridge Kids Page



*Check out all of the fun stuff for kids to do at this special Mackinac Bridge website*

## Interactive 1.28 Mackinac Bridge WebCam

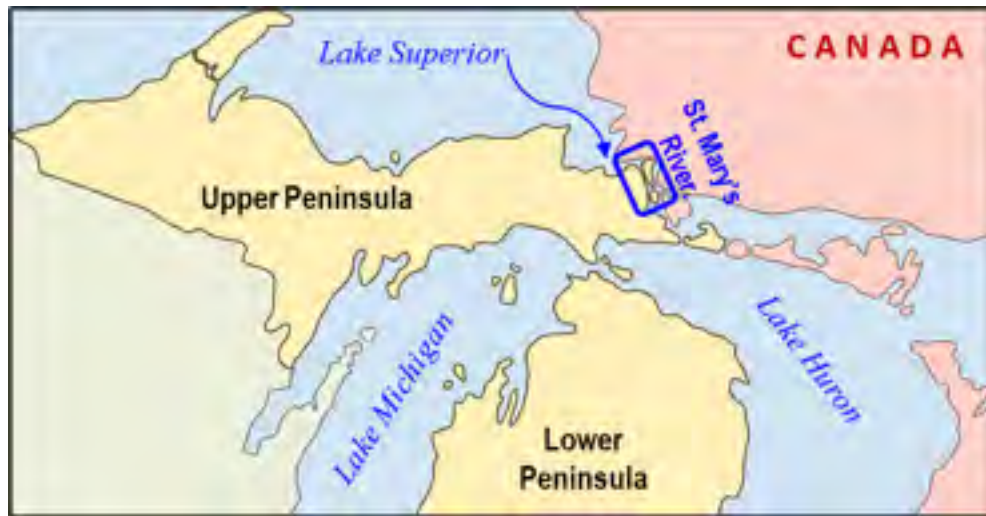


*Get a snapshot of what's happening on the Mackinac bridge right this second!*



## The Soo Locks

On the map, find where Lake Superior flows into a river. The mapmaker has drawn a blue box around the river.



The St. Mary's River connects Lake Superior and the other Great Lakes. Near the upper end of the river the water drops down twenty-one feet in less than one mile! This is near the city of Sault St. Marie. When a river drops like this, rapids are formed. The water flows very fast in rapids.

Indigenous people called the Ojibwe have lived near the rapids for hundreds and hundreds of years. They called the area "Bawating" which means "rapids". Fishing has always been an important resource for the Ojibwe at Bawating. They created villages around the rapids for fishing. Fish fed the people. It took a great amount of skill to stand in a canoe in the rapids, balance yourself and spear a fish!

Many Ojibwe, feel the same way about Bawating as many Americans feel about Washington D.C. It is a very important place where many important events took place. It is a place with special meaning.



St. Mary's River Rapids

Source: [https://upload.wikimedia.org/wikipedia/commons/f/fc/Eddy\\_in\\_St\\_Mary\\_%27s\\_Rapids.jpg](https://upload.wikimedia.org/wikipedia/commons/f/fc/Eddy_in_St_Mary_%27s_Rapids.jpg)



This photograph shows Ojibwe canoes and fishermen in the lower end of the rapids.. This photograph was taken over 100 years ago.

Source: <http://updigit.uproc.lib.mi.us/cdm/singleitem/collection/locks/id/650/rec/13>

The **rapids** created problems for large boats. They could not travel through the rapids. Goods had to be taken off the boat and sent over land. Then, they were placed on a boat again at the end of the rapids. This took extra time. The Soo Locks were built so goods could be moved easier. A **lock** is a place where boats can be raised or lowered. It is like an elevator for boats.

## PUTTING IT ALL TOGETHER

Lighthouses, bridges, and locks are all human characteristics. They were made by the people of Michigan to help people and goods move safely and quickly. They made our Great Lakes even greater.



**Writing Assignment: What are Michigan's most special human characteristics? Describe two and tell why they are special.**

### Interactive 1.31 The Soo Locks



*Click here to learn about the Soo Locks from a young deck hand who worked on a freighter one summer:*

### Interactive 1.32 The Soo Locks - The Mitten



*To learn more about the Soo Locks read this issue of "The Mitten"*

### Interactive 1.33 How a Lock Works



*Click here to see how a lock works.*



# How can Michigan be Divided into Regions?

## QUESTIONS TO GUIDE INQUIRY

1. What can we use to learn about the geography of Michigan?
2. What natural and human characteristics are significant in Michigan?

### Terms, People, and Places:

**Region** - an area of land that has common characteristics

You have learned a lot about the natural and human characteristics of Michigan. In this section you will build on what you have learned by studying about regions. A **region** is an area of land that has common characteristics. Places in a region are alike in some way. These characteristics that are alike can be natural, such as forests or climate. They can also be human, such as religion or number of people.

### Investigating Regions of the United States

You saw this map in Section 2. It shows a region of the United States (U.S.) that includes Michigan. What characteristic do the states in this region have in common? Do they all have sand dunes?



If you answered that all these states touch the Great Lakes you are correct! The states in this region share a natural characteristic: they all border the Great Lakes.

### Interactive 1.34 Regions



*Learn more about regions in this tutorial*

The geographer has outlined two regions on the map. Places in these regions usually get more than 10 feet of snow in winter. These regions could be named the “Heavy Snow Regions” of Michigan.

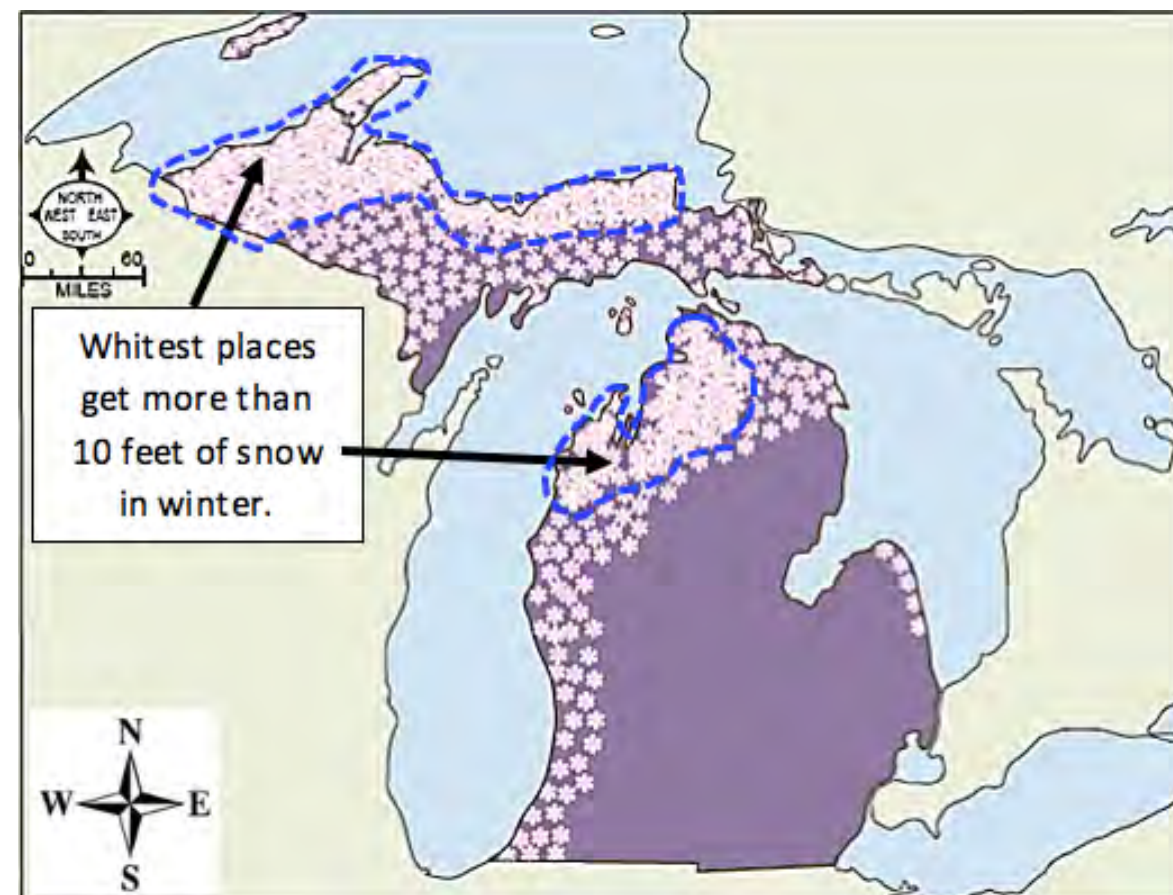
Remember that geographers like to ask ‘why?’ Why are the heavy snow regions of Michigan in these parts of Michigan and not somewhere else?



Why do you think the heavy snow regions are in these parts of Michigan? Turn to a partner and discuss or if you are alone type your answer here.

### Investigating Regions of Michigan

You have now discovered some different ways to define regions of the United States. But, what about Michigan? Are there some different ways to define regions of Michigan? Look at this map of Michigan. How many regions has the geographer outlined? What natural characteristic do the places in these regions share?



### Interactive 1.35 Regions in Michigan



*Learn more about regions in Michigan using this tutorial.*



## PUTTING IT ALL TOGETHER

Pointing out regions inside Michigan helps you understand that things are NOT THE SAME EVERYWHERE inside Michigan. In fact, things are not even the same inside the Upper Peninsula or inside the Lower Peninsula. Sometimes people say that Michigan has two regions, the Upper Peninsula and the Lower Peninsula. But, based on what you have learned about regions is this true? What characteristic would be found everywhere in the Upper Peninsula? There are mountains but not in the eastern part. There are areas with very few people. But there are also cities like Marquette where there are lots of people. Many geographers do not think of the Upper Peninsula as a “region.” Certainly, it is an important peninsula, but things are not the same everywhere inside the Upper Peninsula. Remember that a region is an area of land that has common characteristics, and places in a region are alike in some way.







## Chapter 2

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# What factors most significantly impact Michigan's economy?

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1. How does our location and resources affect our economy?
2. What role does specialization and trade play in our lives?
3. How does scarcity influence our economy?



# What is Economics?

## QUESTIONS TO GUIDE INQUIRY

1. How does our location and resources affect our economy?
2. What role does specialization and trade play in our lives?
3. How does scarcity influence our economy?

## TERMS, PLACES, PEOPLE:

**Economics:** the study of how people use resources to produce goods and services that people need and want

**Goods:** things people produce that can be touched or held

**Services:** actions that people do for someone else

**Natural Resources:** things in nature people find useful such as trees and water

**Economy:** activities related to making, trading and selling goods and services

In the first chapter you learned about geography, one of the important areas of social studies. You explored the geography of Michigan and its many special natural characteristics.



Think about the geography of Michigan. What are four of its important natural characteristics? Turn to a partner and discuss or if you are alone type your answer here.

What do people do with the natural characteristics of Michigan? They put them to use! They plant crops in the soil. They use wood from trees to build houses. What do they do with water??? Lots and lots of things! There is a special name for things in nature that people find useful: natural resources. In this section you will learn how natural resources are important in another area of social studies: economics.

## What is Economics?

**Economics** is the study of how people use resources to produce **goods** and **services**. You have probably already learned that goods are things people produce that can be touched or held.

Faygo pop is a Michigan good. What is a good that your family bought recently?

Services are actions people do for someone else. When your dentist cleans your teeth you are getting a service.



There are three main types of resources that people use to produce goods and services. You already know about one of them: **natural resources**. In the next section you will learn about the other two other types.

Think about the Faygo pop. Think about the service of your dentist cleaning your teeth. What natural resource is needed to produce both this good and this service??? Could it be soil? Could it be trees? Could it be sand? If you guessed water you are correct! Water is a natural resource needed for both.

### Interactive 2.1 Natural Resources in Michigan

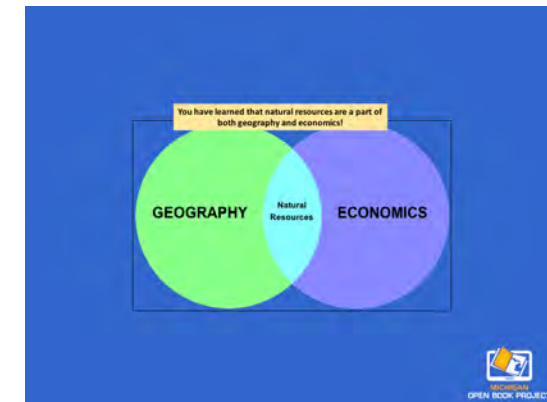


*Click here to explore more about natural resources used to produce Michigan goods*

## PUTTING IT ALL TOGETHER

You learned about the geography of Michigan in the last chapter. In this chapter you will learn about the **economy** of Michigan. You will explore activities related to making, trading and selling goods and services. You will find that what you learned about geography will be useful. Geography and economics are often connected!

### Interactive 2.2 Economics and Geography Venn Diagram



*Click here to review what you have learned about geography and economics in this section.*



## How do People use Three Kinds of Resources to Produce Goods in Michigan?

### QUESTIONS TO GUIDE INQUIRY

1. How does our location and resources affect our economy?
2. What role does specialization and trade play in our lives?
3. How does scarcity influence our economy?

### TERMS, PLACES, PEOPLE:

**Human Resources:** workers and their skills

**Labor:** another word for 'work'

**Capital Resources:** goods used to produce new goods

**Entrepreneur:** someone who combines natural, human, and capital resources to produce goods or services

**Economic Activities:** different ways people use resources to produce goods and services.

In the last section you learned that economics is the study of how people use resources to produce goods and services. You learned that natural resources are one type of resource. In this section you will learn about the other two.



Think about a bottle of Faygo pop again. What would it take besides water to produce a bottle of pop? Turn to a partner and discuss or if you are alone type your answer here.

Water can't turn into Faygo pop without people! People work in a factory to produce pop. But, they don't use magic wands to turn water into pop. They use machines. Machines that fill the bottles, put on the labels, and place caps on top.

## Human Resources

**Human resources** are the people who produce the goods. They are the farmers, factory workers and truck drivers. They are the store clerks and baggers. Human resources provide the labor that gets the job done. In economics, human resources also include the skills people have.



These workers are helping create another delicious treat: chocolate! Image source: [https://upload.wikimedia.org/wikipedia/commons/a/a9/Chocolate\\_assembly\\_line.jpg](https://upload.wikimedia.org/wikipedia/commons/a/a9/Chocolate_assembly_line.jpg)

## Capital Resources

**Capital resources** are the goods used to produce new goods. They include factories, trucks, tractors and machines. Tools are also capital resources.

Imagine you decide to start a little business producing strawberry popsicles. You would be the human resource! You would need water. That's a natural resource. What about strawberries? They would be another natural resource. What kind of capital resources would you need? You'd need a freezer for sure! You'd also need popsicle sticks. What about some kind of container to freeze them in? You can see that it takes all three kinds of resources to produce a good.



### Interactive 2.3 Lemonade Stand Game



*Want to try and run your own business. Click on one of these links to run a Lemonade business. Make sure to keep track of the natural, human and capital resources you are using! PLEASE NOTE: THIS REQUIRES FLASH AND MAY NOT WORK PROPERLY ON AN IPAD.*



## Entrepreneurs

**Entrepreneurs** are people who combine the three kinds of resources to make new goods or services. Henry Ford was an entrepreneur who created automobiles. William Kellogg was an entrepreneur who invented Kellogg's cereal. You would be an entrepreneur if you really did start your strawberry popsicle business!

### Interactive 2.4 What is an Entrepreneur?



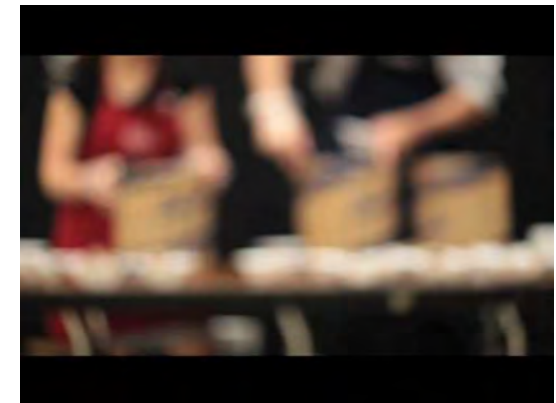
Click here to learn more about entrepreneurs: <https://youtu.be/QqjMKTaEFd4>

## Using Resources to Produce Michigan Goods

Many different goods are produced in Michigan every day. Cereal, cars and furniture are just a few of the things that are made in Michigan. People combine natural, human and capital resources to make these goods.

Ice cream is a favorite Michigan good! The Hudsonville Ice Cream Company is located in Ottawa County in Hudsonville which is near the city of Holland, Michigan. It was started by a group of entrepreneurs in 1926.

### Interactive 2.5 Hudsonville Ice Cream



Click here to learn about the Hudsonville Ice Cream Company



Image source: [https://farm8.staticflickr.com/7641/16591131550\\_56077dda11\\_o\\_d.jpg](https://farm8.staticflickr.com/7641/16591131550_56077dda11_o_d.jpg)

Hudsonville Ice Cream uses local natural resources in its ice cream. The company uses milk and fruit from Michigan. It also uses human resources. Scientists, farmers and factory workers all help make the ice cream. Many capital resources are also needed to make the ice cream. These include freezers, mixers and containers.

### Interactive 2.6 Ice Cream Sort



*Let's practice what you have learned. Click here to sort the three kind of resources and make some ice cream.*

You just learned that sugar is one of the natural resources used to make ice cream. But where does sugar come from? Believe it or not some sugar comes from sugar beets. The growing of sugar beets has been an important economic activity of Michigan for over one hundred years. Economic activities are different ways people use resources and produce goods and services. Farming is an economic activity.



Michigan Sugar Beets

Photo courtesy of Carol Egbo



The Michigan Sugar Company has more than 1,000 farmers growing sugar beets. Look at the map below to see the counties where these farmers live.



Image source: <https://www.michigansugar.com/growing-production/our-growing-area/>

This map also shows where the factories of the Michigan Sugar Company are located. How many factories are there? The blue circles on the map show where 'piling stations' are located. Trucks bring sugar beets from farms and pile them in these areas. Then, they are moved again to the factories. At the factories the sugar beets are turned into sugar. Then, bags of sugar are moved

to warehouses. The green circles on the map show the warehouses. Notice that two of the warehouses are located in Ohio!

## Interactive 2.7 The Michigan Sugar Company



Click hear to find out more about the Michigan Sugar Company:

## Interactive 2.8 From Sugar Beets to Sugar



But how do you turn those brown, bumpy things into sugar??? Click here to find out!

# Sugar Facts

**100% SUGAR NATURAL**

Sugar has no fat and is 100% natural.

**Just 15 calories** in a teaspoon

**You can burn 15 calories in..**

- 8 minutes taking a shower
- 8 minutes of playing an accordion
- 13 minutes of sleeping

**In 2001, scientists found sugar in outer space!**

It takes 7-10 beets to make one bag of sugar.

**Some people say that one teaspoon of sugar swallowed "dry" can cure the hiccups!**

Christopher Columbus introduced sugar to the New World in 1493 on his second voyage.

**SUGAR MYTHBUSTER**  
Sugar is NOT chemically altered bleached during processing.

Sugar prolongs the life of fresh cut flowers.

**SUGAR** is one of the oldest ingredients, dating back to **326 BC!**

Several medical studies have found no link between sugar intake and hyperactivity in children.

Sugarbeet farming and processing industry in the Great Lakes Bay Region grew out of the decline of the lumbering industry. It has become a very important cash-crop for Michigan farmers, providing many local jobs while contributing to the local economy.

Michigan Sugar Company's four production facilities in Bay City, Caro, Croswell and Sebawaing, and three warehouses in Michigan and Ohio employ over 700 people, year-round, and an additional 1,600 during peak processing season. In all, Michigan Sugar Company's seven facilities generate more than one half billion dollars in direct economic activity, annually.



## Section 3

# How Does Scarcity Affect the Choices People Make in Michigan?

### QUESTIONS TO GUIDE INQUIRY

1. How does our location and resources affect our economy?
2. What role does specialization and trade play in our lives?
3. How does scarcity influence our economy?

### TERMS, PLACES, PEOPLE:

**Scarcity:** not enough of something

**Lumbering:** an economic activity where trees are cut down

**Opportunity Cost:** When you make a choice, your opportunity cost is the second thing you wanted most

In the last section you learned that people use resources to produce goods and services. You also learned that there are three kinds of resources: natural resources, human resources and capital resources.



Think about your strawberry popsicle business. What would you do if you didn't have enough strawberries to make all the popsicles people wanted? Turn to a partner and discuss or if you are alone type your answer here.

### Scarcity and Choice

In economics there is a special term for not having enough of something. That term is **scarcity**. In the example above you had a scarcity of the natural resource of strawberries. What do people do when they have a scarcity problem? They have to make choices. In the popsicle example you might choose to use some other fruit for the popsicles. What if you had enough strawberries, but you ran out of freezer space! Then, you would have a scarcity of a capital





resource. You'd have to make a choice again. You might choose to ask a neighbor to use their freezer. What if you had so many orders for strawberry popsicles that you couldn't keep up! That would be a scarcity of human resources! You might choose to hire a friend to help you.

Scarcity is the main problem people face in economics. This is because resources are limited.

This means there are only certain amounts of resources. In the popsicle example you were dealing with limited resources but people wanted lots of popsicles. In economics, people are said to have unlimited wants. This creates the problem of scarcity. Resources are limited but people's wants are unlimited!

### Interactive 2.9 Scarcity



*Click here to review what you have learned so far!*

### Scarcity and Michigan History

Throughout its history, scarcity has affected Michigan in different ways. During the early years, trees were scarce in many areas near Michigan. But, people needed lumber to build houses and other buildings. Michigan had trees! Michigan had a lot of trees! Because other areas faced a scarcity of trees, they bought lumber from Michigan. **Lumbering** became an important economic activity in Michigan. People in Michigan used waterways and

railroads to ship lumber. It went to areas where people wanted and needed it. But Michigan's wonderful natural resource was limited. So many trees were cut down that trees became scarce in many areas of Michigan. Now, Michigan had a scarcity of trees!



White Pine Source: [https://commons.wikimedia.org/wiki/File:Pinus\\_strobus\\_Sylvania.jpg](https://commons.wikimedia.org/wiki/File:Pinus_strobus_Sylvania.jpg)

People in Michigan had to make a choice. What economic activity could they do now in the areas where the trees were gone? Think back to what you learned about the sugar industry in Michigan in the last section. Those sugar beet farms you learned about began about 100 years ago. Look again at the counties where the sugar beet farms are.





<https://www.michigansugar.com/growing-production/our-growing-area/>

What do you think was happening in those counties before the sugar beet farms? Those counties had been filled with trees! They had been part of lumbering. When the trees were gone people decided to farm the land instead. Some people decided to grow sugar beets. Remember that scarcity forces people to make choices. A scarcity of trees led people to choose farming as a new economic activity.

There are lots of other examples of scarcity in Michigan history. There have been times when human resources, or workers, were scarce. People began to build more factories in Michigan around 100 years ago. These factories were building things like furniture

and cars. People wanted more and more of these goods. So, the factories needed more workers. People from other states and even other countries came to Michigan to work in the factories. They helped solve the scarcity problem.

There have also been times when capital resources have been scarce. About 100 years ago the General Motors Company was beginning to grow. It was producing cars. The company had a scarcity of capital resources. It needed more machines and more factories. General Motors made a choice. It took over some small companies that had been making cars. In this way it increased its capital resources.

This old ad shows a car made by the Rapid Motor Vehicle Company. This company was taken over by General Motors



Image source: Source: [http://www.wikiwand.com/en/Rapid\\_Motor\\_Vehicle\\_Company](http://www.wikiwand.com/en/Rapid_Motor_Vehicle_Company)

## Scarcity Today

Scarcity still affects Michigan. People still have to make choices because of it. You and your family face scarcity sometimes. You may want to buy something that is really popular like a new, cool video game. You go to a store to buy it but the store has none left. The owner tells you that the factory doesn't have enough workers to make all the games people want. In other words, there is a scarcity of human resources. You have to make a choice. Should you buy another kind of game? Should you wait until there are some of the one you want?

Michigan businesses face scarcity also. Many Michigan restaurants like to use vegetables right from Michigan farms. They are using an important Michigan natural resource. Sometimes bad weather causes vegetables to be scarce. There is only a limited amount. This means restaurants have to make choices. Should they buy vegetables from other states? Should they use less vegetables in the dishes they make?



Source: <http://msue.anr.msu.edu/uploads/images/Agriculture/Michigan-Vegetables-6-19-13web.jpg>



## Opportunity Cost

You have learned that because of scarcity, people have to make choices. When a choice is made, there are alternatives, other things, which are not chosen. Think about the example of the video game. You decided you have two choices. Choice number one is to wait until there are more games. Choice number two is to buy a different game. You decide to wait until you can have the game you really want. So you gave up the opportunity to have a new game right away!

There is a special term for whatever is in second place when you make a choice. It is called **opportunity cost**. In the example of the video game, you had two choices. You chose to wait. That cost you the opportunity to have a game right away.

Think about someone who was deciding what to farm on land where there had once been trees. The farmer decided on three choices: potatoes, corn and sugar beets. He decided sugar beets was the best choice. Corn was his second choice. Potatoes was his third choice. What was his opportunity cost??? What was in second place? Corn!!!! That was his opportunity cost. Choosing to grow sugar beets cost him the opportunity to grow corn. Making choices is not easy because there is always an opportunity cost!

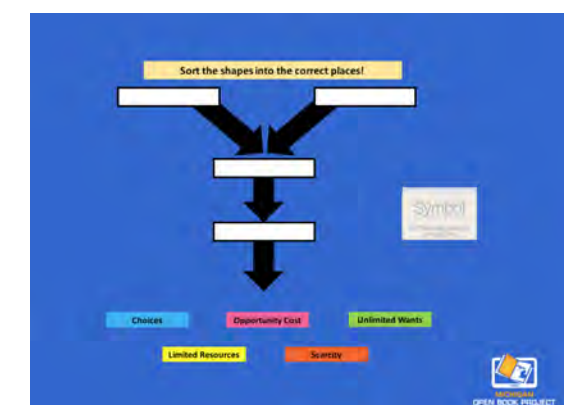
## Putting It All Together

Resources are limited. Human wants are unlimited! This causes scarcity. Because of scarcity people can't have everything they want. Businesses can't make all the goods they want to make. Michigan can't produce all the goods it would like to produce. So, people have to make choices. Businesses have to make choices. States like Michigan have to make choices. . When a choice is made, there are alternatives, other things, which are not chosen. There is a special term for whatever is in second place when you make a choice. It is called opportunity cost.



Sugar Beets. Photo Credit: Carol Egbo

## Interactive 2.10 Graphic Organizer



*Click here to show what you know!*

# What Are Some Important Economic Activities of Michigan?

## QUESTIONS TO GUIDE INQUIRY

1. How does our location and resources affect our economy?
2. What role does specialization and trade play in our lives?
3. How does scarcity influence our economy?

## TERMS, PLACES, PEOPLE:

**Economic Activities:** different ways people use resources to produce goods and services.

**Agriculture:** another word for farming

**Manufacturing:** the making of goods in a factory

**Tourism:** an economic activity in which tourists visit an area and spend money

**Tourist:** a person who goes sight-seeing and spends money in a place away from where they live.

**Mining:** digging minerals from the Earth

**Minerals:** natural resources found in the ground such as iron ore

You have learned that people want a lot of goods and services. In economics these wants are considered unlimited! You have also learned that people use their resources to make goods and services. You have learned about three kinds of resources: natural resources, human resources and capital resources. You also discovered that these resources are limited! Unlimited wants plus limited resources equals scarcity!



Think about your own community. What economic activities take place there? Are there farms nearby? If so, what do they grow? Are there factories? If so, what do they make?

In this section you will learn more about the economic activities of Michigan. These are the different ways people use resources in Michigan to produce goods and services. Because of scarcity people have chosen these activities wisely.



## Agriculture

Have you ever thought about the food in your lunch box or on your lunch tray? Where does it come from? Does any of it come from Michigan? Chances are, it does! **Agriculture**, or farming, is an important economic activity of Michigan. It involves the growing and care of crops and animals. There are 54,900 farms in Michigan!



Photo courtesy of Carol Egbo

Agriculture has a long history in Michigan. Indigenous people farmed the land hundreds and hundreds of years ago. They grew crops such as corn, beans and squash. Today Michigan is a major producer of many agricultural products including cherries, berries, corn and soybeans. Michigan farmers also raise animals such as cows, pigs and sheep.

## Interactive 2.11 Dairy Farming in Michigan



*Watch the following video to learn about an important Michigan agricultural product*

Michigan ranks Number 1 in the United States for growing blueberries and tart cherries. It ranks Number 2 for celery and Number 3 for sugar beets!

As you watch the video above think about the following questions:

- How many dairy farms are there in Michigan?
- How long does it take for the milk to leave the farm?
- How long is it before the milk gets to a store in Michigan?
- Does Michigan's milk get shipped to other states or does it just stay in Michigan?

## Manufacturing

Manufacturing is another important economic activity of Michigan. Manufacturing is the making of goods in a factory. Earlier in this chapter you saw photographs of a sugar making factory. You saw many different kinds of machines used in that factory.



Image source: [https://upload.wikimedia.org/wikipedia/commons/thumb/7/78/Manufacturing\\_equipment\\_110.jpg/640px-Manufacturing\\_equipment\\_110.jp](https://upload.wikimedia.org/wikipedia/commons/thumb/7/78/Manufacturing_equipment_110.jpg/640px-Manufacturing_equipment_110.jp)

Manufacturing makes more money in Michigan than any other economic activity. Michigan leads the country in automobile manufacturing. In addition, more than 700 different companies make auto supplies in Michigan. But Michigan manufactures lots

of other products also! More than half the office furniture made in the United States is produced by Michigan companies. Michigan also manufactures cereal, paper, boats and sporting equipment.

### Interactive 2.12 How are Cars Made?



*Watch the following video to see how a car is made.*

### Interactive 2.13 Products from Michigan



*Click to learn where some products in Michigan are produced.*



What was one thing you found interesting about the ways cars are made? Did you ever imagine that the car you ride in started out as thin sheets of steel?



## Tourism

**Tourism** is another important economic activity of Michigan.

**Tourists** are people who go sight-seeing and visit places away from where they live. They usually spend money in the places they visit. They stay at hotels and motels. They eat out in restaurants. They buy things to take home with them. That is why tourism can be an important economic activity in a state.



What are some things you think tourists would like to do in Michigan? Turn to a partner and discuss or if you are alone type your answer here.

Many tourists in Michigan enjoy visiting the beaches during the summer. People also visit in the fall to see the colorful trees. People visit in winter to go skiing and snowmobiling. People visit different places in Michigan in the spring to see the budding trees and flowers. Tourists also visit historic places like old forts and lighthouses.

Tourists also visit Michigan special events like the Dream Cruise in Pontiac. They visit festivals like the Tulip Festival in Holland. You don't have to come from somewhere else to be a tourist in Michigan! You can be a tourist in your own state.



Image source: [https://pixabay.com/static/uploads/photo/2013/01/04/23/09/mackinaw-city-lighthouse-73597\\_640.jpg](https://pixabay.com/static/uploads/photo/2013/01/04/23/09/mackinaw-city-lighthouse-73597_640.jpg).



<https://commons.wikimedia.org/w/index.php?curid=6434515>





[https://en.wikipedia.org/wiki/Woodward\\_Dream\\_Cruise#/media/File:2007\\_Dream\\_Cruise\\_photo.jpg](https://en.wikipedia.org/wiki/Woodward_Dream_Cruise#/media/File:2007_Dream_Cruise_photo.jpg)

## Other Economic Activities

Besides the three major economic activities there are other ones that help Michigan's economy. You learned that Michigan was once a big lumber producer. Unfortunately, people used up most of the trees. What happens when natural resources are mostly used up? That's right! The resource becomes scarce

## Interactive 2.14 Location and Economic Activities



What does location have to do with economic activities? Can't you start a farm anywhere in Michigan? Click here to find out.

and may even disappear. Luckily people began to replant trees in Michigan. Some of the forests came back! Today Michigan has more than 800 logging and trucking companies involved in lumbering. Michigan produces some of the best hard maple and red oak lumber in the world!



Image source: [https://upload.wikimedia.org/wikipedia/commons/a/a6/Timber\\_DonnellyMills2005\\_SeanMcClean.jpg](https://upload.wikimedia.org/wikipedia/commons/a/a6/Timber_DonnellyMills2005_SeanMcClean.jpg).



Another important economic activity in Michigan is **mining**.

Mining is digging minerals like iron ore from the Earth. Like farming, mining has a long history in Michigan. Indigenous people mined copper in Michigan over 7,000 years ago. Today iron ore, gravel, limestone, sand and other **minerals** are mined in Michigan. Many of these are important in manufacturing. Without iron, we would not have steel for cars!



Limestone Quarry at Rogers City, Michigan

[https://commons.wikimedia.org/wiki/File:Michigan\\_Limestone\\_and\\_Chemical\\_quarry.jpg](https://commons.wikimedia.org/wiki/File:Michigan_Limestone_and_Chemical_quarry.jpg)

## PUTTING IT ALL TOGETHER

Economic activities are different ways to produce goods and services. Farming, manufacturing and tourism are major economic activities in Michigan. Others include lumbering and mining. These activities are possible because of Michigan's many resources. Michigan's natural resources of soil and water make farming possible. Michigan's capital resources of factories and machines make manufacturing possible. Michigan's human resources make all of Michigan's economic activities possible!

# How Does Specialization Affect Michigan?

## QUESTIONS TO GUIDE INQUIRY

1. How does our location and resources affect our economy?
2. What role does specialization and trade play in our lives?
3. How does scarcity influence our economy?

## TERMS, PLACES, PEOPLE:

**Specialization:** when individuals, regions, and countries produce certain kinds of goods or services

**Trade:** to exchange one thing for another

**Interdependence:** when people are dependent on other people in order to get the things they do not produce such as iron ore

In the last section you learned about important economic activities of Michigan. These included agriculture, manufacturing and tourism. You also learned about some of the goods produced in Michigan. These included cherries, sugar and cars.

In this section you will learn about how people decide what to produce. Why do people in Michigan grow cherries instead of oranges? If oranges are not grown in Michigan, why is it so easy to buy them in a store in Michigan? Keep reading to find out!



You have learned that resources are limited. This causes scarcity. What does scarcity force people to do? Turn to a partner and discuss or if you are alone, type your answer here.



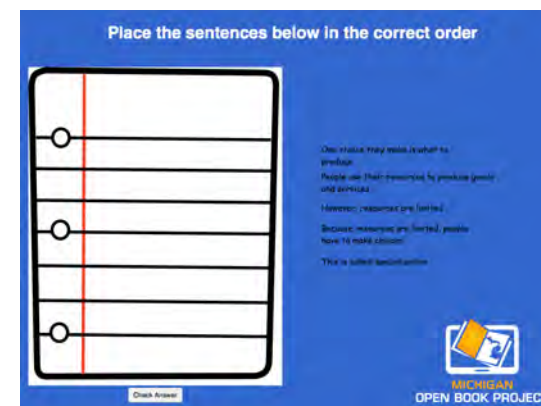
## Specialization

People have to make choices because of scarcity. Oranges would not grow well in Michigan. They only grow where it is warm most of the year. Michigan has a scarcity of warm days in winter! So in Michigan farmers had to choose other kinds of fruit to grow like cherries or apples. In economics this is called **specialization**.

Specialization is when people or places produce certain kinds of goods or services. Michigan specializes in agricultural products such as cherries, blueberries, apples, corn and potatoes. Michigan specializes in manufactured products such as cars and furniture.

You have learned that certain places in Michigan specialize in certain products. Traverse City specializes in cherries. Grand Rapids specializes in furniture. What about Mackinac Island? What is a special product made there?? Fudge! For over 100 years Mackinac Island has been making and selling fudge. The downtown streets have multiple fudge and candy shops. People on Mackinac Island have made a great deal of money selling fudge. What is an example of specialization in your community?

### Interactive 2.15 Specialization



*Click here to show what you know about specialization!*

### Interactive 2.16 Michigan County Specialization



*Counties often specialize also!  
Click here to see what goods your county specializes in.*

**trade** with states like Florida, which specialize in growing oranges. Apples grow well in Michigan's climate. Apples grown in Michigan are sold in states like Florida where they are not grown. Trade benefits both trading partners. Michigan gets oranges and Florida gets apples!



Michigan produces a lot of goods. However, it does not have the resources to produce everything the people of Michigan want, like oranges! Therefore, Michigan trades with other places to get the goods it does not produce. Oranges need a warm climate, so oranges grow well in states like Florida. Michigan is able to

### Interactive 2.17 Specialization



*Click here to see how specialization and trade works!*

## Interdependence

As you just discovered in the activity, trade connects places together. It creates a big web of products moving between places. These places come to depend on each other for products. Michigan depends on Florida for oranges. It depends on California for lettuce. California and Florida depend on Michigan for cherries! In economics this is called **interdependence**.



<https://upload.wikimedia.org/wikipedia/commons/4/40/Banana>



Does Michigan just trade products with other states? Look at the bunch of bananas here and the close-up of the label on the bananas. What do you notice?

The label says the bananas are from Guatemala! Where is Guatemala? Look on this map to find out.



<http://minerals.usgs.gov/minerals/pubs/country/latin.gif>



As you can see on the map, Guatemala is a country that borders Mexico. It is far from Michigan! What does this tell you??? It must mean Michigan trades with different countries also! It gets bananas from Guatemala. Bananas can't grow in Michigan.

What Michigan products are sold in Guatemala? Take a close look at this box of Kellogg's Cereal. The label is in Spanish. Kellogg's sells cereal like this in Spanish-speaking countries like Guatemala.

Products produced in many different countries can be found in Michigan. Michigan's number one trading partner is Canada. Why do you think Canada is number one? Where is Canada located?



Image source: <http://www.seriousseats.com/images/2011/09/20110916-mexican-cereal-frosted-flakes.jpg>

Canada is Michigan's biggest trading partner because it is right next-door. It is Michigan's neighbor. Michigan's number two trading partner is Mexico. You can probably guess why!

DIGGING DEEPER

Make a chart like the one below. Then, take it home. Search through your home for products that come from other countries. Check your clothes. Check your toys. Check things like computers or televisions. Then, fill in the chart with what you have found!

Product	Where did it come from?

## **PUTTING IT ALL TOGETHER**

People use resources to produce goods. But, resources are limited! This causes scarcity. Because of scarcity people have to make choices. One of the important choices people make is what to produce. This is called specialization. People in Michigan have chosen to specialize in certain goods. These include agricultural products like cherries and sugar beets. These include manufacturing products like furniture and cars. Michigan trades with other states and even different countries. Michigan trades to get the products that it does not produce. When places trade with each other they become dependent on each other. This is called interdependence.

### **Section Project**

Take a look at some of the products that are made in Michigan:

Gerber Baby Food - Fremont, Michigan

Kindel Furniture Company - Grand Rapids, Michigan

Faygo Pop - Detroit, Michigan

Kellogg's Cereal - Battle Creek

Better Made Potato Chips - Detroit, Michigan

Hudsonville Ice Cream - Hudsonville, Michigan

Carrom Game Boards - Ludington, Michigan

Mackinac Island Fudge - Mackinac Island

Jiffy Mix - Chelsea, Michigan

Iverson Snow Shoes - Shingleton, Michigan

BOSS Snow plows - Iron Mountain, Michigan

Create an advertisement or commercial to encourage people from around the world to buy one of the products that is made in Michigan. Make sure to include the product name, a slogan, a visual, and a good reason to buy the Michigan-made product.



# What Might Be In Michigan's Economic Future?

## QUESTIONS TO GUIDE INQUIRY

1. How does our location and resources affect our economy?
2. What role does specialization and trade play in our lives?
3. How does scarcity influence our economy?

## TERMS, PLACES, PEOPLE:

**wind farms:** A group of wind turbines in the same location

**wind turbine:** a tall tower with blades that makes use of wind to create electricity

In this chapter you have learned about Michigan's economy. You have learned about how people in Michigan take the three kinds of resources and produce goods and services. You have learned about important economic activities in Michigan like agriculture, manufacturing and tourism. You have learned about some of the goods in which Michigan specializes. You have learned about how Michigan trades with different states and different countries to get the goods that are not produced in Michigan.



Think about the economy of Michigan 100 years from now. What is one thing that you think will be different from Michigan's economy today? Turn to a partner and discuss, or if you are alone, type your answer here.

In this section you will try to peek into the future. Will there be some new economic activities in Michigan? Will people develop some new goods and services? Will there be new kinds of scarcity problems?

## How has Michigan's economy changed?

Economic activities in Michigan have changed over time. One hundred and fifty years ago there were more people working on farms than in factories. That began to change. Now way more people work in factories than on farms. Manufacturing brings in more money in Michigan than agriculture. Tourism has also grown a lot in the last 100 years.

There is less lumbering in Michigan now than 150 years ago. Why is that? Remember what you learned about the number of trees cut down? It was a huge amount.

The kinds of goods produced in Michigan have changed over time also. Cars look very different now than they did 100 years ago! Farm goods have changed also. Crops like sugar beets and soybeans that weren't grown 150 years ago are grown now in Michigan.



Image source: <https://upload.wikimedia.org/wikipedia/commons/7/74/1910Ford-T.jpg>



## Why did Michigan's economy change?

Why did the economic activities and goods change in Michigan? What do you think happened? Scarcity caused some changes. Lumbering slowed down because of a scarcity of trees. There are fewer farms because of a scarcity of farm land. How did that happen? Cities and the number of people in Michigan have grown. Houses and cities took over farmland. This has resulted in a scarcity of farm land in some areas.

Some changes were caused by changes in what people wanted. Over time people wanted more and more manufactured goods. They wanted stoves and refrigerators and cars! This led to other changes. Tourism grew because more people had cars and could drive to places.

Michigan's economy grew when businesses created new products that people wanted. It grew as tourists visited more and more places. It grew as people found better ways to use resources.



Michigan Sugar Beets

Photo courtesy of the Michigan Sugar Company

## Windfarms: Something New in Michigan's Economy

Sugar beets grow on a sugar beet farm. Potatoes grow on a potato farm. What grows on a wind farm??? Electricity! **Wind turbines** are tall towers with blades that make use of wind to create electricity. A wind farm is a group of wind turbines in the same location.

Companies rent land from farmers. Then, they put wind turbines on the land. Farmers can continue to grow their crops right near the wind turbines.

Wind farms are new to Michigan's economy. They have helped Michigan's economy in many ways. They make use of a free natural resource: wind! They create jobs. People work at making parts for wind turbines. People work at moving wind turbine parts to wind farms. Wind farms also provide something all people need and want: electricity!

Many people feel wind farms have also helped Michigan's environment. They create a clean form of energy. They do not pollute the air or water. This helps protect the environment.

Not everyone agrees that wind farms are a good thing. Some people

believe they are an eyesore for the communities that have them. Others claim that the noise created by turbines has kept them awake at night.

### Interactive 2.18 Wind Turbine Time Lapse Video



*To get an idea of how big a wind turbine is and how they put one together click here! <https://www.youtube.com/watch?v=1AvlhZAqYcE>*



Wind Turbines on a Sugar Beet Farm

Image Credit: Carol Egbo



## Where are Michigan Wind Farms located?

Remember that in the section on economic activities you learned that location matters! Factories are located near cities because they need workers. They are also located where there is a good transportation network. This may include lots of roads and maybe a railroad. Potato farms are located where the soil and climate are good for potatoes. Where would you locate a wind

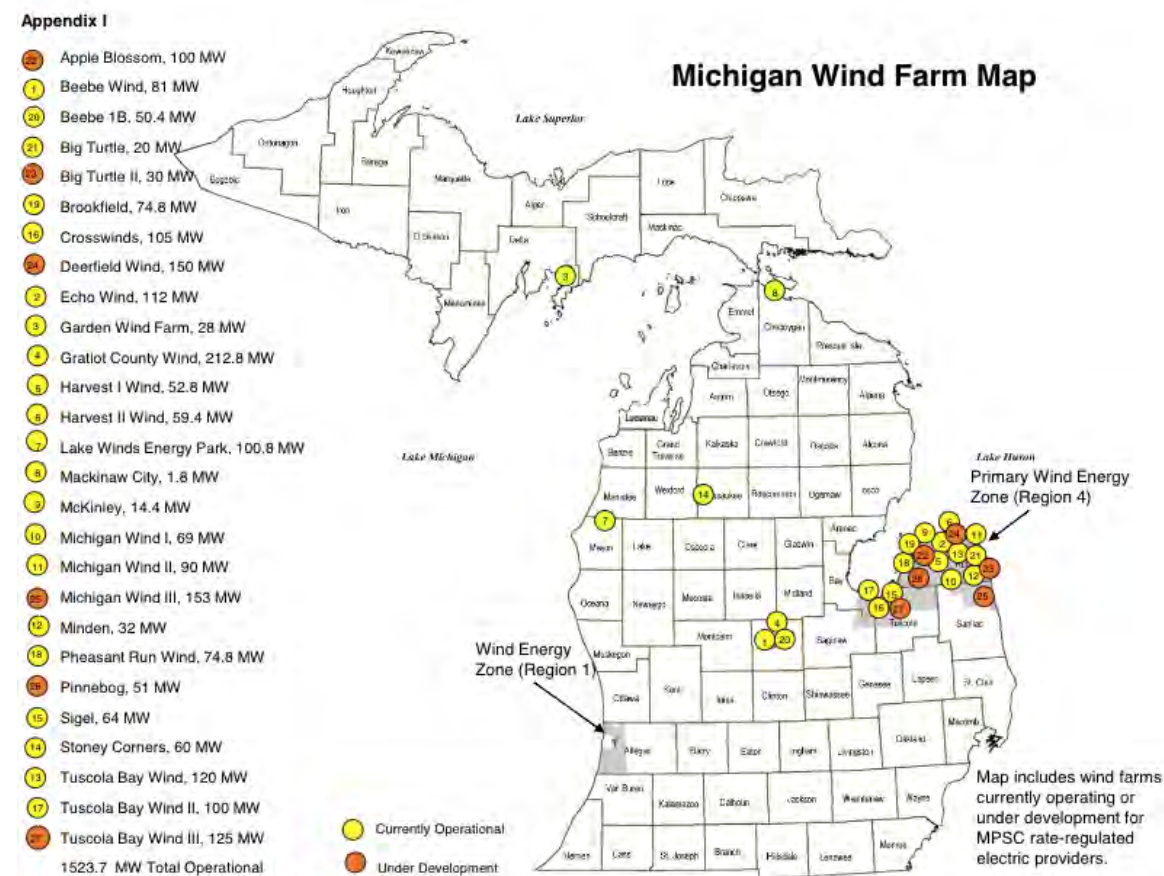


Image source: [https://www.michigan.gov/documents/mpsc/wind\\_map\\_407661\\_7.pdf](https://www.michigan.gov/documents/mpsc/wind_map_407661_7.pdf)

farm??? Take a look this map. Where are most of the wind farms located?

You probably noticed that most of the wind farms are in the Thumb region of Michigan. Why do you think this is true? You are correct if you guessed that this is where winds on land are strongest.

## Manufacturing Wind Turbines and Wind Turbine Parts

People began to build wind farms in Michigan less than 20 years ago. The idea caught on slowly. One problem was that the parts for wind turbines were not made in Michigan. In fact, few parts were even made in the United States. It cost a lot of money to buy wind turbine parts from another country! That has changed.

Michigan companies are now manufacturing the wind towers, blades, gear boxes and other parts. This has made use of two important Michigan resources. Human resources, skilled workers, are working in the factories. The factories themselves are important capital resources.

## Interactive 2.19 Ventower Industries



*Click here to learn about Ventower Industries. It was the first Michigan company to manufacture large wind turbines.*

### Meet a Michigander!

My name is Ben Lovinggood, My trucking career started in 1969. I started out hauling seafood from Miami, Florida to Massachusetts. You



haul seafood in a 40 foot long refrigerated trailer. After that I went to hauling carpet and yarn from Greenville, South Carolina to Los Angeles, California. After several years I changed and started hauling cattle on a 48 foot trailer.

After several years I changed and started pulling a flatbed trailer that was 53 feet long. While pulling a flatbed I hauled many things that were oversized. But now I haul the biggest things I have ever hauled. Now I haul wind turbine parts.

To be able to haul large windmill parts you have to have special trailers. Some of these cost as much as 300,000 dollars! When you are hauling these oversized loads you can only haul at special times. You can't haul at night. You can only use certain routes. If your load is over 12 feet wide you have to have escorts. These are usually small trucks. One is in the front and one in the back. These cost extra money. For these reasons transportation costs are very high for moving windmill equipment. I hope this helps you understand the trucking industry a little bit better. I am now 71 years old and still trucking. I am home every night. I still pull a flatbed trailer.

Image credit: Joy Lovinggood Kooyer



Part of a Wind Turbine being transported. Photo Courtesy of Eghele Egbo



## Interactive 2.20 Wind Farm Sounds

### Wind Energy Facts

Michigan has 23 wind farms that together have around 900 wind turbines.

Most wind turbines on Michigan wind farms are about 400 feet tall.

In 2015 Michigan wind farms produced enough energy to power 400,000 homes.

Michigan has 32 manufacturing places that make wind turbine parts like blades and gear boxes.



*DAVE Interactive: Click to hear a farmer describe the wind turbine on his farm. Some people complain that wind turbines are noisy. Listen to the wind turbine yourself. Listen to what the farmer says. Then, decide for yourself!*

examples of a new change. What about the future? What new economic activities will there be in Michigan? What will be some new goods that will be produced? Who knows?? You may be the one to work in a new economic activity? Or, you may be the one to invent a new product!

### Section Project

You have learned about a lot of agricultural products Michigan grows. These include blueberries, apples, cherries, corn, potatoes and celery. You also know that Michigan has a lot of natural resources like fish, trees, minerals and water. Pick one of these agricultural products or natural resources and invent a new product! Then, create an advertisement or commercial to encourage people to buy it. For example, you could invent blueberry-flavored gum! But you'll be able to think of something way more creative!

## PUTTING IT ALL TOGETHER

Michigan's economic activities have changed over time. They have changed because of scarcity problems. They have changed because people's wants have changed. They have changed because people have had new ideas for goods. Wind farms and the manufacturing of wind turbines and wind turbine parts are



## Chapter 3

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# What Does Michigan's Government Do?

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1. Why do people need governments?
2. Why do we need local governments and a state government?
3. How is our state government organized?
4. What are the rights and responsibilities of citizens?



# Why do People Need Governments?

## QUESTIONS TO GUIDE INQUIRY

1. Why do people need governments?
2. Why do we need local governments and a state government?
3. How is our state government organized?
4. What are the rights and responsibilities of citizens?

## TERMS, PLACES, PEOPLE

**civics:** The study of government and the role people play in government

**government:** a system of laws and leaders that helps keeps people safe and protects their rights

**rights:** things a person is entitled to have or to do

**local Government:** the government of a community

**state government:** the government of one of the 50 states

**public services:** things that a government does for people

You have learned that there are different areas of social studies. You have learned about geography. You have also learned about economics. In this chapter you will learn about civics. You will discover that **civics** is the study of government. It is also the study of the role people play in government. But, wait! What is government?



Work with a partner and make a list of words that come to mind when you think of the word 'government.'

### Interactive 3.1 Government Words



Click here to see some 'Government Words'. Circle any word in your list that matches one of the words in the Interactive

## What is Government?

**Government** is a system of laws and leaders that helps keep people safe and protects their rights. You probably learned about your local government in second grade. This is the government of your community. In this chapter you will learn about your state government. But first, let's look at the planet of Herbertia. Let's see what kind of government it has.



Michigan's State Capitol in Lansing, Michigan

Source: [https://upload.wikimedia.org/wikipedia/commons/4/4b/Michigan\\_state\\_capitol.jpg](https://upload.wikimedia.org/wikipedia/commons/4/4b/Michigan_state_capitol.jpg)

### Interactive 3.2 Herbertia and Freedomia



*Click here to learn about the government on the planet of Herbertia.*

What did you think about the decision of the Freedomians to have no government on their planet? Was it a good idea? Why or why not? Without a government there would be no laws. What problems might this cause? Without a government no one would



be in charge. What problems might this cause? Would people feel safe on Freedomia? Why or why not?

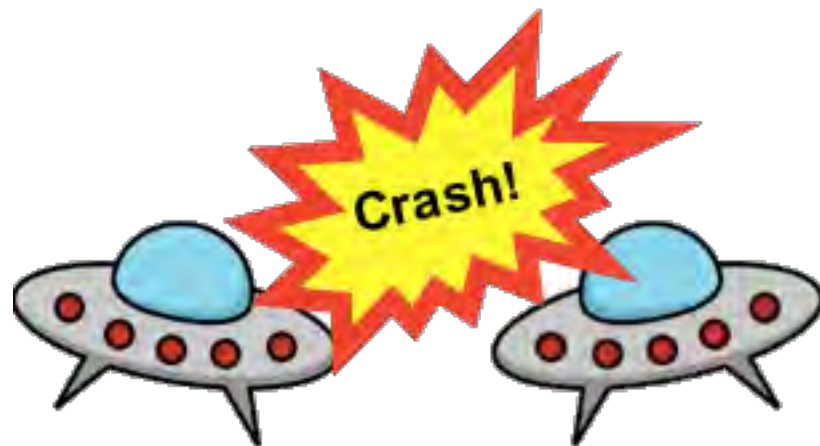
### What Happened on the Planet of Freedomia?

**No  
Government  
Allowed!**

As you probably guessed things did not go well on Freedomia without a government.

Since there were no laws people did just what they wanted to do. They flew as fast as they wanted in their little spaceships. Therefore, they were always flying into each other. If they liked something another Freedomian, had they just took it.

When there was a shortage of food on Freedomia they couldn't find a way to work together to solve the problem.



**Writing Assignment:** Write a short paragraph explaining why or why not you think Freedomia should have a government. Give two reasons for your answer.

### What Do Governments Do?

The Freedomians seem to need a government! People on Earth discovered long ago that their communities needed a government. They also discovered that their states and their countries needed a government, too.

Governments keep places safe. They do this by making laws and enforcing laws. Governments provide public services. These are things governments do for people like fixing roads. Governments help solve problems. Governments

### Interactive 3.3 Purposes of Government

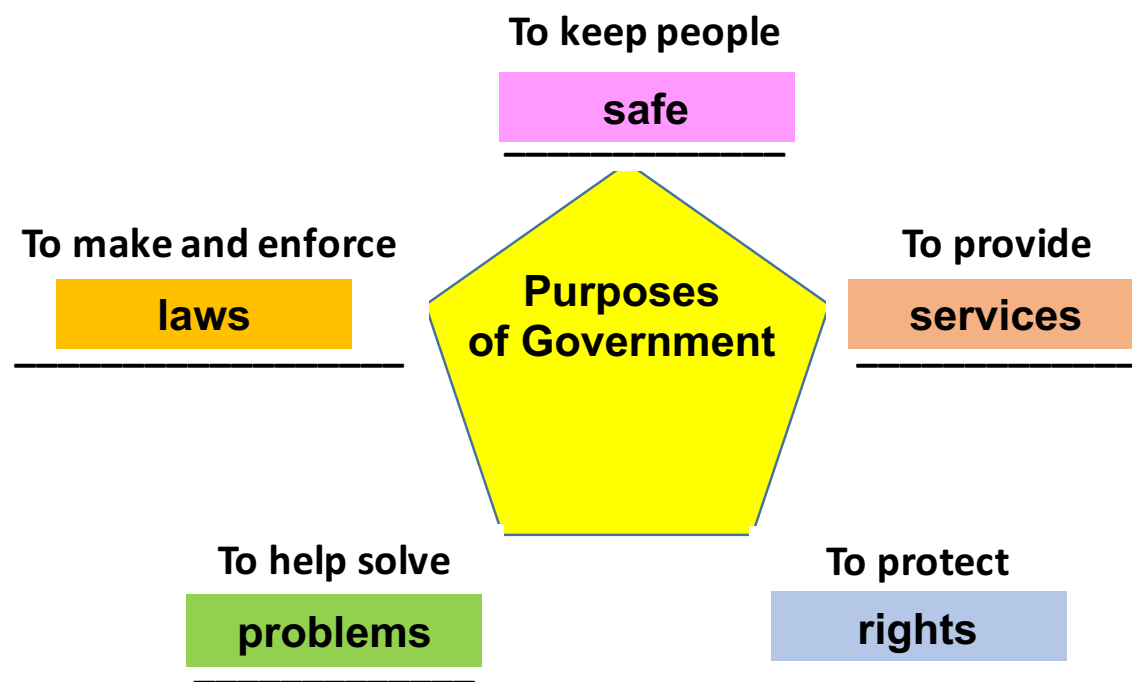


*Click here to review the purposes of government*

also protect people's rights. These are the purposes of government. These are the reasons people need governments.

## How Does the Government of Michigan Carry Out the Purposes of Government?

Local, or community, governments have police departments. The state government of Michigan also has a police department. Think about the purposes of government. What purposes of government do the Michigan State Police help carry out?



[https://upload.wikimedia.org/wikipedia/commons/a/ae/2006\\_Michigan\\_State\\_Police\\_Dodge\\_Charger\\_1.jpg](https://upload.wikimedia.org/wikipedia/commons/a/ae/2006_Michigan_State_Police_Dodge_Charger_1.jpg)



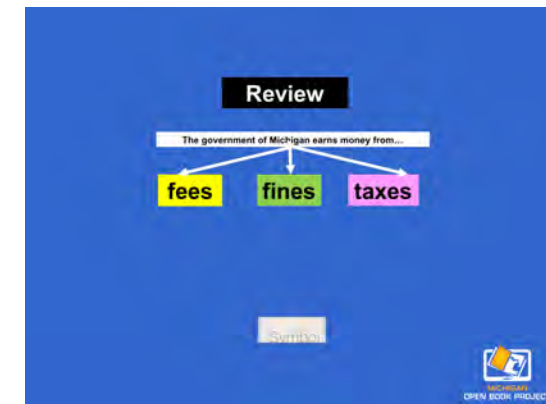
If you guessed all five purposes you are right! The Michigan State Police help carry out all the purposes of government. Here is why:

- The State Police help keep people safe.
- The State Police help enforce laws.
- The State Police are a service the state government provides.
- The State Police can help solve problems in the state such as too many people speeding on roads.
- The State Police try to protect people's rights. For example, they can investigate when someone's property has been stolen.

### **How Does the Government of Michigan Pay for the Services it Provides?**

State police officers have to be paid. State police cars have to be bought. How does the government of Michigan pay for these things? Where does it get the money? Click the Interactive to find out!

### **Interactive 3.4** Paying for Services



*Click here to see how the government of Michigan earns money so it can provide services.*

## **PUTTING IT ALL TOGETHER**

Civics is the study of government and the role people play in government. Communities, all fifty states and our country all have governments. People need governments for many reasons. Governments keep people safe. Governments make and enforce laws. Governments provide services. Governments help solve problems. Governments help protect people's rights.

# Why Do We Need Local Governments and a State Government?

## QUESTIONS TO GUIDE INQUIRY

1. Why do people need governments?
2. Why do we need local governments and a state government?
3. How is our state government organized?
4. What are the rights and responsibilities of citizens?

## TERMS, PLACES, PEOPLE

**levels of government:** local, state and national governments

**national government:** the government of our country

You have learned that we need governments for many reasons. Governments keep people safe. Governments make and enforce laws. Governments provide services. Governments help solve problems. Governments help protect people's **rights**. But why do we need to have a local government in our community and a state government? Couldn't we have just a local government? Or maybe we could have just a state government? Read on to find out why we need both!



What do you think? Do we need a local government in our community and a state government? Why or why not?



## Levels of Government

In our country we have three **levels of government**. One level is our local, or community, government. One level is our state of Michigan government. One level is our **national government**. That is the government of our country. Each level helps people solve problems. But are the problems the same or different? Click the Interactive to find out.

### Interactive 3.5 Levels of Government



*Click here to see learn more about the levels of government*



### Local and State Services

You learned in the Interactive that different levels of government often solve different kinds of problems. But do they provide different services? Think about police protection. What level provides that? You learned about the Michigan State Police in the last section. Therefore, you know that the state government provides police protection. What about your community? Does it have a police department?



[https://upload.wikimedia.org/wikipedia/commons/a/ae/2006\\_Michigan\\_State\\_Police\\_Dodge\\_Charger\\_1.jpg](https://upload.wikimedia.org/wikipedia/commons/a/ae/2006_Michigan_State_Police_Dodge_Charger_1.jpg)

Most communities have a police department. So, both levels provide police protection.

But how might it be different? Your local police department is in charge of traffic on your community roads. The Michigan State Police are in charge of traffic on state roads. You can see now why we need both levels! There are lots of roads that connect communities but are not inside a community. Without the Michigan State Police who would keep people safe on these roads?



[http://image.mlive.com/home/mlive-media/width620/img/news/detroit\\_impact/photo/15583619-mmmain.jpg](http://image.mlive.com/home/mlive-media/width620/img/news/detroit_impact/photo/15583619-mmmain.jpg)

Some services are provided just by local governments. Fire departments are an example. Other services are provided just by our state government. Taking care of the Mackinac Bridge would be an example.

### **Local and State Laws**

There are over 2000 communities in Michigan. Each one has its own local government. Each one makes its



own local laws. The state government of Michigan also makes laws. That's a lot of laws! Wouldn't it be simpler if the state government of Michigan made all the laws?



What do you think? Should the state government of Michigan make all the laws? Why or why not?

Detroit is a very big city in Michigan with lots of cars and people. It has many parking lots. It has many places to park along streets. It has places where you aren't supposed to park. For these reasons Detroit has many parking laws.



Detroit, Michigan. Image source: Shutterstock



Boon Michigan, Township Hall. Image source: Dave Johnson

Boon is a tiny town in Michigan. It only has about 700 people. Do you think Boon has a lot of parking laws? Probably not! It doesn't need them.

Imagine if we dropped all our community laws. Then, we let the state government of Michigan make all the laws. If the state government made a lot of parking laws, Boon wouldn't need them. What If the state government didn't make any parking laws? There would be a lot of parking problems in Detroit!.



Because communities can be very different they often need different kinds of laws. That is why communities need to make their own laws.

But, wait! Why not let just local governments make laws? Why do we need state laws too?



What do you think? Do we need state laws? Why or why not?

Think about adoption. To protect children and families there are many adoption laws. What level of government makes these laws? If you guessed the state government you are right! People believe adoption laws should be the same anywhere in Michigan. If communities made adoption laws they might be different. So it looks like we need local laws and state laws!

## PUTTING IT ALL TOGETHER

You have learned that we need local governments and our state government! Although both levels solve problems, the problems can be different. Local governments solve community problems. Our Michigan state government solves state problems. Both levels also make laws. We need local laws because our communities can be so different. We need state laws because some laws need to be the same everywhere in the state. In fourth grade you will learn about our national government. You will learn about the kinds of laws it makes. You will also learn about the kinds of problems it solves.

### Interactive 3.6 What Level should Make the Laws



What level should make these laws? Click here to find out.



## Section 3

# What is Representative Government?

### QUESTIONS TO GUIDE INQUIRY

1. Why do people need governments?
2. Why do we need local governments and a state government?
3. How is our state government organized?
4. What are the rights and responsibilities of citizens?

### TERMS, PLACES, PEOPLE

**representative government:** people elect representatives to make laws for them and be their leaders

**elect:** to choose someone by voting

**republic:** a government where people hold the power of government and choose leaders to make laws and decisions for them

You have learned that we need local governments and our state government. Now it is time to learn more about our state government! But first, let's go back to the planet of Freedomia

### Interactive 3.7 Freedomia



*Review the story of Freedomia [here!](#)*



## A Government for Freedomia!

The Freedomians decided they needed a government. But they did not want a government like the one they had on the planet of Herbertia. King Herbert was in charge of that government. He made the laws. He made the decisions. Nobody else had a voice in the government. Nobody else had any power.

The Freedomians decided that all the adults on the planet of Freedomia would become the government! Together they would have the power to make the laws. Together they would have the power to make decisions. Herbertia had a government with one king. Freedomia had a government with four thousand Freedomians!



Do you think the government of Freedomia will work? Why or why not?

## Problems with the Freedomian Government

All four thousand adult Freedomians met to try and make some laws. They had to bring their children with them. That added another four thousand to the meeting. They had to meet outside because they didn't have a room big enough to hold everybody. They quickly ran out of chairs. Some people had to sit on the ground. Some people had to stand up. They were all squished together trying to hear each other. Babies were crying. People began to shout at each other. It started to rain! The government was not working! They had to come up with another plan.



Find two partners and work together to come up with another plan for a Freedomian government. Write your plan down and be ready to share it with other

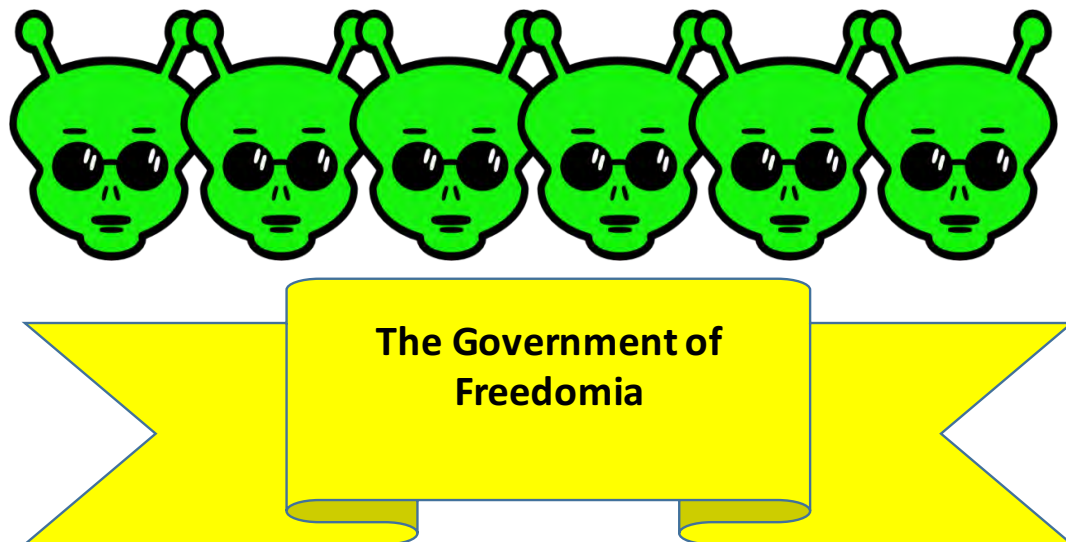


What was your plan for the Freedomian government?  
What did the Freedomians do? What kind of  
government did they try next? Click the Interactive to  
find out!

### Interactive 3.8 The Freedomian Plan for Government



*Click here to learn about the  
Freedomian Plan for Government.*



The Freedomians chose six people to be the  
government. They gave them the power to make the

laws and the decisions. What do you think of their  
plan?

## Representative Government

In our country we are a lot like the Freedomians. We  
like to have a voice in government. We believe people  
should have the power of government. But we have a  
similar problem. There are too many of us in our  
communities to become our local government. There  
are way too many of us to become our state of  
Michigan government. There are way, way too many of  
us to become the national government of our country.  
So we choose leaders just like the Freedomians did.  
They speak for us in government. They  
represent us. When people elect  
representatives to make laws for them  
and be their leaders it is called  
**representative government**. We **elect**  
these representatives by voting. Click the  
Interactive to see how this works.

### Interactive 3.9 Representative Government



*Click here to see  
learn more about the  
levels of government*



“... and to the Republic for which it stands.”

You have probably heard this phrase before! It comes from the

Pledge of Allegiance. A **republic** is a government where people hold the power of government. They choose leaders to make laws and decisions for them. It is based on the idea of representative government. Our country is a republic! All fifty state governments are representative governments. They are part of our republic. You’ll learn a lot more about our republic in fourth grade!

## **PUTTING IT ALL TOGETHER**

In our country we believe people should have the power of government. However, there are too many of us to be the government. Therefore, we elect representatives to make our laws and decisions. Some of the representatives we elect become our state

government. How do these representatives make laws and decisions for our state? Read on to find out!



## Section 4

# How is Our State Government Organized into Three Branches?

### QUESTIONS TO GUIDE INQUIRY

1. Why do people need governments?
2. Why do we need local governments and a state government?
3. How is our state government organized?
4. What are the rights and responsibilities of citizens?

### TERMS, PLACES, PEOPLE

**branches of government:** the different sections of government

**legislative branch:** the branch of government that makes laws

**executive branch:** the branch of government that enforces laws

**governor:** the leader of a state

**judicial branch:** the branch of government that decides what laws mean

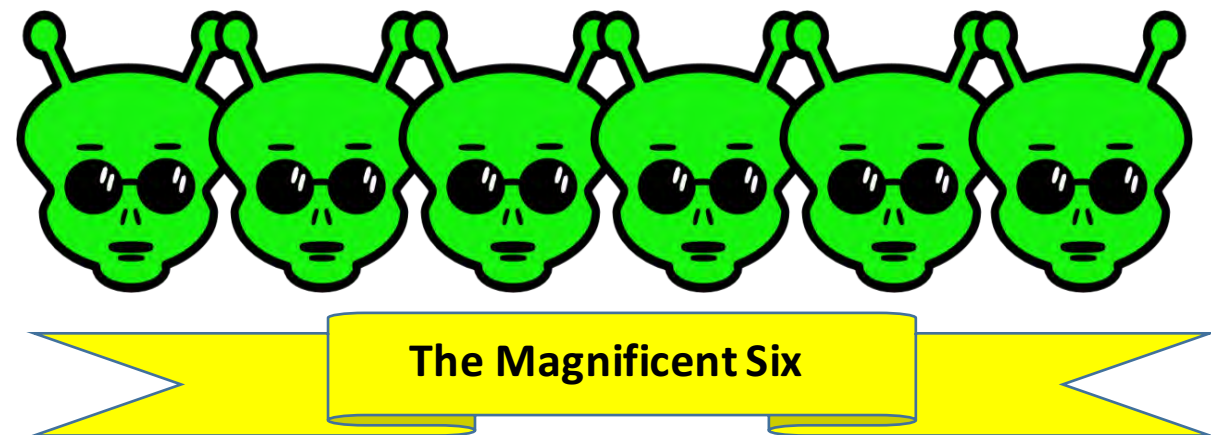
**court:** the place where a trial is held

**Michigan Supreme Court:** the highest court in Michigan

**constitution:** a written plan for government

You have learned that our state government is based on the idea of representative government. We elect representatives to make our laws. They also make our decisions. But how is our state government organized? How does it work? In this section you'll find out!

**But first... Back to Freedomia!**



**Interactive 3.10**  
Trouble in Freedomia



*Click here to read about problems in Freedomia.*

The six people elected to be the government of Freedomia started to work. They decided to call themselves the “Magnificent Six” They made their first law. Then, the problems began!

## Problems with the Magnificent Six

Who is making the laws in Freedomia? Who is enforcing the laws? Who is deciding what the laws mean? Who is running the court? It seems that the Magnificent Six are doing everything! That’s a lot of power for six Freedomians to have. Before the king had too much power. Now a small group of six has too much power. Maybe just electing representatives isn’t enough!

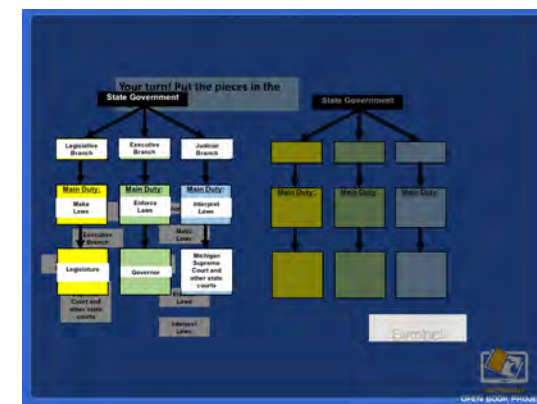


How could Freedomia solve the problem they are having with the Magnificent Six?

## Three Branches of Government

In Michigan we don’t have the problem the Freedomians had. We decided to elect representatives but we did something more. We divided the representatives into **three branches of government**. This means our state government has three different sections. Each one has its own powers. That way no one person or one group has too much power. Click on the Interactive to see how this works!

### Interactive 3.11 Three Branches

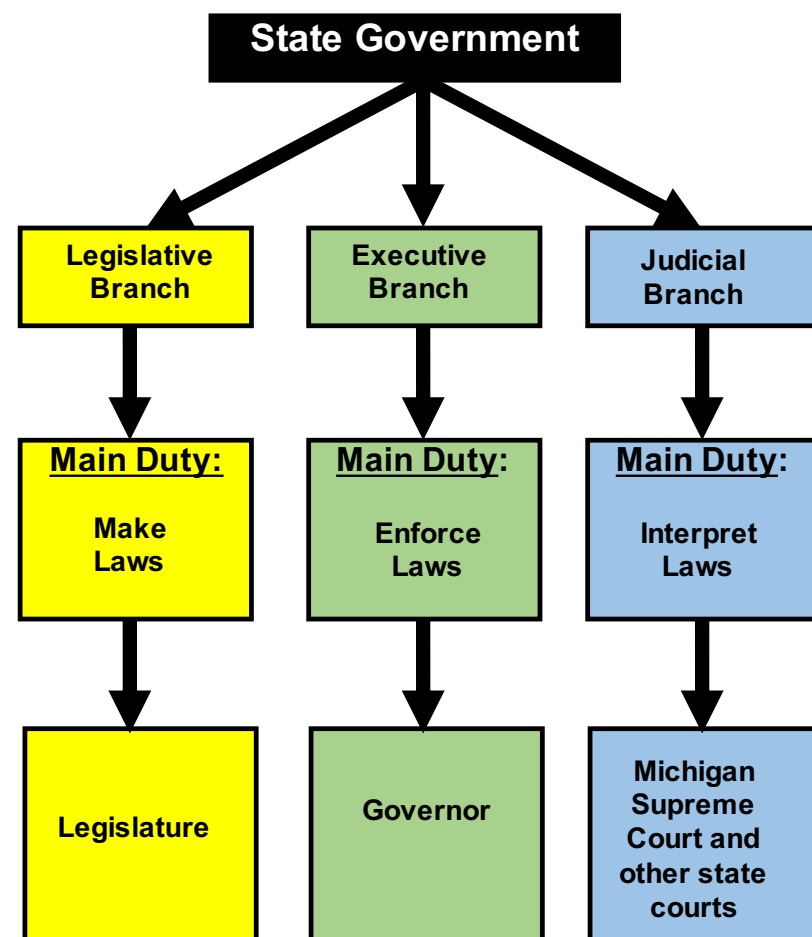


*Click here to learn about the three branches of our state government*



## The Legislative Branch

You've learned that **the Legislative Branch** of our state government makes the laws. This is a very important power. That is why the Legislative Branch is made up of many people. They are all part of the Michigan Legislature. It meets in our state capital city of Lansing.



The Michigan State Capitol Building where the Legislature meets

[https://upload.wikimedia.org/wikipedia/commons/4/4b/Michigan\\_state\\_capitol.jpg](https://upload.wikimedia.org/wikipedia/commons/4/4b/Michigan_state_capitol.jpg)

## The Executive Branch

You've learned that **the Executive Branch** of our state government enforces the laws. This branch is headed by our governor. We elect a **governor** every four years. The governor is helped by a lieutenant governor and many other people. Because this branch is in charge of enforcing laws the Michigan State Police department is a part of this branch.



The Michigan Hall of Justice where the Michigan Supreme Court Meets

[https://upload.wikimedia.org/wikipedia/commons/8/8b/Michigan\\_Supreme\\_Court%2C\\_night.jpg](https://upload.wikimedia.org/wikipedia/commons/8/8b/Michigan_Supreme_Court%2C_night.jpg)

they mean. This branch is made up of many **courts**. Our highest court is called **the Michigan Supreme Court**.

## The Judicial Branch

You've learned that **the Judicial Branch** of our state government interprets the laws. This means the branch decides on what laws mean. Think back to Freedomia. Remember how long and confusing their law was. Some Michigan laws are long and confusing also. The Judicial Branch helps us understand what

The Judicial Branch does more than interpret laws. It also has two more important jobs. Click on the Interactive to find out what they are!

### Interactive 3.12 The Judicial Branch



*Click here to learn more about the Judicial Branch*



## Meet a Michigander: Judge Michael Warren

I have been a lawyer since 1992 and a judge since 2002. Lawyers learn the law and help others to follow it. Lawyers also help to make sure that people are treated fairly under the law. They also help to make sure that justice is done when someone or an organization believes that they have been hurt. In court, lawyers help people (their “clients”) argue their side of the case before the judge and jury.



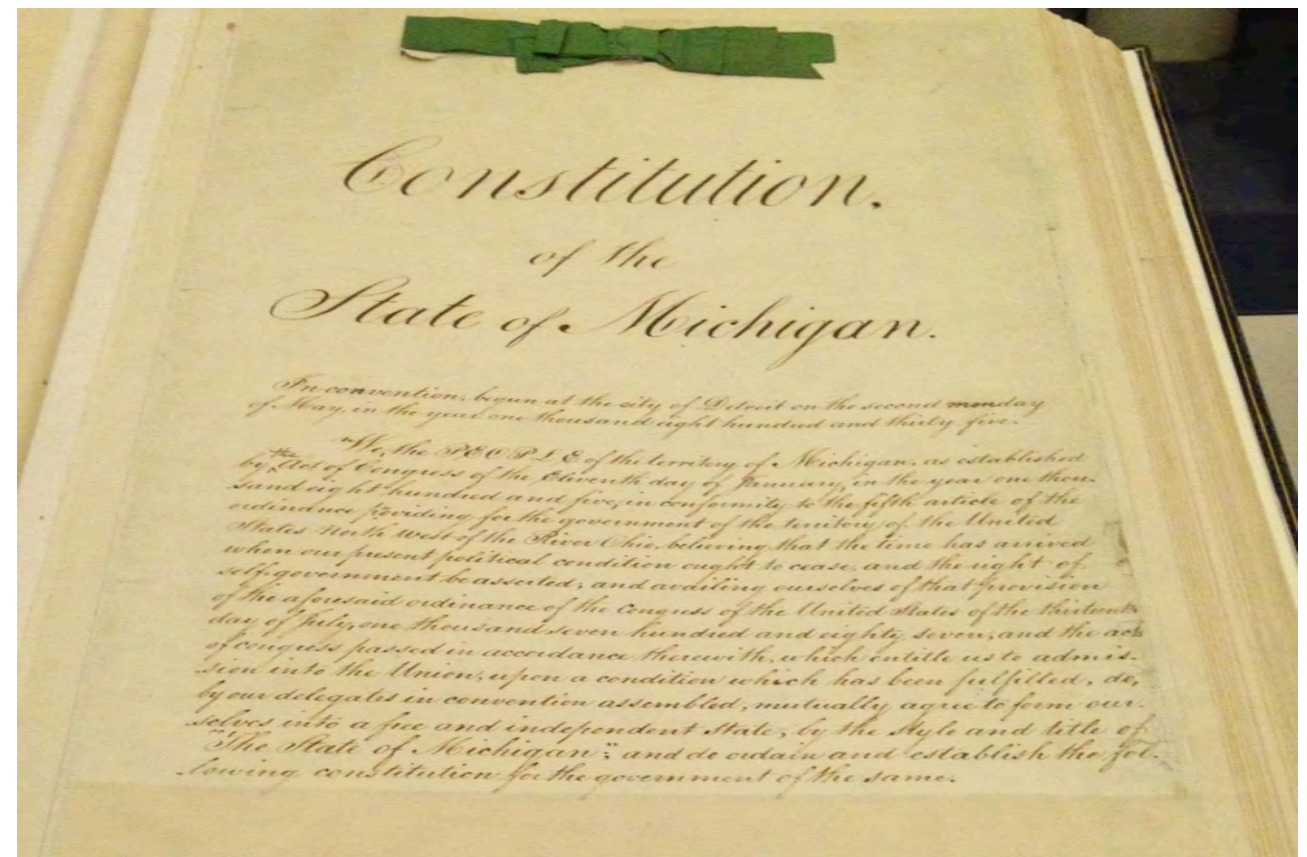
As a judge, my job is to figure out the law that applies to the case. I also have to make sure that the law is followed in the courtroom. When there is a jury, I have to decide what happened and who wins based on the law I instruct them to follow. If there is no jury, I decide the case alone. If a criminal defendant is convicted of a crime, my job is to sentence the defendant to a fair sentence. In addition, I perform weddings and adoptions.

I also volunteer my time with schools, as a board member. The board oversees the principals and teachers. I help the schools be as good as they can, and in particular, I focus on the curriculum students learn. I am very concerned that students learn about the Constitution and history so they can be ready to protect our freedom when they grow up.

My daughter Leah, who was 10 years old at the time, and I started Patriot Week, which helps renew the spirit of America. We do that through celebrating our Declaration of Independence, our Founding Fathers and great patriots, documents and speeches, and flags from our history. You can learn more about Patriot Week (which runs from September 11-September 17) at [PatriotWeek.org](http://PatriotWeek.org).

## Our Michigan Constitution

When people create a plan for government do you think they should write it down? Why or why not? We decided it was a good idea to write down our plan for the three branches. Therefore long ago in 1835 we wrote a Michigan Constitution. A **constitution** is a written plan for government. You may have learned that our country has a constitution also! You'll learn a lot about that plan for government in fourth grade.



[http://mediad.publicbroadcasting.net/p/wmuk/files/styles/x\\_large/public/201507/wiki-MIConstitution.jpg](http://mediad.publicbroadcasting.net/p/wmuk/files/styles/x_large/public/201507/wiki-MIConstitution.jpg)

You may be surprised to learn that we have actually written four different Michigan Constitutions. As times have changed we have added some things to our Michigan Constitution. We have also dropped some things from our Michigan Constitution. But the plan of three branches has always stayed the same.

## **PUTTING IT ALL TOGETHER**

Our state government has three branches. The main power of the Legislative Branch is to make laws. The main power of the Executive Branch is to enforce laws. The main power of the Judicial Branch is to interpret laws. Our state government was organized in this way to keep one person or even one small group from having too much power.



# What are Our Rights and Responsibilities as Citizens?

## QUESTIONS TO GUIDE INQUIRY

1. Why do people need governments?
2. Why do we need local governments and a state government?
3. How is our state government organized?
4. What are the rights and responsibilities of citizens?

## TERMS, PLACES, PEOPLE

**rights:** things a person is entitled to have or to do

**freedom of speech:** the right to say what you want and to talk about your beliefs, ideas, and feelings

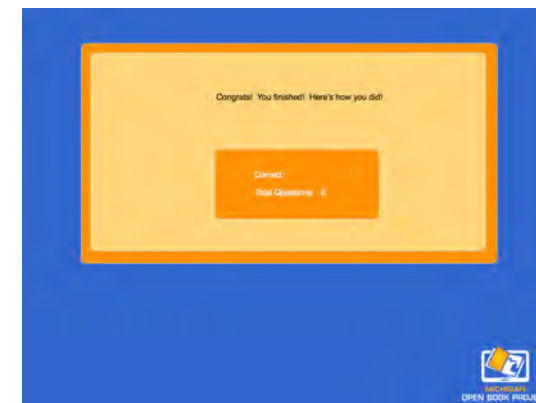
**freedom of religion:** the right to have any religious beliefs you want or no religious beliefs at all

**civic responsibilities:** things citizens are supposed to do

**jury:** a group of people who help decide a case in court

You have learned a lot about our state government. You have learned why people need a state government. You have learned how our local governments are different from our state government. You have learned how our state government is divided into three branches. Before you go on click on the Interactive to ‘show what you know!’”

## Interactive 3.13 Government Quiz



*Show what you've learned so far!*

## What are Some of Our Important Rights?

In the first section you learned that one of the purposes of government is to protect the rights of people. **Rights** are things a person is entitled to have or to do. For example, you have the right to say what you want. You have the right to talk about your beliefs, ideas, and feelings. This right is called **freedom of speech**. You also have the right to have any religious beliefs you want or no religious beliefs at all. This right is called **freedom of religion**. You have other rights like the right to own property. There is also a right that you have that Freedomians do not seem to have! Click the Interactive to find out which right.

### Interactive 3.14 Freedomians and Rights



*What right do Freedomians seem to lack?*



Image source: SHUTTERSTOCK: Image ID:121503349

Unlike the poor Freedomian in the Interactive you have the right to a fair trial. This means you have a chance to give your side of the story. Or, if you want, a lawyer can speak for you. It also means that there is often a jury not just a judge. A jury is a group of people who help decide a case in court. They are people chosen right from your community.



The Right to Vote

You have learned that the kind of government we have is a republic. A republic is a government where people hold the power of government. They elect leaders and give them the power to make laws and decisions for them. You learned that this is called representative government. Because of the kind of government we have one of your most important rights is the right to vote.



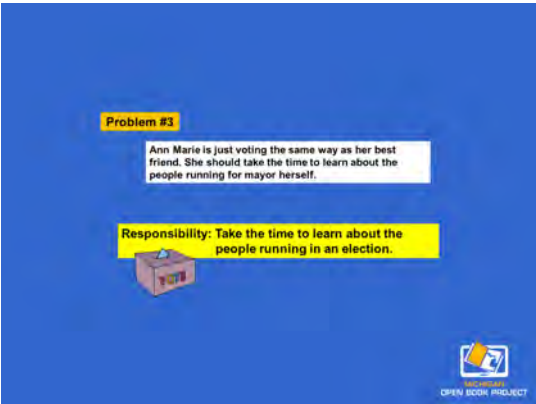
Why do you think the right to vote is so important?

Voting is the way we choose our leaders. It is the way we have a voice in our government. But voting comes with a civic responsibility. A **civic responsibility** is something citizens are supposed to do. The right to vote comes with the responsibility to vote. But is that

enough??? Do you just have to show up and vote? Make a chart like the one below. Then, click the interactive to learn about more of the responsibilities that come with the right to vote.

	What's the Problem?
1	
2	
3	

Interactive 3.15  
Responsibilities and the  
Right To Vote



Click here to learn more about the right to vote

In the Interactive you learned that it is not enough to just vote. People have the responsibility to learn about the people who are running in an election. People have the responsibility to vote for the person they think will do the best job.

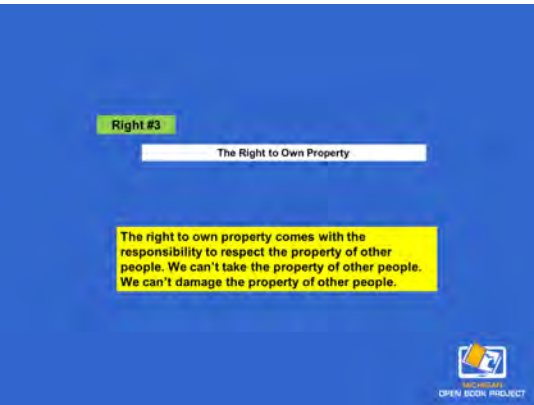
**Rights Come with Responsibilities**

The right to vote is not the only right that comes with responsibilities. All rights come with responsibilities! Think about the right to a fair trial. What civic responsibility comes with that right? The responsibility to pick up litter in front of the courthouse? That’s a nice thing to do but it doesn’t have anything to do with the right to a fair trial! Because you have the right to a fair trial, you have the responsibility to serve on a **jury** if you asked to do so. That means you might have to miss work. That means you might miss a baseball game. But if you have the right to a fair trial then you have the responsibility to serve on a jury if you are asked.

Make a chart like the one below. Then, click the interactive to learn about more of the responsibilities that come with your rights.

Right	Responsibility
1	
2	
3	

**Interactive 3.16** Rights and Responsibilities



*Click here to learn more about rights and responsibilities*



## PUTTING IT ALL TOGETHER

One important purpose of government is to protect the rights of people. These rights include freedom of speech and freedom of religion. They also include the right to vote and the right to a fair trial. All these rights come with civic responsibilities. If you have a right, you have a responsibility!

### And now... Back to Freedomia!

Freedomia needs help creating a plan for a new government. Find 2 partners and come up with a plan. Make sure to answer these questions:



- Who will make the laws?
- Who will enforce the laws?
- Who will interpret the laws?
- What are three laws Freedomia will have?
- What are three rights Freedomians will have?



## Chapter 4

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# How did the Movement of People Impact the Early History of Michigan?

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1. In what ways have the people of Michigan interacted with their environment?
2. What push and pull factors influenced the movement of people in Early Michigan History?
3. What consequences resulted from the interactions between various cultural groups?





# How Do Historians Study the Past?

## QUESTIONS TO GUIDE INQUIRY

1. In what ways have the people of Michigan interacted with their environment?
2. What push and pull factors influenced the movement of people in Early Michigan History?
3. What consequences resulted from the interactions between various cultural groups?

## TERMS, PLACES, PEOPLE

**history:** what happened in the past

**historian:** a person who studies the past

**historical sources:** things that tell us about the past

**primary sources:** records made by people who saw or took place in an event

**secondary sources:** records written by someone who was not there at the time

You have learned that there are different areas of social studies. You have learned about geography. You have also learned about economics. In this chapter you will learn about history. You will discover that **history** is what happened in the past.



Work with a partner and make a list of words that come to mind when you think of the word “history”

## What Do Historians Do?

In chapter one you learned that geographers ask lots of questions when they study a place! Some of these questions were:



- Where is the place?
- What is it like there?
- How do people use places?
- How is a place connected to other places?

In this chapter you'll discover that historians ask a lot of questions too. Geographers ask questions about places. Historians ask questions about the past.

You learned that geographers use tools to study places. They use tools like maps, globes and satellite images. Historians use **historical sources** to study the past. These are things that tell us about the past. They

are things like photographs, diaries and old letters. They can be objects like old toys.



Think about your own past. What historical sources could a historian use to learn about your past?



## MEET A MICHIGAN HISTORIAN: Eric Hemenway



Aanii (Hello). My name is Eric Hemenway and I am the Director of Archives and Records for the Little Traverse Bay Bands of Odawa Indians. All my life I have studied history by listening to others, visiting areas that tell stories and lots of reading. In my job, I am very lucky to collect important pieces of history for the Odawa tribe. These pieces of history could be photos, letters, books, peoples' stories, artifacts or important documents. Not only do I

collect these parts of history, I use them to teach others about my people, the Anishnaabek. The more we know about the people we live with, the better we will get along!

History is everywhere and everyone has a history of their own. It's important to know what happened to a place, a people or the environment. Sometimes bad things happen in history and we don't want that to happen again. Sometimes good things happen in history and we want to remember that too!

## What Kinds of Questions Do Historians Ask?

One of the most important questions a historian asks about the past is: What happened? But is it enough to only know what happened? Not for a historian! Historians also want to know why things happened. Imagine a historian is studying the history of a small town. In a historical source she finds out there was a serious fire one hundred years ago. It destroyed many of the town buildings. Was the fire caused by lightning? Did a person start the fire? The historian will try to find out why the fire happened.



Historians also ask: When did it happen? In the example you just read the fire happened one hundred years ago. As you study Michigan history in this chapter it will be important to think about when things happened. There is still one more question. What's missing? Let's review. Historians ask: What happened? Why did it happen? When did it happen? But, what about the people? Who were the people

involved? In our example a historian might try to find out if any people were injured or killed in the fire.

You have probably figured out by now that historians are like detectives. They want to know what, why, when and who! You'll be working like a historian and detective in this chapter. You'll be asking these questions about Michigan history.

**QUESTIONS HISTORIANS ASK**

- What happened?
- Why did it happen?
- When did it happen?
- Who was involved?

Make a chart like the one below on a separate sheet of paper. Then, click on the widget to practice your historian skills!

What?	
Why?	
When?	
Who?	

**Interactive 4.1** Questions Historians Ask



*Read the story in this widget and work like a historian to determine what happened, why, when, and to who.*



The Michigan Historical Center in Lansing, Michigan

Source: <http://www.michigan.gov/mhc/0,4726,7-282-65121---,00.html>



## What Kinds of Historical Sources Do Historians Use?

Historians answer the questions of history by studying historical sources. These are things that tell us about the past. Here is an historical source. What kind of historical source is it?

January 12, 1850  
A terrible blizzard started today. It keeps snowing and snowing. I am afraid we might get trapped in our log cabin.

You probably guessed that this is a page from a diary. How is it different from this next historical source:

**The Washington family lived in a small log cabin. It was located in northern Michigan on a river. In the winter of 1850 there was a huge blizzard. It snowed for days and days. The Washington family was trapped in their log cabin for a week.**

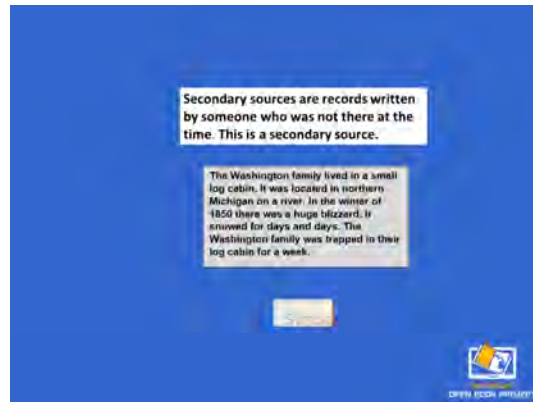
Both historical sources are about a family being trapped in their log cabin. The diary was written about the event in the past. Historians call this kind of source a primary source. A **primary source** is a record made by people who saw or took place in an event. The story about the family is a different kind of source. It is called a secondary source. A **secondary source** is a record written by someone who was not there at the time.

Imagine that someone in the Washington family wrote a letter describing the blizzard. Would that be a primary source or a secondary source? Since it was

written by someone who took place in the event it would be a primary source.

Imagine that you do a drawing of what you think the Washington's log cabin looked like. Would it be a primary source or a secondary source? Since you were not there to see the real cabin it would be a secondary source.

#### Interactive 4.2 Primary Sources



*Click here to learn more about primary and secondary sources*

## PUTTING IT ALL TOGETHER

History is what happened in the past. Historians study the past! They study the past by asking questions. These questions are: What happened? Why did it happen? When did it happen? Who was involved? To answer the questions historians study historical sources. Historical sources are things that tell us about

the past. There are two kinds of historical sources. Primary sources are records made by people who saw or took place in an event. Photographs and diaries are primary sources. Secondary sources are records written by someone who was not there at the time. A story written today about an event in the past is a secondary source.



**Writing Assignment: Find a partner. Each of you should write a short story like the one you read about the family getting trapped in their log cabin. Make sure to have a what, why, when and who. Then, trade stories and see if you can answer the questions about each other's story.**



# Indigenous People: Then and Now

## QUESTIONS TO GUIDE INQUIRY

1. In what ways have the people of Michigan interacted with their environment?
2. What push and pull factors influenced the movement of people in Early Michigan History?
3. What consequences resulted from the interactions between various cultural groups?

## TERMS, PLACES, PEOPLE

**Indigenous People:** The first people in a place.

**Anishinaabek:** Some of the first people of the Great Lakes region

**traditional story:** Important stories that are passed down through time

**migration:** people on the move

**artifacts:** objects from the past

**archaeologist:** a special historian who studies artifacts of the past

**culture:** the way of life for a group of people

**reservation:** land set aside for Indigenous People

In the last section you learned about history and historians. When historians study the history of a place they try to learn about the people who lived there. They often start by learning about the first people who lived in the place. We call the first people in a place Indigenous. They are the first people to live in a certain area. These people have special connections and rights to that place. In our country **Indigenous People** are sometimes called Native Americans or American Indians. All three terms refer to the ‘first people.’ In this section you will learn about Michigan’s Indigenous People.



Work with a partner and make a list of some of the questions historians ask when they study the past.

## The Anishinaabek

Most Indigenous People living in Michigan are Anishinaabek. They were some of the very first people in the Great Lakes region. They call this place Anishinaabe Aki. It means Land of the Anishinaabek. Michigan is part of Anishinaabe Aki. They have lived in the Great Lakes Region, including Michigan, for a long, long time. The Anishinaabek have special ties and rights to this land we call Michigan.

The Anishinaabek belong to different tribal groups including the Odawa, the Potawatomi and the Ojibwe. They speak a language called Anishinaabemowin. To learn about the Anishinaabek and their history it is important to study their traditional stories.

**Interactive 4.3** Ohnekanus Nibi



*Click here to hear a song in Anishinaabemowin. The song was written by some Anishinaabek children in Wisconsin. The song is about spring and the rain and the pride they have in their people:*  
<http://ojibwe.net/songs/childrens-songs/ohnekanus-nibi-water/>

## Traditional Stories

You have learned that historians use historical sources to study the past. You learned that diaries, old maps and textbooks are all historical sources. Traditional stories are another type of historical source.

**Traditional stories** are stories that are passed down through time. They show the history, knowledge and beliefs of a group of people.

Traditional stories have always been very important to Indigenous People such as the Anishinaabek. These stories teach the Anishinaabek many different things. They teach them how to live. They also teach them about the world around us. Some stories teach right from wrong. Others teach how land features came to be.

The stories are all unique. They always teach a lesson and tell about the history of an area. The land is very important in Anishinaabek traditional stories. For



example, a traditional story might tell about a special hill or lake.



Traditional stories are connected to the land and water of a place.

<http://www.mackinac-island-insider-tips.com/ojibwa-indians.html>

According to the Anishinaabek there are special ways to tell a special story. Some traditional stories can only be told in winter. Some can only be told with special permission. Many Anishinaabek stories feature an important character named Nanaboozhoo.

Nanaboozhoo sometimes plays tricks on people and animals. His stories teach lessons. These stories are called Trickster Stories.

## Nanaboozhoo

The Anishinaabek believe Nanaboozhoo was sent to teach them how to live. He taught right from wrong through his adventures. He offered lessons on how to live in harmony with the natural world. Nanaboozhoo was a trickster. He could change into different shapes and personalities. He was half spirit and half human. He had some of the same good points and some of the bad points that people have. Nanaboozhoo could be selfish or generous. He could be caring or mean. He was always curious and mischievous.

In 2014 the Royal Mint of Canada created a series of coins honoring the stories of Nanaboozhoo. They were designed by Ojibwe artist Cyril Assiniboine. One coin shows the story of Nanaboozoo and the Thunderbird. In this story Nanaboozhoo climbs a cliff to get to the

Thunderbird's nest. He takes feathers from the young birds to make his arrow stronger. However, the Thunderbird catches him in the act! Lightning flashes from his eye. Thunder rolls from his beak. Nanaboozhoo escapes with the feather on his arrow.



Nanaboozhoo and the Thunderbird's nest



Nanaboozhoo and the Thunderbird

#### Interactive 4.4 Underwater Serpent



*Click here to see a video of an Anishinaabek traditional story about an underwater serpent. It was created by Odawa students from the Little Traverse Bay Band*



## Migration Stories

History is often the story of migration, or people on the move. The Anishinaabek have special stories of how they came to Michigan. These stories are known as migration stories. **Migration** stories are a special kind of traditional story. Click on the interactive to read an Anishinaabek migration story.

### Interactive 4.5

Anishinaabek Migration Story



*Click here to read an Anishinaabek migration*

## Artifacts

You can see now how traditional stories can be very important historical sources. They can help us better understand the Anishinaabek.



**Artifacts**, or objects from the past, can be another kind of useful historical source. Recently some artifacts of early Anishinaabek life were found in Ottawa County. They were found along the Grand River. Workers from the Michigan Department of Transportation (MDOT) were preparing land so that a new road could be built. While doing that they made an amazing discovery!

The road project was stopped so that archaeologists could investigate the site.

**Archaeologists** are special historians who study artifacts of the past. The archaeology team



Ottawa County

[https://en.wikipedia.org/wiki/Ottawa\\_County,\\_Michigan](https://en.wikipedia.org/wiki/Ottawa_County,_Michigan)



A Road Construction Project Leads to an Amazing Discovery!

Photo courtesy of the Michigan Department of Transportation

began to carefully dig at the site. The archaeologists worked together with Indigenous People from six tribal nations of Michigan. This teamwork effort earned the group the Governor's Award for Historic Preservation in 2015.

The team found evidence of hearths, or places where Indigenous People long, long ago had built fires. They also found storage pits. They found pieces of pottery and tools. Some of these artifacts may be 1000 years old or even older! They found bones from Lake

Sturgeon in old garbage pits. This showed that people at the site had eaten Lake Sturgeon. There was also evidence found that manoomin, or wild rice, had grown there. All of these are key parts of Anishnaabek life.

#### Interactive 4.6 M-231 Project



*Learn about how the M231 project received the Governor's Award*

Archaeologists think the site was used over many, many years in spring and fall. It was used for gathering, processing and storing food.



Some Members of the MDOT team accepting the Governor's Award for Historic Preservation <http://www.sagchip.org/news.aspx?newsid=432#.WDSEtrIrLIU>



## Interactive 4.7 M231 Project



*Click here to learn more about this archaeology project.*

## Anishinaabek Life

As you learned before, the Anishinaabek call their lands Anishinaabe Aki . Their lands include Michigan. Today, the Anishinaabek live in Michigan's towns, cities, and **reservations**, or land set aside for Indigenous People. In the past, however, the Anishinaabek traveled to different parts of Anishinaabe Aki each season. For example, there was a group of Anishinaabek who lived in a place called

Waganakising. This is a place in the northern part of the Lower Peninsula now called Emmet County.

In the summer the Anishinaabek from Waganakising would gather along Lake Michigan in their summer camp. They gathered in this area along the shoreline because there were many fish in the Great Lakes. They were able to gather in a large group because there was enough food to feed everyone. They also farmed corn, squash, and beans. They used their time in the spring, summer, and fall to prepare stores of food for the winter months.



Manoomin, or wild rice photo credit: Daugherty Johnson

Winter months were harsh. It was very difficult to survive the winter. In the winter months the Anishinaabek from Waganakising traveled to what are now known as the Muskegon and Grand Rapids areas of Michigan. The reason that they left Waganakising during winter was because there was not enough food and other resources to support the large group. Instead, the group split up into smaller family groups as they traveled south.

They settled along the major rivers that still flow through Muskegon and Grand Rapids today. There they would trap animals such as beavers. They would hunt deer. They would still do some fishing, but not as much as they did during the summer. In summer they returned to Waganakising.



The Anishinabeek counted their birthdays not by years but by the number of winters they had survived. That tells you how hard it was to make it through the winter! If you are eight years old now you are ‘eight winters!’”



## All Things in the Land Are Gifts

The Anishinaabek believed that all things in their land were gifts. This included plants, animals, water and rocks. They also believed all things were part of their family. Because they were family, the Anishinaabek were responsible for them. The Anishinaabek respected all things. All of this is true of the Anishinaabek today.

## The Wyandot

The Wyandot were another Indigenous group that lived in Michigan. They were also known as the Huron. They were different in many ways from the Anishinaabek. The Wyandot spoke a different language. The Wyandot were known for trading with other Indigenous People in the Great Lakes region

Like the Anishinaabek, the Wyandot lived in large groups in the summer. Unlike the Anishinaabek, the Wyandot did not split into small family groups during the winter. Instead, the large groups that the Wyandot

lived in stayed together all year long! They lived in a structure called a longhouse. A longhouse was a place where an entire family would live together. That meant that grandmas, grandpas, aunts, uncles, cousins, parents, brothers and sisters would all live in the same house together. Can you imagine!

This was great for the children because they were able to learn much from their elders, or older members of the family. They heard stories from their grandparents.



THE ATMOSPHERE IN WHICH LEGENDS WERE TOLD.  
FROM A PAINTING SHOWING THE INTERIOR OF A BARK LONG-HOUSE, BY RICHARD J. TUCKER.

A Painting Showing the Inside of a Longhouse <https://commons.wikimedia.org/w/index.php?curid=48266585>

Girls watched their mothers, aunts, and grandmothers work in the longhouse and harvest items from the garden. Boys went hunting with their fathers, uncles and grandfathers. They learned valuable lessons from these elders. All children learned to respect each other for the skills that each was able to do. They also learned to respect all life in nature.

## Indigenous People Today

As you learn more about Indigenous People, you need to remember that they are not only a part of Michigan's past. They are also an important part of Michigan's present and future. They are citizens of Michigan. Currently there are twelve tribes in Michigan.

### Interactive 4.8 Snowsnakes



*Click here and learn how to play snowsnakes!*

These groups have their own tribal government. Remember, government is a group of people chosen to make laws and decisions. Tribes can make their own laws. Some of these laws tell how people can hunt and fish. Many tribes also have their own police, hospitals, and schools. Each tribal group in Michigan has its own lands. As you learned before, these lands are called reservations.

Just like you, Anishinaabek children go to school, like to have fun and play sports. Many also learn about and practice their culture. **Culture** is the way of life of a group of people. Traditional stories, language and activities are still important. Basket-making, drumming and dancing are still a part of their culture

### Interactive 4.9 Twelve Tribes



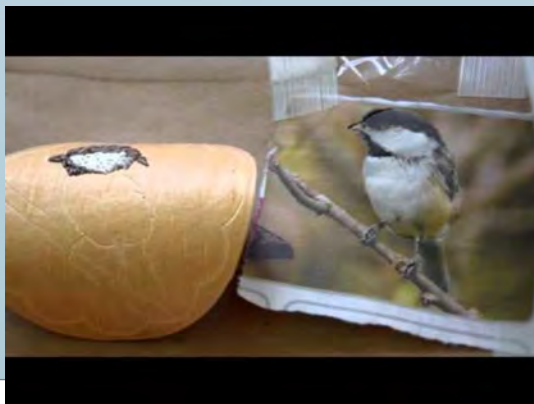
*Click here to see where the twelve tribal groups of Michigan are located Section 2.3 PPT Tribal Groups*





Yvonne Walker-Keshick is an award winning artist. She is also a leader in the Odawa tribe. She makes baskets and porcupine quillwork. Quillwork is pictures made from the quills of a porcupine. She comes from a long line of quill workers. She is continuing this tradition. She has taught her children and grandchildren quillwork. Watch the video to hear Yvonne Walker Keshick talk about her life.

#### Interactive 4.10 Yvonne Walker Keshick



Aryana Robinson of the Ojibwe tribe dances in the Dance for Mother Earth Powwow at Saline Middle School.

<https://www.flickr.com/photos/annarborcom/5541132926/in/album-72157626177096011/>



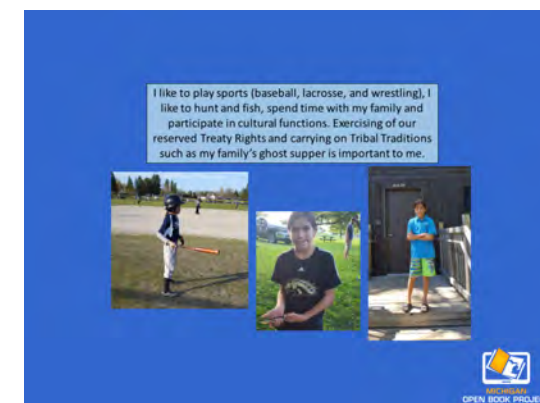
Caption: The Grandmother Moon Drum Circle

<https://www.facebook.com/Ojibwa.Culture/photos/pb.119881341445181.-2207520000.1454303170./680348108731832/?type=3&theater>

## PUTTING IT ALL TOGETHER

Most Indigenous People living in Michigan are Anishinaabek. They were some of the very first people in the Michigan. They were a very important part of Michigan's history. You can learn about the Anishinaabek by learning about their traditional stories. You can also learn about them from artifacts used long ago. But they are not just people of the past. They are a very important part of Michigan's present and future.

### Interactive 4.11 Meet Three Anishinaabek Michiganders



*Click here to Meet Three Anishinaabek Michiganders*



## Section 3

# The French and the Fur Trade

### QUESTIONS TO GUIDE INQUIRY

1. In what ways have the people of Michigan interacted with their environment?
2. What push and pull factors influenced the movement of people in Early Michigan History?
3. What consequences resulted from the interactions between various cultural groups?

### TERMS, PLACES, PEOPLE

**explorer:** someone who travels into an area that he or she has never been to before.

**voyageur:** A French person who was part of the fur trade

**missionary:** A person who travels to a new place to teach their religion to people

In the last section you learned about the Indigenous People of Michigan. They were the first people to live in Michigan. You learned about some of their traditional stories and some of the artifacts they left behind. You learned some important things about their history and their culture. You also learned that they are not just people of the past. They are a very important part of Michigan's present and future. Finally, you learned that most Indigenous People living in Michigan are Anishinaabek. They have been in Michigan for a long, long time.



Make a list of three important things you learned about the Anishnaabek

## In Search of Trade Goods

**Explorers** are people who travel into areas they do not know well. Have you ever gone exploring? Where did you explore? What were you looking for? About 500 years ago some people from the continent of Europe were exploring. What were they looking for? They were looking for a way to sail between the continent of Europe and the continent of Asia. You learned in Chapter 1 that a continent is one of seven very large landmasses on Earth. That would be a long, long sailing trip! Why were they trying to do that?

People in many countries of the continent of Europe had come to love silk, spices and other goods from countries like China and



Image source: shutterstock

India. These countries were part of the continent of Asia. People in Europe wanted to trade for these goods. Therefore, explorers were looking for ways to sail from Europe to Asia. They were also looking for lands to claim as their own. But, they discovered a very big problem!!! Something was in their way!

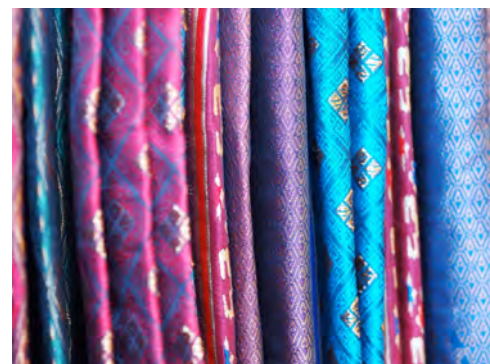
### Interactive 4.12 Blocking the Way



*Click here to find out what got in the way of the early explorers!*



Spices, not unlike the ones many Europeans were looking for! Image source: shutterstock



Silk fabric, image source: Shutterstock



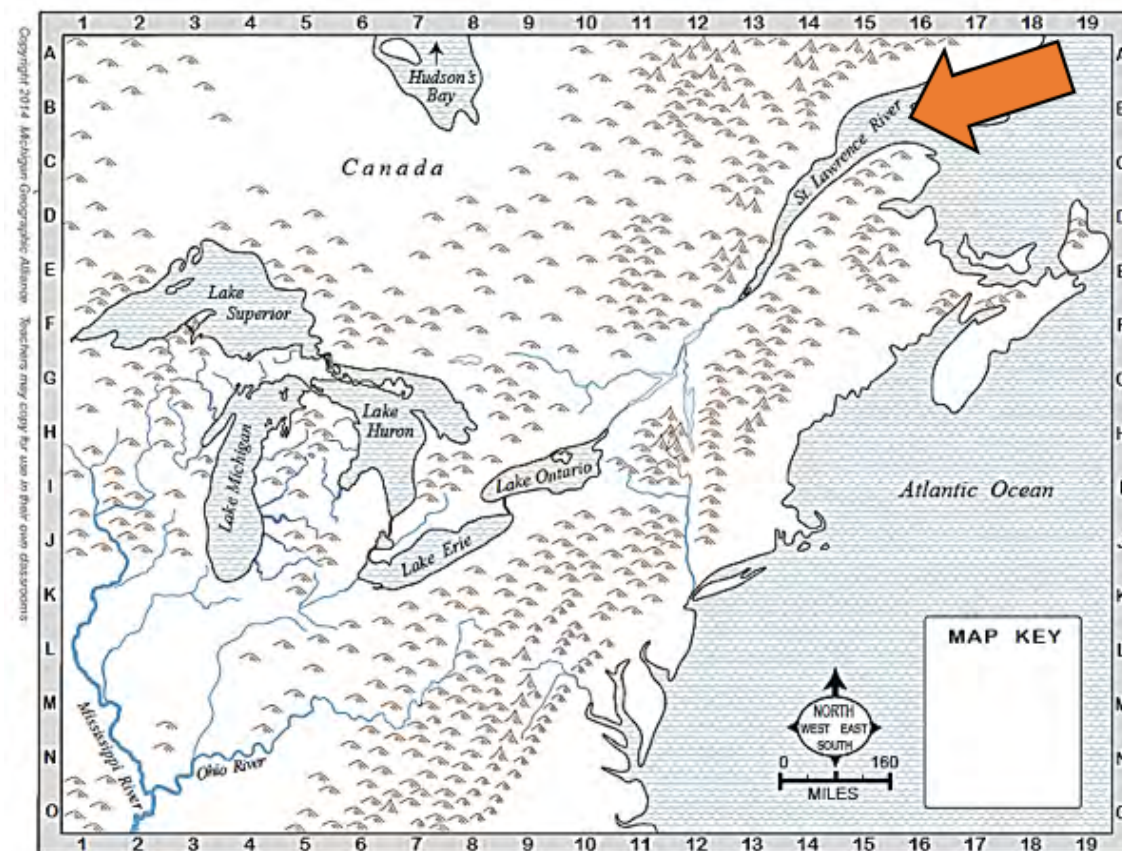
Think of your favorite goods, your favorite products. Are they spices and silk? Probably not. Why do you think favorite goods change over time?



You have learned that the continents of North America and South America made it difficult to sail easily from Europe to Asia. But, people in Europe did not give up!!! They wanted to trade with Asia!

### Here Come the French!

Explorers from the country of France had joined other explorers trying to find a sea route to Asia. Since North America was in their way the French decided to try and find a short cut through North America. They decided to sail down the St. Lawrence River. They hoped that this river might run all the way across North America. If it did it would take them to the Pacific Ocean. Then, they could sail on to the continent of Asia. What do you think? Did their plan work?



You can see by the map that sailing on the Saint Lawrence River took French explorers into the Great Lakes region. They explored further and further. They came into the area that would become our state of Michigan. The French never did find their shortcut. However, they became interested in the Great Lakes region and Michigan for another reason! They wanted to make these lands part of their kingdom and trade with the Indigenous People.

### The Fur Trade

Have you ever traded one thing for another thing? Maybe you traded a cookie for a candy bar. Think about why you made the trade. People will “make a trade” when they want something they think is valuable. In the 1600s and 1700s, Indigenous People who lived in Michigan like the Anishinaabek had valuable things that people in France wanted. On the other hand, people in France had valuable things that Indigenous People in Michigan wanted. Trade began between these two groups over 300 years ago. What goods do you think they were trading?

### Interactive 4.13 Trade Goods



*Click here to learn about goods traded between Indigenous People and the French*

A trading system began between Indigenous people of the Great Lakes region and the French. Indigenous People hunted beavers and other fur bearing animals. They traded these furs to the French. They also offered other trade goods such as food and birch bark canoes they made. Food included meat, corn and maple sugar. They traded these goods for French knives, cloth blankets, cooking pots, guns and other goods.

The worth of goods was based on the value of beaver furs. For example, let's imagine that an Indigenous person brought a large sack of wild rice to a trading post. It might have been given the value of 3 beaver furs. At the trading post a French cotton shirt may have been given a value of 3 beaver furs also. The Indigenous person could then trade the rice for the cotton shirt.

#### Interactive 4.14 Trade Systems

Sample Value of Some Indigenous Goods	
1 sack of wild rice	3 beaver furs
100 white fish	5 beaver furs
15 pounds of bear grease	4 beaver furs

Sample Value of Some French Goods	
1 hatchet	1 beaver fur
1 blanket	3 beaver furs
1 cotton shirt	3 beaver furs

If an Indigenous family brought 1 sack of wild rice and 100 white fish to the trading post could they trade for 3 blankets? Why or why not?

*Click here to learn more about how the beaver fur system worked.*

At first the French fur traders would go to the villages of Indigenous People to trade. Later the French built trading posts. Furs were moved from these trading posts by French voyageurs. These were traders who moved the furs by canoe.

#### Interactive 4.15 Trading Posts



*Click here to learn about the trading posts.*

#### Interactive 4.16 Digging at Michilimackinac



*Archaeologists have been digging at Fort Michilimackinac since 1959. Click here to see a Gallery of photographs of some teachers from Waterford, Michigan who had a chance to take part in the dig one summer!*



# How Did Indigenous People and the French View the Fur Trade?

Indigenous People and the French traded because both groups benefited from trading. They did not view the fur trade in exactly the same way, however. Study this chart that shows the point of view of each group. How were the points of view different? How were they alike?

Point of View of the French Voyageurs	Point of View of Indigenous People
<ul style="list-style-type: none"> <li>• We need the beaver pelts that Indigenous People can trade.</li> <li>• We need the canoes that Indigenous People can make.</li> <li>• We need Indigenous People as guides.</li> <li>• We need Indigenous People because they own the trade routes.</li> <li>• We may marry a woman from one of the Indigenous tribes.</li> <li>• We may learn the language of Indigenous People so we can trade.</li> <li>• We will learn about the government of Indigenous People so that we can trade.</li> <li>• There are many of them and few of us.</li> </ul>	<ul style="list-style-type: none"> <li>• We need the guns that the voyageurs can trade.</li> <li>• We need the metal cooking pots that the voyageurs can trade.</li> <li>• We will trade our furs for the things that make my life easier.</li> <li>• We will help them because we both are enemies of the Iroquois people.</li> <li>• Our sisters may marry a voyageur, so he may become a part of our tribal families.</li> <li>• We may learn French so we can trade.</li> <li>• We will learn about their government so that we can trade.</li> <li>• The French are here to stay, so we will tolerate them.</li> </ul>

## Interactive 4.17 The Fur Trade



Here is some additional information on the Fur Trade in Michigan

## Interactive 4.18 Voyageurs



Listen to this song from Kitty Donohoe about Voyageurs.

## Who were the French Missionaries and Why Did They Come to Michigan?

French explorers had come to the Great Lakes region including Michigan about 400 years ago. Next came French traders and voyageurs. There was also a third group that came. They were called missionaries. Missionaries are people who travel to a new place to teach their religion to people.

One of the most well-known missionaries in Michigan was Father Marquette. He founded the mission at Sault Ste. Marie. The mission included a church, but also became a center for trade.

Missionaries wore long black robes. Because of their religion they did not marry. They had no wives or children.

They wanted to teach their religion to Indigenous People. Sometimes they also tried to help Indigenous People. For example, they went to try and help people when they were sick.

How did Indigenous People like the

Anishinaabek view the missionaries? The missionaries must have seemed very different from them. Anishinaabek wore very different clothes than black robes. Most had a wife and a family. Read this Anishinaabek description of the missionaries. What does it tell you about how they viewed the missionaries?

### Anishinaabek Point of view:

“We did not know what to think of the Black Robes (missionaries) that came into our villages. Their clothing was made from different materials. Many wore long, black robes. They were very hairy, and did not have a wife and family. They told us our beliefs were bad.”



[https://en.wikipedia.org/wiki/Jacques\\_Marquette](https://en.wikipedia.org/wiki/Jacques_Marquette)





Why do you think it is important for historians to understand how different people viewed each other?

## **Trade and Conflict**

Trade created enemies in the Great Lakes region. Other tribes, like the Iroquois in New York, wanted to take the resources of the Anishinaabek. The British, another group who had come to North America from Europe, wanted the French resources as well. People fought for trade resources and the lands where those resources were. War would change the lives of the Anishinaabek and the French. You will learn more about this in the next section.

## **PUTTING IT ALL TOGETHER**

About 400 years ago French explorers were trying to find a water route to the continent of Asia. They wanted to get to Asia so they could trade for goods like silk and spices. They sailed into the Great Lakes region trying to find this water route. They did not find it. However, they found that the region had many fur-bearing animals like beaver. A trade in furs began between Indigenous People like the Anishinaabek and the French. Trading posts began at places like Detroit. Trade caused a lot of change. Sometimes it was good, sometimes it was bad.

# The British in Michigan

## QUESTIONS TO GUIDE INQUIRY

1. In what ways have the people of Michigan interacted with their environment?
2. What push and pull factors influenced the movement of people in Early Michigan History?
3. What consequences resulted from the interactions between various cultural groups?

## TERMS, PLACES, PEOPLE

**Britain:** a country part of the continent of Europe

**fort:** buildings and land protected by a tall wall and often lookout towers

**cause:** an action that makes something happen

**effect:** something that results from something else happening

**colony:** an area of land controlled by another country

In the last section you learned that European people came to North America looking for resources and to trade. Trade was between Indigenous People like the Anishinaabek and Europeans like the French. Trade was part of why Europeans wanted control of North America. Trade caused a lot of change. Sometimes it was good, sometimes it was bad. How did this trading system get started? Click on the widget below to review what you have learned!

### Interactive 4.19 Review What You Have Learned



*Click here to review what you have learned.*



Here Come the British!

The Anishnaabek permitted the French to settle on their land. The two groups of people had a tense relationship. This was because the French claimed Anishnaabek lands as their own. The two different groups of people learned to live together. The main focus was the fur trade and family since many French married Anishnaabek women. There were far more Indigenous People than French. Therefore, the Anishnaabek did not view the French as much of a threat. However, things changed! The French weren't the only group from Europe interested in trade and claiming new lands. Another group came into the story.



Interactive 4.20 The British Come to North America



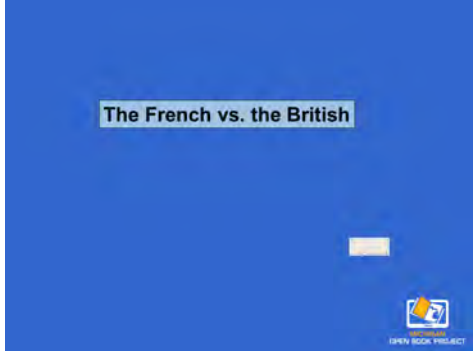
Click here to learn about another group who became part of the story.

As you just learned, the British claimed land along the east coast of North America. They established themselves in this area through several wars with Indigenous People. These wars were terrible for the tribes on the east coast. Many tribes were destroyed completely because of the wars. When land was claimed, the British farmed and traded in the area. Their success led to more and more British people coming.

British vs French

The French and British had a history of being enemies. They had often fought each other. Both groups wanted to control the fur trade. Both groups wanted to take over more of North America, as well as land in Europe, Africa and Asia. In order to do this in North America, each group wanted Indigenous People on their side. The Anishinaabek sided with the French. This was mainly because they were trading partners and had married with each other. The Iroquois sided with the British. There were several reasons for this. For one thing the Iroquois and the Anishinaabek were old enemies. The Anishnaabek and Iroquois had fought against each other before Europeans came to North America. The Iroquois also traded mainly with the British. So, what happened between these groups of people?

Interactive 4.21 The French vs the British



Click here to learn what happened next.

**Conflicts Arise**

As you just learned both the French and the British began building forts. Each side hoped to defend land they claimed. Each side hoped to take over the fur trade. Each side wanted to control resources and land. The British hoped for even more. They wanted to get rid of the Indigenous People. They wanted to take over all lands in the Great Lakes region. The British wanted all of the land and control for themselves. You can probably guess what happened next.

Conflicts arose between the French and the British. This led to what was called the French and Indian War. Remember that you learned in Chapter 1 that the term ‘Indian’ is sometimes used to describe Indigenous People.



**The French and Indian War**

Over nine years of battle from 1754-1763, the French and most of the Indigenous People fought against the British. This is how the war got its name. Only the Iroquois sided with the British.



From what you have learned so far, who do you think won the war? The French or the British? Why?

The British had a lot more people and resources in North America than the French. British troops pushed north and began to take over French forts and Indigenous lands. With more soldiers, weapons, and money the British were able to take control of more and more forts. The French lost control of the St. Lawrence River. This prevented them from sending supplies to their troops. All of these factors led to the British winning the war.

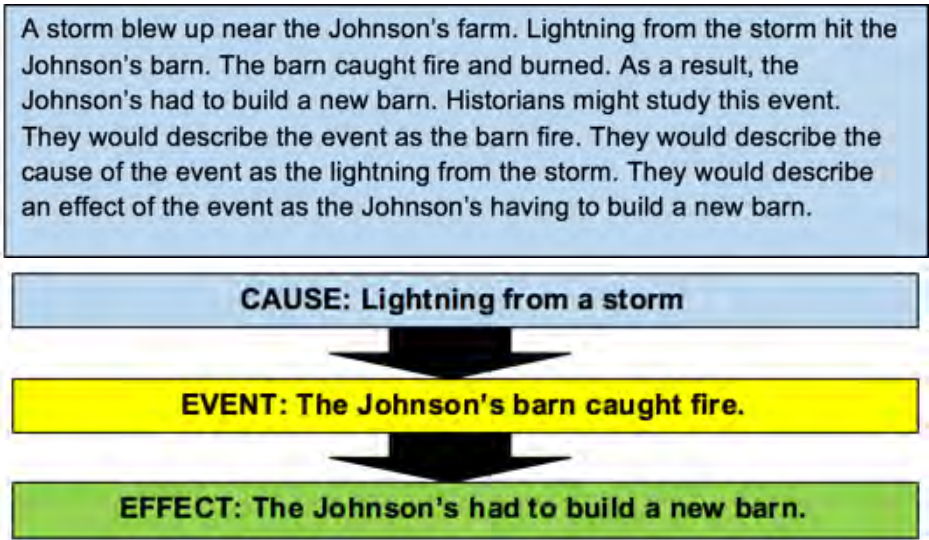


**Cause and Effect**

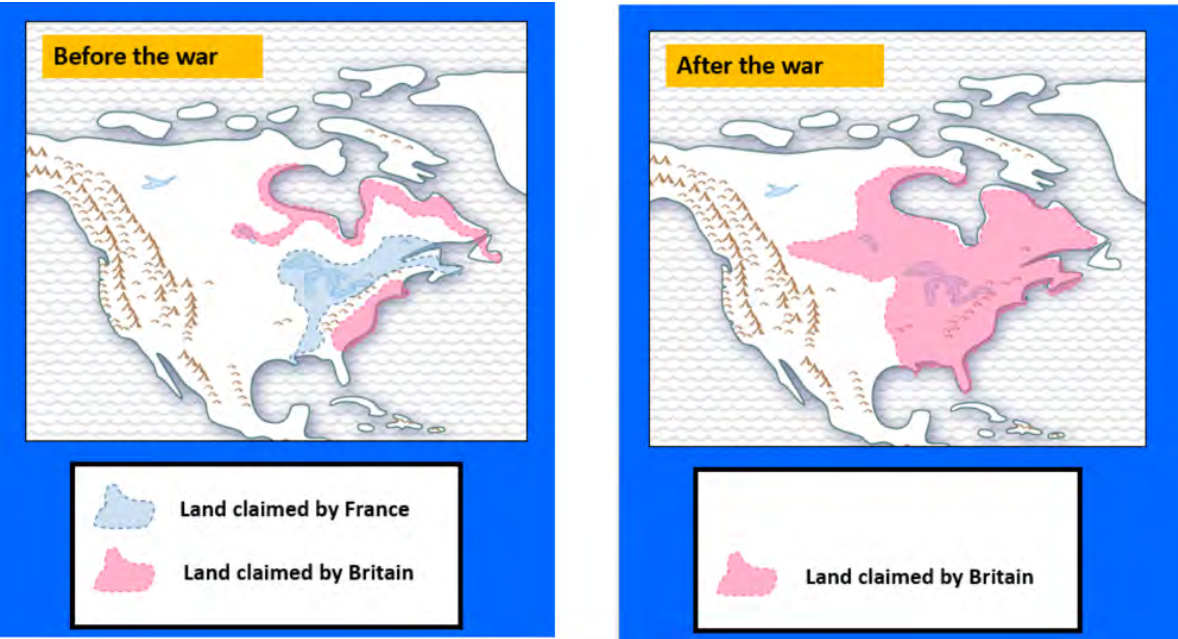
Historians often study the causes and effects of events that have happened in the past. A cause is an action that makes something happen. An effect is something that results from something else happening. Here’s a simple example of



cause and effect:

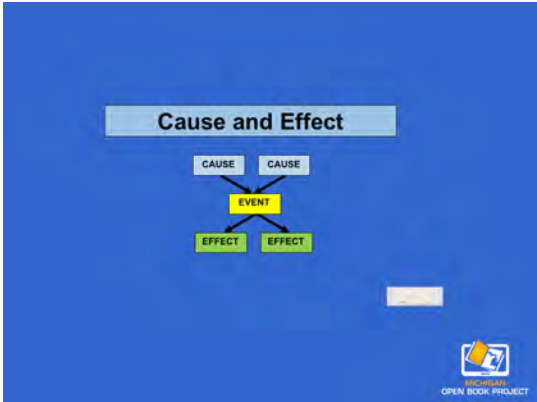


Events like wars usually have more than one cause. Think about what you have learned about the French and Indian War. It had several causes. For example, both the French and the British wanted to control the fur trade. Another cause was the fact that both groups wanted to control land and resources in North America. What about the effects of the French and Indian War. Compare these two maps. What effect of the war do they show?



As you can see in the maps, one effect of the war was the French lost all the land they had claimed in North America. The British took over this land. Therefore, another effect was that the land that would become Michigan was now claimed by the British. Another effect was that the Anishinaabek had to fight for the rights to their homelands.

**Interactive 4.22** Cause and Effect



*Click here to create a cause and effect graphic organizer of the French and Indian War.*

Indigenous People and the British

After the French and Indian War problems increased between Indigenous People and the British. Indigenous People found the British much harder to get along with than the French. The two groups had very different points of view. Study this chart that shows the point of view of each group. How were the points of view different? How were they alike?

Point of View of the British	Point of View of Indigenous People
<ul style="list-style-type: none"><li>• We want to total control over the fur trade.</li><li>• We want more land for our people.</li><li>• We want the Indigenous People to follow the laws of the British King.</li><li>• We want to stop trade with the Indigenous People unless it is inside British forts.</li><li>• We want the Indigenous People to leave this land.</li><li>• These Indigenous People are in our way.</li><li>• We want to use diseases as a weapon of war to rid these people of this land.</li></ul>	<ul style="list-style-type: none"><li>• We want the British to continue to trade goods that make our lives easier, but they keep changing the trading laws.</li><li>• We want to drive the British out of our land.</li><li>• These people want us to follow their King and their laws. We have our own leaders and our own laws.</li><li>• We want the British to let us live like we used to.</li><li>• These people are worse than the French.</li><li>• These people want to drive us out of our land.</li><li>• These people make us sick with deadly diseases.</li></ul>



**Writing Assignment: Imagine you are an Indigenous leader. Write a short letter to the British King complaining about how you are being treated.**



What do you think happened between the British and the Indigenous People? Why

Pontiac’s War

You have probably predicted that there was conflict between the British and Indigenous People. Your prediction was right. There was conflict over land and resources. There was conflict over different points of view. There was conflict over Indigenous People wanting the right to govern themselves. These conflicts led to war.



<https://s-media-cache-ak0.pinimg.com>

After the French lost to the British dozens of Great Lakes tribes began to organize together to try and push the British out. The tribes said they had not lost to the British. They were led by Chief Pontiac. He was a skilled and smart Odawa leader. During the summer of 1763, the tribal nations took control of the Great Lakes. Of the thirteen British forts in the Great Lakes region, nine were taken over by the tribal nations. It became hard to hold on to these forts. Some Indigenous People had to leave to return home to prepare for the winter. There were also conflicts among the tribes. They were not



### Did you Know?

Many things in Michigan have been named after Chief Pontiac. For example, there is a lake, a car and a city! Why do people name things after people?



used to fighting together. As a result, the British took back the forts in 1764.

This war was important for many reasons. It showed the British that the Great Lakes tribes, including the Anishinaabek, would not be pushed around. It was also a source of pride for many Anishinaabek because the people fought for their rights. It is still a source of pride today.

### What Happened Next?

Most of the British were living in 13 colonies along the Atlantic Ocean. A colony is an area of land controlled by another country. They were ruled by a King. The King lived across the Atlantic Ocean. He was making decisions for the colonists that many of them did not like. He raised taxes. He did not give any of the people a say in what laws there should be in the colonies.



Image source: <https://sites.google.com/site/langhorstclassroom/unit-1-map-test>

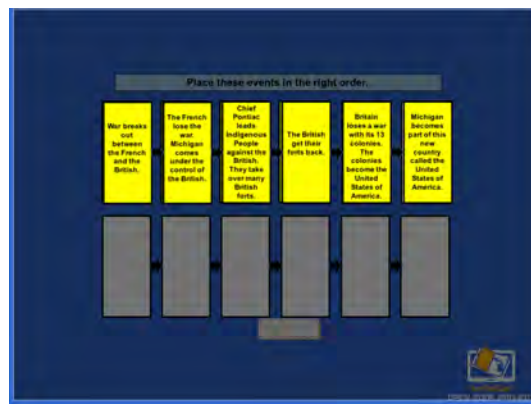
The colonists decided they wanted to be their own country. They wanted to make their own laws. The King was not happy about this. Battles began between the colonists and the British soldiers of the King. After many years of war, the British surrendered. The 13 British Colonies now became the 13 United States of America! Michigan became part of this new country. You will learn much more about these events in fifth grade!

### Putting it All Together

As you can see in this lesson events in history are connected together. One event leads to another. Indigenous People were the

first people in Michigan. Then, came the French. Next, came the British. Then, Michigan became part of a new country, the United States. Through all these changes, the Anishnaabek stayed in Michigan. Can you put the events from this lesson in the right order? Click [here](#) to try!

### Interactive 4.23 Putting Events in Order



*Click [here](#) to put events from this lesson in the right sequence.*



# New Migration Into Michigan

### QUESTIONS TO GUIDE INQUIRY

1. In what ways have the people of Michigan interacted with their environment?
2. What push and pull factors influenced the movement of people in Early Michigan History?
3. What consequences resulted from the interactions between various cultural groups?

### TERMS, PLACES, PEOPLE

**territory:** the name for an area of land that was not a state

**migration:** people moving from one homeland to another

**pull factors:** things that pull people to a new place

**push factors:** things that push people out of a place

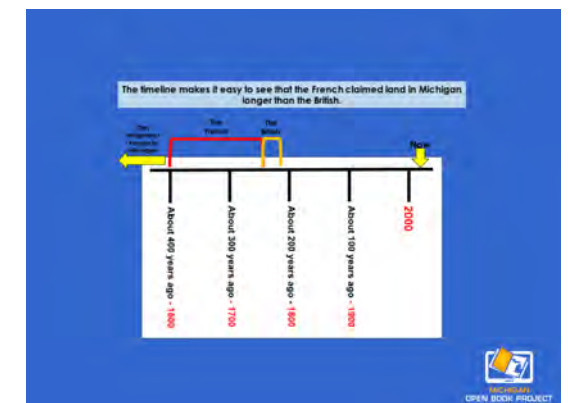
**survey:** mapping, measuring, and describing an area of land

**settler:** a person who moves to a new place and intends to stay there

**treaty:** an agreement between two nations

In the last section you learned that the British had come to North America just like the French. Both groups wanted to control land and resources in North America. Both groups wanted to control the fur trade. For reasons like these there was a war between the French and the British. Most Indigenous People sided with the French. You learned that the British won the war. As a result, the French lost all the land they had claimed in North America. The British took over this land. Not long after this the British lost a war with their own colonies. A new country was born: the United States of America!

### Interactive 4.24 Keeping Track of Time



*How do historians keep track of all these events? How do they keep track of time? Sometimes they use timelines. Click here to learn about timelines.*

## Michigan Before it Was a State

When Michigan became part of the United States it was not a state. It was part of a large area of land called the Northwest Territory. A **territory** is the name for an area of land that was not a state. Look at the map of the Northwest Territory. What other states, or parts of states, were once part of the Northwest Territory? Notice the numbers on each state. This was the year each area became a state. Which area became a state first? Which area became a state last?



The Northwest Territory

<http://oaa4thgrade2.infohio.org/images/unit3/chapter9/allimages/NorthwestTerritory.JPG>



In 1805 Michigan became its own territory. Look at the map of the Michigan Territory. Did it include all of the land that is part of the state of Michigan today?

As you can see on the map the Michigan Territory included only a small part of the Upper Peninsula.

Who was living in the Michigan Territory in 1805? There were still some French people. Their families had come to Michigan long before. There were still some British. Most of the people, however, were members of Indigenous groups like the Anishinaabek. This would begin to change. More people would start moving to Michigan.

## Why do People Move to a New Place?

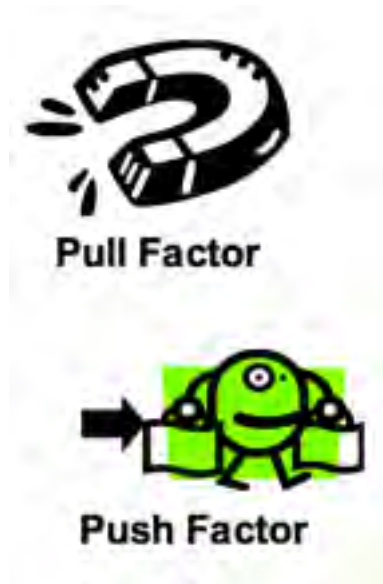


What are some of the challenges of moving to a new place?

In Section 2 you learned that the Anishinaabek migrated, or moved, to Michigan a long, long time ago. In Section 3 you learned that some French people moved to Michigan. In Section 4 you learned that some British people moved to Michigan. Why do people migrate, or move, to a new place? Is it easy to leave your homeland and move to a new place? If you have moved or you know a friend who has moved, you probably know that moving to a new place can be hard.



People move for many different reasons. Sometimes something pushes them out of the place where they are living. For example, they may be living in a place where there is a war. They decide to move to escape the war. In this case the war has pushed them out of their home. The war is a **push factor**. A push factor is something that pushes people out of a place. Sometimes something pulls people to a new place. For example, a person might be offered a better job in a new city. The job has pulled the person to a new place. The job is a **pull factor**. A pull factor is something that pulls people to a new place.



### Interactive 4.25 Push/Pull Factors



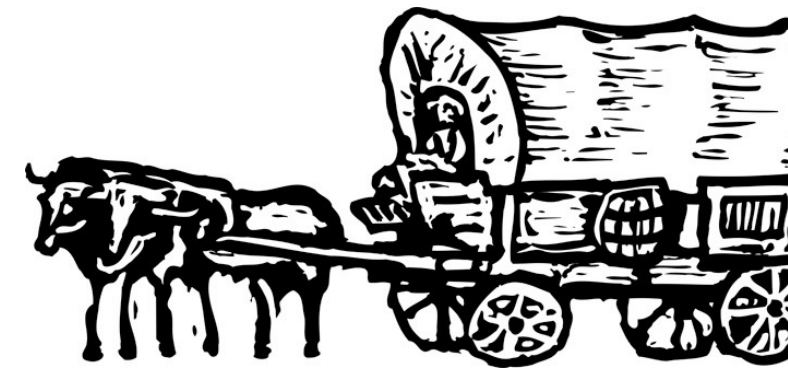
*Click here to learn more about push and pull factors.*



### More People Move to Michigan

Slowly people began to move to the Michigan Territory. Most of them came from the eastern parts of the United States. Some people were pulled to the Michigan Territory because land was cheap. They wanted land for a farm. Others were pushed out of the places where they were living. Some felt they did not have a chance for a good life where they were living.

It was a long and difficult trip. Coming by water across Lake Erie took a long time. Early travelers described the trip as "dangerous, unreliable and uncomfortable." Coming by land meant traveling on rocky, muddy roads. It also meant having to cross an area known as the "Black Swamp" in northwestern Ohio.

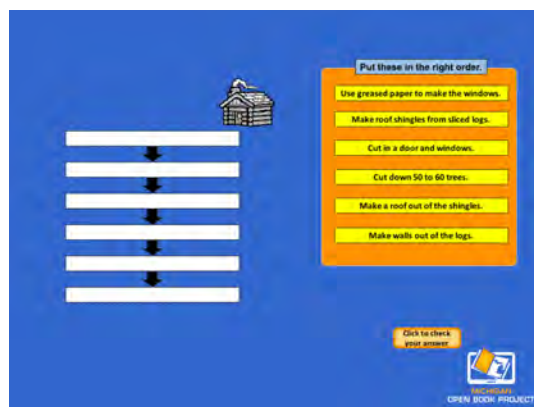


Once they got to the Michigan Territory there were more problems. Not much of the Michigan Territory had been surveyed. To **survey** land you have to measure and map the land. There are usually no maps of land that has not been surveyed. How did these people find their way in the Michigan Territory without maps? It must have been very hard.

There were few roads in the Michigan Territory. Without many roads it was easy to get lost. It was also very hard to get a wagon through an area that had no roads. There were no bridges so even small creeks were a problem. Despite all these problems people managed to get to the land where they hoped to start a farm.

Once they got there they faced a new set of problems. They had to clear land to grow food. They had to build a house. These early houses were called log cabins. These were small houses made of logs. How did they manage to build these? Click below to see if you can figure out how to build a log cabin!

#### Interactive 4.26 Build a Log Cabin



*Click here to try and build a log cabin.*

What was it like for a child living in the Michigan Territory in those early days? Mary Ann Williams came to the Michigan Territory in 1815 when she was eight years old. She came with her mother, five brothers and three sisters. They had come from the state of Massachusetts to join her father. Her father had come earlier to the town of Detroit. He ran a hotel there. She lived with her family in Detroit for 4 years. Then, the family moved several miles away to the shores of Silver Lake. They were the first non-Indigenous family in that area. That area is now a part of Waterford, Michigan. Later in life she described the family's first trip to Silver Lake.

In the early part of March at seven o'clock in the morning we left Detroit. We were all snugly packed in two sleighs. There was not much of a road, only the Indian trail. We stayed at William Thurber's overnight. We slept on beds made on the floor. We continued our trip the next day. At noon the next day we arrived at the famous town of Pontiac. It had one little log house. At this house we took dinner that was spread on boards laid on top of barrels. After dinner we left the little town for Silver Lake. We arrived about four o'clock in the afternoon.

Our house was not finished yet. The logs were all up and the roof was on. A rough floor had been laid down. But there was still a lot of work to be done.

On our first night we slept on the floor. A large fire was built in the fireplace. We fell asleep talking around the big fire. We talked about the big logs which the house was made of. We also talked about all the strange things around us.

Source: Adapted from: Lakeland's Paradise by Paul E. Ripley, Waterford, MI: Waterford Board of Education, 1961.



Think about what you have learned about historical sources. Is this a primary source or a secondary source? Why?



Mary Ann Williams, her mother and her sisters and brothers moved to the Michigan Territory from Massachusetts. Did they move because of a push factor or a pull factor??? Think about why they moved. They moved to be with Mary Ann's father. They were pulled to Michigan so the family could be together.

### Interactive 4.27 The Williams Family



*Click here to learn more about Mary Ann Williams and her family.*

Indigenous People lived on the banks of Silver Lake also. They had been there a long time. What happened when people like the Williams family began to settle on Indigenous land?

### How Did These Newcomers Affect Indigenous People?

For over 200 years people had tried to take over the land of Indigenous People like the Anishinaabek. First, it was the French. Next, it was the British. Now, it was American settlers. A **settler** is a person who moves to a new place and intends to stay there. In the beginning there were few of these settlers. However, as more

and more came they caused more and more problems for Indigenous People. Some of these problems were:

- These new settlers competed with Indigenous People for resources. These included land, water and animals.
- Settlers brought disease that killed many Indigenous People.
- Indigenous People began to have little voice in government.
- Settlers began to force their religion, education and ideas on Indigenous People.

These problems became more serious as the number of settlers grew. For example, settlers began to want more and more land in the Michigan Territory. Indigenous People had been on these lands for thousands of years. How did the settlers begin to control more and more Indigenous land?

## Treaties and the Loss of Land

In order to get more Indigenous land the United States government began to make treaties with Indigenous People like the Anishinaabek. A **treaty** is an agreement between two nations. In these treaties Indigenous tribal nations agreed to give up millions of miles of land. Click here to see the land given up through different treaties.

### Interactive 4.28 Indigenous Land Loss



*Click here to see the land given up through different treaties.*

But, why would the tribal nations sign agreements to give up their land? Didn't they want the land anymore? Of course they wanted the land! You have learned that Indigenous People have always had a special connection to the land. As you can probably guess the U.S. government put a lot of pressure on them to sign the treaties.

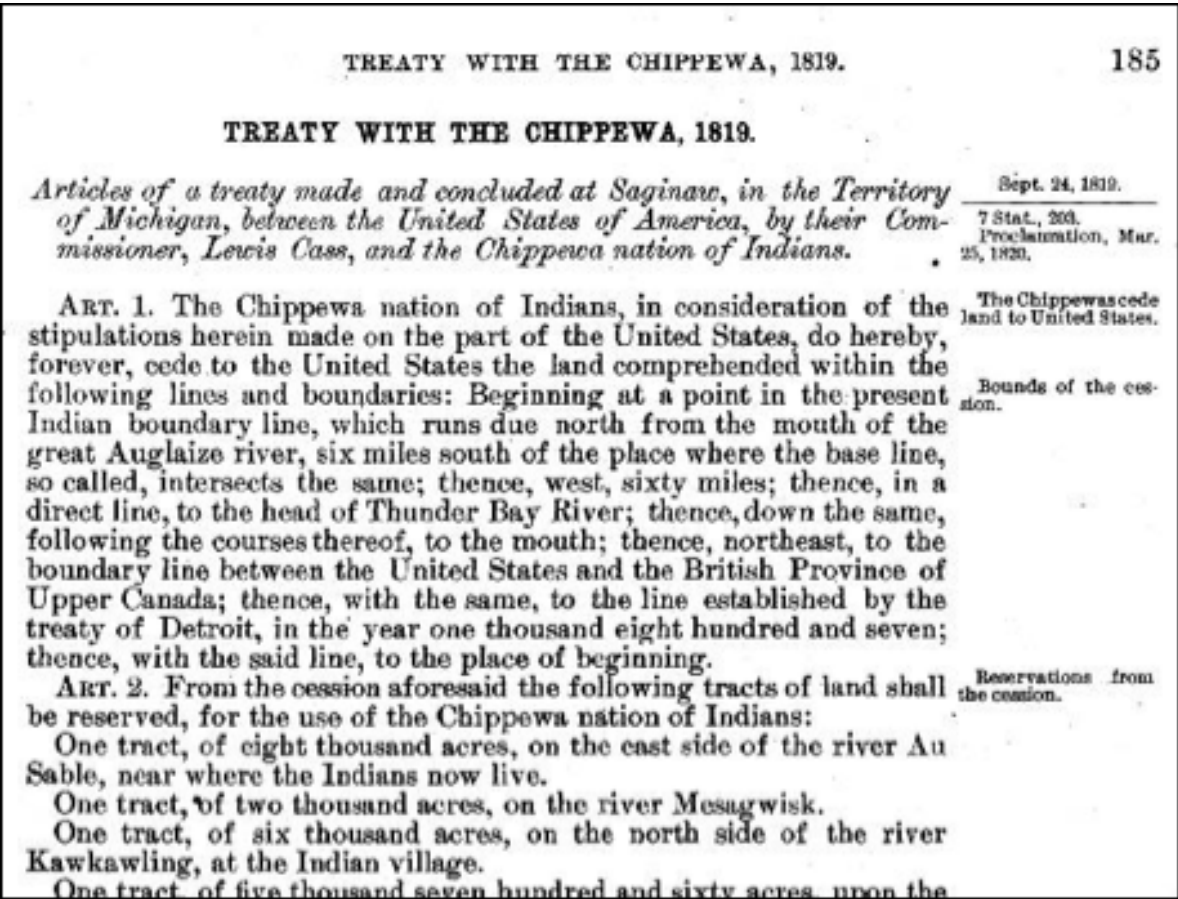
Laws were passed that gave the U.S government the power to push Indigenous People off their lands. These laws allowed the government to force Indigenous People out of Michigan. Were these laws fair??? What do you think? Why? If a tribe did not make a treaty, the army would come and remove them from their land.

Therefore, in order to avoid being forced off their lands completely, tribal nations signed treaties. These treaties allowed them to keep tiny areas of land. They also gave the tribal nations some payment for their lands. Do you think the payments were a fair trade for the land? Why or why not?

Most of the tribes viewed the deals as one-sided. They felt they favored the United States government much more than the tribal nations. Remember in economics you learned that fair trades should benefit both trading partners. In this case, these trades were unfair. Tribes gave up millions of miles of land just to keep tiny areas.



Think for a minute: What language do you think the treaties were in? Take a look at this small part of a treaty to see:



Part of the Saginaw Treaty, 1819

<http://digital.library.okstate.edu/kappler/Vol2/pgimages/chi0185.jpg>

As you can see the treaties were in English. Not many Indigenous People spoke English during these times. Those that did know English found it hard to understand the treaties. You speak English. Try to read a little of this treaty! Can you imagine now how Indigenous People must have felt when they tried to read it.

Did the United States government honor the treaties? Did the tribal nations get to keep the tiny pieces of land? Did they get paid for the land? Read what historian Eric Hemenway has to say about this. You met him in Section 1!



The United States broke treaty after treaty with tribes. The Potawatomi, for example, had to sign many treaties. Often they were just a year or two apart. This was because settlers kept taking their lands. Until this day, the United States has never fully honored a single treaty with any tribe in the United States. This is over 400 treaties that have been broken.

These treaties opened up land for settler use. This land became a pull factor for many people moving to the Michigan Territory. For Indigenous People, these treaties meant they had to move off their land. They moved because of a push factor.



**Writing Assignment:** Imagine you are a member of an Indigenous family. Write a short diary entry describing the day you had to move off your land.

### **Putting it All Together**

Slowly new settlers began to move to the Michigan Territory. Many were pulled to Michigan by cheap land. They faced many challenges. It was difficult to get to the Michigan Territory. Once they were there they had to clear land and build a log cabin. These settlers wanted more and more land. To get this land the U.S. government forced Indigenous tribes to sign treaties giving up their land. These settlers changed the way of life for Indigenous People forever.



# The Road to Statehood

## QUESTIONS TO GUIDE INQUIRY

1. In what ways have the people of Michigan interacted with their environment?
2. What push and pull factors influenced the movement of people in Early Michigan History?
3. What consequences resulted from the interactions between various cultural groups?

## TERMS, PLACES, PEOPLE

**population:** the number of people in an area

**governor:** the leader of a territory or state

**steamboat:** a boat that is powered by steam instead of sails

**canal :** a human-made river

**Congress:** the law-making branch of our government

**constitution:** a written plan of government

You have learned that Michigan was once part of the Northwest Territory. It was not one of the states of the United States of America in the beginning. In 1805 it became the Michigan Territory. Somehow it became the state of Michigan. How did that happen? Read on to find out!



What were some of the reasons the population of the Michigan Territory was growing so slowly?

## The Michigan Territory Needed People

A territory needed a **population** of 60,000 people before it could become a state. Population means the number of people in a place. Indigenous People could not be counted. By 1820 the population of the Michigan Territory was only 8,000. There were way more people living there. But, remember, Indigenous People could not be counted. The territory needed a lot more people to become a state! Why was the population growing so slowly?



In the last section you read about how hard it was to get to Michigan. If you came by water it took a long time. The trip was uncomfortable and often dangerous. If you came by land it took even longer. Since it was easier to get to places like Ohio, settlers were going there instead of Michigan.

Look at the graph below. What does the graph tell you?



What happened between 1820 and 1830? The population of the Michigan Territory increased quite a lot! What caused this? Read on to find out!



## Surveying Michigan

You learned that to survey land you have to measure and map the land. Not much of the Michigan Territory had been surveyed. This made it hard to travel in the territory. This changed in 1816. A survey of the territory was done in that year. The people who did the survey were not very positive about Michigan! They said it was just a lot of swamps and sand. They reported that it would not be good for farming!



Do you think the survey report helped the population of Michigan grow? Why or why not?

Most of the people who were moving west were farmers. They were looking for good farm land. It didn't seem like moving to Michigan was a very good idea.

You have learned about the geography of Michigan. Is Michigan just a lot of swamps and sand? Of course not! Michigan has a lot of good farm land. In 1820 someone set out to prove that! His name was Lewis Cass. He was Governor of the Michigan Territory. A governor is the leader of a territory or state.

Governor Cass was determined to help Michigan become a state. He decided to do his own survey! He traveled with a team around Michigan. His survey showed that Michigan had a lot of good land for farming. People began to think differently about Michigan.



<https://commons.wikimedia.org/w/index.php?curid=16553202>

## Improvements in Transportation

You learned that people trying to get to Michigan often went by land to Buffalo, New York. Then, they crossed Lake Erie on sailing ships. The trip was uncomfortable and often dangerous.

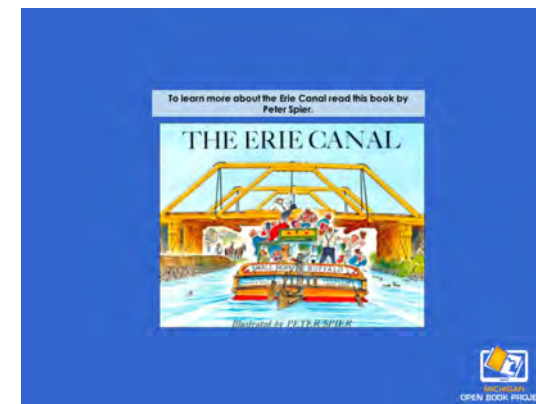
Remember how Ephraim Williams described it in the last section!

**Steamboats** changed this! Steamboats had a steam engine. They were a big improvement over boats that only had sails! They made the trip across Lake Erie safer. They also made it quicker! It was now easier to get to the Michigan Territory.



Steamboats made traveling to Michigan easier. However, people still had to travel by land to get to Lake Erie! This changed in 1825. That was the year the Erie Canal opened. A **canal** is a human-made river.

### Interactive 4.29 The Erie Canal



*Click here to learn about the Erie Canal*

In 1818 the first steamboat arrived at Detroit. This was the beginning of steamboat travel between Buffalo, New York and Detroit.



1818 -The Steamboat "Walk on the Water", the first steam ship to Detroit.  
– Public Domain



The Erie Canal made it quicker and easier for people to get to the Michigan Territory. It was one of the reasons the population of Michigan began to increase more quickly.

**Art Assignment:** Design a poster encouraging people to move to the Michigan Territory.

### Interactive 4.30 Erie Locks



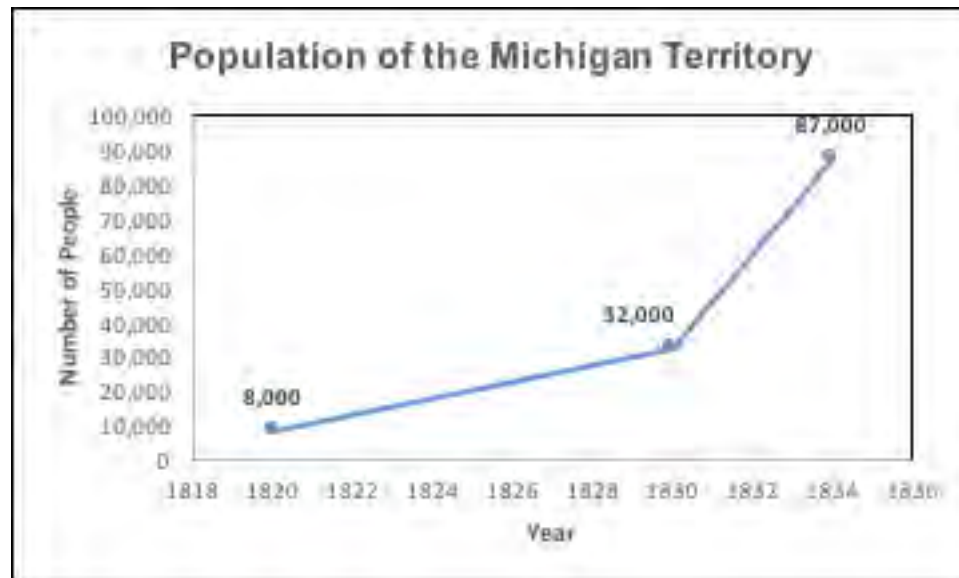
*[Click here to see how the locks worked on the Erie Canal](#)*

### Interactive 4.31 Erie Canal



*[Click here to hear a song about the Erie Canal](#)*

## Enough People to Become a State



Look at this graph. What happened between 1830 and 1834?

In just four years Michigan had a huge increase in population. It went from 32,000 people to 87,000 people. What happened? You learned that improvements in transportation was one of the causes. There was something else, too! Think back to the last section of this chapter. What had Indigenous People been forced

to do? Use this map to help you answer the question:



Indigenous People had been pressured into signing treaties with the U.S. government. In these treaties they gave up millions of miles of land. This opened up a lot of land in the Michigan Territory for settlers. This led to a big increase in population. Michigan needed a population of 60,000 people to become a state. By 1834 it had way more than that!



## Michigan Leaders Write a Constitution



There was one more thing the Michigan Territory needed before it could become a state. It needed a Constitution. A constitution is a written plan of government. In 1835 Stephens T. Mason led the writing of the Michigan Constitution. He had become acting Governor of the Michigan Territory when Governor George Porter died. He was only 22 years old.

In 1836, the U.S. Congress accepted the Michigan Constitution. The Congress is the law-making branch of government in our country. Congress was the group that had to approve statehood for a territory. Michigan asked the U.S. Congress to become a state. The Congress said ‘No!’ Michigan had over 60,000 people. It had a Constitution! What was the problem? The problem was Ohio!

## Problems with Ohio

The Michigan Territory and the state of Ohio had been arguing over a small piece of land. It was called the Toledo Strip. Michigan claimed it belonged to Michigan. Ohio claimed it belonged to Ohio. The U.S. Congress said this problem had to be solved before Michigan could become a state. How was it solved?

**Activity:** Find a partner. One of you should represent Ohio. The other should represent the Michigan Territory. Work together to come up with a plan for solving the Toledo Strip problem. Remember you both want the Toledo Strip!



### Interactive 4.32 The Toledo War



*Click here to see how the Toledo Strip problem was solved.*

## Putting it All Together

On January 26, 1837 Michigan finally became a state. It had not been an easy road to statehood. It took many steps. Governor Cass had done his own survey of Michigan. Steamboats and the Erie Canal had improved transportation. The Toledo Strip problem had been solved. Sadly, treaties had opened up land for settlers. The new state of Michigan was now ready to grow!

### Interactive 4.33 Michigan History Timeline



*Click here to put events on the timeline*

### Interactive 4.34 Quiz



*Can you put all these events in the order in which they happened?*

## Stevens T. Mason

Stevens T. Mason was born in Virginia, but grew up in Kentucky. He came to Michigan with his family in 1830.

In 1834 Michigan's territorial governor died. Stevens T. Mason took over as acting governor. Because he was so young, people called him the "Boy Governor." He did not like this name. Old reports say he once punched someone for calling him this.

Despite his young age, he worked hard to help Michigan become a state. He wanted to prove that Michigan had enough people to become a state. He ordered that a census be taken. A census is a counting of people. The census showed Michigan had more than enough people.

Stevens T. Mason then helped write Michigan's first Constitution. A constitution is a written plan for government. Voters accepted the constitution in October of 1835. One month later,



The Boy Governor

<http://www.hal.state.mi.us/mhc/museum/explore/museums/hismus/prehist/settling/images/boygov.gif>



Stevens T. Mason became Michigan's first elected governor. This meant he was voted in by the people of Michigan.

In January of 1837, Michigan finally became a state. Stevens T. Mason had met his goal! He continued to serve as governor for two more years. As governor of the new state, he helped create a school system. In 1840 he moved to New York City with his new wife. He died there when he was only 31 years of age.