

MI OPEN BOOK PROJECT

# United States Studies

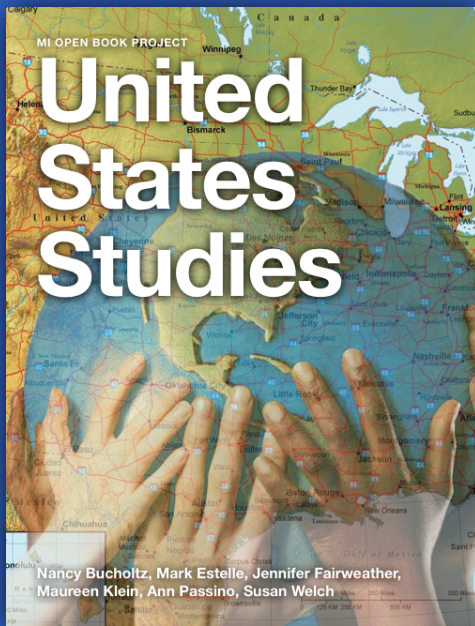
Nancy Bucholtz, Mark Estelle, Jennifer Fairweather,  
Maureen Klein, Ann Passino, Susan Welch

# United States Studies



## MICHIGAN OPEN BOOK PROJECT





This is version 2.0.2 of this resource, released in August of 2016.

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



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**OPEN BOOK PROJECT**



# MICHIGAN OPEN BOOK PROJECT

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Book Version 1.5  
Code Base: Bacon



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## About the Authors - 4th Grade United States Studies



### **Nancy A. Bucholtz**

**Harbor Beach Community Schools**

***Harbor Beach Elementary***

Nancy Bucholtz earned her undergraduate degree in Elementary Education from Oakland University, and then earned her masters degree from Saginaw Valley State University in Early Childhood Education. She had the opportunity to teach 2 years in the Utica Community Schools District before moving to Huron County, and she is now completing her 13th year at Harbor Beach Community Schools. During her teaching career she has taught the 3rd, 4th, and 5th grades, but 13 years of her career have been spent in the 4th grade. During her 15 years of teaching, she has been actively involved with many committees and initiative projects within her school district. Nancy received the honor of Walmart Teacher of the Year in 2007, and her students have been recognized by the state for their achievements on their standardized

### **Mark Estelle**

**Laker School District**

***Elementary School***

Mark earned his undergraduate degree in elementary education from Central Michigan University with a major in mathematics and a minor in child development. In addition to teaching, Mark is an adviser of the elementary underwater robotics team as well as the recycling club. When not teaching fourth grade at Laker Elementary, Mark enjoys many hobbies that involve the outdoors and sports.



### **Jenn Fairweather**

**Oakridge Schools**

***Oakridge Upper Elementary***

Jenn has been an 'Eagle Proud' Oakridge Schools employee for 16 years. She also includes Lansdowne Primary School in Tilbury, England in her list of teaching adventures.

A self-professed 'grammar geek' and SAG member, she hopes to complete her Master's in TESOL and a Bachelor's in Mortuary Sciences.



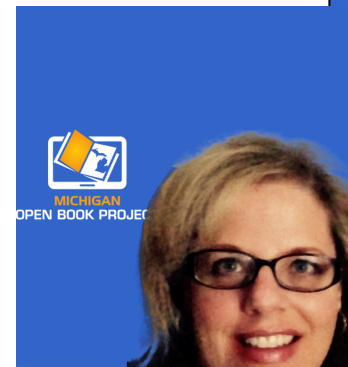
**Maureen Klein****Allen Park Public Schools*****Bennie Elementary***

Following a successful career in the corporate world, Maureen returned to college in 2005 to pursue a Master of Arts in Education at Wayne State University. Like many career changers, Maureen realized that teaching was her true passion. Following graduation, Maureen immediately put her early childhood ZA endorsement to use as a kindergarten teacher in the Allen Park Public Schools, later moving to grade four. Maureen is active in both social studies and science endeavors throughout the state serving on the board of the Michigan Center for Civic Education and a former presenter at the Michigan Science Teacher Association Conference. She was named 2013 Jim and Annette McConnell Elementary History Teacher of the Year by the Michigan Council for History Education. In the winter of 2013 Maureen returned to Wayne State, but this time as an adjunct faculty member and university supervisor for pre-student teacher candidates. Maureen was recently recognized as

**Ann Passino****Grosse Pointe Schools*****Trombly Elementary***

Ann is an educator for 21 years having taught grades first - sixth in numerous subject areas. Ann has a passion for teaching, especially teaching History. This passion has led to her being the K-12 Social Studies Curriculum Coordinator 2007-2009 for Grosse Pointe Public Schools. In addition to teaching, Ann is the Child Study Identification Coordinator for GPPS. She is also a graduate of the Galileo Leadership Consortium while completing her Education Specialist in Leadership from Oakland University. Meanwhile, Ann has become an Adjunct Professor of History for Wayne County Community College.

In addition to being an educator, Ann's passions are to spend as much time Up North with her family and to travel to recharge!

**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 Fenton's Elementary Social Studies Department Chair. In addition, she teaches Social Studies courses to other

The Michigan Open Book Project Team would like to thank the following individuals for their help in reviewing some content in the book and guiding the development process.

Jim Cameron, Michigan  
Department of Education

Phil Gersmehl - Michigan  
Geographic Alliance

Carol Egbo - Oakland University



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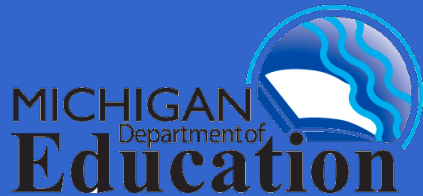


## David A. Johnson

### Project Manager

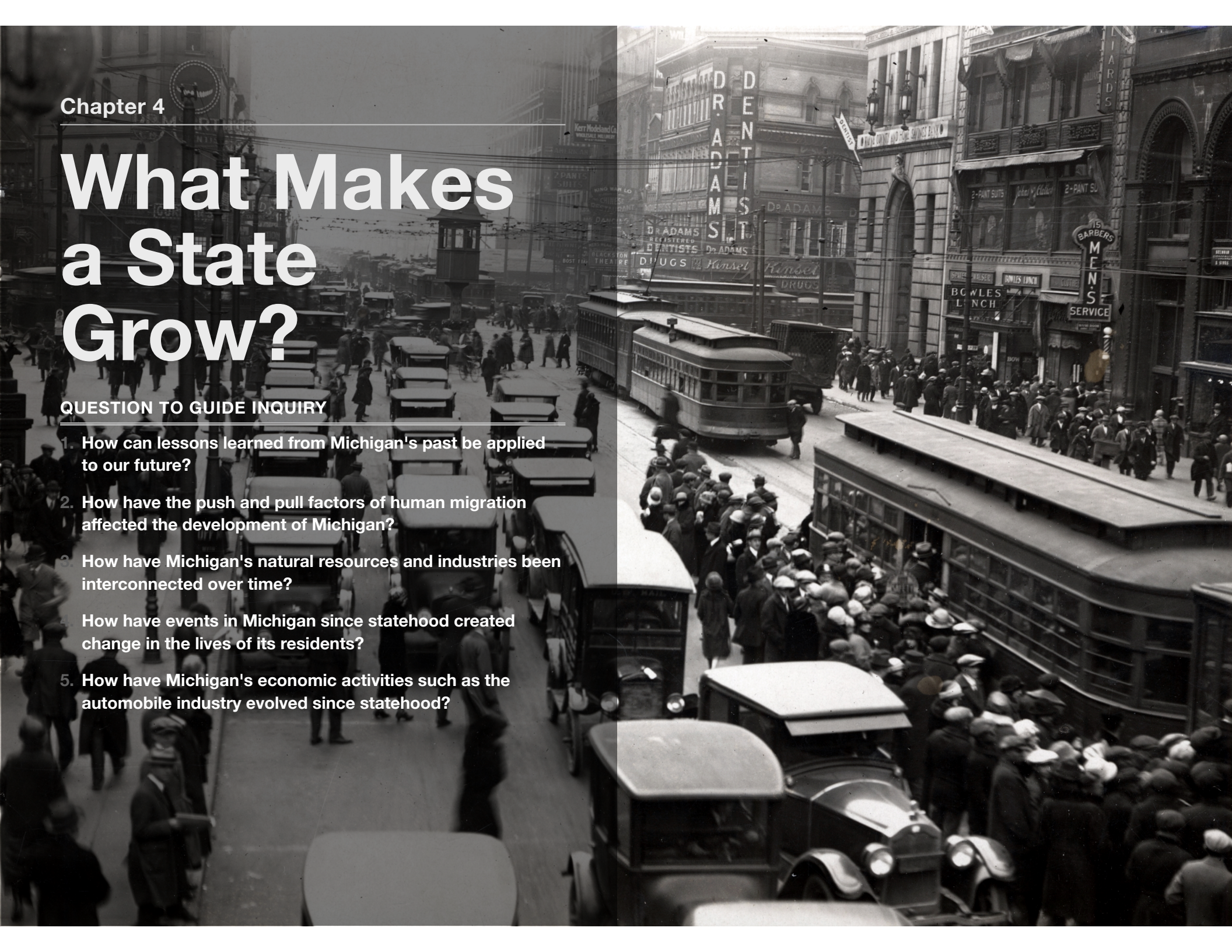
#### *Michigan Open Book Project*

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



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## Chapter 4

# What Makes a State Grow?

### QUESTION TO GUIDE INQUIRY

1. How can lessons learned from Michigan's past be applied to our future?
2. How have the push and pull factors of human migration affected the development of Michigan?
3. How have Michigan's natural resources and industries been interconnected over time?
4. How have events in Michigan since statehood created change in the lives of its residents?
5. How have Michigan's economic activities such as the automobile industry evolved since statehood?



## Section 1

# Introduction to Michigan - the State!



### QUESTION TO GUIDE INQUIRY

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If you want to understand today, you have to search yesterday

-Pearl S. Buck



This chapter is about the history of Michigan since it became a state. In the Third Grade Michigan Open Book, you learned all about Michigan's road to statehood. In this chapter you'll learn how Michigan grew after becoming a state. We'll be studying the compelling question: "What Makes a State Grow?"



What leads to the growth of a state? Take a few minutes to think about what you already know about Michigan's history and compare it to today. What's different about Michigan now?



## How have Michigan's events since statehood created change in the lives of its residents?

Michigan's history is filled with people and events that have shaped our state. Michigan's story as an official member of the United States began on January 26, 1837. Throughout the 1830s and 40s, this new state grew rapidly. With a variety of

natural resources to share, people came from all over - from New York and New England via the Erie Canal, and other parts of the United States as well.



Image source: [http://upload.wikimedia.org/wikipedia/commons/2/22/Hauling\\_at\\_Thomas\\_Foster's,\\_by\\_Jenney,\\_J\\_A\\_\(detail\).jpg](http://upload.wikimedia.org/wikipedia/commons/2/22/Hauling_at_Thomas_Foster's,_by_Jenney,_J_A_(detail).jpg)

In studying the story of Michigan, we invite you to once again think like a Historian and consider the following questions while reading this chapter:

What happened? When did it happen? Who was involved? How and why did it happen?.

### Lumber “The Green Gold Rush”

In the 1830's as new settlers were starting a new life in Michigan, lumber became an important industry - not just because of the need to build houses and towns, but also, because the Great Lakes provided an easy way to transport lumber to other parts of the Midwest. Michigan was covered with vast forests that were waiting to be used. Many people began calling Michigan's trees “green gold” because people from all over were coming to Michigan to tap into our precious resource. This movement naturally led into the

creation our lumber industry. An industry is a company or group of companies that make a certain product or provides a certain service. Lumber companies were being developed and the work was tough.

Talk with a neighbor and jot down some thoughts about what you think life was like being apart of a lumber company. Was the work dangerous? Did everyone do the same job, or was the work divided up amongst all the employees? If so, what kind of jobs were there to do? Take a few minutes to discuss and jot down your thoughts.

## Mining

During this same time period, another vast resource discovered as well, metals - such as copper and iron. Copper was already an important material that the Indigenous Peoples of Michigan understood and used. However, as residents were venturing into the Upper Peninsula they discovered vast deposits of iron ore. Because of these two metals, Michigan became a leader in the mining industry. This industry provided but was not without its own sets of risks.



Image source: <https://upload.wikimedia.org/wikipedia/commons/7/79/>



#### **Interactive 4.1** Mining in Michigan



Watch the following short video about the rich mining industry in Michigan, and how it became a huge part of Michigan's history and legacy.



Stop and Think Just as you did with the lumbering industry, discuss with a neighbor about the positive and negative effects of being apart of the mining industry.

### **Culminating Activity**

As you read this chapter, you are going to pretend that you are in charge of advertising Michigan to the rest of the world. You need to produce a brochure that will do just that. In this brochure you need to present Michigan in such a way that will make people want to come and establish residence here. Key points to consider; a Michigan map (correct for this timeframe), some points of interest such as population, weather, landforms, etc, advertisements for the lumbering and mining industry, and promote the rich land and other natural resources our great state has to offer. Be creative and keep in mind that your brochure could potentially bring more people to Michigan to help our state flourish.

## Section 2

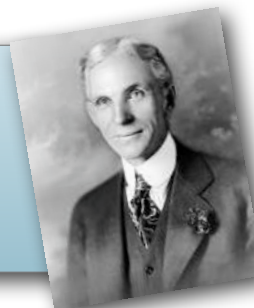
# Early Industry

### QUESTION TO GUIDE INQUIRY

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"If I had asked people what they wanted, they would have said faster horses."

-Henry Ford



## Early Industry

Michigan has changed much since the early days. Can you think of some of the industries that helped shape Michigan in the 1800s? What about the 1900s? Take a minute to think about some of the things that Michigan is known for in terms of Industry today. What can you come up with?



What are some of the things Michigan is known for in terms of industry today?

## The Lumber Industry: From Past to Present



Image source: <http://geo.msu.edu/extra/geogmich/images/WhitePineEra.gif>

As we mentioned in the last section, one of the earliest industries to spring up in Michigan was the lumber industry. Prior to statehood, lumbering was done by the French in order to build forts, fur-trading posts, and missions.

The British, and later the Americans, used Michigan's hardwoods to build merchant and war ships.

North of an imaginary line from Muskegon to Saginaw, the pines grew. It was the white pine that fueled the heyday of the lumber industry. Many white pines were over 200 years old, 200

feet in height, and five feet in diameter.

Michigan's pine became important as the supply of trees in the northeast was used. By 1880, Michigan was producing as much lumber as three other states combined!

The first city that housed many lumber mills was Saginaw. Six smaller rivers (Chippewa, Tittabawassee, Cass, Bad, Shiawassee, and Flint) emptied into the Saginaw River which then emptied into the Saginaw Bay and thus Lake



Image source: <https://fhsarchives.wordpress.com/2008/10/24/driving-the-river/>



Huron. Why do you think this was an area chosen to build many mills? You may have guessed that the rivers were used to float the logs to the mills, making the work much easier.

Many of the people who came to log in Michigan came from the northeast region of the United States. People thought Michigan's logging jobs would last forever because there were so many trees and they were so big. Over time, however, settlers deforested much of the state. There are still untouched pockets protected as national forests, but Michigan today looks vastly different from Michigan in the 1800s.

Many of the camps

where loggers lived were temporary. They consisted of bunk houses where the men slept, a building to house the animals and their food, a camp store where men could buy some basic things, and a cook house, where the food was prepared and the men ate. Logging was done during the winter months. Why do you think this was?

Many logs were so big and heavy they couldn't be dragged across the bare ground easily using

the tools available in the 1800's. During winter, however, the men were able to make ice roads on which they could pile the logs high and drag them on big sleds. The logs would then be dropped off at the edge of the frozen river until it thawed in the spring. Once this happened, the logs were



Image source: <http://www.shaverlake.org/cshs/photos/cshs08.jpg>

pushed into the river and floated down to the mills. The men would usually work six days a week--from 4 a.m. until dusk each day!

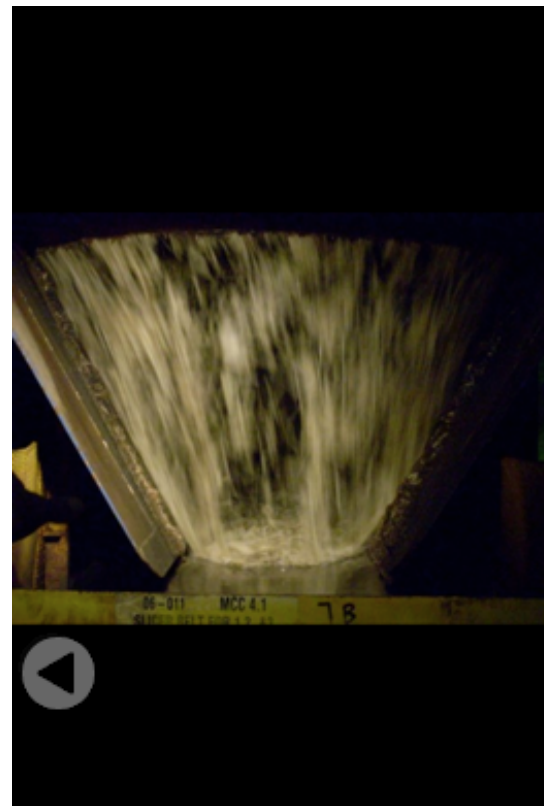
Later, technology helped to speed up the logging process. New saw designs helped the men cut the trees down faster than using an axe, and big wheels helped to transport logs to the river during the summer months. As technology advanced, many cities grew up around the mills. Why would this be? The mills offered jobs for the men, and so they stayed in that area and built homes, farms, and businesses there.

## Michigan's Sugar

In the late 1800's, Michigan's lumber profits began to decline. Luckily, the sugar beet started to get some

attention from farmers. Much of Michigan's land was cleared due to the lumber industry, and the sugar beet was so successful that farmers started to clear the left-over lumber stumps and begin farming the sugar beet. In 1897, the Michigan Legislature passed a bill that enabled farmers to earn one cent for every pound of sugar made from Michigan sugar beets. Just

### Interactive 4.2 Sugar Beet Plant Photos



Through a long process, the sugars are extracted and packaged.

months after the law was put in place, the Pioneer Sugar Company was founded in Essexville, Michigan. Its factory was so successful that more factories were built in the cities of Caro, Alma, and Rochester. Then, in the early 1900's, the business started to stall; so, in 1906, the companies merged and created the Michigan Sugar Company. Today, the company is still called the Michigan Sugar Company, but they sell their product under the Pioneer Sugar and Big Chief names. You may have seen these in stores!

## **The Automobile**

What was life like before the automobile? Before 1900, people got around by horse and carriage. This was a lot of work because someone had to take care of the horses by feeding them and grooming them on a regular basis.

Henry Ford created the Ford Motor Company in 1903, and only five years after that, he created his first automobile for consumers: the Model T. This was a huge benefit for people

throughout the state. Cars changed the way people traveled, enjoyed their time, and even how they worked; they were able to work farther away from home and not have to leave as early to get there. As great as cars were, there was one problem that Henry Ford saw with them: how

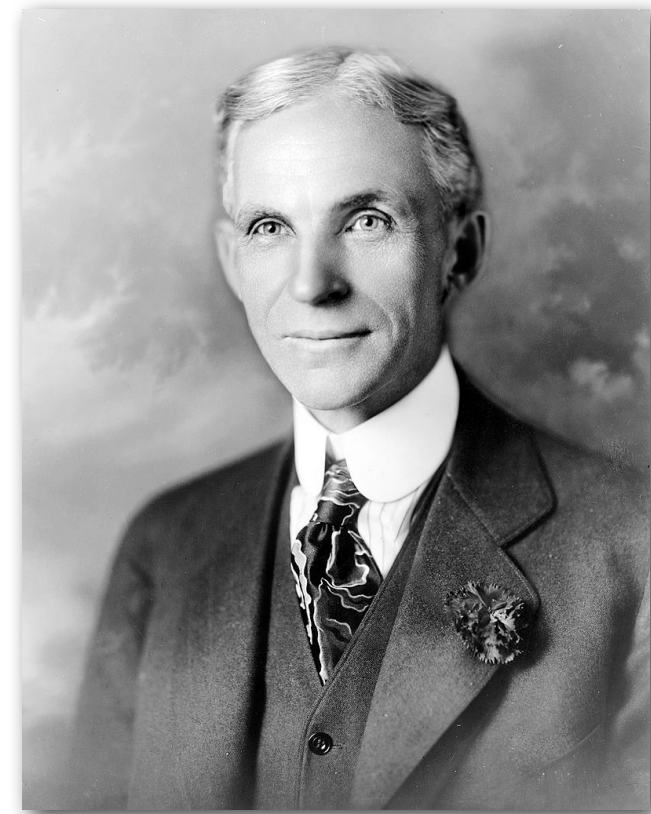


Image source: [https://en.wikipedia.org/wiki/Henry\\_Ford#/media/File:Henry\\_ford\\_1919.jpg](https://en.wikipedia.org/wiki/Henry_Ford#/media/File:Henry_ford_1919.jpg)

they were built. Henry Ford was about to revolutionize, or change, the way cars were put together using a philosophy that would eventually go well beyond cars, affecting the way various goods were produced across America--and the world even today.

### **The Assembly Line**

Henry Ford wanted to make cars affordable for as many people as possible. He knew he needed to get costs down. If he could make cars more cheaply, he then could sell them for less money and still make a profit. One of his most important ideas was the assembly line. This way of manufacturing changed everything for Ford--and for industry in general. The assembly line was a belt which the chassis (pronounced "cha-see"), or body, of a car would travel down. The belt was lined with workers.



Image source: [https://upload.wikimedia.org/wikipedia/commons/2/29/Ford\\_assembly\\_line\\_-\\_1913.jpg](https://upload.wikimedia.org/wikipedia/commons/2/29/Ford_assembly_line_-_1913.jpg)

One person would be in charge of putting on the gas tank, the next in charge of a tire, then another man would put on the fender and so on. To the regular observer this looked like a very repetitive job, but the new format was actually very helpful. As the car body traveled down the



assembly line, workers were able to put a car together using parts they had in front of them; workers didn't have to travel from room to room to gather parts and then put the car together, which made the whole process much faster. Just to give you an idea, before the assembly line, it took workers twelve hours to put together a single Model-T. Once the assembly line was introduced, it took only ninety-three minutes to put a car together. That's what made the assembly line so great! Nowadays, the assembly line can be found in nearly every industry.

**Interactive 4.3** Assembly Line In Action



*See an assembly line in action at a cake factory.*

## Industry Changes

As industry changed and technology got better, more jobs were created. Because cars were being built, Michigan needed more roads, and those roads needed to be higher quality. Additional factories were needed to create the car parts. When roads were first built, they were not the concrete, two lane roads you're accustomed to seeing today. Many roads at first were privately owned and were called toll roads. People who used them had to pay to use them. In the early 1800's canals and railroads were built by the State Government. Eventually, the state was allowed to start building roads after the state highway department was first created in 1905. It wasn't until in the 1950's when the first concrete roads and highways began to be built, connecting cities (and other states.) Now that more cities are connected by roads, how does

this help people throughout the state and country?

Today, money is set aside to help build and maintain roads. There are wider roads called highways that allow more people to travel. The roads are also more smooth. Industry continues to change to allow people to travel faster and to get to destinations in a more direct way.

### Section 3

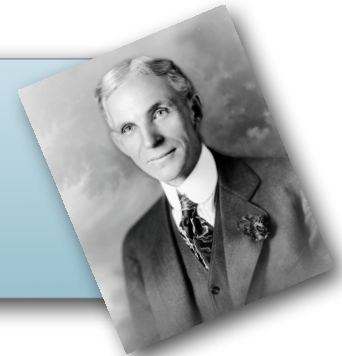
# How Can Lessons Learned From Michigan's Past Be Applied to Our Future?

## QUESTION TO GUIDE INQUIRY

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If I had asked people what they wanted, they would have said faster horses.

-Henry Ford



## Early Automobile Industry in Michigan

How did Michigan become the Automobile Capital of the United States? Surprisingly, cars were not invented in Michigan! The first gasoline-powered, engine-driven vehicles were created by a German inventor when he attached a gas engine to a bicycle in 1885. Then, in 1887 an inventor in France created a steam-powered, three-wheeled, car. Yet as the 1800's came to a close, Michigan soon became the center of automotive innovation and creation. In 1909, there were 272 automakers in the United States. Six years later, thirteen

of the fifteen most popular car companies were located in Detroit, Michigan.

### Stop and Think:

What natural resources does Michigan have that may have helped the growth of the auto industry?

#### Interactive 4.4 Natural Resources in Michigan Widget

Drag the resources that could be used in Michigan's Automobile Industry into this box.

Mushrooms

Berries

Lumber

Iron Ore

Lakes

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*Use this Drag and Drop sorting activity to determine which of the resources provided would be useful in the Automobile Industry.*

Many unique factors led to Michigan being the center of the auto industry. First, many of Michigan's natural resources were useful for the production of automobiles. Iron ore from the upper peninsula could be easily transported on the Great Lakes and used for metal parts of the car. Lumber from Michigan harvested during the "Green Gold Rush" was used for the wooden frames of early cars and for wooden wheels.

Michigan's copper could also be made into wire. Additionally, improved railways and water routes through the Great Lakes helped transport both raw materials and then later, the final product, the automobile itself.





Image source: <http://www.reoldsfoundation.org/ransom-e-olds>

#### Interactive 4.5 Ransom E. Olds



*Learn more about Ransom E. Olds in this video.*

Ransom E. Olds built the world's first automobile factory in 1899 in Lansing. His Oldsmobile was built in a large factory, unlike the small barns and workshops where early cars were individually created. Four years later, in 1903, Henry Ford founded the Ford Motor Company. Ford wanted to create a special car; one that was simple enough to be repaired with a screwdriver and pliers and could be sold at a cost that everyone could

afford. In 1908, the Ford Motor Company began production of the Model T. In 1914, Ford decided to pay his factory workers \$5.00 a day. This was almost double the pay of \$2.75 per day that was being earned at most factories. This enormous pay rate became a huge motivation for workers to move from rural farming jobs to Detroit for employment in the Ford factory. This included the migration of many people from the southern United States to Michigan, an important transition called "The Great Migration" of African Americans to the northern U.S. This pay raise also provided workers with the money to be able to buy a Model-T from their employer, Ford Motor Company.

#### Interactive 4.6 The Model T



*Learn more about the Model T in this video from History.com*

Write three effects that were caused by Henry Ford's pay raise for factory workers:

Henry Ford raised the pay of his factory workers to \$5.00 per day.

Effect:

Henry Ford raised the pay of his factory workers to \$5.00 per day.

Effect:

Henry Ford raised the pay of his factory workers to \$5.00 per day.

Effect:

## Famous Early Michigan Automakers and Auto Brands

Choose a brand from the list, research your choice, and answer the questions that follow.

- Henry Ford (Ford Motor Company)
- Dodge Brothers (Dodge)
- William "Billy" Durant (General Motors)
- David Buick (Buick)
- Louis Chevrolet (Chevrolet)
- Ransom E. Olds (Oldsmobile)
- Hudson Motor Car Company
- James Ward Packard (Packard)
- Walter Chrysler (Chrysler Corporation)

When did this person or brand become historically significant in Michigan?

What lessons can be learned from this person and applied to your own life?



Image source: <https://upload.wikimedia.org/wikipedia/commons/1/1d/Unclesamwantyou.jpg>

## World War I

In 1914, many countries in Europe became involved in a war called World War I. At the time,

they thought it would be “the war to end all wars.” When it started, most Americans wanted to stay out of this European conflict. But attitudes changed when in 1917 German submarines began attacking American ships sailing to Europe. At that time, people did not travel by airplane for vacation. So, if you wanted or needed to go across the Atlantic Ocean to Europe, you had to go on a ship. The president at that time was Woodrow Wilson, and he urged Americans to “make the world safe for democracy” by joining the war so that European countries could have the right to a democratic government. On April 6, 1917, the United States Congress voted to declare war on the Central Powers

<u>WWI Central Powers</u>	<u>WWI Allied Powers</u>
<ul style="list-style-type: none"><li>● Germany</li><li>● Turkey</li><li>● Austria-Hungary</li></ul>	<ul style="list-style-type: none"><li>● Great Britain</li><li>● France</li><li>● Russia</li><li>● United States</li></ul>





Image source: <https://upload.wikimedia.org/wikipedia/commons/thumb/6/67/FlaggWakeUpAmerica.jpg/163px-FlaggWakeUpAmerica.jpg>

The soldiers and sailors in WWI used new technology and weapons to fight, such as airplanes, tanks, and even poisonous gas.

Trench warfare also was also a war tactic used extensively during WWI. Each side would dig

deep ditches, or trenches, to hide in for protection during battle. There is a story that on Christmas during the war, each side called a temporary peace treaty and came out of their trenches to celebrate the holiday and even played a game of soccer. When Christmas was over, they returned to their own side of the field and back into their trenches.



Michigan provided a great deal of support for World War I. Over 175,000 soldiers from Michigan went to Europe to fight with the Allied Powers, and 5,000 never came home. Natural resources such as copper and iron were mined to provide the raw materials to manufacture war supplies. Even the recently established car factories in Michigan stopped producing cars, so that they could create tanks, “Liberty” airplane



Image source: <http://archive.lansingstatejournal.com/article/20140724/MICHIGANDER/307240012/Michigan-had-critical-wide-ranging-roles-World-War-effort>

engines, shell casings, and submarine-chasing ships.

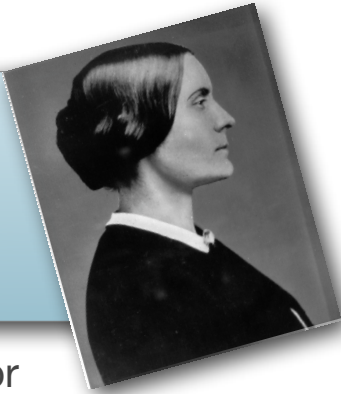
Women helped in the war effort by volunteering to be nurses for the injured, telephone operators, and bandage rollers. Also, children pitched in by working on the farms of soldiers who were away at war, by eating smaller amounts of food, and even through donating what little money they had to the war effort. In November, 1918, the Central Powers finally surrendered. Michigan's residents had all pulled together to help win the war and bring most of our soldiers home safely.

### **Suffrage: The Right to Vote**

The suffrage movement was a reform movement designed to change the laws so that women could vote. Beginning in the 1840's, a large

"No man is good enough to govern any woman without her consent."

-Susan B. Anthony



number of women began asking for an increase of rights, including being able to vote. Prior to 1918, women were not allowed to vote. Also, women were not allowed to work outside of the home, or own property. Many women started to protest and ask for the same rights that men enjoyed. Michigan had its share of women involved in the movement, including Anna Howard Shaw.

Finally, in 1918, after decades of hard work, the Michigan Constitution was changed to allow women to vote. By 1920, the United States Constitution was amended to give all women in the United States voting rights.

#### **Interactive 4.7** Anna Howard Shaw



*Learn more about Anna Howard Shaw, who spent some time in College and after living in Michigan, by visiting this site from the National Parks Service*

#### **Interactive 4.8** The Fight for Women's Suffrage



*Learn more about the fight for Women's suffrage in this video from History.com*



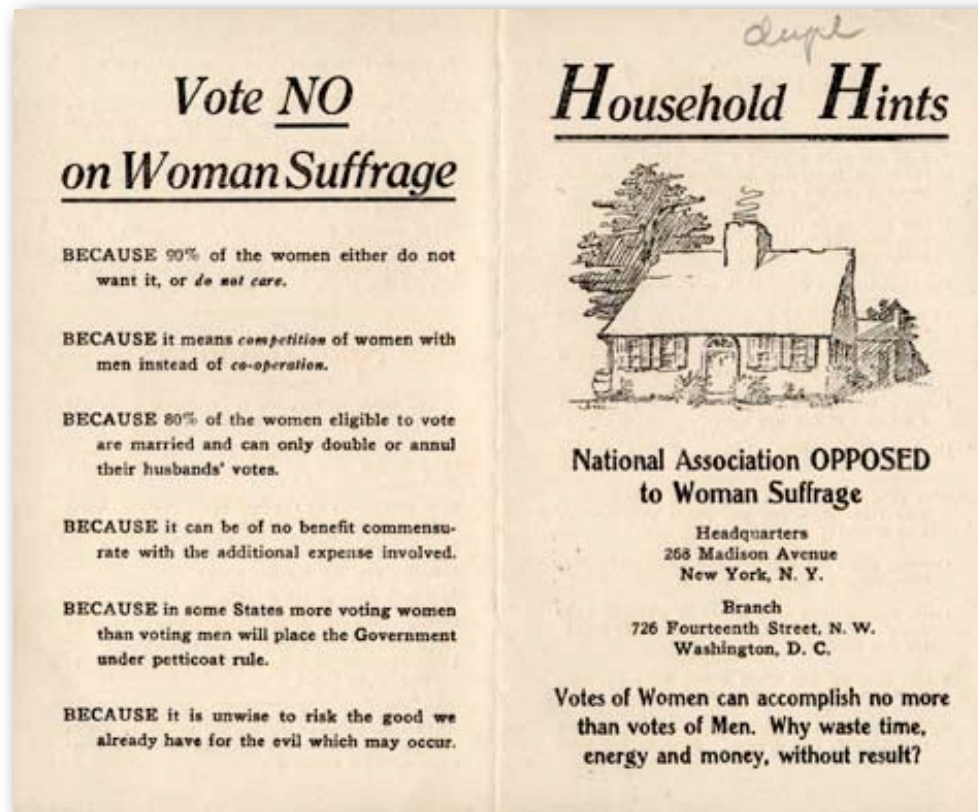


Image source: [http://cdn.theatlantic.com/static/mt/assets/hua\\_hsu/barkhorn\\_womenvoters1.jpg](http://cdn.theatlantic.com/static/mt/assets/hua_hsu/barkhorn_womenvoters1.jpg)



Image source: <http://www.theatlantic.com/sexes/archive/2012/11/vote-no-on-womens-suffrage-bizarre-reasons-for-not-letting-women-vote/264639/>

“When you get to the end of your rope, tie a knot and hang on.”

-Franklin D. Roosevelt



## The Great Depression

After the end of World War I, many in our country enjoyed a period called the “Roaring Twenties.”

It was said that World War I was the war to end all wars, so people felt safe and the social, technological, and economical changes that had come to American society continued to prosper in the twenties. Women had earned the right to vote in elections and were allowed to be more independent. For the first time, women began wearing shorter dresses that showed a portion of their legs and ankles. Many embraced a new hair-style and “bobbed” their hair short to reflect

their shorter dresses. Women were still in many cases, expected to maintain the home during this time period, despite the advances in voting rights. New inventions such as washing machines, vacuum cleaners, refrigerators, and toasters made women’s jobs easier. Families gathered around a new invention, the radio, in their living room to listen to news and entertaining programs for enjoyment. Ford and Chevrolet had made cars affordable for many families, and new roads were being build for easier transportation. During this time, a new law called Prohibition made the making, selling, or drinking of alcoholic beverages illegal (1918-1933). People were optimistic about the future as women enjoyed new rights, new inventions, and prosperity.

As the Twenties continued on, people wanted to buy new cars (sometimes fancier and more expensive models such as Cadillac) and new inventions (such as pricey electric refrigerators); they also wanted invest their money in the stock market. When someone buys “stock” in a company, they are purchasing a share of ownership in that company. When people invest in the stock market, they are hopeful that the company’s business will grow and the value of the stock will increase. Many people borrowed money or bought their new possessions and stocks “on credit.”

In the late 1920s, things came crashing down. When prices of stocks began to fall, investors hurried to sell their shares, which caused the price to continue to drop. On October 29, 1929, the prices of stocks had fallen so low that the stock market “crashed.” This crash caused a

chain of events: people no longer had money to make payments on the loans they had taken out for their new goods; then, the banks that had loaned the money were not being repaid, and they had to close their doors. People who had deposited their money in the bank lost all their money when the banks closed. People no longer had money to buy new products, such as cars made in Michigan; therefore many people lost their jobs. By 1930, one-fifth of all Michigan workers had lost their jobs.

The Great Depression lasted throughout the 1930’s. In 1932, Americans elected a new President, Franklin Delano Roosevelt who promised to create new programs to help those suffering during the Depression. His new plan was called “The New Deal” and included government programs to help individuals,

farmers, and businesses by using government money to put unemployed people to work.

In Michigan, the Civilian Conservation Corp (CCC) put young men to work building and improving our parks, roads, bridges, and forest-fire lookouts. Over 100 camps around Michigan housed around 17,000 young men in the CCC.

Many of Michigan's sidewalks, government buildings, and even wall paintings and murals were created by artists and workers employed by New Deal programs during the Great Depression.



Image source: [http://foresthstory.org/Research/Galleries/CCC\\_Michigan\\_Gallery/images/R9\\_280239.jpg](http://foresthstory.org/Research/Galleries/CCC_Michigan_Gallery/images/R9_280239.jpg)



Image source: CCC Camp in Michigan

[http://en.wikipedia.org/wiki/Civilian\\_Conservation\\_Corps](http://en.wikipedia.org/wiki/Civilian_Conservation_Corps)

Not only did projects of the New Deal improve communities, Michigan, and the United States, but more importantly, people who had been feeling hopeless now had an income to help their family survive. They gained pride and self-esteem through doing meaningful work.





Image source: [http://heathercreamer.weebly.com/uploads/2/6/3/3/26336416/2950340\\_orig.jpg](http://heathercreamer.weebly.com/uploads/2/6/3/3/26336416/2950340_orig.jpg)



Image source: <http://forthesakeofhumanities-10.wikispaces.com/file/view/GGGGreat-Depression.jpg/296337290/GGGGreat-Depression.jpg>



Image source: <http://static.theglobeandmail.ca/680/incoming/article850719.ece/ALTERNATES/w620/depression.jpg>

## The Great Sit-Down Strike in Flint, Michigan

During the Depression, there was a huge surplus of people looking for work and very few jobs available. Consequently, many employers treated their workers badly by cutting pay and providing poor working conditions. In automotive factories in Michigan many employees were mistreated. If employees complained, they were fired. In 1935, Michigan auto workers formed a union named the United Auto Workers (UAW) with the goal of bargaining higher pay and better working conditions. On December 30, 1936, the UAW started the “Great Sit-Down Strike” in Flint, Michigan. Employees of General Motors Fisher Body Plant #1 simply sat down on the job and refused to work. Because the workers were seated on the assembly line, no replacement worker could be brought in to take their job. This brought the



Image source: [https://en.wikipedia.org/wiki/Flint\\_sit-down\\_strike#/media/File:Flint\\_Sit-Down\\_Strike\\_sleeping.jpg](https://en.wikipedia.org/wiki/Flint_sit-down_strike#/media/File:Flint_Sit-Down_Strike_sleeping.jpg)

assembly line to a halt, and production stopped. For forty-four days, General Motors leaders refused to meet with the UAW. During this time, the workers did not go home and never left the factory. Wives and mothers set up a “strike kitchen” outside the factory to cook food for the

striking workers. Clean clothes, food, and other supplies were passed through the windows of the factory to the workers inside. Finally, General Motors and UAW leaders met and were able to come to a compromise. A compromise is made when each side gives in to some of the other side's demands, and an agreement is made. The workers won better pay and working conditions, and the assembly line started back up in February, 1937.



Image source: [https://upload.wikimedia.org/wikipedia/commons/4/48/Flint\\_Sit-Down\\_Strike\\_window.jpg](https://upload.wikimedia.org/wikipedia/commons/4/48/Flint_Sit-Down_Strike_window.jpg)

#### Interactive 4.9 The Sit Down Strikes



*Learn more about the Sit Down Strikes at this website.*



#### STOP AND THINK

How were the employees involved in the Great Sit-Down Strike being risk-takers?

"The only thing we have to fear is fear  
itself."

-Franklin Delano Roosevelt



## World War II

In 1939, America was still suffering through the Great Depression. Then the unthinkable happened: war broke out in Europe and Asia. People had hoped that World War I would be the world's final war, but the Axis Powers of Germany, Italy, and Japan were trying to expand and take over surrounding countries; they went to war, fighting against the Allied forces of Great Britain, France, the Soviet Union, and China.

Just as before, Americans did not want to get involved in this war which was being fought on the other side of the Atlantic and Pacific Oceans.

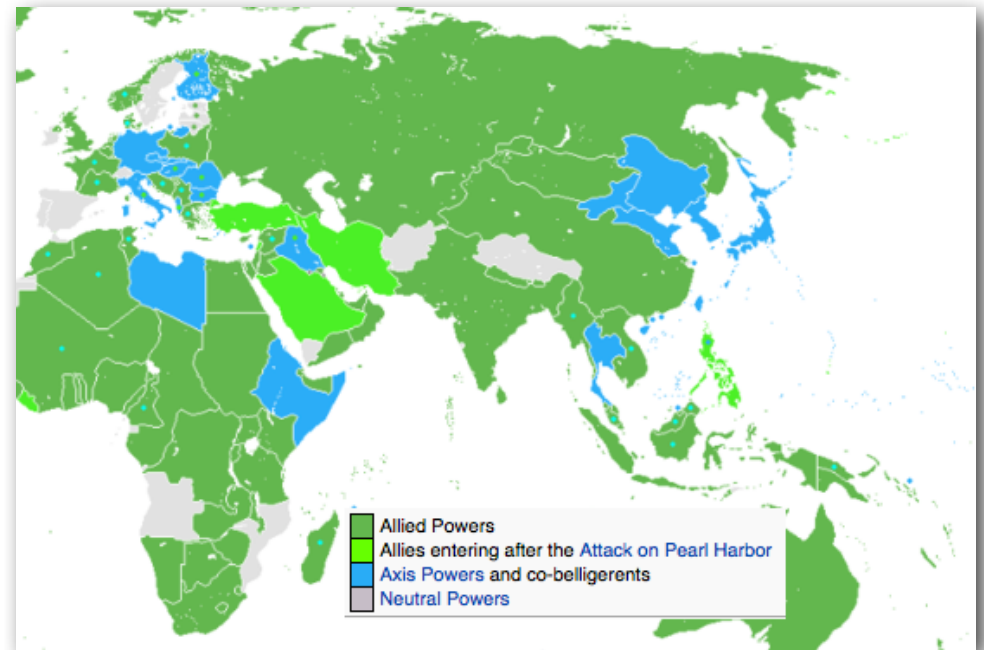


Image source: [https://en.wikipedia.org/wiki/Allies\\_of\\_World\\_War\\_II#/media/](https://en.wikipedia.org/wiki/Allies_of_World_War_II#/media/)

File:Map\_of\_participants\_in\_World\_War\_II.png

Opinions changed on December 7, 1941 when Japan bombed the United States naval base at Pearl Harbor in Hawaii. The entire Pacific fleet of ships was docked in Hawaii early that Sunday morning. Hawaii was a territory of the United States at that time, but not yet a state. The Japanese had planned a surprise attack to sink our ships, and Americans were stunned and



horrified. This aggressive and shocking attack quickly changed Americans' attitudes toward joining the Allied forces in fighting the war. Men and teenagers rushed to join the military to protect the United States from further attacks and fight against the aggressive Axis Powers.

President Roosevelt gave a stirring speech telling Americans that "December 7, 1941 was a day that would live in infamy" and declaring a state of war between the United States and Japan. Michigan contributed over 600,000 men and women to serve in the war overseas in both Europe and Asia.

**Interactive 4.10** A Day Which Will Live in Infamy



*Click here to see the speech given by President Roosevelt regarding the events of Pearl Harbor.*

**Interactive 4.11** We Witnessed The Attack on Pearl Harbor



*Explore eyewitness accounts of the events at Pearl Harbor at this website.*

<u><b>WWII Axis Powers</b></u>	<u><b>WWII Allied Powers</b></u>
<ul style="list-style-type: none"><li>● Germany</li><li>● Italy</li><li>● Japan</li></ul>	<ul style="list-style-type: none"><li>● Great Britain</li><li>● France</li><li>● Soviet Union</li><li>● China</li><li>● United States</li></ul>

## Michigan's Contributions

Similar to World War I, Michigan's contribution to World War II would not only be remembered by the large number of volunteers who fought, but also by the war contribution of the people left

behind in our state. Because so many men of working age were needed to fight, many Michigan jobs were left unfilled. This soon became a crisis because so many of the jobs in Michigan had been automotive factory jobs.

Once again, the auto factories were turned into war material plants creating much-needed supplies such as tanks, shell casings, and

airplane bombers, among other important war goods.

Who would step in to fill these important jobs? The women of Michigan answered the call. At that time, most women did not work outside of the

home. Once a woman was married, she would often quit her job to stay at home to cook, clean, and care for her children. Sons, husbands, and brothers were thousands of miles away fighting for the United States, and women were eager to fill the much-needed factory jobs to provide war equipment to ensure victory and a safe return of their loved ones. Ladies worked around the clock on “swing shifts” so that the factories could be run twenty-four hours a day. Artists created posters with a character called “Rosie the Riveter” to encourage women to do their part in the plants to win the war.



Image source: [https://upload.wikimedia.org/wikipedia/commons/1/12/We\\_Can\\_Do\\_It!.jpg](https://upload.wikimedia.org/wikipedia/commons/1/12/We_Can_Do_It!.jpg)



Image source: <http://www.loc.gov/pictures/resource/fsa.8e11136/>

Women flooded into the factories including the enormous “Willow Run” airplane plant in Ypsilanti, Michigan. The workers at Willow Run produced one B-24 bomber every hour for a total of 8,645 by 1945, more than any other factory in the entire United States. Michigan became so

**Interactive 4.12 Willow Run**



*Learn more about Willow Run with this old Newsreel footage describing the history of the plant.*

important in producing war goods that it became known as the “Arsenal of Democracy” (an arsenal is where military equipment is made).

The children of Michigan also helped their parents in the war effort during World War II. To replace family members fighting in the war, children helped plant and harvest crops and

raised animals on farms. Children collected milkweed pods to be used as floatation material inside life jackets for Navy sailors. Rubber and scrap metal, as well as foil from gum and cigarette packages, were collected to recycle for war materials. Bacon grease was saved to be used for making explosives. Women even painted their legs instead of wearing stockings so that nylon could be used for making soldiers’ parachutes. War bonds were sold to help fund the war, through which money would be given to the government with the promise of repayment when the war was over. Children willingly donated their coins to purchase war bonds to buy materials for a victory. Families planted “Victory Gardens” to provide food for their table.

If families could grow the food they needed, then more food could be sent overseas to the military.

Sacrifice was necessary by every American. The Axis Powers were a serious threat to America's safety and freedom. Therefore, Americans willingly participated in the effort by sacrificing their wants in order to provide for the military's needs. Rationing was in effect; rationing was when every citizen was only allowed to purchase a certain amount of a good or service so that the remaining amounts could be used for the war effort. For example, each American was only allowed two pair of shoes per year during the war. This allowed our government to purchase enough leather boots for all the military fighting in WWII. Ration booklets were provided with two

stamps for a pair of shoes. If you needed a new pair of shoes, you would have to turn in one of your ration card stamps along with the money to purchase the shoes. It did not matter if you were wealthy--if you had only the money and no ration stamp, you could not buy the shoes. Other items necessary for the war were rationed, such as gasoline, tires, and food. The motto on the back of every ration book was "If you don't need it, DON'T BUY IT." Everyone in Michigan and the United States had to work together toward the common goal of winning the war

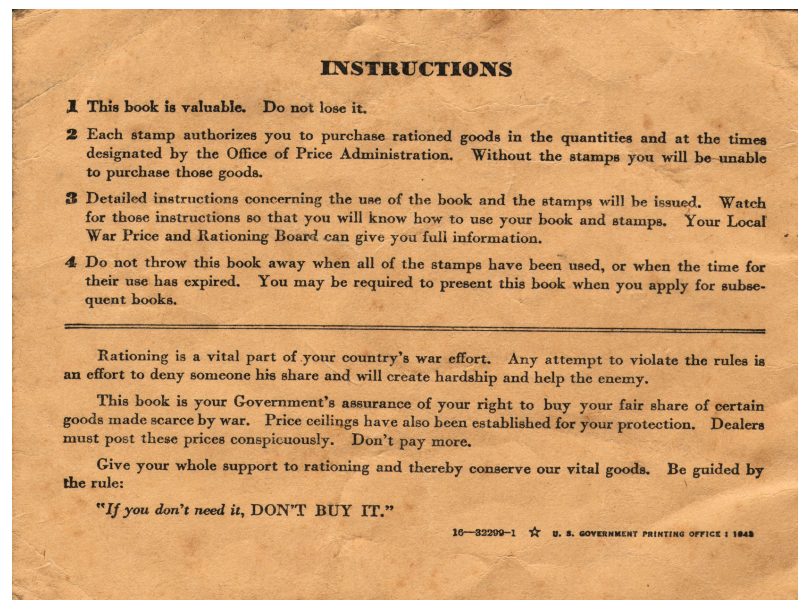


Image source: [http://files.libertyfund.org/img/2358/WWII\\_USA\\_Ration\\_Book\\_Back\\_1702.jpg](http://files.libertyfund.org/img/2358/WWII_USA_Ration_Book_Back_1702.jpg)

#### Interactive 4.13 Closer Look - Ration Cards



You can learn more about ration cards at the National WWII Museum website by [clicking here](#)



and bringing loved ones home safely.

Stop and Think: How did Americans cooperate to help win World War II?

After suffering during the Great Depression with little work, now the war provided important jobs for every citizen. People read the newspaper, listened to the radio, and went to the movie theater to see news clips of what was happening overseas in the war. Family members and friends in the military could only communicate with their loved ones through letters. Each letter was first read by a government official to make sure that no important information was transferred that could endanger American troops. The motto was “Loose lips might sink ships.” New technologies such as radar, radio transmission,

penicillin as an antibiotic, and nuclear bombs were used to help America win the war. In 1945 church bells rang and people all over Michigan and the United States cheered, sang, and cried tears of joy as both Germany and Japan surrendered to the U.S. and the Allied Powers.



Image source: [https://upload.wikimedia.org/wikipedia/commons/0/04/War\\_Ends.jpg](https://upload.wikimedia.org/wikipedia/commons/0/04/War_Ends.jpg)

#### Interactive 4.14 Google Docs - Culminating Activity



Complete this project to demonstrate your new knowledge.

## Section 4

# How Did the Civil Rights Movement Create Change in The Lives of Michigan's Residents?

### QUESTION TO GUIDE INQUIRY

1. How can lessons learned from Michigan's past be applied to our future?
2. How have the push and pull factors of human migration affected the development of Michigan?
3. How have Michigan's natural resources and industries been interconnected over time?
4. How have events in Michigan since statehood created change in the lives of its residents?
5. How have Michigan's economic activities such as the automobile industry evolved since

"Democracy is the government of the people,  
by the people, for the people."

— Abraham Lincoln

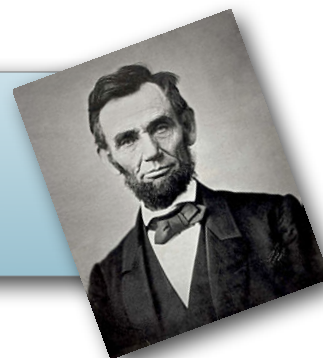


Image source: [https://commons.wikimedia.org/wiki/File:1963\\_march\\_on\\_washington.jpg](https://commons.wikimedia.org/wiki/File:1963_march_on_washington.jpg)

In 1863, Abraham Lincoln signed the Emancipation Proclamation freeing slaves in the United States; in 1865, The 13th Amendment to the Constitution made slavery illegal. However, these changes in our government did not mean that all people were treated equally. For those citizens who were black or

Hispanic or female, our democracy did not protect them from discrimination. Our Constitution protects the life, liberty and pursuit of happiness for all U.S. citizens; it is from the desire to protect those rights that the Civil Rights

#### Interactive 4.15 Overview of the Civil Rights Movement



*This teacher created video will give you a brief overview of the Civil Rights Movement.*

#### Stop and Think:

1. How would you describe the civil rights movement?
2. What can you say about the role Dr. Martin Luther King, Jr., and Rosa Parks played in the movement?

Movement was born.



Detroit's Walk to Freedom, June 1963

Image source: <http://reuther.wayne.edu/node/7751>

### Detroit's Walk to Freedom

When most people think of the American Civil Rights movement, they think of leaders like Dr. Martin Luther King, Jr., and Rosa Parks. Often, people think that the Civil Rights Movement only took place in the south or perhaps in

Washington, DC. However, citizens in Michigan were directly affected by what was happening across the country. In June of 1963, the Detroit Council for Human Rights held a march to support the end of segregation in downtown Detroit.

One of the most significant things about “Detroit’s Walk to Freedom” was that it was here in Michigan that Dr. Martin Luther King, Jr., first gave his famous “I Have a Dream” speech. For Dr. King and many other Americans, the Civil Rights movement was personal. Dr. King was working to end discrimination and segregation for all black people, including his own children.

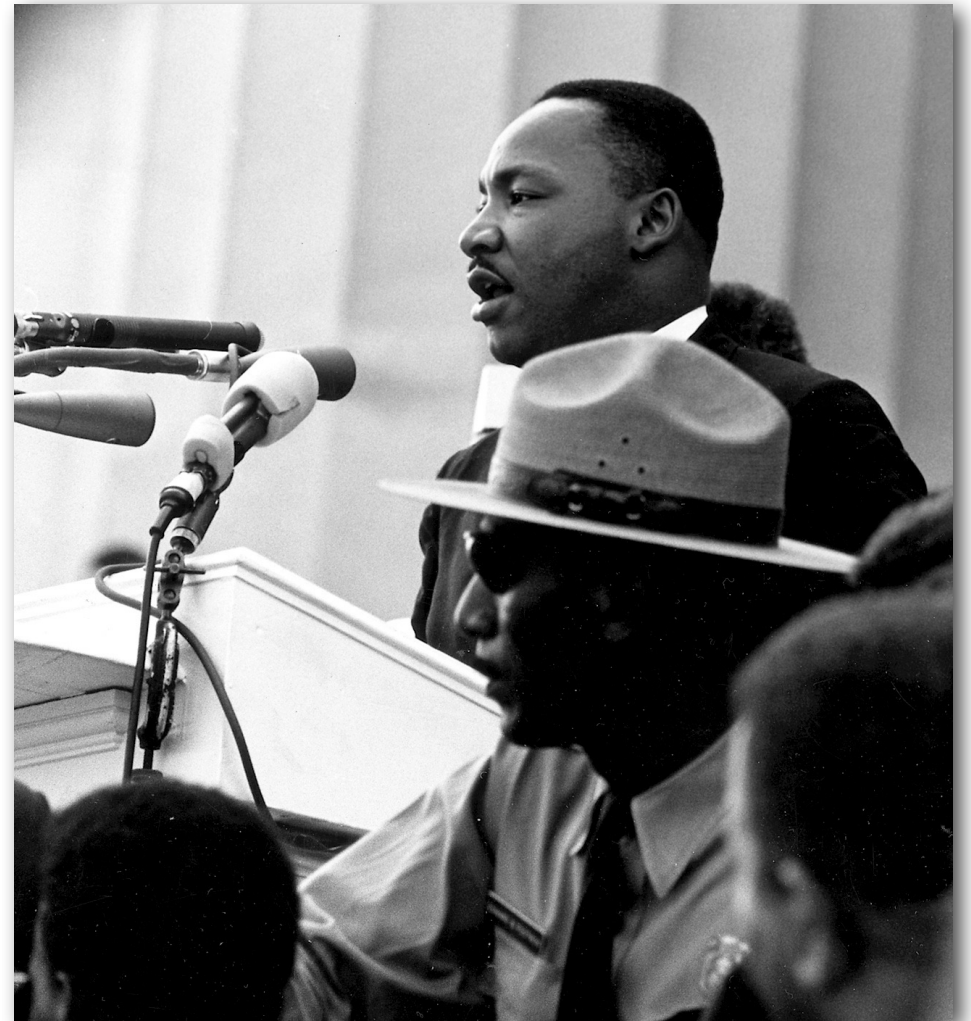


Image source: [https://upload.wikimedia.org/wikipedia/commons/8/81/Martin\\_Luther\\_King\\_-\\_March\\_on\\_Washington.jpg](https://upload.wikimedia.org/wikipedia/commons/8/81/Martin_Luther_King_-_March_on_Washington.jpg)



## Segregation in Michigan

Michigan's black citizens faced segregation and discrimination. There were communities in Michigan that actively worked to keep people of color out of their neighborhoods. Using the primary source analysis tool from the Library of Congress, let's analyze this photo taken in Michigan in 1942.

**Interactive 4.16** Library of Congress Primary Source Analysis Tool



*This form can be filled out online and e-mailed to your teacher, or printed.*



Image source: [https://en.wikipedia.org/wiki/1967\\_Detroit\\_riot#/media/File:We\\_want\\_white\\_tenants.jpg](https://en.wikipedia.org/wiki/1967_Detroit_riot#/media/File:We_want_white_tenants.jpg)

## Civil Rights Act of 1964

In response to the the non-violent protests of the Civil Rights Movement, President Lyndon Johnson signed the Civil Rights Act of 1964.

This piece of federal legislation provided protection from discrimination based on race, color, religion, or national origin. The government could now enforce desegregation laws ensuring that our government of the people, by the people, and for the people was authorized to protect the rights of all its citizens.



President Johnson signing the Civil Rights Act of 1964. Image source:

[https://commons.wikimedia.org/wiki/Category:Signing\\_of\\_the\\_Civil\\_Rights\\_Act\\_of\\_1964#/media/](https://commons.wikimedia.org/wiki/Category:Signing_of_the_Civil_Rights_Act_of_1964#/media/)

File:Lyndon\_Johnson\_signing\_Civil\_Rights\_Act,\_July\_2,\_1964.jpg

# Epilogue

## QUESTION TO GUIDE INQUIRY

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1. How can lessons learned from Michigan's past be applied to our future?
2. How have the push and pull factors of human migration affected the development of Michigan?
3. How have Michigan's natural resources and industries been interconnected over time?
4. How have events in Michigan since statehood created change in the lives of its residents?
5. How have Michigan's economic activities such as the automobile industry evolved since statehood?

Michigan's journey since statehood continues through and beyond the day that you're reading this text. We've already talked about Michigan's major industries, and how it led the way for the entire nation during two world wars. We've briefly touched upon how the Civil Rights Movement in Michigan led to some leaders and events that helped shape the nation. You'll learn more about these movements and the people in them in your US History classes in eighth grade and high school. At the time this chapter was finished, Michigan was once again leading an Arsenal of Democracy, as the site of Pfizer, one of many companies that led the way during the COVID-19 crisis in development of a vaccine, shipped the first doses to Michigan, the country, and the rest of the world.

It's impossible to adequately describe in a short fourth grade textbook every single thing that has happened in Michigan since the end of the last section through today, so we encourage you to go out

and find something interesting about this state to learn about on your own.

From the 1970s to 2021, here are just a few of the major accomplishments Michigan has celebrated:

In 1970, the population of the state had almost reached 9 million people. Compare that to where the state started - to be admitted to the union, a territory needed a population of 60,000 people or more. The massive growth is due to many of the things you've learned over the past few sections. From lumbering and mining in the early days, to the development of industries that Michigan still proudly holds as their own to this day.

Michigan was the home of Gerald R. Ford, a congressman from Grand Rapids who went on to become the 38th President of the United States, the first Michigander to serve in that particular office. He served one term in office before losing his re-election bid to Jimmy Carter. There is currently a museum

dedicated to his life in Grand Rapids.

In 1973, Michigan gained its first ever woman to serve on the Michigan Supreme Court. Mary Stallings Coleman, had served as a judge in the probate court in Calhoun County when she decided to run for the highest court in the state. She would go on to serve as the Chief Justice, becoming the first woman in Michigan to preside over the state's highest court, and the fourth woman in the history of the U.S. to serve as chief justice of a high state court.

The 1980s were a busy time for the state. A massive renovation project on Michigan's 103-year old capitol began in 1982, which would continue on for several years. A new undertaking, the Michigan Library and Historical Center was opened in 1989 to provide a permanent home for the archives and artifacts that

**Interactive 4.17** Gerald R. Ford Museum



*[Click here to virtually visit the Gerald R. Ford Museum.](#)*



make up our state history. It's collections and exhibits on Michigan's history have grown over the years, and to this day, the center encourages research, houses artifacts, and welcomes students of all ages to come and learn.

In the 1990s, the economy took off. General Motors, Ford, and Chrysler all reported record earnings and auto sales as consumers purchased more vehicles and took to the streets for in and out of state travels and vacations. By the year 2000, Michigan's population had grown another million, reaching almost 10 million people strong. This massive growth continued to fuel economic changes and development.

We've seen two women elected as governor. We've weathered recessions, or periods of economic decline, as well as booms. We've seen our share of social and cultural movements. We've cheered for the Detroit Tigers. We've shed tears for the people of Flint Michigan as mismanagement from elected officials lead to the poisoning of the city's drinking water. The

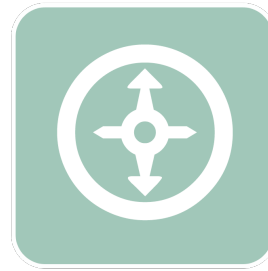
economy of Michigan has transformed many times, and may in fact transform again in the future. As this book was completed, we were living through a global pandemic, the likes of which hasn't been seen in over a century. The important thing to remember however, is that Michigan is a resilient state that has changed dramatically since it's admittance to the union. We've made it through tough times before. We've celebrated the good times when they've come. Michigan is a strong state that will continue to be a leader in the U.S. for years to come.

### **Culminating Activity**

It is time now to revisit the culminating activity first introduced in the opening of this chapter. You are going to pretend that you are in charge of advertising Michigan to the rest of the world. You need to produce a brochure that will do just that. In this brochure you need to present Michigan in such a way that will make people want to come and establish residence here. Key points to consider; a Michigan

map (correct for this timeframe), some points of interest such as population, weather, landforms, etc, advertisements for the lumbering and mining industry, and promote the rich land and other natural resources our great state has to offer. Be creative and keep in mind that your brochure could potentially bring more people to Michigan to help our state flourish. What about Michigan's history will you showcase? A detailed timeline of Michigan History, created by the Michigan Legislature is available here. Think about what events you've learned about in this chapter, and events that are included on this timeline that weren't. What can you highlight about Michigan's history that will draw people to our state?

**Interactive 4.18** Legislative History of Michigan



*This site from the Michigan Legislature tracks some of Michigan's biggest milestones throughout history.*