

**+Muskegon Area Intermediate School District
Standards Based Thematic Unit**

Section I

Unit Title: Location, Location, Location!

Content Area(s): Social Studies

Grade Level: Second Grade

Duration: September - May

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School District: Muskegon Public Schools

School Year: 1999 - 2000

Unit Summary Description:

This unit is a study of how geographic location affects the growth and development of communities, specifically, Muskegon.

Thematic Statement:

Geographic location is an important reason why communities are settled and continue to grow.

Focus Questions:

1. What are the physical features of Muskegon that made people want to settle here?
2. How did the use of human and natural resources impact our community past and present?

Performance Demonstration:

Individually write a letter to your relatives describing Muskegon and explain why you settled here. Include positive and negative factors and key individuals that affected you.

Group: As a group design a poster that could be used during a video or slide show presentation describing the positive attributes of Muskegon today.

Section II

Major Unit Activities	Benchmarks Addressed	Assessment	Teacher Reflection
1.Introduce poster of Muskegon’s history. Children discover and discuss what they see. Use individual copies of poster. Children will circle what they know about already and share this information with a partner.	Soc. I. 1.El.4		September
2. Children will go on a trolley tour of their community, Muskegon. Get off trolley in downtown area and do a walking tour of historical district. For virtual tour see website, www.muskegon.k12.mi.us/socstud/socstud.htm Go to second grade.			October
3. Students list on data retrieval chart information obtained during tours focusing on natural and human resources (key people) that influenced the development of Muskegon. See appendix A. Each child receives own chart to record on.			October
1. Children read various text to obtain information about natural resources. a. Rookie Read About series by Allan Fowler <u>It Could Still Be A Lake</u> <u>All Along The River</u> <u>It Could Still Be A Tree</u> <u>It Could Still Be A Rock</u> b. <u>Lake Michigan</u> by Ann Armbruster c. <u>People Together Adventures in Time and Place</u> Social Studies Text Macmillan/McGraw Hill	Soc.II.1.El .2		October

<p>Unit Two: Earth Our Home/Landforms and Natural Resources</p> <p>d. Find natural resources on aerial photos of Muskegon located on website/soc.stud.</p> <p>e. Locate landforms and resources on maps of Michigan.</p>			
<p>5. Add information to Data Charts under natural resources.</p>			<p>October</p>
<p>6. In small groups use magazines to locate pictures of natural resources and goods made from them, Cut out pictures and make group posters. Students will explain their posters to the class.</p>	<p>Soc.II.1.El.2</p>	<p>Group Assessment: Understanding of terms: -resources -goods</p>	<p>October</p>
<p>7. With a partner construct a topographical map of Muskegon. Use a Styrofoam tray for base. Use colored dough or clay. Children create lakes, rivers, dunes, trees and label these.</p>	<p>SocII.1.El.2 Soc.V.1.El.3</p>	<p>Individually assess: Have the children include all landforms and natural resources for Muskegon. Vocabulary Assessment: McMillan/McGraw Social Studies text.</p>	<p>October</p>
<p>8. Refer back to poster. Discuss the early settlers of Muskegon. What can students observe from the poster? ie. Housing, dress, food, transportation. On smaller posters circle what they know and share with a partner. Refer back to topographical map they made. For the very early settlers this was all there was. No highways, stores etc.</p>	<p>Soc.I.1.El.3 Soc.I.1.El.4</p>		<p>November</p>
<p>9. Trip to Muskegon County Museum for the program, “Michigan Indians and the Fur Trade” , use digital camera to record visit in pictures.</p>	<p>Soc.I.2.El.2& 3 Soc.I.1.El.1& 2</p>		<p>November</p>
<p>10. Each student will write information learned form trip to Museum. These writings are compiled into a class book. Add digital pictures.</p>	<p>Soc.V.2.El.2 &3</p>		<p>November</p>
<p>11. a. <u>Potawatomi</u> by James Clifton b. <u>Indians of the Great Lakes</u> by Mitchell and Woodruff</p>			<p>November</p>

<p>c. Websites – see sources d. <u>The Ottawa</u> by Elaine Landeau e. <u>Michigan Indians-A Way of Life</u> by Donald Chatput f. Social Studies Text: McMillan/McGraw Hill <u>People Together</u> Unit 5 Discovering our Past</p>			
<p>12. Resource person visits classroom with information about Muskegon’s early settlers and the influence they had. Before the visit children brainstorm and write down questions they will ask. Use digital camera to record visit. Write thank - you letter to speaker including the information that was learned.</p>	<p>Soc.I.2.El.1& 2 Soc.II.1.El.1 &2 Ela.2.El.1</p>	<p>Individually assess letter for content and form.</p>	<p>November</p>
<p>13.Add information to Data Chart under human and natural resources, add how Native Americans used them.</p>	<p>Soc.II.1.El.1 &2</p>		<p>November</p>
<p>14. Read stories handed down by Native Americans, such as legends and fables that explain things in nature. See sources.</p>	<p>ELA 2.El.1</p>		<p>November</p>
<p>15. Children will write their own fables or legends with a partner or individually. These will be compiled into a class book.</p>	<p>ELA.2.El.1</p>	<p>Individual Assessment</p>	<p>November</p>
<p>16. Art activity (in the classroom or with the art teacher) a. design a ceremonial shield with symbols, feathers, etc. from construction paper/ crayons, markers etc. b. create a dream catcher</p>			<p>November</p>
<p>17. Establish a trading post in the classroom. Children may bring in small toys or collectibles and trade with each other. As a group, students determine procedures for trading.</p>	<p>Soc.II.3EL.1 Soc.IV.5.El.1</p>		<p>November</p>
<p>18. Compare/ contrast, the book , <u>The Giving Tree</u> by Shel Silverstein with native American story about earth and giving back. (See sources) Compare/contrast the use of natural resources past and present.</p>	<p>SocII.2.El.1-3 ELA 10. El.1</p>		<p>November</p>
<p>19.Refer back to poster. Examine Muskegon Harbor in the 1800’s. Record information about housing, transportation, clothing etc.</p>	<p>Soc.I.1.El.3 Soc.I.1.El.4</p>		<p>January</p>
<p>20. Trip to Muskegon County Museum for program “The Lumber Queen”. Use digital camera to record visit.</p>	<p>Soc.I.1.El.3 Soc.I.1.El.4 Soc.I.2.El.1 Soc.I.2.El.2</p>		<p>January</p>

	Soc.II.2.El.1-2 Soc.III.3.El.1		
21. Each student will write about information learned from Museum program. These will be compiled into a class book. Add digital pictures to class book.	Soc.V.1.El.1	Individually assess for content	January
22. Using the Social Studies website, go to “A History of Muskegon in Photographs.” With a partner, children will examine the following pictures: -Life 100 years ago -Long ago uses of Muskegon Lake -Lumber Logging Days -Shipping and lumbering in Muskegon -Schooners -Tugboats	Soc.I.2.El.1&2 Le.2&3 Soc.I.3.LE.1 Soc.V.1.LE.1		January
23.Using the Social Studies website go to “Aerial Photos”. With a partner children will observe Muskegon Harbor today. Go to Trolley Tour “Beachwood/Bluffton Area” Observe harbor today.	Soc.V.1.EL2		January
24. As a whole group do a Venn diagram. Compare/contrast Muskegon Harbor, past and present. Students will record on individual diagrams.	Soc.I.1.EL.3 Soc.I.1.EL.4 Soc.ii.4.EL.1 &3 Soc.V.1.EL.3		January
25. Children will read or have read to them various texts about the Lumbering Era. a. <u>Muskegon at the Peak of Lumber Era A Pictorial Guide</u> b. <u>Journey Back to Lumberjack Camp</u> By Janie Panagopolis c. <u>Early Loggers and the Sawmill</u> By Peter Adams d. <u>Video</u> – “The Last Lumberjacks”	Soc.I.1.EL.1 Soc.I.1.EL.2 LE.2&3 Soc.I.3.LE.1		January
26. Refer back to Data Charts. Add information under human resources/Lumbermen. Add information About the use of natural resources were used during this period.			January

27. Art activity? Children design their own logging brand. Use potato for stamp.			January
28. Locate Muskegon River on map of Michigan. Find its origin. Notice other communities along the river. Locate river on aerial photos on Soc.Stud.website. Children receive individual maps. Trace and label.		Individual Assessment: Muskegon River is traced from origin	January
29. Using shoeboxes, children, with a partner or individually will construct a diorama depicting a scene from the lumber era.	Soc.II.3.EL.1 &2	Individual Assessment Rubric	January
30. Refer to poster. Notice timelines on trees. What else was going on in our country during the lumber era? Read Soc.Stud. Text McMillan/McGraw Hill, Unit 5, “ Discovering Our Past” Unit 6, “People, Places, Holidays”	Soc.I.1.EL.1-4 Soc.III.5.EL.1&2		February
31. Children develop a timeline of their own history from birth to second grade.	Soc.III.5.EL.1&2	Individually Assess	February
32. Read <u>Underground Railroad</u> trade book as a class. (see sources)	Soc.V.1.EL.1 Soc.I.2.EL.1-4		February
33. Discuss the impact of geographic location on the Underground Railroad. Tell story of Abner Bennett. (one of the first black Muskegon residents, whose house was a stopping place on the railroad) Also discuss Jonathon Walker.	Soc.I.2.EL.4		February
34. On Data Chart add any information under, Human Resources, Additional Key Individuals. Discuss people who have made a difference in our community.			February
35. Visit Soc.Stud, website, “Virtual Trolley Tour” With a partner determine how many stops on the tour have the Hackley name. Discuss and record their findings on the classroom Data Chart.	Soc.V.1.LE.1		March
36. Take a field trip to Hackley/Hume Houses. Other possible trips would include: -Hackley Park -Hackley Library -Hackley Hospital -Muskegon Museum of Art	Soc.IV.2.EL1 Soc.II.3.EL.1 Soc.I.4.EL.2		Spring
37. Illustrate or write about one of the many Hackley contributions to our	Soc.I.4.EL.2	Individually Assess.	Spring

community. Parts can be reproduced from Virtual Trolley Tour to have as a resource.		Conference with students.	
38. Together or with a partner read the Chronicle mini page on Charles Hackley and Muskegon's history. Complete the activities,	Soc.V.1 Soc.I.2.EL.3		March
39.Refer back to poster. Examine and discuss present day Muskegon. On small posters circle areas you know about and share information with a partner.			April
40. Revisit Soc.Stud. website, "Trolley Tour" with a partner. Identify current businesses. Make a tally of where people are employed.Soc.V.1.EL.1	Soc.V.1.EL.1		April
41.Revisit Soc.Stud. website, "Aerial Photos of Muskegon." Look at industry today, the Sappi Papermill specifically.	Soc.V.1.EL.1 Soc.IV.2.EL.2		April
42. A speaker from SAPPI visits your class to explain the paper making process and its impact on our community.	Soc.IV.2.EL.2		April/May
43.Students will utilize paper making process and then write a "how to".	ELA.2EL.1		April/May
44.Students will read Soc. Stud. Text McMillan/McGraw Hill Unit 3 "Working World" Unit4 "We The People"	Soc.IV.1.EL.1&2 Soc.III.2.EL		April/May
45. Data Chart add information. How do we use natural and human resources today in our community?			May
46.County commissioner or city Planner will visit the classroom and discuss how we can use resources in the future. Children will write questions prior to the visit. Children will write thank you notes after.	Soc.IV.2.EL.1 ELA.2.EL.1		May

<p>47. Students will demonstrate their understanding of the statement “geographic location is an important reason why communities are settled and grow” by describing why they chose to settle in Muskegon. Include what geographical features, natural resources, economic factors and key individuals influenced their decision. The performance will include three parts:</p> <ol style="list-style-type: none"> 1. As a group, design a poster that could be used during a video or slide show presentation describing the positive attributes of Muskegon today. Possible display at Muskegon County Museum or Muskegon Tourist Bureau. 2. Individually, as a Native American, fur trader or lumberman, write a letter to your relatives describing Muskegon and explaining why you settled here. Include positive and negative factors and key individuals that affected you. 3. Each small group will present their poster to other second-grade classrooms. Presentations will be five minutes and all members will participate in some way. Letters will be read individually in each classroom. 		<p>Poster assessed by rubric.</p> <p>Letters assessed by rubric.</p>	<p>May</p>
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Section III

Sources/Texts

A Long Look at Muskegon by Frederic Read, Patterson College Publications 1976

Romance of Muskegon by Muskegon Chronicle 1937

Sand in Their Shoes : A Story of the Bluffton Area by Bluffton School PTA 1970

Rookie Read -Aloud Series by Allan Fowler

Lake Michigan by Ann Armbruster

People Together :Adventures in Time and Place Macmillan/McGraw

The Ottawa by Elaine Landau

Potawatomi by James Clifton

Michigan Indians A Way of Life by Donald Chatput

Art of the Great Lakes Indians Exhibition Flint Institute of Art 1973

Crafts of the North American Indians by Richard Schneider, Van Nostrand Reinhold Co. 1972

Native American Oral History Project by Pamela Dobson The Tree That Never Dies Beliefs and Stories of the Michigan Indians Grand Rapids Public Library

Muskegon at the Peak of the Lumber Era / A Pictorial Companion to the Novel Sawdust Fires, T. Carlson 1998

Journey Back to a Lumberjack Camp by Janie Panagopolis

Early Loggers and the Sawmill by Peter Adams

Video “The Last Lumberjacks”

The House on Maple Street by Bonnie Pryor

The Window

The Giving Tree by Shel Silverstin

The Legend of the Blue Bonnet by Tomi DePaola

Follow the Drinking Gourd

My 95 Years in Muskegon by J. Fred Boyd

Muskegon County Museum

Muskegon Chronicle Mini Page

Muskegon Michigan A Gathering of Swans Poster
Florence Bright
Collette Klukose

Websites

1. Muskegon Public School's Social Studies Website www.muskegon.k12.mi.us/socstud/socstud.htm
2. Muskegon website www.ci.muskegon.mi.us/
3. www.ci.muskegon.mi.us/homepage/history/history%20of%20muskegon.htm
4. www.sos.state.mi.us/history/museum/explore/museums
*Information about Hackley House. Link to sawmill-brief
5. <http://www.rootsweb.com/~itpotawata/>
*Potawatomi website with links
6. www.dickshovel.com/pota.html
*History of Potawatomi
7. www.dickshovel.com/otta.html
*History of Ottawa
8. www.cruzio.com/~nikan/index.htm
*Potawatomi Fables, can order.

Appendix (to include examples and detailed plans as appropriate):

Section IV
TIMELINE/CALENDAR

Month:					
September October Muskegon Today:	Intro to poster of Muskegon and its history.	Take trolley tour of Muskegon.	Read various texts, including Social Studies text Unit 2. Add info to data chart.	Make posters of natural resources and goods.	Topographical map of area.
November Early Settlers	Refer back to poster. Check for prior knowledge.	Trip to Muskegon County Museum. "Michigan Indians and the Fur Trade".	Read various texts, including Social Studies text Unit 5. Add information to data chart. Resource person visits.	Read Native American Stories. Write stories.	Design a ceremonial shield or dream catcher. Set up Trading Post in classroom.
January Lumber Era	Refer back to poster. Trip to museum. "The Lumber Queen"	Venn diagram-Muskegon. Harbor now and then.	Read various texts. Add information to data chart.	Design own logging brand. Trace and label Muskegon River.	Diorama of scene from lumber era.
February March Key Individuals	Refer to timeline on poster. Children make personal history timelines.	Read Underground Railroad text. Story of Abner Bennet. Include Social Studies text, Unit 6.	Virtual Trolley Tour. Focus on Hackley contributions. Add information to data charts.	Field Trip to one of Hackley sites.	Write or draw about one of Hackley contributions.

April May Muskegon Today	Refer back to poster. Virtual Trolley Tour. Tally businesses.	Speaker from Sappi visits. Children make paper.	Read various texts, including Social Studies text Units 3 and 4. Add info to data chart.	Community government speaker How will we use our resources in the future?	Performance Demonstration.
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PERFORMANCE ASSESSMENT RUBRIC

As a group, design a poster that could be used during a video or slide show presentation describing the positive attributes of Muskegon today.

1	2	3
Few drawings/pictures used not labeled – placement & quality of drawings and pictures detracts from overall appearance.	Placement or type of pictures/drawing detracts from overall appearance. Errors in labeling.	Poster is colorful, correctly labeled and with good placement and quality pictures/drawings.
Poster exhibits only one of the following: <ul style="list-style-type: none"> - natural resources - economic factors (industry and recreation) - contributions of key individuals of present Muskegon 	Poster exhibits two of the following: <ul style="list-style-type: none"> - natural resources - economic factors (industry and recreation) - contributions of key individuals of present Muskegon 	Poster exhibits present day Muskegon and includes all of the following: <ul style="list-style-type: none"> - natural resources - economic factors (industry, recreation) - contributions of key individuals

PERFORMANCE ASSESSMENT RUBRIC

Individually, as a Native American, fur trader or lumberman, write a letter to your relatives describing Muskegon and explaining why you settled here. Include positive and negative factors and key individuals that affected you.

1	2	3
Uses one (1) of the essential parts of a letter.	Uses two (2) of the essential parts of a letter.	Uses all essential parts of a letter (greeting, body, closing, signature)
Includes information about two of the following factors: <ul style="list-style-type: none"> - geographical location - natural resources - economic - key individuals 	Includes information about three of the following factors: <ul style="list-style-type: none"> - geographical location - natural resources - economic - key individuals 	Includes information including all of the following factors: <ul style="list-style-type: none"> - geographical location - natural resources - economic factors - and key individuals clearly and logically
Mistakes in grammar, mechanics and usage <u>do</u> detract from clarity and meaning.	Mistakes in grammar, mechanics and usage do not really detract from clarity and meaning.	Correct grammar mechanics and usage are used.

PERFORMANCE ASSESSMENT RUBRIC

Using shoeboxes, children, with a partner or individually will construct a diorama depicting a scene from the lumber era

1	2	3
<ul style="list-style-type: none">- no background- minimal use of materials	<ul style="list-style-type: none">- includes background- adequate use of materials	Includes: <ul style="list-style-type: none">- colorful background- creative use of materials
Presents an inaccurate depiction of some aspect of the lumber era in Muskegon.	Presents a partial depiction of some aspect of the lumber era in Muskegon.	Presents an accurate depiction of some aspect of the lumber era in Muskegon

NATURAL RESOURCES

Lakes	Rivers	Sand Dunes	Plants	Animals

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HUMAN RESOURCES

Native American	Lumbermen	Hackley/Hume	Additional Key Individuals

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