

Lesson Plan

EUP ISD Workshop June 27-29, 2011

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The Toledo War: Michigan Attains Statehood

Lesson Overview

This unit describes how Michigan attained statehood. Students will gain an understanding of how the Toledo War led to the acquisition of two peninsulas. They will examine primary sources of a map, painting, documentation and important people that were involved in Michigan becoming a part of the union.

Objectives:

Students will be able to:

- examine primary source materials to gain knowledge of the Toledo War and how Michigan attained statehood;
- recognize and draw the shape (boundaries) of Michigan, before and after the Toledo War;
- describe how the ideas of individuals affected the history of Michigan;
- create a timeline of how Michigan attained statehood.

Standards:

- 3 - H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
- 3 - H3.0.9 Describe how Michigan attained statehood.
- 3 – H3.0.10 Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, **statehood**).

Time Required:

- 8 days

Recommended Grade Level(s):

- 3

Topic:

- Michigan History

Era:

- Western Expansion and Reform, 1835-1837

Preparation:

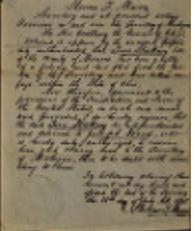
Materials:

- [Primary Source Analysis Tool](#)
- [Analyzing Photographs and Prints](#)
- Michigan Timeline: Attaining Statehood Rubric and Making A Map : Michigan: Before and After the Toledo War Rubric
- Posterboard and markers

Resources:

- (Background reading for the teacher, important dates in Michigan's quest for statehood) http://www.michigan.gov/dnr/0,1607,7-153-54463_18670_18793-79532--,00.html
- (Background reading for the teacher, Archives of Michigan, Department of Natural Resources, http://www.michigan.gov/dnr/0,1607,7-153-54463_19313---,00.html
- Michigan Department of Education Toledo War (student page document), http://www.michigan.gov/documents/Toledo_War_Student_Page_132292_7.pdf
- America's Story: Michigan Becomes a State, http://www.americaslibrary.gov/jb/reform/jb_reform_michigan_2.html
- Michigan Historical Museum, Michigan Boundaries after the Toledo War, http://www.michigan.gov/documents/hal_mhc_mhm_toledowarmap_64008_7.pdf
- Settling a State, Michigan Historical Museum, Michigan Department of Natural Resources **Marzano's Six Steps to Effective Vocabulary Instruction**, <http://www.visualthesaurus.com/cm/wordshop/2040/>

Image	Description	Citation	URL
	<p>A wooden ammunition box from the Toledo war.</p>	<p>"The Toledo War." <i>Settling the State</i>. Michigan Historical Museum, Michigan Department of Natural Resources, n.d. Web. 28 Jun 2011.</p> <p><http://www.hal.state.mi.us/mhc/museum/explore/museums/hismus/prehist/settling/toledo.html>.</p>	<p>http://www.hal.state.mi.us/mhc/museum/explore/museums/hismus/prehist/settling/images/toledobox.jpg</p>

	<p>The First State Election in Detroit, Michigan 1837. A painting by Thomas Mickell Burnham. Used courtesy of the Detroit Institute of Arts.</p>	<p>The First State Election in Detroit, Michigan 1837. A painting by Thomas Mickell Burnham, the Detroit Institute of Arts, Detroit, MI.</p>	<p>http://seekingmichigan.org/wp-content/uploads/2010/05/election1837_crop.jpg</p>
	<p>Secretary of State Report of the Toledo War-Toledo War document.</p>	<p>RG 56-26: Secretary of State Report of the Toledo War, RG 56-26: Secretary of State 197 Folder 1</p>	<p>http://seekingmichigan.cdmhost.com/seeking_michigan/discover_item_viewer.php?CISOROOT=/p15147coll1&CISOPTR=68&search=CISOROOT%3D%2Fp15147coll1%26CISOSTART%3D4</p>
	<p>Douglas Houghton was sent to the Upper Peninsula to complete land surveys of the state in 1840.</p>	<p>b&w film copy neg. http://hdl.loc.gov/loc.pnp/cph.3b11873</p>	<p>http://www.loc.gov/pictures/item/2003671856/</p>
	<p>Stevens Thomas Mason, governor of Michigan in 1837, during time of statehood.</p>	<p>(digital file from intermediary roll film) det 4a31291 http://hdl.loc.gov/loc.pnp/det.4a31291</p>	<p>http://www.loc.gov/pictures/item/det1994002330/PP/</p>

	<p>Constitution of Michigan 1835.</p>	<p>Constitution of Michigan 1835, RG-83-46</p>	<p>http://seekingmichigan.cdmhost.com/seeking_michigan/discover_item_viewer.php?CISOROOT=/p15147coll1&CISOPTR=99&search=CISOROOT%3D%2Fp15147coll1%26CISOSTART%3D1</p>
	<p>The Northwest and the Ordinances, 1783-1858</p>	<p>"The History of the Midwest: An Overview." <i>The Northwest and the Ordinances, 1783-1858.</i> Library of Congress, n.d. Web. 28 Jun 2011. <http://memory.loc.gov/ammem/umhtml/umessay5.html>.</p>	<p>http://memory.loc.gov/ammem/umhtml/umessay5.html</p>
	<p>Letter from Andrew Jackson to Michigan Senate and House of Representatives dated December 9, 1835. In this letter, he acknowledges the new State Constitution and lays out the next steps for admitting Michigan into the United States.</p>	<p>Letter from Andrew Jackson dated December 9, 1835, RG 81-46</p>	<p>http://seekingmichigan.cdmhost.com/seeking_michigan/discover_item_viewer.php?CISOROOT=/p15147coll1&CISOPTR=102</p>
	<p>Andrew Jackson, President of the United States during the time Michigan became a state.</p>	<p>Digital ID: (digital file from original print) pga 01161 http://hdl.loc.gov/loc.pnp/pga.01161, Reproduction Number: LC-DIG-pga-01161 (digital file from original print) LC-USZ62-59182 (b&w film copy neg.)</p>	<p>http://www.loc.gov/pictures/item/2003653039/</p>

Note: All resources are from the Library of Congress. The Michigan websites were found in the Researcher's section of the Library of Congress. www.loc.gov > researchers > teachers > Michigan history.

Procedure:

Step One: Accessing Prior Knowledge, Initial Reaction (3 class periods)

1. As an introductory activity, divide the class into eight groups. Present each group with a different image.
2. Using these images, ask students to analyze the photographs or documents, recording their thoughts on the [Primary Source Analysis Tool](#). Before the students begin, select questions from the teacher's guide [Analyzing Photographs and Prints](#) to focus and prompt analysis and discussion.
3. Students will gather in a large group setting. Each group will describe their photograph and tell why they think it is important in Michigan history. Individual observation of depth of knowledge and participation of the primary source will be graded
4. (Before Reading) Ask students, individually, to draw on a piece of paper (rough draft) Michigan before the Toledo War and after the Toledo War.

Step Two: History through Reading (3 class periods)

1. (During Reading) Students will read and discuss *Michigan Department of Education Toledo War (student page document)*, http://www.michigan.gov/documents/Toledo_War_Student_Page_132292_7.pdf together with the teacher. They will also highlight and discuss important vocabulary (Marzano's Six Steps to Effective Vocabulary Instruction, <http://www.visualthesaurus.com/cm/wordshop/2040/> will be very helpful)
 - Toledo War
 - Peninsulas
 - The Northwest Ordinance of 1787
 - Boundaries
 - Toledo Strip
 - Governor Stevens T. Mason
 - State Constitution
 - Statehood
 - President Andrew Jackson
 - January 26, 1837
 - Douglas Houghton
 - Survey

2. As the class continues to read, stop at important vocabulary to show primary source images: President Andrew Jackson's letter, constitution of Michigan, map, governor Stevens T. Mason and the Toledo War document.
3. Discuss how the compromise led to Michigan's admission to the union.
4. Discuss why Douglas Houghton was important to the Upper Peninsula of Michigan and show primary source image of Douglas Houghton.

Extension Activities: (1 class period)

- Have students act out the *Toledo War* student page. Students can pretend to be the different characters of the governor, president and surveyor. Struggling or non-readers may participate in drama to gain understanding of the history of Michigan becoming a state.

Evaluation: (1-2 class periods)

Using posterboard, students will draw and color the state of Michigan before (including the Toledo Strip) and after statehood (students may want to draw all five states). They will also create a timeline (on the bottom of the poster) of how Michigan attained statehood using important vocabulary and images. This evaluation will be graded by the teacher using rubrics.

Rubric**Michigan Timeline: Attaining Statehood**

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Resources	The timeline contained at least 7-8 events related to the topic being studied.	The timeline contained at least 5-6 events related to the topic being studied.	The timeline contained at least 4 events related to the topic being studied.	The timeline contained fewer than 4 events.
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Learning of Content	Writes several sentences describing the events and people involved in attaining Michigan statehood.	Writes one sentence describing the events and people involved in attaining Michigan statehood.	Writes a few words describing the events and people involved in attaining Michigan statehood.	The student cannot use the timeline effectively to describe events nor to compare events.
Readability	The overall appearance of the timeline is pleasing and easy to read.	The overall appearance of the timeline is somewhat pleasing and easy to read.	The timeline is relatively readable.	The timeline is difficult to read.

Rubric Making A Map : Michigan: Before and After the Toledo War

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Knowledge Gained	Shows full understanding of the shape of Michigan before and after the Toledo War by drawing all correct and relevant information (Toledo Strip, Upper Peninsula).	Shows understanding of the shape of Michigan before and after the Toledo War by drawing most correct and relevant information (Toledo Strip, Upper Peninsula).	Shows some understanding of the shape of Michigan before and after the Toledo War by drawing some correct and relevant information (Toledo Strip, Upper Peninsula).	Shows little or no understanding of the shape of Michigan before and after the Toledo War by drawing little or no correct and relevant information (Toledo Strip, Upper Peninsula).
Labels - Accuracy	At least 90% of the items are labeled and located correctly.	80-89% of the items are labeled and located correctly.	79-70% of the items are labeled and located correctly.	Less than 70% of the items are labeled and located correctly.
Labels & Features - Neatness	90-100% of the labels/features can be read easily.	89-80% of the labels/features can be read easily.	79-70% of the labels/features can be read easily.	Less than 70% of the labels/features can be read easily.
Scale	All features on map are drawn to scale (looks like Michigan).	Most features on map are drawn to scale.	Many features of the map are not drawn to scale.	Little or no features of the map are drawn to scale (does not look like Michigan).