



Grosse Pointe Historical Society

LAKE ST. CLAIR

Local History Brought to Life!

Sponsored by the

Grosse Pointe Historical Society

Series of Activities for Fourth Graders:

Before the Visit, During the Visit and After the Visit

to the Grosse Pointe Historical Society Provencal-Weir House

Businesses Blossom in Grosse Pointe

Activities Designed by Marjane L. Baker

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The development of the school curriculum was generously
donated by the Louisa St. Clair Chapter, DAR of Grosse Pointe.

State Standards

History

4-H3.0.1 Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C,E)

- What happened?
- When did it happen?
- Who was involved?
- How and why did it happen?
- How does it relate to other events or issues in the past, present, or in the future?
- What is its significance?

4-H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continued to affect the growth of Michigan (G)

4-H3.03 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (G, E)

4-H3.0.4 Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and the Great Lakes Region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000). (G)

4-H3.0.7 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes Region. (G, C, E)

Geography

4-G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g. Forms of shelter, language, food). (H)

Civics and Government

4-C2.02 Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g. Freedom of Religion, Freedom of Expression, Freedom of Press).

4-P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.

ELA Standards Addressed

Reading: Word Recognition and Word Study R.WS.04.03

Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.

R.WS.04.04

Know the meanings of words encountered frequently in grade level reading and oral reading contexts.

Narrative Text R.N. T. 04.02

Identify and describe a variety of narrative genre (e.g. poetry, myths, legends, fables)

Informational Text R.IT.04.02

Identify and describe informational text patterns (e.g., compare/contrast)

Spelling W.SP.04.01

Spell frequently encountered words.

Handwriting W.H.W.04.01

Students will begin to write nearly and legibly

Listening and Viewing Conventions L.Cn.04.01

Respond to questions asked of them, providing appropriate elaboration and details.

Response

Students will select listen to, view and respond thoughtfully to both classic and contemporary texts recognized for quality and merit.

You may wish to send the following overview and objectives to parents:

Overview and Objectives

Activities for the Fourth Grade Visit to the Grosse Pointe Historical Museum called *Businesses Blossom in Grosse Pointe*

Overview: Students will gain knowledge about the Native Americans who lived in the Grosse Pointe area for 6,000 years before the Europeans came. They will learn why the Europeans came and discover how and why businesses developed in this area. The establishment of commerce and cities is dependant on the needs and wants of the population as well as available transportation.

An important project is when the students conduct an oral history interview with the leader of a local business. Also, students will participate in an advertisement type presentation of a business represented on the Grosse Pointe Blossoming Business Historical Timeline. Sharing their understanding of the Native American and European contributions to our community is vital.

Objectives:

The students will be prepared to:

- Activate prior knowledge from their Fourth Grade Grosse Pointe Blossoming Businesses Oral History Interview Project and apply their new knowledge to the development of Grosse Pointe Businesses.
- Understand the Three Fires Confederation: the three major Native American Tribes identified under a total umbrella as the Anishinabeg Tribe located in the Great Lakes Region. The cultural characteristics of each of the three tribes will be introduced.
- Understand that the Native Americans were in this area 6,000 years before the Europeans arrived here.
- Understand the Ribbon Farms designed so that they would have access to the waterways for transportation and trading.
- Understand that as more settlers moved into this area, varied businesses became necessary as determined by supply and demand.
- Look at a map of the Great Lakes Region and explain that people settled in certain places because of the waterways which provided transportation and facilitates trading.
- Understand the influence of accessibility of transportation provided by the Detroit River and the Great Lakes on the decision where the Native Americans, the Europeans and the pioneer settlers chose as home sites.
- Become acquainted with the advertisement techniques used in commercials.
- Become introduced to the idea of supply, demand, and product as goods and services.
- Create a commercial that advertises a business from the Grosse Pointe Blossoming Businesses Timeline and explain the product which is a good or service.

Permission Slip

Date sent home: _____ Date to be returned by: _____.

Dear Parents of _____:

We have planned an exciting visit designed for Fourth Graders at the Grosse Pointe Historical Museum on _____. The subject of this field trip will be **Businesses Blossom in Grosse Pointe**. We will begin our study with the Native Americans who lived in this area for 6,000 years before the Europeans started coming. The main purpose of the Europeans was to gather and trade fur. Others came to convert the Native Americans to Christianity. Then we will explore the why and where of the development of Grosse Pointe as a center for commerce.

In the classroom we will be doing some related activities that will prepare the students and provide follow up for this experience. At home, discussion of what motivates people to start a business would be helpful. Also, each student will need to do an interview of a local businessperson using **the Oral History Blossoming Businesses of Grosse Pointe Interview Worksheet**. We appreciate your enthusiastic response, cooperation and welcome any questions.

Departure Time: _____

Mode of Transportation: _____

Time to return to school: _____

Lunch will be eaten at the museum. Please **send a sack lunch** and **dress appropriately** for the weather.

Here is our schedule:

- I. Arrive at the Grosse Pointe Historical Museum: time: _____
- II. Learn about the early history of businesses in Grosse Pointe
 - A. The influence of the Native Americans who lived here for 6,000 years before the Europeans.
 - B. The importance of the Great Lakes and important rivers like the Detroit River in the development of Grosse Pointe as a region.
 - C. The **Ribbon Farms** were cleared, built and settled..
 - D. The development of Grosse Pointe as a modern business community.
 - E. Learn the techniques advertisers use to grab the attention of the consumers.
 - F. Presentation of the Businesses Blossom in Grosse Pointe Timeline. Students will advertise the businesses.
- III. Lunch at the Historical Museum at _____.
- IV. Time for arriving back at school _____.

▪ **We will need parent chaperones and drivers.**

_____, our fourth grader, has permission to accompany his/her fourth grade class to the Grosse Pointe Historical Museum for the experience, **Businesses Blossom in Grosse Pointe**

_____ I am willing to chaperone, if needed.

_____ I can bring a movie camera to record the students presentations, if needed.

_____ I am willing to drive, if needed.

Parent or Guardian Signature _____

Your child's fourth grade teacher, _____

Businesses Blossom in Grosse Pointe Oral History Interview Directions

Dear Parents,

Today, you are receiving permission slips and a Fourth Grade Oral History Businesses Blossoming Businesses in Grosse Pointe Interview Worksheet to prepare for our trip to the Grosse Pointe Historical Museum on _____. We will travel by _____.

Businesses Blossom in Grosse Pointe will be our focus from the time the Native Americans arrived 6000 years ago to the beginning of the twenty-first century.

Sometimes people have found arrowheads or other **Native American relics/artifacts**. If you have anything like that, and you would be willing to share it with us, please send it to school, or deliver it to the teacher with directions. Perhaps you could bring it in, show it to the students, and take it home right away. This would be wise, especially if it's something very valuable or fragile.

If your ancestors are from another country, this would be a great time to explain this to your child. We will talk a bit about our ancestors and the contributions they made to our lives and to our communities in class.

Businesses Blossom in Grosse Pointe Assignment Explanation for Parents:

Your fourth grader needs to interview a business owner or manager in our area to find out information about how and when the business started, etc. Use the worksheet for questions to ask. Take a clipboard and pencil. Sometimes, all questions can't be answered. That's no problem if an attempt was made.

Go over the questions and model how your child might proceed with the interview, either by going there, or by phone, **very politely**. You might role play how they would talk respectfully to the business owner or manager. Ask, "When would be a better time for me to speak with you about your business? It should take five or ten minutes." Thank them for their time.

If they wish, they may work with a classmate. Parental assistance may be needed for setting up the interview, transportation, etc. We will try to choose the business for the interview here at school, but if you have one that you would prefer, let me know.

After or before your interview, draw and color a picture of the front of your business/store. If you wish, you may draw and color a picture of the inside, too. You might like to draw a picture of the person that you interviewed with their name and job labeled on it. With permission, and for convenience, the parent could take photos of the business from which the student could draw the pictures. The student may wish to use the picture/pictures in the advertisement.

Each child will need to fill out the worksheet themselves, unless individual permission for exception is given. The interview can be held over the phone or in person. Since we are asking the students to draw the front of the store and possibly a picture of the inside, it will probably be necessary for them to go there. Prior to the field trip, please note the due date which is _____ so that you can plan ahead. You may wish to choose a business that your family goes to frequently.

Please send me any questions/dilemmas that you might have.

Thank you for helping with this important project.

Sincerely, Fourth Grade Teacher, _____

Due Date _____

Fourth Grade Oral History Businesses Blossom in Grosse Pointe Interview Project Worksheet

1. Name of Fourth Grade Interviewer/s: _____
_____ Date _____
2. Name of Business _____
3. Address of Business _____
4. Name of person being interviewed: _____
5. Job of person being interviewed: _____
6. What product or service is provided by this business?

7. Is this product a goods or service? _____
8. When and why did you start this business? When? _____
Why? _____
9. How many people work for you? _____
10. What are different jobs of your employees? (Name at least three)

11. What kind of training/skills are needed to work in this business?

12. What resources do you need to make your product or to run your business and where do they come from? *Example: milk from Wisconsin*

11. How do these resources travel to you? *Example: ship, train, plane or truck*

12. What do you like best about your business?

13. What is hardest about your business? _____
14. What plans for the future do you have for your business?

15. Other information: Any great stories?

Schedule for the Teacher

Preparing for the Visit:

1. Teacher makes trip arrangements with the Grosse Pointe Historical Society.
2. Teacher finds collection of materials for this trip on the internet and makes copies. An asterisk means that you should copy enough for the whole class.
 - Overview and Objectives*
 - Permission Slip*
 - Oral History Interview Worksheet and Directions for the Interview.*
 - Indian Children Poem*
 - Types of Advertising Techniques used on Commercials*
 - Requirements for Advertisement of your Timeline Business*
 - Businesses Blossom in Grosse Pointe Timeline*
3. Send home the following *three weeks before the trip*:
 - A. **Fourth Grade Oral History Businesses Blossom in Grosse Pointe Interview Project Worksheet and Directions for Parents** (for each student). Don't forget the **due date**.
 - B. Make assignment modifications for individual students. Because of special needs, some students will need modifications made to the assignment. Perhaps it could be shortened or parents could have permission to write the information for the student.
4. Send **permission slips to parents**. Don't forget the **due date**.
5. Teach the students about the Advertising Techniques about a week or two ahead of time. Ask the class to try to think of examples from television commercials that they've seen. Also, you might suggest that they watch television to find examples.
6. The copy of the "**Indian Children**" poem by Annette Wynne can be studied several days ahead of time. It depends on how much time you have.

The students should:

- read the poem aloud as a choral reading,
 - illustrate the poem, students should illustrate the poem either at school or as a home fun assignment
 - discuss the meaning of the poem and
 - if you repeat it enough in the classroom many of them will memorize the poem by the time the students go on the museum visit.
7. **IMPORTANT:** For the interview, help students select a business that is either near his/her home or one familiar to his/her family. It could be a store that his/her family goes to frequently. It may be better if two students do not have the same business, unless they are working together. You know how your students work best.
 8. **You may wish to** borrow the area **Yellow Pages Phone Book** from the office or bring some from home so that you can find names of businesses. Pass out the Oral History Businesses Blossom in Grosse Pointe Interview Worksheet. Have the students write the name of their business on the Interview Worksheet as soon as they choose one. Ideally, it could be before it's taken home.

9. **MANNERS:** Go over the questions and model how the students could proceed with the interview, either by going there or by phone. Stress manners. You might role play how they would talk to the business owner or manager. An important question might be to ask, “When would be a better time for me to talk with you about your business? It should take five or ten minutes.” At the end, thank them for their time.
10. Feel free to make changes, if you like. You may wish to prepare your own letters because of new ideas that you develop.
11. As the **Fourth Grade Oral History Business Interview Projects** come in, compile the information on a large Oral History Blossoming Businesses Project Interview Information Chart to share what they’re learning about businesses in Grosse Pointe. Headings could be: Name of Business, Product/Service, etc. Each morning you may wish to write under appropriate headings while the students read their information aloud.. Compare and contrast the information gained. This is a great opportunity to teach economic terms that fourth graders should know.

For the Classroom Teacher:

Advertising affects our students’ lives and many of them watch a huge amount of television, daily. It is important that the students understand the purpose and methods of commercials and advertisements.

12. **One or two weeks before the trip, teach the advertising techniques on the following page.** You may want to use your computer to make a sign for each technique. Your students may be able to make the signs.
13. Hold the sign up as you explain each advertising technique. Also, as you introduce each method and encourage the students to think of examples of commercials they’ve seen on television that use each type. Have them raise their hand, and share the examples as they think of them.
14. Divide the students in groups. There can be two to four in a group. Since you work with these students every day, it would be better if you help decide who is in groups.
15. Next, have the student groups choose one business from the **Businesses Blossom in Grosse Pointe Timeline**. Record their choices. They should come to the museum ready to prepare an advertisement for the business chosen. It would be good if the internet was checked to see if there is a web page for the business that they’ll advertise. They may be able to bring an example of the product that is sold at the business.

Methods that Advertisers Use To Grab Your Attention So that You Will Buy Their Product:

- **They might have a famous person advertise the product(*called testimonial*).**
- **They might have (*plain folk*) like you or me advertise the product.**
- **They might use fancy words (*called glittering generalities.*)**
- **Music (*a catchy tune*).**
- **Sound effects (*like a barking dog*).**
- **Special lighting and props that makes it (*look better*) than it is.**
- **They might only tell you the good things about the product (*called card-stacking*).**
- **They might tell you that everyone is using the product. In order to be in with the crowd or be popular with others, you need to use it (*called bandwagon*).**

REQUIREMENTS for Grosse Pointe Blossoming Businesses

Presentation/Advertisement:

To the student/students: You will be teaching us about your business through your advertisement presentation. If this information is available:

1. _____ **Make a sign that gives the name of the business you will be advertising. Read the name of the business to the audience.**
2. _____ **Tell what this business sells (a product which is goods or a service) and make a picture of it. Better yet, bring an example.**
3. _____ **Tell when the business started and why the business started.**
4. _____ **Prepare an advertisement that advertises the product or service that the business is trying to sell.**
5. _____ **Decide who would want to buy your product. Your advertisement must make that person, the consumer, want what your business (the producer) sells.**
6. _____ **Make it fun and creative so that it grabs the audience's attention. Use your fantastic sense of humor.**
7. _____ **Speak loudly and clearly.**
8. _____ **Look at your audience. Keep eye contact.**
9. _____ **Practice your presentation to get ready. Make improvements.**

Teacher:

1. The students will be given time at the museum to put their ideas together and they will present the commercials at the museum. Students will present in chronological order using the Businesses Blossom in Grosse Pointe Timeline as their guide. The docent may read the information about any business that doesn't have a presenter.
2. Day of the trip: Make sure everyone brings any materials they might have for their advertisements.
3. Teacher brings a variety of colorful construction paper.

SCHEDULE FOR THE DAY AT THE GROSSE POINTE HISTORICAL MUSEUM

9:00 Depart from school.

9:15 Arrive at Museum.

9:30 Teach about **The Three Fires**.

10:15 15 minute recess or break. Stretch and Sing "Frere Jacques". Sit them in groups of 14 to pretend that the students are sitting in a Voyageur Canoe and go through the rowing motion to the song. A large Voyageur Canoe held 14 people.

10:30 Teach about The Europeans Come to The Great Lakes Region.

10:45 Review the Advertising Techniques.

11:15 Teach the requirements for the presentation about the Timeline Business

11:45 Lunch time. Students should sit with their advertisement group and start discussing their ideas while eating.

12:00 Have an outside recess, if weather permits.

12:20 Students will work on their presentations following the Requirements

Student groups should spread out throughout the house with their supplies. Work quietly so that their presentation will be a surprise to their classmates. If a group gets ready to present early, let them. That will help the others. Also, they can assist the other groups if they're done early. The teacher, parents and docent should circulate, listen and give suggestions by asking questions.

Have you thought about this?

1:00 Presentations. They may need a five minute stretch every once in a while. The class should sit in a circle chronologically using the Businesses Blossom in Grosse Pointe Timeline order.

Evaluations: At the end of each presentation have the students tell what they liked about the presentation. Also, they could give ideas of ways that they might change their presentation another time.

2:45 Leave for school

3:00 Arrive back at school.

DOCENT NEEDS THE FOLLOWING MATERIALS:

Dear Docent, *I would have a friend or volunteer who is artistic make the following materials for you since you will be using the materials over and over again. Storage may be an issue. Make sure that the artist understands about space.*

1. An inflated globe would be helpful for the lesson
2. A map of the Great Lakes Region as seen from space. Since this physical map shows waterways and the geographical features, it seems much like it would be helpful.
3. A map of the Great Lakes area showing where the three tribes lived
4. The map of the Ribbon Farms that hangs on the wall of the Provencal-Weir House
5. **Ten white poster boards and some red tissue paper**
6. A replica of a hat made from beaver fur and
7. A beaver fur/pelt for the students to touch
8. A classroom sized set of Requirements for Advertisements, How Advertisers Grab your Attention, and the Businesses Blossom in Grosse Pointe Timeline. This is just-in-case the teacher forgets to bring them.
9. Information cards for each Indian Tribe.
10. Several phone books with yellow pages.
 - A. Art materials for the presentations. (11 by 17 paper, washable markers, paper clips, crayons, pencils, scissors, clipboards for the class, glue, 2-4 staplers and staples, erasers, etc. Some paper can be cut in strips for signs, etc.
 - B. You could use chart paper for the Advertisement and Requirement Chart. After the first presentation, you could put a timeline up on the wall using kids' art work to illustrate each business. The timeline could be a long one that could be rolled up between usage.

You might want to mount the maps on cardboard so that they can lean against a wall. Appoint a child to be in charge of showing each map, when needed. Framing the maps is a good idea.

Make four large signs from poster board and have them laminated if possible. Write Anishinabeg on the longest one and Ojibwa, Ottawa and Potawatomi on the smaller ones.

1. The largest one (the length of the poster board cut 4 inches wide) will have the term, Anishinabeg with (The Three Fires) in parenthesis below it.
2. Next, make three smaller signs (the width of the poster board cut 4 inches wide) with the terms, OJIBWA, OTTAWA and POTAWATOMI. Also, if you wish, you can. make three posters with a bonfire on each one . Use your creativity. You could use red tissue paper pulled through the middle for the fire.

Draw wood that looks like a bonfire on three of them. Cut a slit in the middle and pull the red tissue paper partially up through the middle of it to represent the fire.

Divide the students into three groups. As you introduce the tribes, lay the name on one of the three fires and tell each group which tribe they will represent in their presentation. They will use the information cards to learn about their tribe and will teach the other students about their tribe. Each student in the group should have one fact to tell, if possible. If there isn't enough information, they can hold a card, or show the map, etc.

Information Card for Ojibwa

They are a part of the Anishinabeg (People of the Three Fires)

The Ojibwa lived on the East shore of Lake Superior. (show on map)

They were known for their excellent hunting.

They were known for their excellent fishing.

They were known for being good gatherers of maple syrup.

They were known for being good gatherers of rice.

They were known for their trading.

They came to the Detroit River area called “The Bending River.”
to hunt,
to fish,
to gather maple syrup and
to meet and trade with other Native Americans.

They moved in groups or families.
No one knows for sure why they moved.

Here are the possible reasons:

1. Food supply
2. Water for transportation
3. Sickness
4. Hunger
5. Wars

Information Card for Ottawa
They are a part of the Anishinabeg
(People of the Three Fires)

The Ottawa lived on the East Shore of Lake Huron. (show on map)

They were known for their trading ability.

They traveled hundreds, even thousands, of miles to trade with other Native Americans.

They came to the Detroit River area called “The Bending River.”
to trade with other Native Americans.

They moved in groups or families.
No one knows for sure why they moved.

Here are the possible reasons:

1. Food supply
2. Water for transportation
3. Sickness
4. Hunger
5. Wars

Information Card for Potawatomi

They are a part of the Anishinabeg (People of the Three Fires)

The Potawatomi lived on the Southwest shore of Lake Michigan. (Show on map)

They were known for their trading.

They were known for growing of food for themselves.

They were known for their hospitality.

They were known for their ability to get along with other Native Americans.

They came to the Detroit River area called “The Bending River.”

to hunt,

to fish,

to gather maple syrup,

to gather rice

and to trade with other Native Americans.

They moved in groups or families.

No one knows for sure why they moved.

Here are the possible reasons:

1. Food supply
2. Water for transportation
3. Sickness
4. Hunger
5. Wars

The Visit to the Grosse Pointe Historical Museum

Be sure that you prepare the above materials ahead of time.

The Native Americans:

Docent Introduction (teacher assists): Show a map of the Great Lakes Region. See if the students can name all the bodies of water. How would the Europeans get to this area? (Use the inflatable globe for this.) While pointing out the lakes, rivers, etc., talk about what transportation for the Native Americans would have been like. How did the Native Americans get from one place to another? Archaeologists believe that the Native Americans in this region came from the Northeast.

Docent: As I read, picture how this must have been. Be ready to tell what you saw in your mind's eye.

The Docent reads or explains in her own words while pointing to the areas on the map.

Before the French Voyageurs or traders licensed by the French came to Grosse Pointe, they were stationed in the Great Lakes Regions because of the transportation provided by the Great Lakes. This area included Grosse Pointe and land that would become Michigan and Canada. The Native Americans had made their home here for 6,000 years. It was a land of "plenty". The Detroit River was then called the wawiatenong which means "where water goes around." (*You could write all Native American terms and their definitions on a chart.*)

Show the map. "Do you see where the Detroit River turns?.."

Docent continues reading.... Many natural plants grew freely throughout the North American Continent, because the soil had plenty of nutrients that plants needed to grow. The land was covered with woodlands, grasslands, fruit trees, grapevines, berries, wildlife, squirrel, beaver, deer, bear, buffalo, elk, muskrats, turkey, quail, swans, geese, and ducks.

Docent questioning: "While I was reading, what did you picture in your mind? How did it look?..."(Encourage the students' ideas/thinking). *Docent, tell what you saw.*

The Docent continues....(While reading lay out the three fires, the names of the three tribes, etc.)

"The Native Americans that were there were called the Anishinabeg or the confederation of the People of the Three Fires. Prehistoric people lived in the Detroit River area before the Anishinabeg came. They think that the Anishinabeg came to the Great Lakes area from the Northeast. Show this on the map. Point out North, East, South, West on the map. (*A good way to remember it is by saying Never Eat Sour Watermelons.*) The way I remember this is **Never Eat Sour Watermelons**. A professional map drawer called a cartographer always put North at the top of the page. So where would South be? East? West?

Also, they think that the Anishinabeg could be (descendants, migrants) or both, of these types of prehistoric people. (Explain the meaning of descendants and migrants) No one knows for sure what happened because there are no written records of this time in history, but they have other ways of knowing.

Docent: How do you think they know this?

Docent questioning: How many of you think that you can say the names of the three tribes: ... Tell them to your neighbor. How many were able to name all three? Two? One?

Docent continues: the Ojibwa, the Ottawa, and the Potawatomi. How do you think that historians came to believe that these Anishinabeg people came from the Northeast? What evidence would tell them that? (archeological finds)

This large group of people, the Anishinabeg, were united by a similar language. Every region of the United States was settled by Native Americans. Each separate tribe had its own culture which are its traditions or way of life of a group of people. Culture includes the language spoken, their religion, the type of homes built, how their homes were built, celebrations, how the tribe gathered food, what they ate, when they ate, how they traveled, when they traveled and why they traveled, etc.

Docent: Can you think of groups of people who share the same or similar way of life? Suggest that they give examples like French, etc.

Docent: Divide the class into three separate groups. Now allow the three groups to work and to organize their presentation about their assigned Indian tribe. Give each group the paper/card with their information. Try to give each person one fact to present. There could be a narrator who would introduce their group and subject

Directions: Tell them that at the end of the three presentations, they're supposed to know all the information given by each group. Try not to read the material, you may act it out without words, sing a song, write a poem, etc. Give five to seven minutes for the preparation.

TELL THEM:

They will start the presentation by saying

1. **Our Indian Tribe is called the _____.**
2. **Next, show where their tribe lived on the map of the Great Lakes, etc.**
3. **Each presentation shouldn't take over 3 minutes.**

Docent: At the end of the three short presentations, have the students summarize what they learned.

Docent questioning: What is our culture like?. Give plenty of time to think. Give hints if necessary. We speak English. Why don't we speak French? ... What religions? What are our homes like? How do we gather our food? How, why and when do we travel from one place to another? There are many cultures in the world and we must learn to respect and understand how they are different and the same as us.

The Native Americans who lived in the Grosse Pointe area were the Algonquins, Wyandottes, and Hurons which were all Anishinabeg. The major way of transportation were canoes, because they couldn't walk easily in the shallow marshy swampy bogs, The forests were so thick that travel

through them was nearly impossible. How many of you have been canoeing? Think what it would be like if we had to walk or take a canoe all the places that we wanted to go.

Have the students stand and stretch. If you know one, lead in a French song or sing “Frere Jacques” Voyageurs sang while they rowed their canoe. Have the students make rowing motions.

THE EUROPEANS COME

Docent questions:

How many of you know from where your ancestors (grandparents, etc.) come?

How many of you know you have French ancestry?

How many of you have English ancestry?

How many have Scottish ancestry? Afro-American?

How many have Native American ancestry?

Spanish? Chinese? Korean? Australian? Etc.

What other ethnic backgrounds are represented in the class?

Docent reads:

In the 1600’s there were people from France and England that were coming over to find and trade furs. It took months to get here. How would they travel from Europe? A hat made of Beaver fur was very popular in Europe and people would pay a high price for the fur hides. People from Europe were called Europeans. (Show Europe on the globe.)

People who came over legally were fur trappers and traders called voyageurs, licensed by the French and stationed in Canada. They also lived in Grosse Pointe. The voyageurs traveled in huge canoes that would haul 14 people and many furs.

(Interrupt your talk and have the students sit in groups of 14 (if they’re not already) that would be in one canoe. As you talk, they may pretend like they’re rowing if they can do it silently.)

The French were very friendly to the Native Americans, treated them kindly and appreciated their life styles. They traveled around the Great Lakes in large canoes gathering furs.

Lake Saint Claire did not get its name until 1679. Robert Cavelier LaSalle sailed up the Detroit River on his sailboat, the **Griffin**, into a lake on August 12, the same day as the feast of Saint Clair. So they named the lake after that particular saint. Before then, the Indians called Lake Saint Clair, Otsikita Lake. (Write this name on chart paper and have the students pronounce it again.)

Detroit did not come into being until 1701 when Antoine de la Mothe Cadillac and 100 Canadians and Indians established Fort Pontchartrain. Have you been downtown Detroit to that restaurant or hotel? That’s the spot where the fort was built. You can see a model of it in the Detroit Historical Museum. The purpose of the fort was to stop the British fur trade which threatened the French.

At first, the French lived close to the fort, but as it became safer, they started moving farther away from the fort to where we live today, close to the shoreline. This was when and where they built the Ribbon Farms. The English did not give the Native Americans the respect that the French gave them, so they were not well liked, even hated by the Native Americans.

(Show the students the map of the Ribbon Farms that is hanging in the Provencal-Weir house so they can understand why they were planned that way and how they worked.) The farms averaged 500-800 feet wide and 1 1/2 miles deep. Some ribbon farms were three miles deep. Near the waterfront there was a cabin with a porch, next, a barn, a backhouse, a privy, an orchard, fields and a vegetable garden. The farm was there to provide food for the family since most of the men were trappers taking advantage of the European hunger for beaver pelts or furs.

After the French and Indian War, in 1879, this area was owned by the English. New British and Scotch families joined the French to settle on the ribbon farms in the Grosse Pointe area. After that, people from Detroit started building beautiful summer cottages and the area became a famous summer resort. Well-to-do Detroiters began to build elaborate or grand summer cottages. Because of their knowledge of planting and growing, some of the local farmers became gardeners for the wealthy.

Recite the poem, "Indian Children" together several times. Discuss its meaning.

Business Advertisement Activity:

Teacher: Please teach/review the advertising techniques and divide the students into cooperative groups of two to four students. Also, each group needs to choose one of the businesses on the Businesses Blossom in Grosse Pointe Timeline.

Before the work on their presentation of their advertisements, the docent should tell about Timeline entries number 15, number 19, and number 20. Number 15, in 1913, the John La Belle Grocery Store was run in part of the Provencal Weir House. Show them the space and explain how this might have worked to the students. Also, in 1926, (Number 20 on the Timeline,) this same house was used for the Murphy's Landing and Building Company, A Real Estate Office.

Ask how many students have noticed that houses are still being used for businesses today. Give examples..... During this time, in 1926, many new homes were being built and there was a need for a building company and a Real Estate Office.

Across the street, number 19 on the timeline, in 1925, Frederick Schwartz, used the building across the street for a plumbing and electrical supply company.

Why do you think a plumbing and electrical supply company would be needed? The building became Jerry's Party Store and the Grosse Pointe Historical Society's research center.

Why do you think these businesses are so very different, but are in the same location?

Why do students think that these businesses opened in this place? Before starting a business, what would be a smart thing to do? (Find out if there is a need or want.)

Docent: Pass out the Advertising Techniques, **Blossoming Businesses of Grosse Pointe Timeline**, **The Requirements for the Presentations**, a clip board to write on, paper, scissors, markers, pencils, etc.

This is what you will want to do at this time. You will need some art supplies. Follow the requirements for the advertising assignment.

First, review the advertising techniques. It will be good if the techniques are written on chart paper or strips of paper so the students can read the terms as they are discussed. Again, have the students think of examples of each of the advertising techniques on commercials from television.

Next, go over the requirements for the presentations.

The teacher assigns the students the different businesses on the timeline. And the teacher should have divided the students into groups of two to four, because she knows who works well together. You may want to divide them into cooperative learning groups before they come. That would save time. Each group should choose or be assigned one of the businesses that they'd like to advertise. Who wants to do number 1? number 2, etc.

Each group should prepare a one to two minute advertisement of their business using what they learned about advertisement techniques and following the requirements that are given to the students and read aloud by the docent. Several students can work together to create their advertisement.

The presentation should not take over two minutes. Have someone be the timer, to help keep it short. The timer should have a signal to give to the teacher so that she/he can tactfully bring the presentation to a close.

In the Classroom before the visit to the museum:

Prepare before you start the class. On the board or on strips of paper, write the name of each advertising technique. These terms could be presented on your computer or overhead projector.

First teach the students about the different methods that advertisers use to make commercials that will make us want to buy the product. Use the information included.

Teacher leads this discussion:

Discuss advertisements on television, the radio, on billboards and in magazines and newspapers:

- **What is the purpose of a commercial or advertisement?**
- **What do the advertisers do to get our attention?**
- **Introduce the advertising techniques. Students should think of examples of each one of these advertisement gimmicks as you introduce them.**
- **Here are some examples of techniques that advertisers use:**

MAKE A COPY OF THE FOLLOWING PAGE FOR THE STUDENTS' INFORMATION.

For the teacher presentation, put each advertising technique on a separate card as you introduce it, show the card and have the students think of examples of each of these that they have seen in television commercials. You may wish to take several days to introduce these advertising techniques.

This is What Advertisers Do To Grab Your Attention So that you will buy their product:

- 1. They might have a famous person advertise the product (called testimonial).**
- 2. They might have plain folk like you or me advertise the product.**
- 3. They might use fancy words (called glittering generalities), music (a catchy tune) sound effects (like a barking dog) or special lighting to advertise the product.**
- 4. They might only tell you the good things about the product (called card-stacking).**
- 5. They might tell you that everyone is using the product. In order to be in with the crowd or be popular with others, you need to use it (called bandwagon).**

To the Teacher: Divide the class into groups of two, three or four. You know who works well together. The small groups should each choose or be assigned one of the businesses on the **Businesses Blossom in Grosse Pointe Timeline**. At the museum, they will work in their groups to prepare their advertisements. **Your help ahead of time will save us much time and confusion at the museum.**

If you could, suggest that the students look up the name of their business on the Google search engine. You won't find them all, of course. You could do this as part of your computer class time or suggest that they try this at home. Some won't be able to find anything, but others will.

REQUIREMENTS or steps to follow to make your Businesses Blossom in Grosse Pointe Timeline Presentation:

To the student groups: You will be teaching us about your business through your advertisement presentation.

- **Make a sign that gives the name of the business you will be advertising. Write large.**
- **On another sign tell what this business sells and make a picture of the product/good or service. You could bring an example of it to the museum.**
- **Tell when and why the business operated.**
- **Decide who would want to buy your product. Your advertisement must make that person, the consumer, want what your business (the producer) sells.**
- **Make up a commercial that advertises the product/good or service sold by this business.**
- **Make it fun and creative so that it grabs the audience's attention.**
- **Speak loudly.**
- **Have eye contact with your audience.**
- **Practice your advertisement presentation and make improvements.**

Docent:

Pass out the Businesses Blossom in Grosse Pointe Timeline to the students, if they don't have a copy.

The teacher introduces or reviews the advertisement techniques to the class. Even if they were introduced to the advertising techniques, a review will be necessary.

Introduce the businesses that took place in the Historical Museum buildings: The Provencal-Weir House was a Grocery Store and a Real Estate Office at one time. Look at the Grosse Pointe's Blossoming Businesses Time Line number 15 and number 20.

The building across the street was an electrical and plumbing business in 1925 called **The Frederick Schwartz Plumbing and Electrical Supply**. Look at Number 19 on the Businesses Blossom in Grosse Pointe Timeline. Show them the space where these businesses operated.

Businesses Blossom in Grosse Pointe Timeline:

1. 1600's Indians traded furs for goods that the Europeans had which included blankets, rifles, etc.
2. 1816 Henry Hudson built the first roadhouse and tavern in Grosse Pointe near Lake Shore and Fisher Roads.
3. 1853 Jane Fisher bought the property and added the first brick hotel, *The Fisher Roadhouse* on Mr. Hudson's property. It was famous for frog legs.
4. 1870's Ribbon farmers became gardeners for estate owners.
5. 1860 Commercial Fishing of Muskellunge and whitefish at two fisheries.
6. 1885 Academy of the Sacred Heart opened a boarding school for young ladies. Today it's known as the Grosse Pointe Academy.
7. 1889 The Grosse Pointe Railway was well established.
8. 1890 A new street was built, Grosse Pointe Boulevard and the William Schafenberg grocery store was established.
9. 1893 The Village Waterworks was constructed. The water was purified.
10. 1895 Fire Department is created.
11. 1897 The Country Club of Detroit was founded for Grosse Pointers.
12. 1900's People whose job it is to cultivate or grow plants---were imported from England, Belgium, and France to take care of the gardens of these great estates.
13. 1904 First policeman was hired by the Grosse Pointe Village Council.
14. 1913 John LaBelle Grocery Store was in part of the Provencal-Weir House.
15. 1919 George Kerby Confectionary was established.
16. 1920 Grand estate gardeners opened up florist shops; Grosse Pointe Florist Shop at 174 Kerby and the DePetris Way, a florist shop.
17. 1924 The Grosse Pointe Motor Bus Company.
18. 1925 Frederick Schwartz built a plumbing and electrical supply building just north of Moross and Kercheval. Today it's Jerry's Party Store.
19. 1926 Murphy Land and Building Company, a Real Estate Office
20. 1928 Grosse Pointe High School opened.
21. 1929 Local libraries opened.
22. 1930 Water Filtration Plant was constructed at the base of Moross Road at Lake Shore.
23. 1930 The Punch and Judy Theatre opened for the residents of Grosse Pointe. To find out where the name came from, look at Punch and Judy materials on the internet. <http://www.punchandjudyfellowship.org.uk/>
24. 1934 Crescent Sail Yacht Club is created and as time goes by more clubs are started to keep up with recreational pursuits.
25. 1940 "The Hill" shopping area is established. William Denler's Interior Design Studio, Paselk Florist, and The Sign of the Mermaid are businesses there. Choose one to advertise if you like.
26. 1941 The Grosse Pointe News Newspaper is published.
27. 1949 The home of Russell Alger becomes the Grosse Pointe War Memorial, a community center that offers all kinds of learning experiences.
28. 1950 Krogers opens up at Moross and Mack Avenue.

* Underlining indicates a business that was opened in one of the Historical Museum Buildings. Those businesses will be highlighted by the docent on the day of the visit.

Docent: Some students will finish their presentation before the others. It wouldn't hurt to let a couple of the groups present early. This will help the groups that are stuck. The students who have already made their presentations or are finished with their plan can help the other groups.

Use the Requirements for the Presentation as your rubric to evaluate the presentations. Students should tell what they liked about the presentation. Example: You spoke loudly and the picture you showed really made me want to buy the product. ,etc.

When all the presentations have been made, read/recite the poem, Indian Children.

To close the lessons recite the poem, “*Indian Children*” together.

Back in the classroom: Have the students write a thank you letter to the business leader that they interviewed. Teacher can show them the correct form for a thank you note by using a book such as **The Writers’ Express** for an example. After writing the rough draft, the students can proofread each other’s copy, have the teacher proof it and then write a final copy. Students should draw and color a small picture at the top or the bottom of the final draft that illustrates the business.

INDIAN CHILDREN

By Annette Wynne

Where we walk to school each day
Indian children used to play -
All about our native land,
Where the shops and houses stand.

And the trees were very tall
And there were no streets at all
Not a church and not a steeple -
Only woods and Indian people.

Only wigwams on the ground
And at night, bears prowling round-
What a different place today,
Where we live and work and play.

TIME FOR POETRY, Compiled by May Hill Arbuthnot

At school:

Lesson Extensions:

- I. As a class, write a poem about what was learned on the trip.

You could start with the poem they learned. Have the class finish it. Come up with ideas together. Next, have students write a poem on their own.

Example: Where we walk to school each day,
Ribbon Farms were on the way,

- II. Write a thank you to the business manager that you interviewed. Be sure to draw and color a picture. The address could come from the telephone book's yellow pages.
- III. Have a discussion and compare how the beginning businesses were different from the present day businesses. Why?
- IV. Do you think there were advertisements for businesses back in the time when there were only Native Americans? How do you think the Native Americans spread the word about something they wished to buy or sell.
- V. Record 20 to 30 minutes of commercials and have the students evaluate the commercials telling what advertising techniques were used.
- VI. Have the students use the Inquiry Science Method of testing and choose a commercial that the class would like to test to see if the commercial is telling the truth. The investigation could include tasting tests, etc. They love to test pop, ice cream, cookies, washing detergents, diapers, etc. They would need to figure out an experiment that would prove or disprove the claims made on the commercial.
- VII. Have a local business owner come and talk to the class about starting a business.
- VIII. Have an advertisement agent come and speak about their work.
- IX. Students could make a shoebox diorama advertising one of the Timeline Businesses.

Selecting Appropriate Information for the Study of Native American Culture

Appropriate materials for studying Native American Culture should include these four categories:

- A. Native American Authors**
- B. Native American Artwork**
- C. Native American Languages**
- D. Native American Perspectives**
- E. Information about What Native Americans are doing today.**

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Grosse Pointe Historical Society

www.gphistorical.org