



## Teacher Information

### How does this fit in with the GLCEs?

This program provides many different experiences, hands-on approaches and review for students studying Michigan and U.S. History. A packet of activities is sent to teachers to prepare students for this experience. Please use the information and activities to get the most out of this program.

Below is a list of the Grade Level Content Expectations (GLCEs) for Michigan that are fully or partially obtainable through the artifact box. This artifact box touches on and reinforces these standards. However, it is the teacher who guides and reinforces the content presented to help reach, meet and obtain these strands and standards. Use our resources to help you in this endeavor.

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

## **ARTIFACT BOX: TEACHERS' INFORMATION**

Historic objects and artifacts can tell us many things about the lives and activities of the people at the Straits of Mackinac in the 18<sup>th</sup> and 19<sup>th</sup> centuries. By carefully examining these objects it is possible to “discover” how people solved daily challenges, what they wore, how they entertained themselves, what tools they used and other details of their lives.

This artifact box contains a variety of original and reproduced items known to have been used at the Straits of Mackinac in the past. It is designed to provide a hands-on experience with the past that will help bridge the gap between your student's life and that of the early Mackinac residents.

Included are some different ways to present this information and these artifacts to your class. Be creative. You may want to select a limited number of objects that best suit the theme of your visit or topic and concentrate on them. Please do not be limited to our suggestions.

There is also information about each object included in the artifact box. More information is also available online, at your local library or by contacting us at Mackinac State Historic Parks. Don't forget our other curriculum resources that help bring history to life. Find out more at [www.MackinacParks.com](http://www.MackinacParks.com)!

# Description of Contents

## **Beaver Gnawed Stick**

Beavers cut sticks like this to use in buildings and repairing their dams. They also used the bark as food. If you look carefully you may see teeth marks made as the beaver gnawed the bark. The beaver fur was the most valuable and prized of the furs during the fur trade. Although most beaver furs traded in the Straits of Mackinac region were caught elsewhere, beavers are indigenous to the area. There are many beaver and beaver ponds along the course and of Mill Creek today.

## **Beaver Pelt**

The reason for the existence of Michilimackinac and early settlements at the Straits of Mackinac had much to do with the tremendous demand for beaver pelts in Europe. Most pelts were not used “as is”, but were processed to make felt for hats. During the 1700s tens of thousands of beaver pelts were annually shipped from the Straits of Mackinac to Europe.

## **Buttons (Military)**

Hundreds of military buttons have been found in excavations at Fort Mackinac, Colonial Michilimackinac and Historic Mill Creek Discovery Park. The buttons included are small sample of the many varieties of British and American military buttons.

**60<sup>th</sup> Regiment:** These buttons were worn by the men of the 2<sup>nd</sup> battalion of the 60<sup>th</sup> Regiment of Foot stationed at Michilimackinac from 1761 until 1772. These would be the buttons the soldiers would have been wearing on their uniforms when Pontiac’s Uprising happened in 1763.

**Kings 8<sup>th</sup>:** This button was worn by the soldiers of the 8<sup>th</sup> (of King’s) Regiment of Foot. This British regiment served the Straits of Mackinac from 1774 to 1784. This would have been part of the soldiers’ uniforms when the fort was torn down and moved from the mainland to the island during the Revolutionary War.

**Frog-legged Eagle:** United States soldiers of the 1<sup>st</sup> Sub-Legion of Wayne’s (“Mad” Anthony Wayne) Legion were the first American soldiers to occupy Fort Mackinac. When they first arrived in 1796, they wore buttons with unusual looking eagles, late nicknamed “Frog-Legged Eagles.”

**23<sup>rd</sup> Regiment of U.S. Infantry:** In 1884, companies “E” and “K” of the 23<sup>rd</sup> Regiment of Infantry arrived at Fort Mackinac. By the 1880s the American Eagle had come a long way from the crude looking version of the 1790s. By this time buttons no longer indicated the regiment or branch of service, and one standard design served the entire army.

### **Cartridge (Empty)**

The sidearm used by the 23<sup>rd</sup> Regiment of Infantry at Fort Mackinac (the time period depicted by historic interpreters at the fort today) was the Springfield 45-70 breechloading rifle, also known as the “Trapdoor Springfield.” It shot a 45-70 405 caliber brass cartridge. 45 means 45 caliber or 45/100ths of an inch in diameter. 70 refers to the 70 grains (about 1/8 ounce) of black gunpowder used in each shell. The 405 stands for the 405 grain lead slug normally attached to the end of each cartridge (which weigh nearly an ounce). This cartridge helped to “keep your powder dry.” Firearms were easier and quicker to load (everything was contained in one cartridge) and more reliable against the elements.

### **Cockade**

In 1876 the First Sub-Legion of General Anthony Waynes’ legionary style army marched into Fort Mackinac. They were the first Americans to garrison the fort. Their bearskin-topped hats were pinned up on the left side with a leather cockade featuring an eagle in the middle. This is believed to be the first use of an eagle as a symbol of the United States. Benjamin Franklin thought that the wild turkey should be our national symbol, but the eagle prevailed.

### **Corn (Whole and Ground)**

In addition to the saw mill at Mill Creek, Robert Campbell built a gristmill for grinding grain into meal or flour. By 1808 the mill’s huge stones were grinding grain for local farmers and corn grown by American Indian tribes. The box contains three bags showing corn at various stages of grinding: whole, cracked/crushed and meal.

### **Cup & Ball Toy**

This toy was popular in Europe with adults and children alike and was a favorite on this continent as well. It could easily be made at home or purchased from a merchant. This has been a favorite amusement for many centuries. It is unchanged in basic form but quite versatile in its basic design. The object of the game is to swing the wooden ball into the cup. This is not as simple as it looks!

### **Deed to Mackinac Island**

In 1779 the British decided to move their garrison from Michilimackinac to Mackinac Island. At the time, the island was “owned” by the Ojibwa (Chippewa) people who agreed to sell the island to the British for \$5,000 pounds. The four local chiefs signed the deed and ownership transferred to Great Britain. Note the Ojibwa signed with their “marks” which resembled animal drawings. Lt. Governor and Commandant of Michilimackinac Patrick Sinclair signed on behalf of the British government.

## **Flint and Steel**

Matches were not available during much of Mackinac's history. Fires could be started by striking a piece of steel (also called a strike-a-light) against a piece of flint. Sparks were directed onto a piece of carbonized (charred) cloth and dry tinder, which easily caught fire. Many steels were found by archaeologists at the straits.

**Caution:** When demonstrating the flint and steel, keep the sparks away from combustible materials and remember the edges of the flint are very sharp.

## **Helmet Spike**

In 1871 the Prussians won the Franco-Prussian War (France vs. Prussia). It became the height of military fashion amongst armies throughout the world to resemble the winners, the Prussians. This even extended to the United States Army at Fort Mackinac. The Prussian-style helmets, complete with top spikes, was the main dress helmet in the United States for the last quarter of the 19<sup>th</sup> century. The spike is purely decorative and serves no functional purpose. The one in the box is original and over 100 years old.

## **Jew's Harp**

Jew's, or Jaw, harps were small musical instruments played by placing it between the teeth while striking the tin, metal vibrator or "tongue." Changing the size and shape of the mouth made different tones. Several hundred Jew's harps have been found at the Straits of Mackinac, indicating their popularity. In the mid-1700s, you could trade one good beaver pelt for 24 Jew's harps! If for some reason you didn't need two dozen, one good raccoon pelt would get you six.

## **Maple Sugar Stiles**

Maple sugaring was an important annual event at the Straits of Mackinac. With the early spring thaw, wooden spiles or spigots were driven into thousands of maple trees. The collected sap was boiled in large kettles over open fires until it was reduced to a brown maple sugar.

Two types of wooden maple sugar spiles are included. American Indian tribes who gathered huge amounts of maple sap used the simpler spile. European settlers brought drills and augers which allowed them to bore holes into the maple trees. This allowed them to use tube shaped spiles made of sumac.

## **Mob Cap**

Eighteenth and early nineteenth century women wore their heads covered, especially in public. This was a form of modesty and was a regular part of their wardrobe. Women had different types of headwear; one was the mobcap.

## **Muskrat Pelt**

Although beaver was the “king” of the furs, many others were traded at the Straits of Mackinac. Among these were muskrat, otter, fisher, martin, monk, ermine, fox, raccoon and bear. A muskrat pelt is included in the box. The meat from the muskrat was considered a dinner table delicacy and is eaten in many Michigan towns and communities, most notably Monroe County.

## **Saw Blade Piece**

This is a reproduction of the saw blade from the Mill Creek saw mill found by archaeologists. It was probably cut and discarded by a blacksmith when he was recycling steel from a broken saw blade. The blade itself was large and flat and driven up and down by the water-powered mill wheel at one hundred strokes per minute.

## **Ste. Anne’s Medal**

Ste. Anne was the patron saint of voyageurs, many who were French and Catholic. The church at Michilimackinac was named after her, who was the mother of St. Mary. When the British moved to Mackinac Island in the early 1780s, Ste. Anne Church was one of the first buildings moved. More than 200 years later, the congregation of Ste. Anne’s still flourishes on Mackinac Island. The medal included in the box is an exact reproduction of a medal found by archaeologists at Colonial Michilimackinac.

## **Sundial**

This is a reproduction of a sundial used by Robert Rogers, Commandant of Fort Michilimackinac in the 1760s and founder of the famous “Roger’s Rangers.”

To use it:

- Raise the vane.
- Place the sundial on a level surface in the sun.
- Line up the marked north end of the compass pointer with one o’clock. (Michigan has a magnetic deviation from True North, which is why we don’t line it with twelve o’clock.)
- Look where the sun’s shadow falls in the sundial –that’s the time! Don’t forget the adjustment for daylight savings time.

## **Voyageur’s Cap**

In the 18<sup>th</sup> century nearly everyone came to Michilimackinac by canoe. Strong French Canadian voyageurs paddled the canoes and lugged 90-pound bales of merchandise and fur over long portages. Voyageurs wore brightly colored woolen caps to keep warm during the chilly spring and fall days (sometimes even on summer nights) on the rivers and lakes.

# ACTIVITIES

For use with the artifact box

## **Lesson 1 – Hands on Groups**

- Divide your class into four or five study groups.
- Assign each group and object (or objects) and answer the direct observation questions or the object question sheet (following pages) to figure out what it is and how it was used. Students will acquire information by from these sensory questions. Each group can be assigned a leader to the group on track and a recordkeeper to record their findings.
- Groups then present their theories on what each object is to the class.
- The teacher will follow up with explaining each object’s use. Students will compare and contrast what they thought the object was and what it was used for with the information given to them by the teacher.

## **Lesson 2 – Imagination Station**

- Divide the artifacts you will use to separate stations around the room. There can be one artifact per station or grouped artifacts around a theme (food: corn, maple sugar spiles, etc. or site specific, Mill Creek: sawblade, spiles, etc.) at each station.
- Make copies of the questions provided to place at each station.
- Students will go from station to station to handle the objects and answer the questions.
- The teacher will follow up with explaining each object’s use. Students will compare and contrast what they thought the object was and what it was used for with the information given to them by the teacher.

## **Lesson 3 – Stories of the Past**

- After going through the artifacts and items from the past and their uses, assign one artifact to each student or group of students.
- Students are to use these items as part of a story, set in one of the Mackinac State Historic Parks’ sites (ie. Colonial Michilimackinac, Fort Mackinac, Historic Mill Creek Discovery Park, Mackinac Island). They need to set a date, characters of the time period (real or fictional) and explain the geography and why it is important to the area (creek, lakes, bluffs, etc.). The story needs to center around the object they are assigned. The questions answered before about the object help with the context of the object.

## **One More**

- Check out our website for more information about the sites and general history at [www.MackinacParks.com](http://www.MackinacParks.com). Also do searches for more about each item and look at your local and school libraries for more information for any lesson.

# Object Sheet

1. What is the object made of? \_\_\_\_\_

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2. What is its shape, size color and weight? \_\_\_\_\_

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3. How does it feel to the touch? Is there any smell? Any sound? \_\_\_\_\_

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4. How do you hold it? Does it need something else to make it work or to use it? \_\_\_\_\_

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5. What do you think it was used for? Does it have more than one use? \_\_\_\_\_

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**WAIT to finish after discussion with your teacher**

6. Was your guess correct? \_\_\_\_\_

7. Has it changed over time? How did it change? \_\_\_\_\_

8. How did it change people's lives? What did it do for them? \_\_\_\_\_

9. Is there anything we have today comparable to this object? What is used today instead of this object? \_\_\_\_\_

## **Questions to direct observations about each object**

1. What is it made of?
2. How was it made? By hand? By machine? How do you know?
3. What is its shape, size, color and weight?
4. How does it feel to touch? Is there any smell? Any sound?
5. Does it have any decorations? Symbols?
6. How do you hold it?
7. What do you think it was used for? Does it have more than one use?
8. Who used it? Who else may have used it?
9. What is the value of the object? Monetary? Other?
10. Does it do what it made to do? Is something else needed to make it work?
11. Does it do other things?
12. Is it one of a kind or mass produced?
13. Has it changed over time? How did it change? What do we use now?
14. How did it change people's lives?

# Social Studies Expectations

## Third Grade

### Expectations

#### **H3 History of Michigan (Through Statehood)**

- 3- H3.0.1 Identify questions historians ask in examining the past in Michigan.
- 3- H3.0.5 Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.
- 3- H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan.

#### **G4 Human Systems**

- 3- G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture, manufacturing, service and tourism, research and development and explain the factors influencing the location of these economic activities.
- 3- G4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came.

#### **G5 Environment and Society**

- 3- G5.0.1 Locate natural resources in Michigan and explain the consequences of their use.
- 3- G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan.

## Fourth Grade

### Expectations

#### **H3 History of Michigan (Beyond Statehood)**

- 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 in the Great Lakes region during a variety of time periods from 1837 to the present.
- 4- H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past.