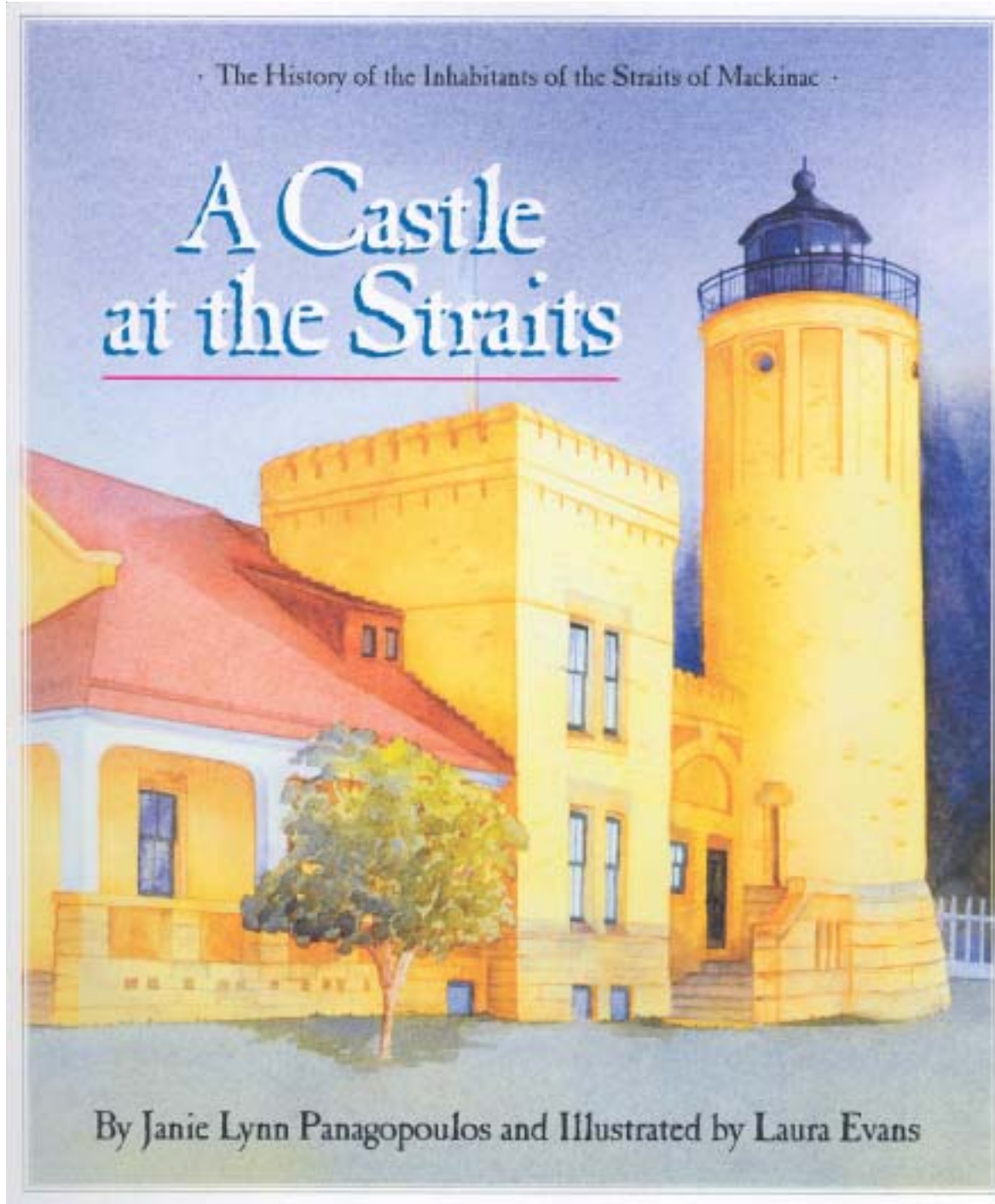


Teacher's Guide

to



Recommended for Early and Later Elementary Grades

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Teacher Overview

➤ Introduce the story with a K-W-L chart (see example below). Ask students what they know about lighthouses recording their responses in the K column. Then ask students what they would like to know about lighthouses. Record their questions in the W column. After reading the story, go back to the chart to complete the L column. Discuss any questions that may have been unanswered.

K What we know	W What we want to know	L What we learned
Lighthouses helped guide ships on the lakes.	How did lighthouse keepers take care of the light?	Lighthouses had different signals to identify them.

➤ Read *A Castle at the Straits*.

➤ Use the following questions as discussion points with students during or after reading the story.

1. Why do Chester and his sisters need to live at Old Mackinac Point Lighthouse? Why might they not be able to do that where they lived before?

So they can get an education (go to school) and Chester can learn the lighthouse trade. They could have come from a smaller town or far in the country where there was no access to schools and inland where there was no access to lighthouses.

2. Old Mackinac Point Lighthouse is called the “Castle at the Straits.” Look at the pictures of the lighthouse in the book and give examples of why it looks like a castle.

Answers vary. Some answers include: it has a tall tower, cream-colored bricks, red metal roof, square section in the middle with a castle-like design at the top, it is large like a castle or it is surrounded by water.

3. Where does Uncle George suggest Chester visit before sunset? What does Chester see and do there?

Uncle George suggested that Chester visit the old fort (Michilimackinac) and see the ruins. There were a few burned posts left from the fort’s walls and the digs for treasures in the sand that were left there and are now covered up.

4. What types of chores do lighthouse keepers do in their job?

They keep a log of what happens at the lighthouse, clean the light and lens each morning, trim the wick of the lamp, battle the wind and water to keep the light lit and stay awake during storms, watching and tending the light and sometimes rowing out into the churning seas to rescue shipwrecked sailors.



5. Why is the lighthouse at the Straits of Mackinac? What happens to ships sometimes at the straits?

The Straits of Mackinac is a treacherous place where the lake can go from glass-calm to rolling-churning swells as high as the tower in minutes. In early spring the ice splits and huge chunks pile along the shoreline big enough to crush the hulls of ships.

6. Why are lighthouses and keepers so important?

They make sure the sailors are safe to deliver their cargo. The cargo includes building products such as lumber and iron ore, food such as grain and fuel such as coal. If they sailors and their ships can not get through or are hurt it affects many people for great distances. It is a very important job with many responsibilities.

➤ **Use Activities 1, 2, 3 & 4 to further support the ideas in *A Castle at the Straits*.**

Activity 4 - Use flashlights to “flash” patterns of different lighthouses that are mentioned on the worksheet. Red tissue paper rubber banded to the light end of flashlight works well for the red lighthouse signals. Use of at least two flashlights is recommended. Headlamps with the red light also works well.

➤ **For more information and activities concerning Old Mackinac Point Lighthouse and the other Mackinac State Historic Parks go online.**

Visit our website at www.MackinacParks.com, click on “Education.” There you will find links to lesson plans, a Virtual Tour of the sites, information about site visits and much more.

Visit the Virtual Tour to see the Old Mackinac Point Lighthouse in its present state. Hear the fog signal at the fog signal building. Compare this present day information with information from the book.

Black line masters of activities may be reproduced for classroom use.



Using Map Skills

The Straits of Mackinac is a very busy traffic route for ships since it connects so many bodies of water to each other. To make it safe for sailors the United States government erected many lighthouses to guide the way at night and when the weather was bad. Look at the map below. Figure out the quickest way to get from one point to the next using waterways. Whenever you use the Straits of Mackinac, circle it. The first one is done for you.



Great Lakes Region

Straits of Mackinac

What waterways would you use to get from...

1. Grand River area to Mackinac Island? Grand River to Lake Michigan to Straits of Mackinac to Lake Huron

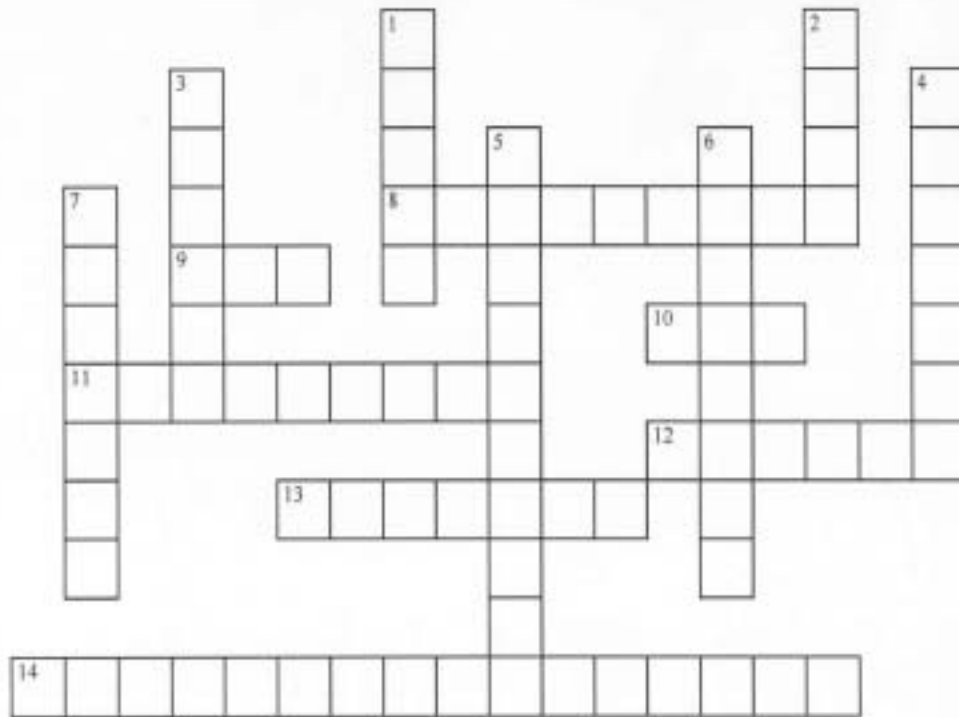
2. Fort St. Joseph to Detroit? _____

3. Grand Portage to Michilimackinac? _____

4. Fort Erie to Green Bay? _____



Do you want to learn the lighthouse trade like Chester? See if you know these lighthouse terms found in *A Castle at the Straits* book. Look through the book or check in the glossary if you need help.



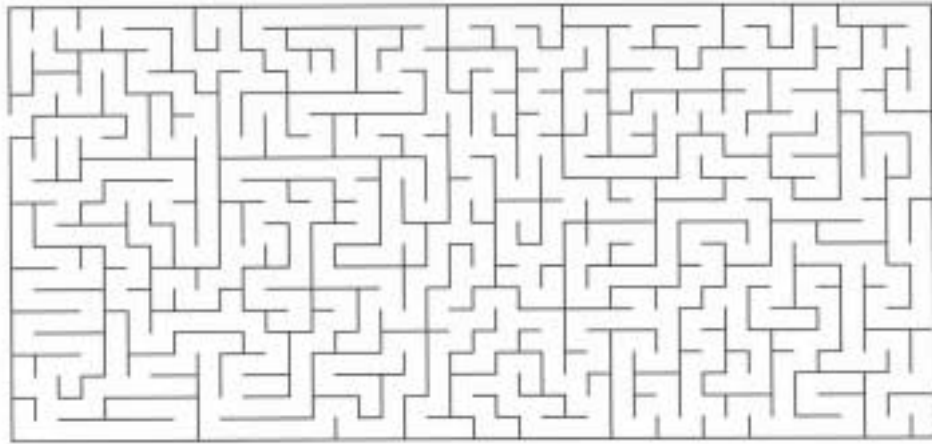
ACROSS

- 8 The destruction of a ship by a storm or collision.
- 9 A detailed record.
- 10 A thick mist that is difficult to see through.
- 11 A helper next in line for management.
- 12 A fixed aid to navigation.
- 13 A sounding instrument for warning ships in the fog.
- 14 The manager of a tower or structure containing a beacon light to warn or guide ships.

DOWN

- 1 A transparent body of glass that breaks up light.
- 2 A length of thread or rope in an oil lamp from which the flame is kept supplied with melted grease or fuel.
- 3 Large rolling waves.
- 4 A transparent case for shielding light and protecting it from wind.
- 5 A lighted beacon of importance often with an attached dwelling for a lighthouse keeper.
- 6 A fuel oil distilled from petroleum.
- 7 A narrow stretch of water connecting two seas or lakes.

A ship is passing through the Straits of Mackinac in heavy fog. Help it pass through safely with the aid of the Old Mackinac Point Lighthouse beacon in the maze below.



Living at a Lighthouse

In the story, Chester goes to live with his aunt and uncle at the Old Mackinac Point Lighthouse. What if you had the chance to live in a lighthouse when Chester did? What would you like about it? What would you dislike about it? Use the back of the page if you need more room.

What would you like about it? _____

What would you dislike about it? _____

During the day a ship could pass a lighthouse and probably see it clearly. They could tell which lighthouse it was by its shape, size and color. When they knew which lighthouse it was they knew where they were on the lake. During the night or bad weather it would be very hard to see the lighthouse. The ship could still tell which lighthouse it was by the beacon, or light. The beacons were different colors or had different patterns of light to make them unique.

Below are some patterns the lighthouses had in the Straits of Mackinac area. Your teacher will flash different colors and patterns of light at you a couple of times. When the patterns are displayed, write down which lighthouse matches the light color and pattern. “Fixed” means the light is steady and does not blink or flash.

Old Mackinac Point Light = Red light flashing

Waugoshance Light = White fixed light with a white light flashing

Round Island Light = White fixed light with a red light flashing

White Shoal Light = White light flashing

Cheboygan Light = Red fixed light

1. _____
2. _____
3. _____
4. _____
5. _____



Answer Sheet

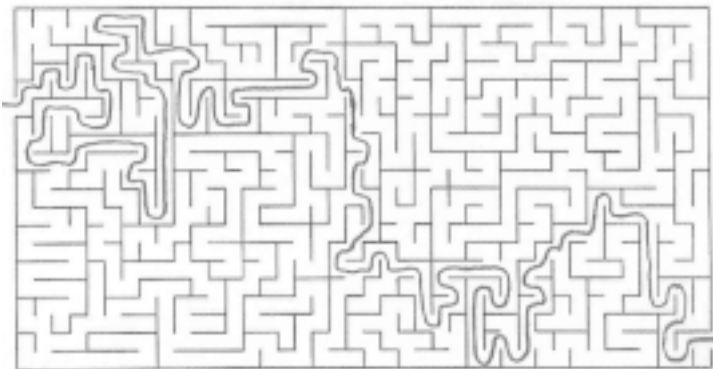
Activity 1

2. Lake Michigan to Straits of Mackinac to Lake Huron to Lake St. Clair
3. Lake Superior to Lake Huron to Straits of Mackinac
4. Lake Erie to Lake St. Clair to Lake Huron to Straits of Mackinac to Lake Michigan

Activity 2



Activity 3



Answers vary for the writing activity.

Activity 4

Mix the lights up in a particular order. Answers vary per teacher. See “Teacher Overview” for instructions.



Curriculum Standards

How does this fit in with the MEAP?

Below is a list of Michigan Curriculum Framework Social Studies Standards that are obtainable through this teacher's guide. This teacher's guide touches on and reinforces these benchmark strands and standards. However, it is the teacher who guides and reinforces the content presented to help reach, meet and obtain these strands and standards.

EARLY ELEMENTARY

HISTORY STRAND

Standard I.2: Comprehending The Past

I.2.EE.1 Identify who was involved, what happened and where it happened in stories about the past.

I.2.EE.2 Describe the past through the eyes and experiences of those who were there as revealed through their records.

Standard I.4: Judging Decisions From The Past

I.4.EE.2 Evaluate decisions made by others as reported in stories about the past.

GEOGRAPHY STRAND

Standard II.2: Human/Environment Interaction

II.2.EE.2 Describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment.

Standard II.3: Location, Movement and Connections

II.3.EE.1 Identify locations of significance in their immediate environment and explain reasons for their location.

II.3.EE.2 Identify people and places in other locations and explain their importance to the community.

INQUIRY STRAND

Standard V.1: Information Processing

V.1.EE.1 Locate information using people, books, audio/video recording, photos, simple maps, graphs and table.

V.1.EE.2 Acquire information from observation of the local environment.

LATER ELEMENTARY

HISTORY STRAND

Standard I.2: Comprehending The Past

I.2.LE.1 Summarize the sequence of key events in stories describing life from the past in their local community, the state of Michigan and other parts of the United States.

I.2.LE.2 Use narratives and graphic data to compare the past of their local community, the state of Michigan and other parts of the United States with present-day life in those places.

I.2.LE.3 Recount the lives and characters of a variety of individuals from the past representing their local communities, the state of Michigan and other parts of the United States.

I.2.LE.4 Identify and explain how individuals in history demonstrated good character and personal virtue.

GEOGRAPHY STRAND

Standard II.2: Human/Environment Interaction

II.2.LE.3 Describe the major physical patterns, ecosystems, resources and land uses of the state, region and the country and explain the processes that created them.

II.2.LE.4 Explain how various people and cultures have adapted to and modified the environment.

Standard II.3: Location, Movement and Connections

II.3.LE.3 Explain how transportation and communication link people and communities.

II.3.LE.4 Describe some of the major movements of goods, people, jobs and information within Michigan and the United States and explain the reasons for the movements.

ECONOMICS STRAND

Standard IV.4: Economic Systems

IV.4.LE.3 Analyze how Michigan's location has impacted its economic development.

INQUIRY STRAND

Standard V.1: Information Processing

V.1.LE.1 Locate information about local, state and national communities using a variety of traditional sources, electronic technologies and direct observations.

V.1.LE.3 Interpret social science information about local, state, and national communities from maps, graphs, and charts.

