

# Teacher's Guide to

..... *The History of the Inhabitants of the Straits of Mackinac* .....

# A PLACE CALLED HOME

❧ MICHIGAN'S MILL CREEK STORY ❧



*By Janie Lynn Panagopoulos and Illustrated by Gijsbert van Frankenhuyzen*

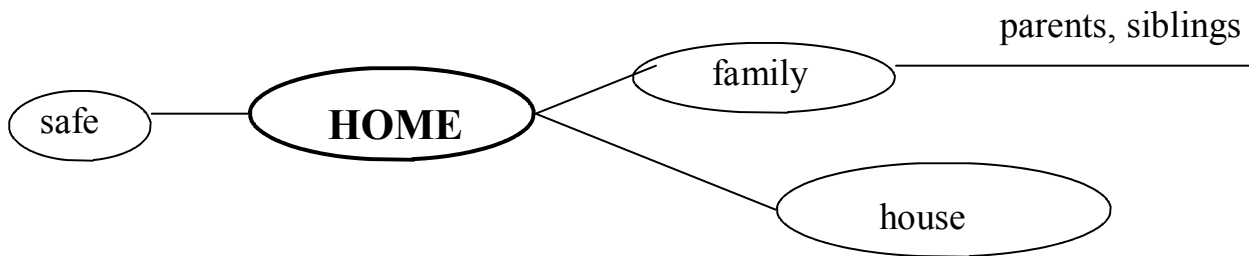
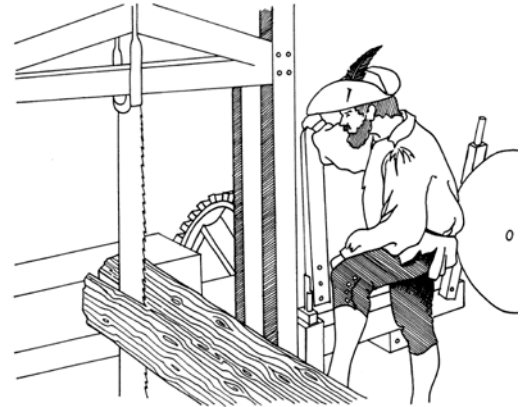
Recommended for Early and Later Elementary Grades

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## Teacher Overview

➤ Ask the students what the word “home” means to them. Use a web to map their answers down. See example below.



➤ Read *A Place Called Home*.

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

1. Why does the Campbell family need to move from their home? What events are happening in the United States at this time?

*The community and fort at Michilimackinac (present day Mackinaw City) are moving to the more defensible location on Mackinac Island. They moved because of possible attacks from the Americans during the American Revolution.*

2. Robert Campbell/Papa wants to build a saw mill to use trees to make lumber, especially for Mackinac Island. What will the lumber be used for on the island?

*There is not enough wood on the island to build a new community. The lumber Robert Campbell produces will be for houses, churches, schools, buildings for the fort and cordwood to heat fireplaces.*

3. Mama, Mary and Johnny help to prepare for the move to Mill Creek. What do they do? What types of foods do they plant? Why do you think they need “lots of food when [they] move to [their] new home at Mill Creek?”

*Mama, Mary and Johnny plant a garden to prepare for the move to Mill Creek. They plant corn, cabbage, potatoes, squash and beans, and later bring apple trees to transplant at their new home. They need a lot of food because it's new land with a lot of trees they will have to clear to*

*build a home and have land for a garden. Much of their time and energy will go to building the new saw mill and house at that site, not to growing food. Their food need to be grown (or caught or hunted) at that time; they couldn't just go to the store to purchase food.*

4. What happened when the saw mill was first used? How did the children in the Campbell family react?

*The mill house shook and made loud noises. Water moved the gears, which moved the saw blade up and down to cut the log. The children acted frightened at first because of all the noise and shaking.*

5. What happened to the old fort? How can the Campbell family's saw mill help the people moving to Mackinac Island?

*The commander ordered the old fort burned down. The Campbell family's saw mill will help in the construction of new buildings on the island.*

➤ **Use Activities 1, 2 & 3 to further support the ideas in *A Place Called Home*.**

➤ **For more information and activities concerning Historic Mill Creek and the other Mackinac State Historic Parks go online.**

Visit our website at [www.MackinacParks.com](http://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 Historic Mill Creek and Colonial Michilimackinac in their present states. Hear the music of the time periods. Compare this present day information with information from the book.

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



# A Place Called Home

1

Robert Campbell did not want to move to Mackinac Island. He wanted the family to stay on the mainland and create a home there. What if you had to move, like the Campbell family did? What would you take with you?

Home to Robert Campbell was not just a house to live in, but family to share it with and a way to support them with money made from the saw mill and food grown in the gardens. What are some things that home means to you?

## Things I would have to take with me if I moved...

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

## Home means(to me)...

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# Changes Over Time

2

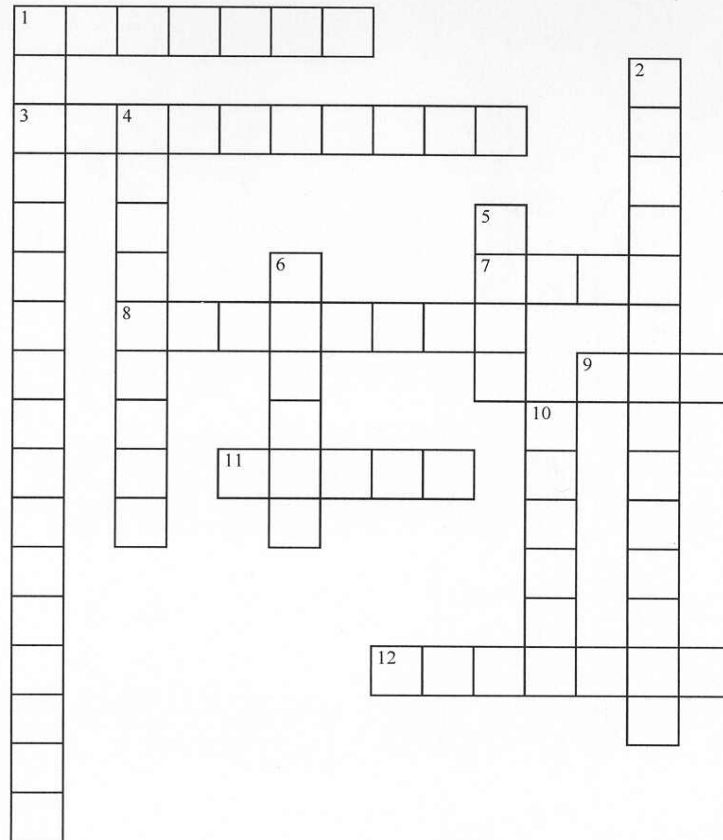
Many things change over time. Below, compare life at Mill Creek in the 1780s with your life today. What do Johnny and Mary do then that is the same as you do now? What is different? Why do you think this has changed or stayed the same? Write your answers below.

	<b>Then</b>	<b>Now</b>	<b>What does this tell us?</b>
<b>Food</b>			
<b>Transportation</b>			
<b>Fun/ Recreation</b>			
<b>Homes/ Living Spaces</b>			

# Crossword Puzzle

3

The saw mill was very important to the Campbell family. With the construction of the saw mill, Robert Campbell could keep his family on the mainland and make enough money to support them. Use the story and the vocabulary words at the back of the book to fill in the crossword puzzle below.



## ACROSS

- 1 A mill with a power operated saw that cuts timber into planks.
- 3 To replace an old government with a new one.
- 7 A solemn promise.
- 8 A person with authority who governs a province or state.
- 9 A barrier built across a creek to hold back and control the flow of water.
- 11 A set of toothed wheels working together in a machine.
- 12 A patriotic person loyally supporting their cause or country.

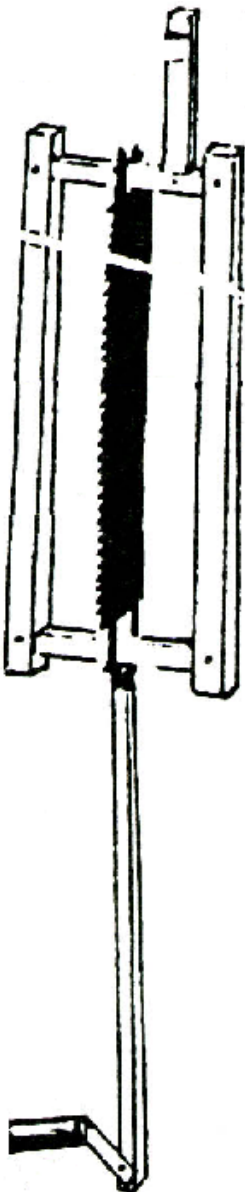
## DOWN

- 1 Narrow area of water connecting Lake Huron and Lake Michigan
- 2 A canoe made from the bark of a birch tree.
- 4 Men employed to transport goods and supplies from one fur trading post to the next.
- 5 A fortified building used for military defense or protection.
- 6 The highly prized fur used to make hats.
- 10 Trimmed logs sawed into planks.

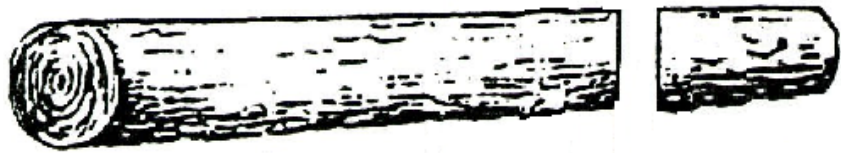
# How the Saw Mill Works

The saw mill built at Mill Creek uses the water as power to cut logs into boards. The boards are then used to build houses, businesses and other buildings. When running water begins to turn the flutter wheel, it causes several other parts of the saw mill to move. The log is then sawn into boards. Cut out the following parts of the saw mill. Try to fit every part together to show how a saw mill would work. Paste or tape the parts together on to a piece of paper. Draw arrows to show which way the part would move to cut the wood. Good luck!

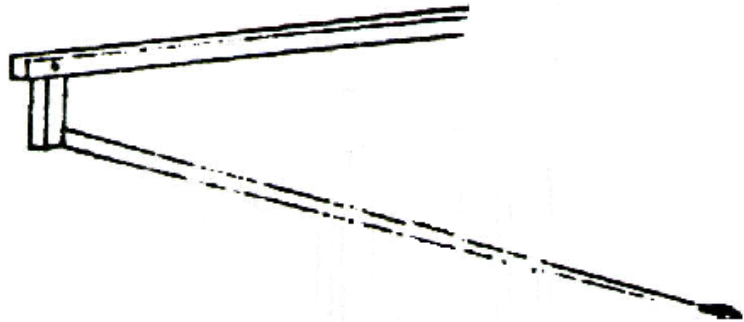
Saw Frame



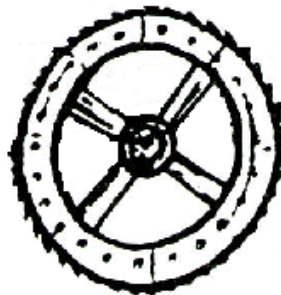
Log for Sawing



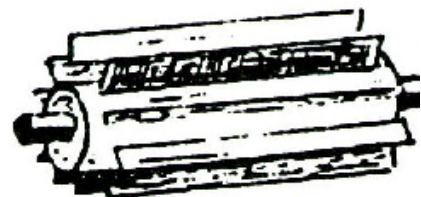
Gears



Rag Wheel



flutterwheel



# Answer Sheet

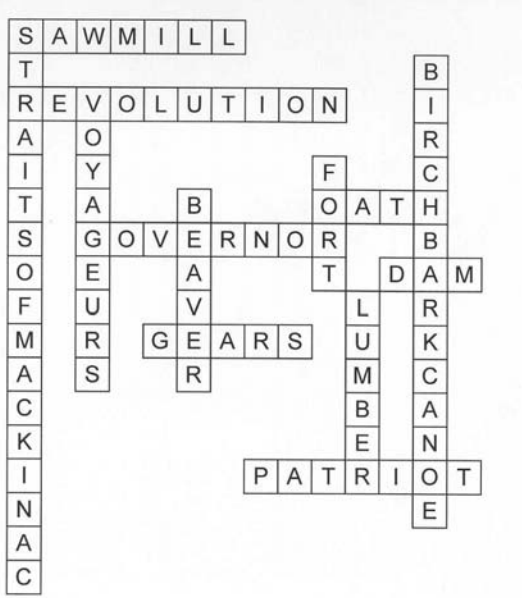
## Activity 1

Answers vary for the writing activity.

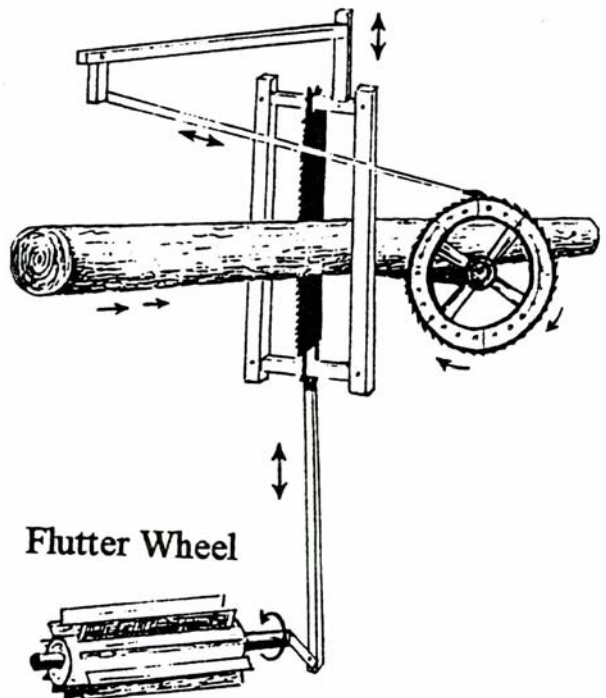
## Activity 2

Answers vary for the writing activity.

## Activity 3



## Activity 4





# 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.

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#### 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.

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#### 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

