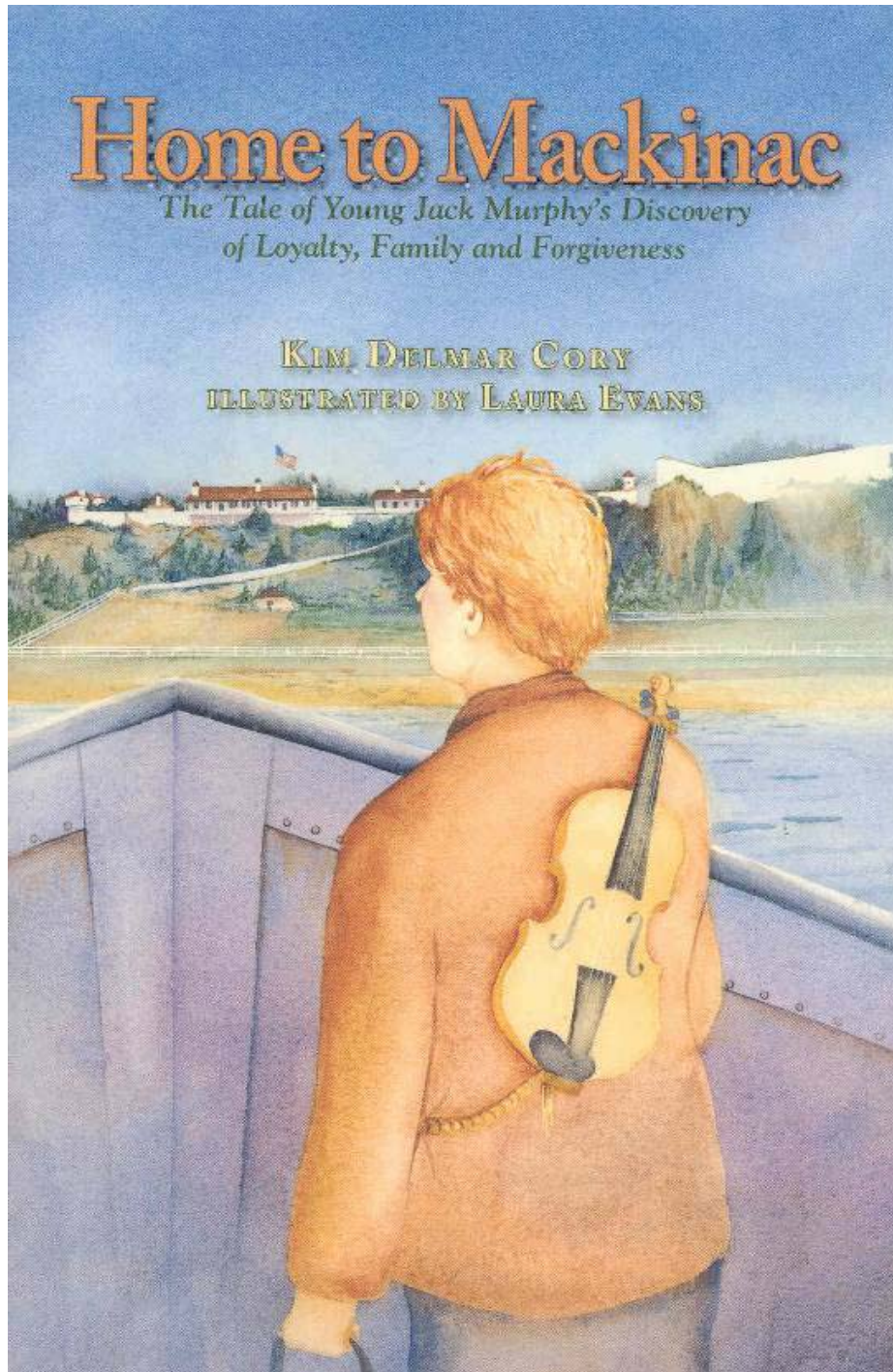


# Teacher's Guide

to



Recommended for Later Elementary and Early Middle School Grades

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# Teacher Overview

- Ask students what *family* means to them.
- Read ***Home to Mackinac***.
- Use the following questions and discussion points with students during or after reading the story. Please add more questions where you feel necessary.



## Themes

### **Family**

Jack wants to know more about the family he never knew. He learns he has a sister and a grandfather, but also more about his mother and father. Although his grandparents are gone and he leaves his home, Jack tries to make a family with newly discovered family members, people he works with and friends. How would you feel to leave home? What would you miss? What are some things you would have to do on your own?

### **Wisdom**

Wisdom is having knowledge, but also being able to use knowledge in words and actions. Jack tries to find out about his family with certain facts he learns from others. However, when he does not know the whole story or looks down on another person like JB, his anger toward his grandfather overtakes him.

### **Growing Up**

Jack is fourteen years old in the book. He has to deal with a lot of adult challenges - supporting himself with a job, taking care of himself and dealing with past family issues. Although many of his challenges are somewhat unusual for the time period, they were still possible. Discuss what fourteen year olds today are dealing with on a day to day basis with jobs, school and daily life.



## Using Primary Sources

**Using the photographs at the back of the book, learn more about Mackinac Island and Fort Mackinac (also use activity 4 with photographs). For each photograph:**

- Give an oral description of the objects, people, activities, sounds and smells that describe the scene.
- From the description above, name three things you can tell about this photograph.
- Ask three questions you would like to know about the scene - about people, what they are doing, an object.
- See if you can answer those questions after reading the book. If not, see the “Learning More” section of the Teacher’s Overview to find more answers.





## Vocabulary Words

### **Barracks**

A large building where many people are lodged, commonly soldiers.

### **Métis**

A person with European and American Indian ancestry.

### **Fort Mackinac**

Located on Mackinac Island, it is the site where soldiers march, work and live.



## Learning More

Use these sources to find more about Mackinac Island and Fort Mackinac:

### Websites

- ◆ **Mackinac State Historic Parks Virtual Tour:** <http://vm.mackinacparks.com/>
- ◆ **Lesson Plans about Fort Mackinac:**  
[www.mackinacparks.com/parks/education-packet--lesson-plans\\_135/](http://www.mackinacparks.com/parks/education-packet--lesson-plans_135/)
- ◆ **General Historical Information:**  
[www.mackinacparks.com/parks/discover-mackinac-history\\_3/](http://www.mackinacparks.com/parks/discover-mackinac-history_3/)

### Books

- ◆ **Mackinac: An Island Famous In These Regions** by Phil Porter
- ◆ **A Desirable Station: Soldier Life at Fort Mackinac, 1867-1895** by Phil Porter
- ◆ **Keys To The Past: Archaeological Treasures of Mackinac** by Lynn L.M. Evans
- ◆ **Wish You Were Here: An Album Of Vintage Mackinac Postcards** by Steven C. Brisson

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



# How We Live

1

Many things change over time. Below, compare life on Mackinac Island in the 1880s with your life today. What do Jack and Maggie 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 did you learn?</b>
<b>Food</b>			
<b>Transportation</b>			
<b>Fun/ Recreation</b>			
<b>Homes/ Living Spaces</b>			

# Respond With Art

2

Many dramatic events happen in the story of Jack on Mackinac Island. Some other events are not as dramatic, but are meaningful. What was your favorite part of the story? What part do you remember the most?

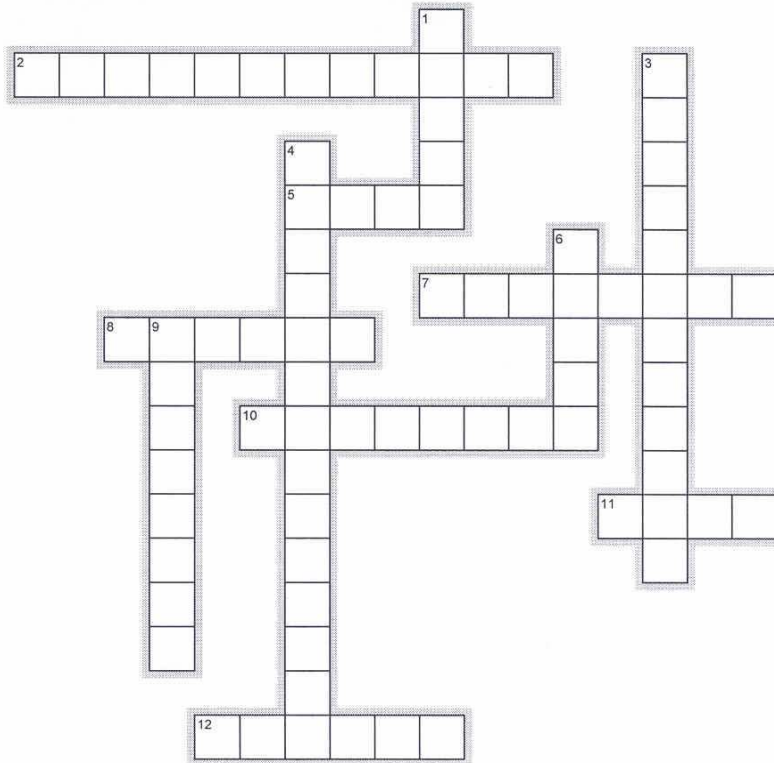
Below draw your favorite part of the story. Where did it take place? Who was involved? What were they doing? Was there any action taking place?



# Crossword

3

Test your knowledge of the book by answering the questions and filling out the crossword puzzle.



## Word bank

ANNE ARCHROCK BARRACKS BASEBALL BUGLE FIDDLE FORTMACKINAC FOURTHOFJULY  
JACK MACKINACISLAND MAGGIE METIS

## Across

2. The day celebrated for the United States of America's independence which consisted of music, games and fun for Jack on the island.
5. The saint this church is named after and where Jack and JB went to church.
7. A sport played by the Fort Mackinac Never Sweats.
8. Works at the Astor Hotel and the Post Hospital. Sister to Jack.
10. A large building where many people are lodged, commonly soldiers.
11. The central character in "Home to Mackinac" who is trying to find out about his family.
12. Jack plays this instrument at the Astor Hotel hop.

## Down

1. A horn used at Fort Mackinac to call troops at various times of the day.
3. Located on Mackinac Island it is the site where soldiers march, work and live.
4. The place where the story takes place, located in the middle of Lake Huron, Michigan.
6. A person with European and American Indian ancestry.
9. A rock formation that Jack decided not to climb on.





After his long journey from Ohio, Jack found a home on Mackinac Island. In the end of the book he invites his aunt and uncle in Boston to come to Maggie's wedding later that year. What should they know about Mackinac Island before they come?

Pretend you are Jack and write another letter to your aunt and uncle in Boston about Mackinac Island. Write a short introduction about what you would like them to know about the island. Using at least three of the original photographs at the end, write captions of these photographs using the information you found out about in the book that relate to your life as Jack. Each caption should be at least three sentences long.

Use descriptive words and talk about events or information that might not be seen in the picture. Is there a story to tell about the place or people in the picture? The pictures are black and white photographs. What can you say about the colors of the images in the pictures? Do they describe colors in the book? What about sounds or smells? The pictures will help your aunt and uncle

**Caption -**  
**an explanation for a picture or photograph, used especially in magazines, newspapers and**

*Use the questions below to help describe the pictures*

**1. What do you see in the picture? Is there a building? People? Nature? \_\_\_\_**

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**2. Pictures in the 1880s were in black and white. What colors would you guess each of the things you described above are?**

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**3. What adjectives or descriptive words would you use to describe the picture?**

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An example below:

Fort Mackinac  
Mackinac Island, Michigan  
August 10, 1885

Dear Uncle Patrick and Aunt Sarah,

I know I just wrote you about Maggie's wedding. I would like to tell you more about Mackinac Island. Here are some pictures to help you understand.

This is the Astor Street Hotel. It is on Market Street and is where Maggie works. It is right off the street where I came in on the boat. It sure is a busy place...



This is a picture of Fort Mackinac. You should see it in person! It is all white and you can hear my bugle all over town! It looks like a castle up on the hill...

Here is a picture of Devil's Kitchen. You can see how it has a lot of black on it. I don't know the whole story, but I image that is why it is called Devil's Kitchen. We rowed our boat out to see it one day...

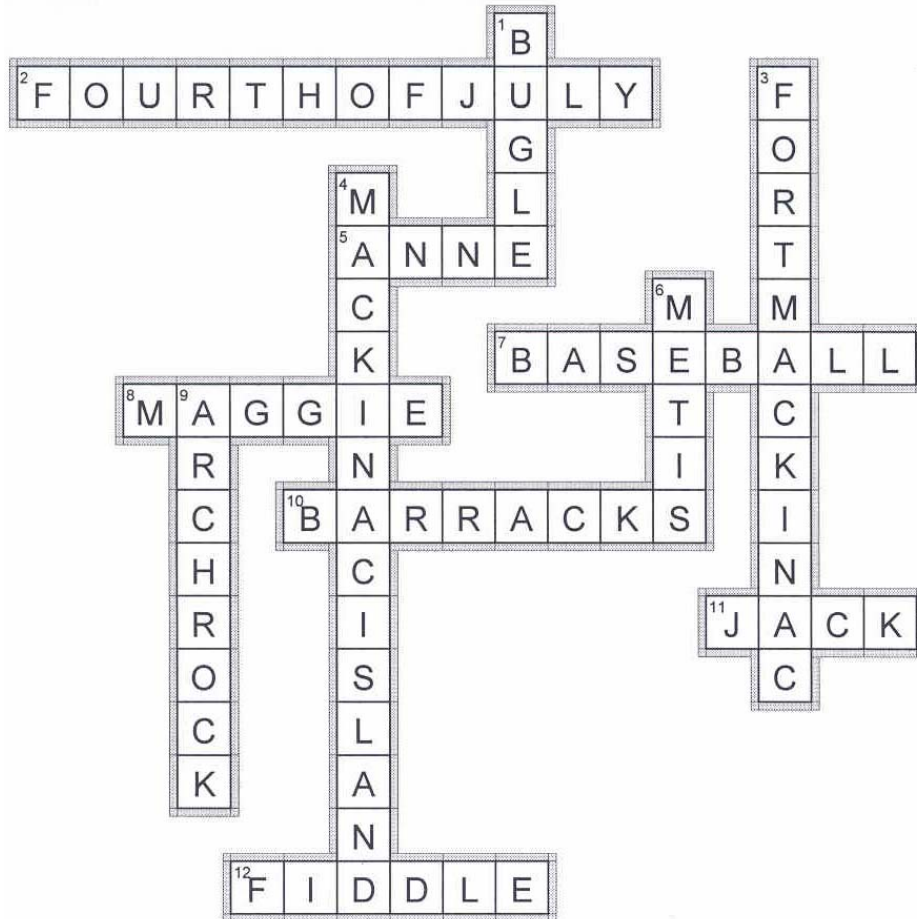


I hope you can come visit for a few days before Maggie's wedding so I can show you around!



# Answer Sheet

## 3. Crossword Puzzle Answer Key



# 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.

### LATER ELEMENTARY SOCIAL STUDIES HISTORY STRAND

#### Standard I.2: Comprehending The Past

**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.

#### Standard I.3: Analyzing and Interpreting The Past

**I.3.LE.1** Use primary sources to reconstruct past events in their local community.

### ENGLISH L.A. MEANING AND COMMUNICATION STRAND

#### Standard 1

**1.LE.1** Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.

### ENGLISH L.A. LITERATURE STRAND

#### Standard 5.2

**5.LE.2** Describe and discuss the shared human experiences depicted in literature and other texts from around the world.

#### Standard 5.3

**5.LE.3** Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.

## MIDDLE SCHOOL 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.

### ENGLISH L.A. MEANING AND COMMUNICATION STRAND

#### Standard 1

**I.1.MS.1** Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.

### ENGLISH L.A. LITERATURE STRAND

#### Standard 5.2

**5.MS.2** Describe and discuss the shared human experiences depicted in literature and other texts from around the world.

#### Standard 5.3

**5.MS.3** Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are relate to one's own experience.

