

Lesson 1: Detroit's Strait Place on the Lakes (Part 1/2: 50 minute period)**Michigan GLCE's covered:**

Science E.ES.03.41- Identify the states' natural resources as metals, fuels, fresh water, earth materials and forests.

Social Studies 3-G1.0.1 - Use cardinal directions to describe the relative location of significant places in the region.

Social Studies 3-G2.0.2 - Use thematic maps to identify and describe the physical and human characteristics of Michigan.

Social Studies 3-G2.0.2 Describe the different regions to which the Michigan belongs

Introduction: Listen to *Great Lakes Song* by Pat Dailey. Discuss what story the song tells. This discussion should lead into the names of the Great Lakes and how the singer describes where each one is located and that they each have their own unique characteristics. Discuss Native American and French origins of the names and the natural resources mentioned and the places they were being shipped. Introduce the term Great Lakes Transportation System and with map references discuss how it connects our Great Lakes to the Atlantic Ocean and the Ohio- Mississippi River-Missouri River system.

Activity: Then use the large U.S. map and the classroom set of laminated Nystrom maps, the Sea Grant Michigan map of the Great Lakes Basin and Lake Carriers' Association pamphlets, *U.S.-Flag Shipping on the Great Lakes*, (Treasure Chest) to identify the Lakes by name, location, comparative sizes and depths, their major connectors and the states, provinces and countries that share their shores. Students work in table groups of three or four to compile a list of all the above information and record it on the reproducible map and question worksheet found on page 8 (The Sweetwater Seas) of *Exploring the Great Lakes: A Logbook of Adventures* (Westfield and Soper, River Road Publications, 2003) in TC.

Part One Wrap-up: Begin to read *The Day the Great Lakes Drained Away*, (Barker, Mackinac Island Press, 2005) in TC, stopping to discuss the "What if?" scenarios presented by the story. (process skills of prediction, cause and effect)

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Introduction: Finish reading to class "The Day the Lakes Drained Away" from the previous class period and continue the "What if?" discussion within the storyline. Make references not only to the water supply issue but also to the freighters that were shown on the bottom of the dry lakes and rivers. Where have they seen those ships before? Could they tell what was in them? Were they going up the Detroit River or down the river? How big do they think the freighters are? Could they fit on the football field across the street from school in Clark Park?

Activity: Refer back to the maps in part one of lesson. Class listens to segment from CD-ROM that corresponds to the page 9 worksheet (Where Does the Water Go?) from *Exploring Great Lakes Logbook* and then students finish their individual worksheets cooperating in their table groups. Check for understanding as class and make necessary corrections before handing in worksheets.