

Mackinac Island

Synopsis

When visiting their grandmother on Mackinac Island, Aiden and Julia find magic postcards in the attic and are transported through the Island's special history. In 1634 they meet American Indians, in the 1780's they observe the defense of the British Fort and in 1815 in fighting the British. Their journey continues to the 1880's with the State's taking over the Island as a State Park and the building of the Grand Hotel. Soon follows the introduction of ferry service in 1898. It concludes with a trip around the Island's current tourist attractions.

Characters

Julia Mathews, age 10

Aiden Matthews, Julia's younger brother

Grade Level: 4-5

Learning Goals

Stimulate thinking about how place is changed by those who live there

Determine how life is different when living on an island

Consider the roles that women and men play

Think about how we set aside land for use by all citizens

Plan a vacation that involves land and water travel

GLCEs

Related 4th Grade GLCE Requirements:

H3.0.3 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities.

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.

H3.0.9 Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future.

Persuasive Communication: Communicate a reasoned position on a public issue.

R.NT.04.03 Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.

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R.CM.04.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. (Most of the thought questions at the bottom of each page directly address the above requirement. The questions are very simple yet relevant to the fourth grade age group, and are centered on both personal expression and interesting group discussions).

R.CM.04.03 explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying comparing and contrasting, or drawing parallels across time and culture.

R.CS.04.01 develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.

R.AT.04.01 be enthusiastic about reading and do substantial reading and writing on their own.

R.NT.04.01-04 – Narrative Text. [Analyzing the meaning, themes, human experience, and textual effects in quality literature.]
(This is a narrative selection with characters that have motivations and clearly demonstrates the first person point of view).

W.PR.04.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

W.PS.04.01 exhibit personal style and voice to enhance the written message...

W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as subject and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogues; quotation marks or italics to identify titles or names.

L.RP.04.04 combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).

Related 5TH Grade Requirements

R.NT.05.03 analyze how characters' traits and setting define plot, climax, the role of dialogue, and how problems are resolved.

R.CM.05.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.05.03 analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

R.CM.05.04 apply significant knowledge from grade-level science, social studies, and mathematics text.

R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.

W.PS.05.01 exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

L.RP.05.04 combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing).

L.RP.05.05 respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.