

MICHIGAN MAP ROAD TRIP

Subject: Social Studies

Skills: Application, Mapping, Observation, Reading, Simulation, Small Group

Duration: 1-3 class periods (depending on depth and discussion)

Setting: Classroom

Materials:

For each pair of students:

- Michigan Road Map from the Michigan Department of Transportation (MDOT) or Universal Map (all maps can be borrowed from the Kent/Michigan State University Extension office or the Teacher Trunk)
- “Michigan Map Road Trip” story sheet
- plenty of floor space to spread out the map

Michigan Curriculum Framework Content Standards and Benchmarks:

- **Social Studies II.1.LE.2:** Strand II. Geographic Perspective, Standard 1. Diversity of People, Places, and Cultures, Benchmark LE 2. Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.
- **Social Studies V.1.LE.1:** Strand V. Inquiry, Standard 1. Information Processing, Benchmark LE 1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.
- **Social Studies V.1.LE.3:** Strand V. Inquiry, Standard 1. Information Processing, Benchmark LE 3. Interpret social science information about local, state, and national communities from maps, graphs, and charts.

Kent County Collaborative Core Curriculum (KC⁴):

- **Social Studies:** 3:3, 3:5
4:4, 4:6, 4:9, 4:10
5:4, 5:5, 5:9

OVERVIEW

Working in pairs, students use a Michigan road map to fill in blanks while taking an imaginary road trip. They locate and identify characteristics of places, cultures, and settlements.

OBJECTIVES

After participating in this activity, students will be able to:

- Describe, compare, and explain the location and characteristics of places, cultures, and settlements in Michigan.
- Locate information about state communities using traditional sources (maps).
- Locate and describe objects in terms of their orientation, direction, and relative position, including up, down, front, back, and N-S-E-W.
- Work as a team in pairs to follow directions and complete a task.

BACKGROUND

Michigan is an important industrial, mining, farming, and tourist state in the Great Lakes region of the Midwest. It is one of the nation’s leading manufacturing states and leads in the manufacture of automobiles. Detroit, Michigan’s largest city, is called the Automobile Capital of the World and the Motor City. The Detroit area produces more cars and trucks than any other place in the nation. Flint, Pontiac, and Lansing, the state capital, are also important auto making centers. Michigan is a leading state in food processing (Kellogg’s in Battle Creek) and steel production. It is also a leading state in iron ore, copper, and salt production.

Michigan touches four of the five Great Lakes — Erie, Huron, Michigan, and Superior. The state’s 3,288 mile shoreline is longer than that of any other inland state. Michigan consists of two separate land areas, called the Upper Peninsula and the Lower Peninsula. The two peninsulas are connected by the Mackinac Bridge which spans 5 miles across the Straits of Mackinac, from which you can see Mackinac Island.

Most farming in Michigan takes place in the Lower Peninsula. The best farmland lies in the southern part of the state. The Lake Michigan shores of the Lower Peninsula are an excellent fruit-growing region. Michigan leads the nation in the production of cherries, and is a top producer of dried beans.

In addition to the Great Lakes, Michigan has more than 11,000 smaller lakes, such as Houghton and Higgins Lakes. Forests cover more than half the state. Michigan offers excellent hunting and fishing opportunities for outdoor sport enthusiasts. Along the Lake Michigan shoreline alone, there are 19 state parks ("Michigan: The Wolverine State." The World Book Encyclopedia. 1977 ed. Pg. 402).



PROCEDURE

1. Gather maps and prepare copies of the road map story sheets ahead of time. Universal Maps can be borrowed from the Kent/Michigan State University Extension office. Michigan maps are also available free from MDOT.
2. Begin discussion by reviewing your students' map knowledge. Ask what kind of information is usually shown on a road map:
 - How to get from one place to another? Always.
 - Absolute and relative location of places? Always.
 - Map legends and grids? Always.
 - Physical features of an area? Sometimes, especially rivers.
 - The cost of tolls? Sometimes.
 - Something about the people who live in the area? Usually not, but sometimes you can make guesses based on information such as place names.

- Some of the important events in an area? Sometimes, especially if the map is developed by the state for tourists.

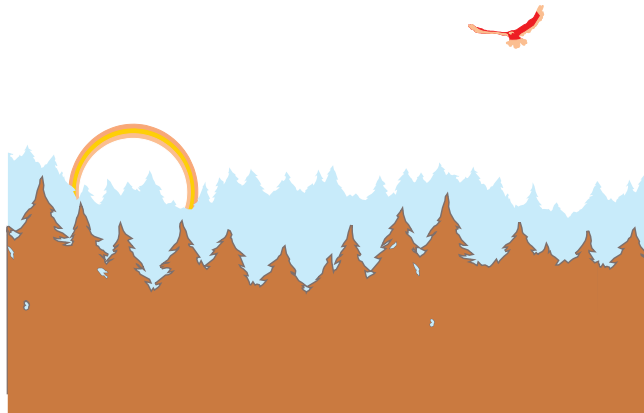
3. Explain the activity. Tell the students that they will be taking imaginary road trips, but the stories are missing important location and cultural information. They will be responsible for finding and identifying the missing information. This information might include characteristics of places, cultures, and settlements, or reading map symbols and using legends.
4. **IMPORTANT: To help the students, review how to use coordinates and where and how to read legend symbols on the maps. For example, a red tree symbol indicates a state park. Tell them to use all information on the maps. Hand out the maps and the road map story sheet and allow time for the students to complete the activity.**
5. Instruct the student pairs to exchange completed story sheets and to check for correct answers while a few students read the road trip aloud. See what kind of discussion arises from discrepancies in answers, and point out the importance of reading a map correctly when traveling on a trip. Have the students make inferences and predictions about the potential consequences of incorrect maps.
6. Point out information about local and state communities and emphasize:
 - characteristics of places
 - unique cultural aspects
 - different geographic features
7. Discuss and explain the traditions, stories and legends behind the places and names of sites the road trips visited.
8. Invite the students to share memories of places that they have visited.

ASSESSMENT OPTIONS

1. Observe and critique the students as they work in pairs to complete the road trip story sheet. Look for participation from each student and evaluate cooperation.
2. Collect and evaluate the road trip story sheet for completeness and accuracy after the students have evaluated each others' story sheets.
3. Ask students to write an answer to the following question and/or

add your own questions:

- Name three interesting environmental or landscape features of Michigan and explain why they are important to people or wildlife.
4. Have the students design their own mini road trip:
What is the name of your destination? Give two reasons why you



are going there.

- Describe the direction (cardinal N-S-E-W or ordinal NE-SE-SW-NW) to get there from the city you live.
 - Give the map coordinates for the destination.
 - Describe how this place is important to people. Describe how this place is important to wildlife.
 - Name the nearest environmental landscape feature.
5. Develop a short fill in the blank road trip quiz to determine if the students can follow directions and read a map.

Michigan Map Road Trip Answer Key:

- | | | |
|-----------------------------|---------------------|----------------------|
| 1. Isle Royale | 2. Sault Ste. Marie | 3. Mackinac Island |
| 4. Huron | 5. Michigan | Extra Credit: \$1.50 |
| 6. Tree | 7. Red | 8. Detroit |
| 9. Lake Erie | 10. Lansing | 11. Battle Creek |
| Extra Credit: (Open answer) | | 12. Ludington |
| 13. Traverse City | | |

Adaptations/Extensions

1. For an example of this lesson applied to a local community, see the Grand Rapids Road Map Trip background and worksheet in the Kent County/Grand Rapids Appendix.
2. If Universal or MDOT maps are unavailable, adapt the story sheets to maps that are available. Change the coordinates and legend symbols accordingly to match the new map.
3. Form students into small groups to develop their own road trip. It can be in their neighborhood, town, county, or state. When the road trips are finished, have the groups trade and complete each other's road trips.
4. If taking a fieldtrip during the year, ask the students to find the destination on a map.
 - Describe the direction (cardinal N-S-E-W or ordinal NE-SE-SW-NW) to get there from their school.
 - Give the map coordinates for the destination.
 - Describe how this place is important to people. Describe how this place is important to wildlife.
 - Name the nearest environmental landscape feature.

Computer Extensions

Redmond, Sandy. Michigan Genealogical Council. MIGenWeb: Michigan Genealogy on the Web, Part of the USGen Web Project. 2002. 28 Mar. 2002. <<http://www.rootsweb.com/~migenweb/migenweb.htm>> Contains most of the genealogy and historical societies of Michigan listed by county or city.

SOURCE

Adapted with permission from Geography Awareness Week 1998, "Michigan Map Road Trip," by Michigan Geographic Alliance Teacher Consultants, Susan Husiak and Sarah Gilbert, pages 12-13. Background information on Michigan from "Michigan: The Wolverine State." The World Book Encyclopedia. 1977 ed. Worksheets developed by Anne Williamson, curriculum consultant for *United Growth for Kent County*, a project of Michigan State University Extension.

ADDITIONAL RESOURCES

Contacts:

- Local Historical Society or City Hall
- Michigan Department of Transportation-MDOT (maps)

References and Teacher Resources:

- Michigan Department of Transportation Map. Transportation Commission. FREE
- Michigan Roadmap. Map. Williamston, MI: Universal Map.

Additional Lessons:

- Grand Rapids Map Road Trip, **This Land is YOUR Land**, Kent County/Grand Rapids Appendix #6

CONCEPTUAL FRAMEWORK REFERENCE

IB2, IIB2, IIB3, IIC1

Michigan Map Road Trip

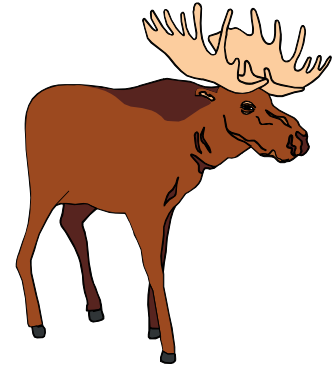
Instructions: Follow the directions below using a map of Michigan. Select a navigator and a driver. The driver reads the instructions, and the navigator reads the map. Have a nice trip!

Begin at the royal island where moose can be found. It is a National Park, and it is in Lake Superior.

Map Coordinates: A-1

1. The name of the island is _____.

HINT: Look in the top left corner of the map.



Drive east to where the Soo Locks connect Lake Superior and Lake Huron. There are two cities with the same name. One is in Ontario, Canada, and the other is in Michigan, U.S.A.

Map Coordinates: C-11

2. The name of the cities is _____.

HINT: Look near a hospital map symbol (a blue square with an H).

Now drive to the southern point of Michigan's Upper Peninsula. From St. Ignace, take the ferry (map symbol "F") to the island without cars. Have fun visiting the Grand Hotel, buy fudge, and tour the fort.

Map Coordinates: D-10

3. The name of this famous island is _____.

HINT: The fort that you can tour is Fort Mackinac.

To get to Michigan's Lower Peninsula, drive south over the Straits of Mackinac. You will have to cross on the "Mighty Mac," better known as the Mackinac Bridge. While on the bridge, view the two Great Lakes.

Map Coordinates: D-10

4. On the east side of the bridge, the great lake is Lake _____.

5. On the west side of the bridge, the great lake is Lake _____.

EXTRA CREDIT: How much does it cost to cross the bridge in a car? \$_____.

HINT: Look in the "Fare Facilities" legend.

Drive southeast in the Lower Peninsula around Saginaw Bay and head into the "thumb" of Michigan. There are two state parks at the tip of the "thumb." They are Albert E. Sleeper and Port Crescent.

Map Coordinates: I-13

6. What is the shape of the map symbol for a state park? _____.

7. What is the color of the map symbol for a state park? _____.

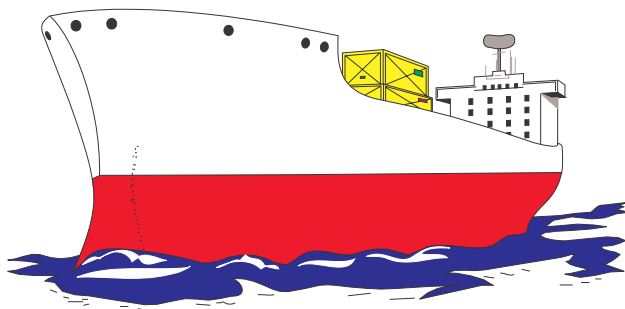
HINT: The shape and color of the state parks symbol can also be found in the "Map Explanation" legend under "Map Symbols".

After camping in the state parks, head straight south to the "Motor City". The car manufacturing companies here produce more cars and trucks than any other city in the world.

Map Coordinates: L-13 and M-13

8. The name of Michigan's largest city is _____.

HINT: This city lies directly north of Windsor, Ontario, Canada.



Board a ship and travel south on the Detroit River. This river carries more shipping than almost any other river in North America. Travel into the great lake and go for a swim.

Map Coordinates: N-14

9. The Detroit River connects Lake St. Clair to a great lake called _____.

HINT: Toledo, Ohio is also located on this great lake.

Now drive northwest to Michigan's state capital. This city followed Detroit as the state capital in 1847.

Map Coordinates: L-11

10. The name of the capital city where the governor lives and works is _____.

HINT: The city is located where Interstate 96 and Interstate 69 cross at the state capital symbol.

Now that you are hungry, drive southwest to "Cereal City." This city produces more breakfast cereal than any other city in the world. John Harvey Kellogg began his cereal industry here.

Map Coordinates: M-9 and M-10

11. Sometimes known as the "creek with a fight," this city is called _____

_____.



EXTRA CREDIT: The name of my favorite breakfast cereal is _____.

Drive northwest to a city that has a car ferry to Wisconsin, a hospital, an airport, and a state park. Have fun at the beach and build sandcastles in Lake Michigan's dunes, a great natural resource.

Map Coordinates: I-7

12. The name of this city is _____.

HINT: US Highway 10 ends here.

Lastly, drive northeast until you arrive at your destination. This city is the home of the Cherry Festival, celebrating the bountiful harvest of cherries produced in the fruit belt. Michigan leads the nation in the production of cherries.

Map Coordinates: G-9

13. The name of the city is _____.

HINT: This city is located at the southern tip of the Grand Traverse Bay and is named after the bay.

