



Historic Grand Rapids
Teacher's Resource Packet

For use in conjunction with the Historic Grand Rapids program at the Public Museum of Grand Rapids, Michigan, and State of Michigan curriculum standards.

Historic **Grand Rapids**
Teacher's Resource Packet Contents

These resources have been designed to help teachers as they prepare to bring their classes to at the Public Museum of Grand Rapids, Michigan. Feel free to use the materials before or after your visit.

Pre-Visit Materials

- Michigan Department of Education Curriculum Links
- Historic Grand Rapids Vocabulary
- Vocabulary List
- Crossword Puzzle
- Historic Grand Rapids Book List
- *School History* Group Activity
- *Important People, Places and Events* Group Activity

Post-Visit Materials

- *Furniture Factories Today* Individual Writing Activity
- *Looks Aren't Everything* Group Activity and Discussion
- *First Jobs* Individual Activity
- *The Perfect Chair* Individual Activity

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Curriculum Links

The Historic Grand Rapids program is designed to fit with the Curriculum standards of the State of Michigan. The specific links covered are listed below.

History

- **3-H3.0.1** Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)
 - **3-H3.0.8** Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
 - **4-H3.0.1** Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C, E)
- What happened?
 - When did it happen?
 - Who was involved?
 - How and why did it happen?
 - How does it relate to other events or issues in the past, in the present, or in the future?
 - What is its significance?

Geography

- **3-G5.0.2** Describe how people adapt to, use, and modify the natural resources of Michigan. (H)
- **3-G4.0.1** Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E)
- **3-G4.0.2** Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)
- **4-G2.0.2** Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.

Economics

- **3-E1.0.3** Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making). (H, G)
- **3-E1.0.4** Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)
- **4-E1.0.5** Explain how specialization and division of labor increase productivity (e.g., assembly line). (H)

Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

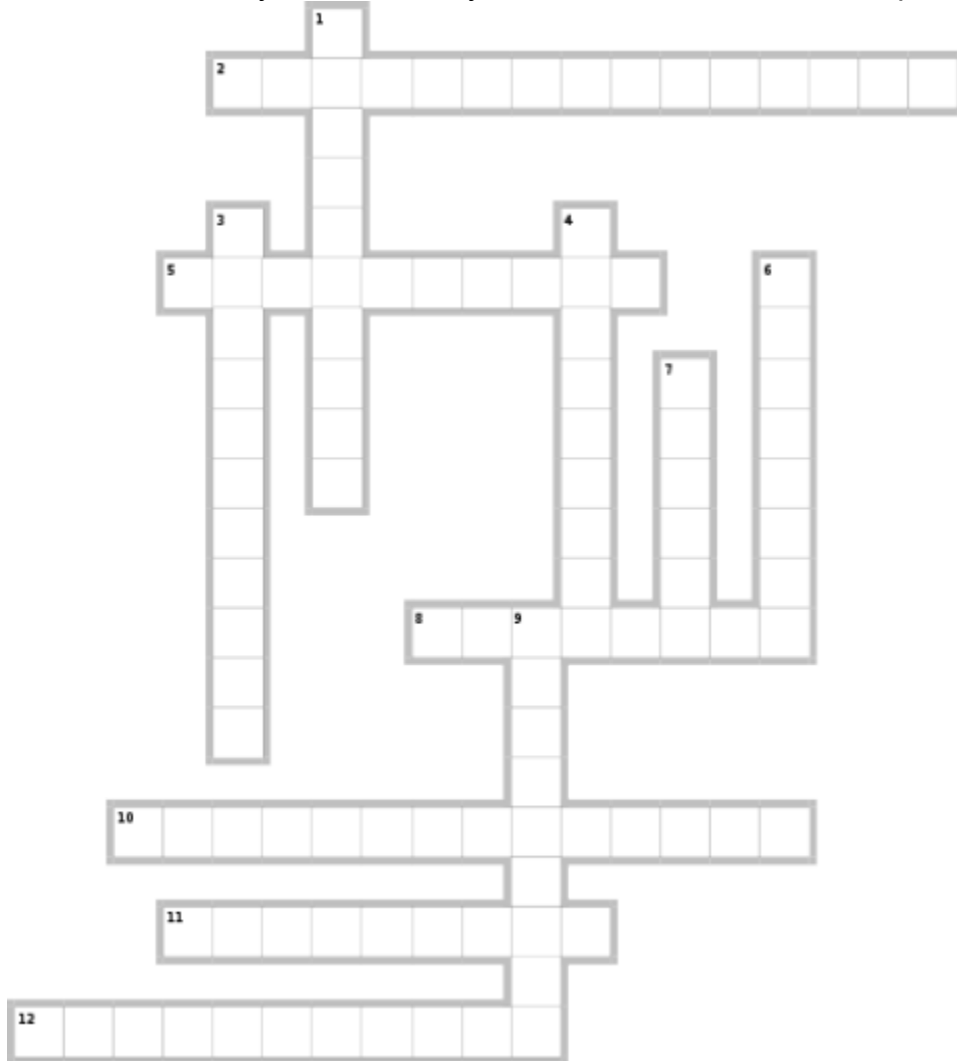
- **3-P3.1.1** Identify public issues in Michigan that influence the daily lives of its citizens.

Historic Grand Rapids Vocabulary

Word	Meaning
1. Anishinabek	The people of this place who lived in West Michigan at the time the first Europeans came to America. Made up of Chippewa, Ottawa and Potawatomi.
2. furniture market	An event held twice a year; factories lured store owners into Grand Rapids to sell their furniture.
3. Grand River	The longest river in Michigan, beginning south of Jackson, flowing through Grand Rapids and emptying into Lake Michigan at Grand Haven.
4. Hopewell	A Native American group who spent time in the Grand River Valley prior to the Anishinabek.
5. insurance	A contract bought by a person that will pay money in case of loss.
6. invention	A new product; could possibly help workers or factories become more productive.
7. John Ball	A young lawyer who came to Grand Rapids and was involved in banking, politics and other business.
8. Louis Campau	A fur trader who was the first European to settle along the Grand River at what is now known as Grand Rapids.
9. Native American	The people living in North America prior to the arrival of European settlers.
10. log running	The process of moving logs from one place to another down a river.
11. piecework	Work paid for at a fixed rate per piece of work done.
12. strike	Refusal by employees to work until better conditions are met in the factory.

Historic Grand Rapids Vocabulary

Directions: Use your vocabulary words and definitions to complete the puzzle.



Created with EclipseCrossword — www.eclipsecrossword.com

Across

2. An event held twice a year; factories lured store owners to Grand Rapids to sell furniture.
5. The process of moving logs from one place to another down a river.
8. A Native American group who lived in the Grand River Valley prior to the Anishinabek.
10. The people living in North America prior to the arrival of the European settlers.
11. A new product; could possibly help workers or factories become more productive.
12. The people who lived in West Michigan at the time the first Europeans came to America.

Down

1. The longest river in Michigan, flowing from Jackson to Lake Michigan.
3. A fur trader who was the first European to settle along the Grand River at Grand Rapids.
4. A contract bought by a person that will pay money in case of loss.
6. A young lawyer who came to Grand Rapids and was involved in banking, politics and other business.
7. Refusal by employees to work until better conditions are met in the factory.
9. Work paid at a fixed rate per piece of work done.

Grand Rapids: Then and Now Book List

These are some recommended books for you to use to help supplement your classroom instruction as you prepare for your field trip.

Author	Title	Publisher
Freedman, Russell	<i>Immigrant Kids</i>	Scholastic
Hamilton, Virginia	<i>The Bells of Christmas</i>	Harcourt Paperbacks
Howard, Ellen	<i>The Cellar</i>	Athenium
Kalman, Bobbi	<i>Clothing of the 1800's</i>	Crabtree Publishing
Kalman, Bobbi	<i>Customs and Traditions</i>	Crabtree Publishing
Kalman, Bobbi	<i>Games of Long Ago</i> <i>Home is Where Your Family Is</i>	Crabtree Publishing
Kavanagh, Katie		Heinemann Library
Leighton, Maxinne R.	<i>An Ellis Island Christmas</i> <i>If Your Name was Changed at</i> <i>Ellis Island</i>	Puffin
Levine, Ellen		Scholastic
Nicholasa Mohr	<i>The Magic Shell</i> <i>Sarah, Also Known as Hannah</i>	Scholastic Albert Whitman and Company
Ross, Lillian Hammer		
Sandin, Joan	<i>The Long Way to a New Land</i>	Harper Trophy

School History

- **Objective:** Students will develop prior knowledge concerning the concept of history and timelines.
- **Materials:** One long piece of paper (to be used as a timeline), crayons or markers to decorate the timeline.

Procedure

1. Design a timeline concerning the history of your school. Include important facts such as:
 - When the school was built
 - When the current principal began working at the school
 - When the teacher (of the class) started working at the school

- When (if any) additions were made to the school
 - When natural phenomenon have occurred at the school (for example, fires, flooding or tornadoes)
 - If new playground equipment was ever added to school grounds
 - Any other important facts in school history.
2. In order to help students find the answers, lead them on a type of discovery journey to find the answers to the above questions or have the information ready for them.
 3. Encourage students to draw pictures relating to the important points noted above.

Important People, Places and Events

- **Objective:** Students will develop prior knowledge of early settlers in West Michigan and how their names are still used today.
- **Materials:** Research materials for students.

Procedure

1. Divide the class into groups of three or four students; assign each group to a person, place or event with historic significance. Possible topics include:
 1. Lucius Lyon
 2. Louis Campau
 3. John Ball
 4. Chippewa, Ottawa and Potawatomi Indians
 5. Muskegon and its lumbering past
 6. Grand Haven (site of connection between the Grand River and Lake Michigan)
 7. The Great Depression
 8. World War II
2. Ask each group to find three important facts about each person, place or event. Also have them find if there are any important landmarks for this subject today. For example, Lucius Lyon has a street named after him in downtown Grand Rapids.

Extensions

- Using the information the students find, ask them to create a small skit concerning the subject researched.
- Using the information the students find, ask them to create a poster with pictures and information they have found about the subject researched.

Furniture Factories Today

- **Objective:** Students will extend their knowledge of past furniture factories to include information about furniture factories in the present.
- **Materials:** None.

Procedure

1. Ask the students what they remember from the Museum tour concerning furniture factories of earlier times. Make a list of the points the students decide upon. Examples of points to use:
 - In the beginning, furniture was made by one man from start to finish.
 - “Cheap goods” were made for furniture workers and their families
 - Log Running was practiced along the Grand River to transport logs from place to place.
 - People from all over bought their furniture from Grand Rapids.
 - The furniture industry in Grand Rapids declined because of the Great Depression.
2. Brainstorm with your students about what they think furniture factories are like today. Write these points down.
3. Explain to the students that they are going to write a furniture factory to find out firsthand what the actual experience may be like in the present day. (Current addresses are available in the Yellow Pages under “Furniture Manufacturers.”)
4. Student letter could follow a similar format to the one that follows:

Dear _____,

I am a ___ grader at _____. In the past week my class visited the Public Museum on a tour called “Historic Grand Rapids: The City that Furniture Built.” As one of our activities after the tour, my teacher has asked me to write a letter to a current furniture company to find out what it is like to work in a furniture factory today. If you could enclose any information about your factory I would appreciate it. Thank you for your time.

Sincerely,

Looks Aren't Everything

- **Objective:** Students will engage in discussion about aesthetic versus functional design related to furniture design.
- **Materials:** Paper and pencil.

Procedure

1. Ask the students to identify five things to sit on in the classroom (beanbags, stools, chairs, etc.)
2. Have students compare how they are the same, and contrast how they are different.
3. Divide the students into two teams, one labeled “function” and the other “looks.”

4. Give the teams five minutes to compose lists (one per team) of characteristics of each piece of furniture that are solely functional or aesthetic (decorative).
5. Ask the recorder for each group to report their findings.
6. Have the students look for areas where function and aesthetic may be combined (upholstered office chairs look good and are more comfortable).
7. Have each student write a one page description or make a drawing describing what the world (or classroom) would be like if everything was made to be only functional rather than decorative (or vice versa).

First Jobs

- **Objective:** Students will be given a basis of understanding of the entry level job market, and their place in it.
- **Materials:** Paper and pencil.

Procedure

1. Ask the students to interview their parents (or another adult) about their first job.
2. The interview must contain the following information:
 - Name of the person interviewed
 - Date of the interview
 - Location of the interview
 - First job held by the subject
 - Age of the subject at the time the job was held
 - Pay and benefits of the first job
 - Special skills or training required by this job
 - Special skills or training provided by this job
 - Favorite and least favorite memory of this job
 - Answer the question: "If you could do find your first job again, what would you do differently?"
 - Answer the question: "What advice do you have for me when I look for my first job?"
3. Using the information from the interviews, students will compose a chart listing the jobs held by the parents including percentages of jobs that were service related, manufacturing, military, etc.
4. The students will also chart the wages of these first jobs along with the years that the job was held.

Extension

With these charts posted visibly in the classroom, assign the students to bring in classified ads from the newspaper comparable to the entry level jobs held by the parents to compare wages and benefits of today with those of their parents' first jobs. The basic skill requirements could also be compared.

The Perfect Chair

- **Objective:** The students will be provided with an opportunity to utilize the design ideas introduced in the Furniture City exhibit.
- **Materials:** Some art supplies

Procedure

1. Announce to the class that the age of the uncomfortable classroom seat is coming to an end. They are each going to design what they consider to be the perfect classroom chair.
2. Remind students of how much time they spend in their chair every day. Suggest different features that would make their chairs more “user-friendly.” For example, a built in computer or a microwave would meet the needs of different students.
3. Lead your class in an inquiry regarding the many functions they perform during the day and how helpful an “intelligent” chair might be.
4. Brainstorm some possible ideas for their perfect chairs.
5. Give students a chance to work on designing their chairs.
6. Ask students to present their chair to the class. Require each student to outline his/her criterion for a perfect chair and demonstrate with the design how the criterion is met.
7. As a class, vote to determine the popular favorite among the designs.

Extension

Have the class (or individual students) diagram the flow of production that would be required by their perfect chair. Detail the number of workers involved and the skills required of them to manufacture the chair. Estimate the costs for all materials and labor.

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