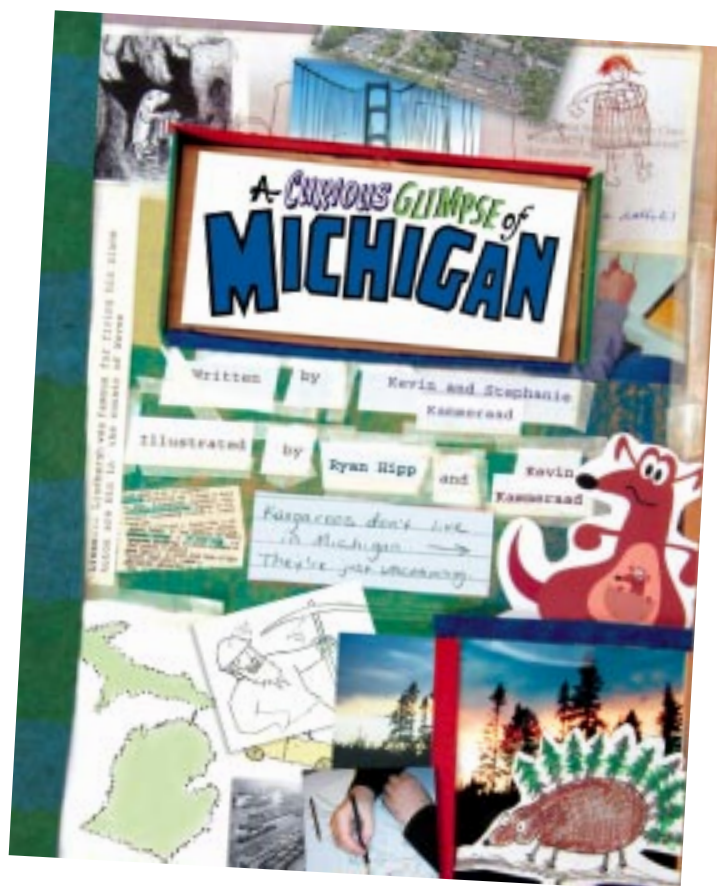


# A Curious Glimpse of Michigan

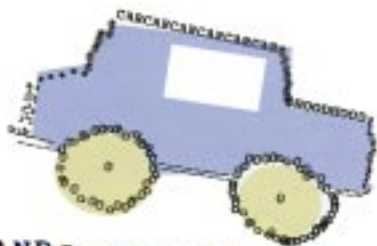
## Activity Guide



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**Author and Educator**



Grades 3 - 6  
Teachers/Parents

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### **Encompassing the entire book:**

- Have the students create their own book: A Curious Glimpse of: your town, your school, etc.
- Have the students bring in photos from around the state and create a collage similar to the end papers.
- Various types of poetry are found throughout the book. As the students are learning about the state, have them practice writing different poetry elements.

### **Opening Poem:** (page 1)

- Have the students list as many words as they can in one minute that begin with the letter M (an activity to get their brains moving). Which word would they have used in this poem in place of “malarkey?”

### **15 Facts You May Not Have Known:** (pages 2 and 3)

- As the students study about Michigan, challenge them to find facts that no one else in their class knows. Then have the class put together a poster similar to the page in the book. Hang the poster in the hallway and invite students and staff throughout the school to add to it through the year.
- Eleven of the facts include towns, counties, or landmarks where they took place or are located. Have the students locate all of the areas on a map of Michigan.

### **State Flower:** (page 4)

- Have the students find other compound words that would fit this concept.
- The last line of the poem says that “apple blossoms blossom apples.” Ask your students to describe how they think this happens, then show them the life cycle of an apple. (There are many picture books available. One to check out is *The Life and Times of the Apple* by Charles Micucci.) Have them compare what they thought with what actually happens.

### **State Bird:** (page 4)

- How and why did the robin come to be Michigan’s state bird? Have pairs or groups of students do some research on this to report back to the class.

### **Forest Poem:** (page 5)

- In small groups have the students illustrate that 90% of the Upper Peninsula is forest and 50% of the entire state is forest, as stated in this poem. Give the students an outline of the state (or have them trace an outline) and have them shade the state where forests would be, keeping the accuracy of the percentages as close as possible. Brainstorm as a class how to figure this out using the area of the state, which is approximately 56,000 square miles.
- Many animals that live in wooded areas are mentioned in this poem. Have the students list other native Michigan animals that live in wooded areas, and then have them list ones that live in cities. Why do animals live in certain areas? What happens to them when their environment is changed?
- Study the forest ecosystem of Michigan with your students. Compare it with the ecosystem in the city as far as wildlife, climate, water supply, etc. Then have the students write a paragraph or short essay on where they would rather live (rural vs. urban) and why.

### **These Were the First Americans:** (page 6)

- Have the students learn more about the Native American tribes that live(d) in Michigan. Ask them where most Native Americans live now? How do the students feel about reservations?

### **State Tree:** (page 7)

- Have the students come up with their own rhyming illustrations of the white pine and/or other native Michigan trees.
- Have the students answer the following question: If the state tree had to be changed this year, which tree should be chosen and why?

### **Michigan Sweepstakes:** (page 8)

- Bring in as many Michigan food products as you can for your students to try. Have them find out where each of these products are grown or manufactured.
- As the students learn more about Michigan, ask them what other Michigan products could be added to this sweepstakes.

### **Capital City Poem:** (page 9)

- On this page it says “we think that the number 26 should be our official state number.” Students in Borculo, MI thought that the white-tailed deer should be the official state game mammal, so they and their teacher made it happen! Research how your students could designate an official state symbol. What would your students like to see as the next official state symbol?
- Students can view a video clip of the Capitol building; its history, architecture, etc. at [http://www.edcopublishing.com/edcopub/edcopublishing\\_laps.html](http://www.edcopublishing.com/edcopub/edcopublishing_laps.html). Extensive history about the Capitol building can be found at [www.michigan.gov](http://www.michigan.gov) under “teacher resources.” Click on “themes in Michigan history” and then on “the Capitol/Lansing.”

### **Curious Questions:** (page 10)

- Answer the questions as a class, or have pairs or groups of students each take one question and report their findings to the class.
- Challenge your students to come up with other curious questions about Michigan.

### **State Stone:** (page 11)

- Read excerpts from the nonfiction book, *The Complete Guide to Petoskey Stones* by Bruce Mueller and William H. Wilde and also the fiction book, *The Legend of the Petoskey Stone* by Kathy-Jo Wargin. Have the students compare and contrast the content of the two books, using a Venn diagram.

### **State Fish:** (page 11)

- In 1965 the trout was named as the official state fish of Michigan. In 1988 it was changed to the brook trout. Have the students find out why.
- Have the students find out what other types of trout there are in Michigan, and where their habitats are.

### **Super State:** (pages 12 and 13)

- This poem is written in a very obtainable format for students. The simplicity of the concept is something students can be successful with. Individually or as a class, have the students create their own couplets about Michigan as they learn more about the state. Through the process of finding rhymes, students will sort through a wealth of information.
- Give each student one line from the poem to find more information on. Have them report their findings to the class.

### **Seasons Poems:** (page 14 and 15)

- Spring – Have the students write their own spring Haikus.
- Summertime – Have the students write another stanza or line of the poem.
- An Autumn Day – This poem was written in three stages. First, listing all of the sounds that were heard outside on a particular fall day. Second, listing all of the activities that are done in the fall. And then third, using these two lists, taking elements of each, creating a poem about fall. Have your students write a poem using these three steps for any of the seasons.
- Winter Air – Using all five senses, have the students write a description of winter.

### **Michigan Animals:** (page 16)

- Have the students find out more about each of the animals on this page: Did dinosaurs really live in Michigan? Do black bears often have twins? How is the ruffed grouse like a queen? What are sturgeons? Where do these animals live?

### **State Gem:** (page 17)

- Have the students find out where Isle Royale green stones are found and how they are mined.
- Rock Boy collects rocks. Have the students create their own “rock person” using rocks found near the school and/or their homes. Their “rock people” can collect (or draw) various Michigan rocks and gems as they are learning about them.

### **State Soil:** (page 18)

- Have the students answer the following questions: What is the history of this state symbol? Why does Michigan have a state soil? How does Kalkaska Soil compare to the soil in our area?

### **Fur Trade:** (page 19)

- Many other animals were involved in the fur trade than what are shown in this illustration. Have the students name other animals that were involved. Then ask, “What were the furs actually used for during the real fur trade? What are animal furs used for now in today’s western societies?” Have the students write a letter of support or protest to a store that carries fur products or a manufacturer of fur products.

### **State Reptile:** (page 20)

- Give the students molding clay to sculpt a turtle. Have the students paint the turtle’s shell to match the designs on the real turtle’s shell. Then have the students find out at least three facts about painted turtles to incorporate into the display they will create for the classroom or library.

### **State Game Mammal:** (page 20)

- Deer often get hit by cars accidentally. Have pairs or groups of students come up with what they think would be the best way to prevent this from happening. Should something be added to cars, roads, the deer themselves?

### **Cousin Jacks:** (page 21)

- Have each student write a thank you letter to someone in Michigan's history for something that the person contributed which the students still enjoy or see the benefits of.
- Make pasties with the students for them to try. For some recipes check out <http://www.hu.mtu.edu/vup/pasty/recipes.htm>.

### **Era of Logging:** (page 22)

- Have pairs of students practice reading the poem together. Then divide the class in half between those students who practiced being voice #1 and those who practiced being voice #2. Put the poem on an overhead and have the class perform it together.

### **Cities:** (pages 23 and 24)

- Have the students write a limerick using the name of the city or town they live in, a nearby town, a city that a relative lives in, or one that they've visited.
- Have the students "illustrate" the city in which they live, creating a visual pun like those in the book. If the city does not lend itself well to being "illustrated," they could use a city that a relative lives in or one that they've visited.

### **A Day on the Mighty Mac:** (pages 25 and 26)

- Have the students write a narrative about an experience they've had in Michigan. Have them illustrate their narrative using drawing materials and/or photographs about that experience.

### **Michigan Hand Map:** (page 27)

- Have the students trace their hands to create an outline of the state. As they learn about different cities or places in Michigan, have the students draw them on the map.

### **State Wildflower:** (page 28)

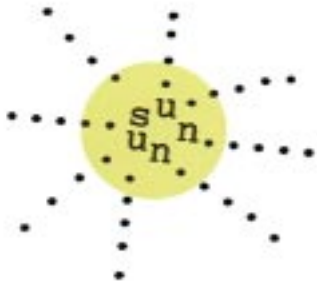
- Discuss the following questions with the students: Why is this flower endangered? What can be done to save it from extinction? (Why is this important?)

### **State Fossil:** (page 28)

- In groups, have the students research the following: Where did mastodons roam throughout Michigan? Why was it chosen as the state fossil? Isn't the Petoskey stone a fossil?

### **Ranting Chickadee:** (page 31)

- Have the students debate which bird should be the official state symbol. Should the robin stay, or should the black-capped chickadee, Kirtland's warbler, or another bird replace the robin? Should other state symbols be changed?



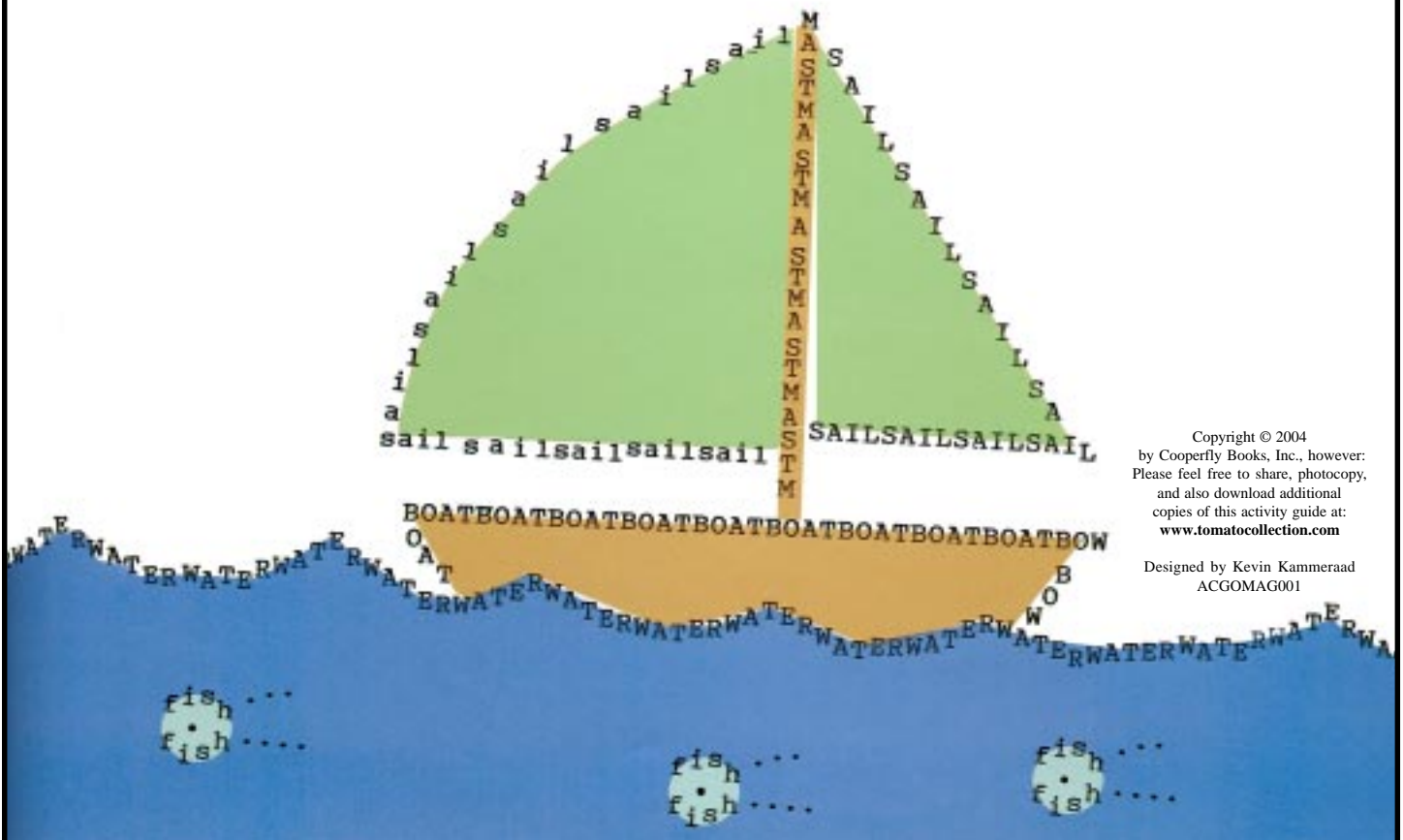
A fun book to springboard into further Michigan reading and research, *A Curious Glimpse of Michigan* is full of fun and quirky poems, mixed media illustrations, and interesting facts – all connected to the Great Lakes State. Written by Kevin and Stephanie Kammeraad. Illustrated by Ryan Hipp and Kevin Kammeraad. Published by EDCO Publishing, Inc. ISBN: 0-9712692-9-7

*A Curious Glimpse of Michigan:*

“... a colorful picture book featuring collages, trivia, and a fascinating wealth of information regarding the great state of Michigan, ranging from its wildlife, to experiencing a long walk across the Mighty Mac bridge...enthusiastic, exuberant, detailed, and highly recommended celebration of Michigan.”

- **Midwest Book Review**

For more information on *A Curious Glimpse of Michigan*, visit [www.tomatocollection.com](http://www.tomatocollection.com) or [www.edcopublishing.com](http://www.edcopublishing.com)



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