

## CELEBRATE STATEHOOD

**Note to Teachers:** This supplement includes a discussion guide, activities and Michigan Framework for Social Studies Education Content Strands to use with the Michigan Time Traveler Page. Reproduce pages 3 and 4 to use with students.

**Discussion Guide:** (*Social Studies Content Strand*)

1. When Stevens T. Mason was appointed Acting Territorial Secretary at age 19 some people expressed “astonishment and indignation” that the president had chosen someone so young. What would be the objections to a young person serving? Mason argued that experience gave him “confidence in [his] ability.” How had he gained that experience? How old do you think someone should be to have a government position? Why? (*Standard 6.1 Public Discourse and Decision Making*)
2. What things had to take place before Michigan could become a state? (*Standard 1.1 Time and Chronology*)
3. Michigan’s first legislators considered many locations for the state’s permanent capitol. Find these places on a map of Michigan: Jackson, Ann Arbor, Marshall, Battle Creek, Albion, Dexter, Byron, Lyons, Marshall, Detroit and Lansing. What would be the advantages and disadvantages of each (then and today)? (*Standard 2.3 Location, Movement and Connections*)
4. Discuss Article III of Michigan’s 1835 Constitution: “The powers of the government shall be divided into three distinct departments; the Legislative, the Executive and the Judicial; and one department shall never exercise the powers of another, except in such cases as are expressly provided for in this constitution.” How did this protect the state's citizens? (*Standard 3.4 Civic Perspective*)
5. Ask students to pretend that it is 1835 and that they are business persons. They have been selected to be delegates to the meeting where they will decide: Should Michigan (a) try to keep the Toledo Strip part of Michigan or (b) let Ohio have Toledo while Michigan accepts the western half of the Upper Peninsula? What things will they consider as they make their decision? (Consider aspects of natural resources, agriculture, manufacturing, transportation, weather, etc.) (*Standard 4.2 Economic Perspective*)
6. According to the 1835 Michigan Constitution, only white men over age 21 who had lived in Michigan for six months could vote. Divide the class into two groups. Students in Group One pretend they are legislators who are considering letting more people vote. Their role is to listen and ask clarifying questions. Students in Group Two pretend to be persons who are not allowed to vote. (Help them develop a real identity, asking, “Who are you?” [age, man/woman, ethnic group, etc.]). Each should state two or three reasons she or he believes s/he should have the right to vote to the assembled Group One. Change groups and repeat. (*Standard 6.2 Public Discourse and Decision Making*)

### ACTIVITY ONE: Write a Class Constitution

(*Standard 3.1 Civic Perspective*)

**Background:** When Michigan decided to ask to become a state, delegates wrote a constitution to set up basic rules for governing it. Many organizations — from countries to clubs to classrooms — have their own constitution. A constitution sets the structure for the organization, tells its purpose, tells what officers will be needed and how they will be chosen, and lists duties and responsibilities of both officers and members. Write a constitution for your classroom. Provide each student with the handout that shows the parts of a constitution and discuss each before you begin. Students use handout for note-taking and to write their ideas for the constitution during discussion. Make students aware that most, if not all, constitutions are the result of many compromises, and that a constitution can be revised by the method they put into an “Amendments” section. (Read the first [1835] Constitution of the State of Michigan online at the State Archives of Michigan: <http://www.sos.state.mi.us/history/archive/constitu/const1.html>. Read the current [1963] Constitution of the State of Michigan online at the Governor’s Web site: <http://www.migov.state.mi.us/Constitution/index.htm>.)

Newspapers in Education

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Visit the Michigan Historical Center on the Web: <http://www.sos.state.mi.us/history/>.

## ACTIVITY TWO: Toledo, Michigan?

(Standard 2.4 Geographic Perspective)

**Background:** In 1802 Ohio claimed a strip of land along the boundary between itself and Michigan. This property became known as the “Toledo Strip” because it included the city of Toledo. Toledo gave Ohio access to two bodies of water: the Maumee River and Lake Erie. Ohio planned to build canals for transporting goods and people. One canal would connect with the Maumee.

In 1805 Congress had set the Michigan/Ohio boundary so that the Toledo Strip was part of Michigan, but Ohio still claimed it. In 1818 Ohio surveyed the area and again claimed the land. But people in the Toledo Strip voted in Michigan elections and had Michigan courts. Monroe County (MI) kept the records for most of the area.

When Michigan asked to become a state, Congress again realized the problem with the boundary. Michigan tried to negotiate with Ohio, but Ohio just tried harder to keep the land. It created a new county there and tried to move in its own sheriff and courts. In response, Michigan sent volunteer militia to keep Ohio out of the area. No one actually fought, but this became known as the “Toledo War.” The argument had to be settled and the boundary decided before Michigan would be allowed to become a state.

Congress settled the dispute with a compromise. It gave Ohio the Toledo Strip. To make up for the loss of the land and the port city, it gave Michigan the western part of the Upper Peninsula. At first, Michigan would not accept the compromise. Some Michiganders thought the Upper Peninsula would always be a snowy wilderness, not much good for anything. But others thought it was more important to become a state. So on December 14, 1837, delegates met at Ann Arbor and voted to accept the compromise. When President Andrew Jackson received news of the acceptance, he told Congress. Congress then voted to admit Michigan to the Union. Congress sent the bill to the president, who signed it on January 26, 1837. Michigan became the 26<sup>th</sup> state.

**Do:** Distribute copies of the Toledo War outline map to students. Provide other Michigan maps as references in the classroom. Ask students to find and label: Michigan (main section, without Western U. P. and disputed area), the Toledo Strip, the Western Upper Peninsula, Ohio, Lake Erie, Toledo, Detroit (group 1). Ask students to look at other Michigan maps to add (label and mark location with a dot or a square): Sault Ste. Marie (the state’s oldest city), Lake Michigan, Straits of Mackinac. Have students color the map to illustrate three areas: Michigan (main section), the western U. P. and the Toledo Strip (group 2).

**Discuss:** How did the boundaries of Michigan change? What is the importance to each of the locations on the map to early Michigan? (Research questions: Was Lansing on the map in 1837? Would the students’ home town have been on the map in 1837?) Make a time line of the events in the dispute about the Toledo Strip.

Assessment Rubric for “Toledo, Michigan?” Map Activity

4	3	2	1
All group 1 and 2 locations are labeled and marks indicate group 2 locations. All labels are accurately placed and are easy to read. Map is colored with different land areas clearly identified with contrasting colors.	All locations are labeled. Most labels for group 1 locations are accurately placed. One or more group 2 locations are missing or misplaced. A few labels are not easy to read. Map is colored with some differentiation between land areas.	All but one or two group 1 locations are labeled. One or more group 2 locations are missing. Several labels/location marks are not accurately placed. Many labels are not easy to read. Limited use of color or differentiation between land areas.	Several group 1 locations are not labeled. Most or all group 2 locations are not missing. Most labels are not accurately placed. Labels are very difficult to read. Limited or no use of color.

# Constitution Worksheet

Constitution of \_\_\_\_\_  
(Name of Class)

## Article 1. Name

The name of this class shall be

\_\_\_\_\_.

## Article 2. Purpose

(Write a sentence that says why this class exists and what it hopes to do. Tell when it plans to have class meetings to make decisions [that are not part of regular lessons].)

\_\_\_\_\_  
\_\_\_\_\_

## Article 3. Membership

(Tell who the members of the class will be, how someone new can join and what members must do to stay members "in good standing." Today's constitutions include a statement about nondiscrimination, too.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Article 4. Offices

(List offices to be established such as president, secretary, etc., how someone can be elected to an office and how long each would hold office.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Article 5. Officers and Duties

(Make a section for each officer. Under each, tell what each would do in his or her job. For example: "President. The president will call a class meeting to order, list topics to be decided, etc.")

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Article 6. Amendments

(Tell how the members can make changes to this constitution.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Toledo War Map

