

TRAVEL—1840 STYLE

Note to teachers: This supplement includes a discussion guide, lessons and Michigan Content Standards to use with the Michigan Time Traveler page. You may reproduce the pages in this supplement to use with students.

DISCUSSION GUIDE

(SOC I.3. Analyze and Interpret the Past; SOC.II.3 Location, Movement and Connections)

The Chicago Road

- Why might you travel with your family from one city to another in the 1830s? Why might you travel with your family today from home to another city? Why might other family members travel today?
- Have the reasons for travel changed?
- How has traveling changed? (Think about time, distance and comfort.)

Yesterday's Motel—The Tavern

- What do you think it would have been like to sleep at Walker Tavern in the early 1840s?
- Have you ever spent a night in a motel or hotel or a campground? What is it like? How is different or similar to sleeping at home?

Eating

- What did guests at Walker Tavern eat? What kinds of foods would you eat today if you were going on a road trip?

Early Michigan Travel—a Mini-Timeline

- What do you imagine traveling by train or boat was like compared to traveling by wagon or stagecoach?
- Provide each student with a copy of the **Traveling from Detroit to Chicago: 1843 and Now** activity sheet, page 3, and ask them to complete it. Discuss their responses.

ACTIVITY ONE: Moving to Michigan

(SOC II.3. Location, Movement and Connections; MAT I.I. Patterns)

In the first half of the nineteenth century, Michigan experienced tremendous growth. Transportation improved. Steamships and trains brought more and more settlers to Michigan. The government built roads. In 1837 Michigan was admitted to the union. Discuss with your students what it must have been like to live in Michigan at this time and experience this growth and expansion. How do they think it would affect them? What impact would this change have had on them?

DO: Have students make a graph with the information in this table.

- Do the graph lines or bars run in the same direction or opposite directions?
- What can you conclude about the effect of faster transportation on the settlement of Michigan?

How long did it take to go from New York City to Detroit? *		
1820	30 days by foot, boat, coach and/or wagon.	9,000 settlers came to Michigan.
1830	14 days by water via Hudson River, Erie Canal & Lake Erie.	29,000 settlers came to Michigan.
1840	2 days by train	212,000 settlers came to Michigan

* You can find this information in the Settlement Gallery, 2nd floor, at the Michigan Historical Museum.

ACTIVITY TWO: Quantity, Quality and Availability: Then and Now

(SOC. 1.3 Analyze and Interpret the Past; SOC. IV.4 Economic Systems)

DISCUSS: In the 1800s, Michigan farmers grew a variety of vegetables and fruits. They also raised animals for meat and dairy products. Sylvester Walker grew some food for visitors to eat at his tavern. He also had to buy other food items from merchants such as Addison P. Cook who had a store in Brooklyn, Michigan, about four miles away. Mr. Cook sold local food products such as butter and eggs, meat, fruits and vegetables in season that Michigan farmers brought to him. He also imported foods such as coffee, tea and sugar from outside Michigan. People could purchase food items with money or they could **barter**—trade goods for goods instead of paying money for goods.

When Mr. Walker ordered food, he had to consider many different factors. Have students think about how Mr. Walker might have to plan to have enough supplies for his guests. How did Mr. Cook decide how much and which products to buy? Talk about how Mr. Cook might have decided from whom to buy products. Would **quality** have been a factor? How did Mr. Walker and Mr. Cook decide about **quantities** to buy? How did issues of **availability** affect both Mr. Walker’s tavern business and Mr. Cook’s store business at different times during the year.

How often do students’ families shop today? Do they go to different grocery stores? Do they go to any specialty food stores? Do they buy food for the day? A week? A month?

DO: Discuss with students the *Michigan Time Traveler* “Eating” article. Talk about which kinds of foods and beverages came from Michigan, the East Coast and from other places in the world. Today, Michigan raises many agricultural products. But we still import products from other parts of the country and from other parts of the world. Discuss the kinds of foods Michigan produces and the foods that come from elsewhere—both then and now.

- Ask students to look at the food products in their cabinets at home. Ask them to find different kinds of food products and list where the products come from in Michigan, the United States and the world. How many different places do they come from?
- Provide each student with the worksheet for **Quantity, Quality and Availability: Then and Now**, page 4. Have students complete the worksheet.

INTERNET RESOURCES

- Take the minitour of the Michigan Historical Museum’s “Settling a State” exhibit: <http://www.sos.state.mi.us/history/museum/explore/museums/hismus/prehist/>.
- Visit Walker Tavern: <http://www.sos.state.mi.us/history/museum/musewalk/>.
- See the new barn exhibit online: <http://www.sos.state.mi.us/history/museum/musewalk/barn/>.
- Find settlement era links and lesson ideas in Teachers’ Stuff: <http://www.sos.state.mi.us/history/museum/techstuf/>.

Traveling from Chicago to Detroit: 1843 and Now

	1843	NOW
Why are you taking this trip?		
In what will you travel? What kind of transportation?		
What is the road made of?		
Who would you travel with?		
What would you take with you?		
What would you eat?		
How much food will you take?		
What is the purpose of your trip?		

Quantity, Quality and Availability: Then and Now

Mr. Walker bought fish, tea and butter from Mr. Cook’s store. Read the information about what it was like THEN to buy these foods. Go to your local grocery store and complete the NOW part of the worksheet.

	THEN	NOW
FISH	<ul style="list-style-type: none"> • Mr. Cook sold codfish and mackerel. • The fish came from the Atlantic Ocean on the East Coast of the United States. • The fish was smoked or dried and salted and kept in barrels so that they would last. • On July 5, Mr. Walker bought \$70.68 worth of mackerel at \$2.16 a container such as a keg or barrel. 	<ul style="list-style-type: none"> • What kinds of fish do they sell in your grocery store? • How many kinds of fish do they sell? • Where does each kind of fish come from? • What kinds of containers? • What is the price range of fish per pound?
TEA:	<p>In the early 1800s, tea was imported from China. People transported it from China to London to East Coast ports. Then merchants arranged for it to come to the Midwest. On May 29, 1853, Mr. Walker ordered “bricks” of tea at \$9.87 per brick for a total cost of \$21.99.</p>	<ul style="list-style-type: none"> • Where does tea come from today? • How many different countries does tea come from? • What are the different ways that tea is packaged? • What different forms does tea come in?
BUTTER:	<p>In the past, farmers took their butter to the merchants who sold it to other people who wanted to buy it for other products such as sewing items.</p>	<ul style="list-style-type: none"> • How is butter sold today? • What kinds of packaging can you find? • How much butter is sold in each unit? • What kinds and how many different kinds of butter can you find?