**CCC** **Common Core Connection**

MAINE
VT
New Hampshire
WISCONSIN
MICHIGAN
NEW YORK
MASS
CONN
PENNSYLVANIA
NEW JERSEY
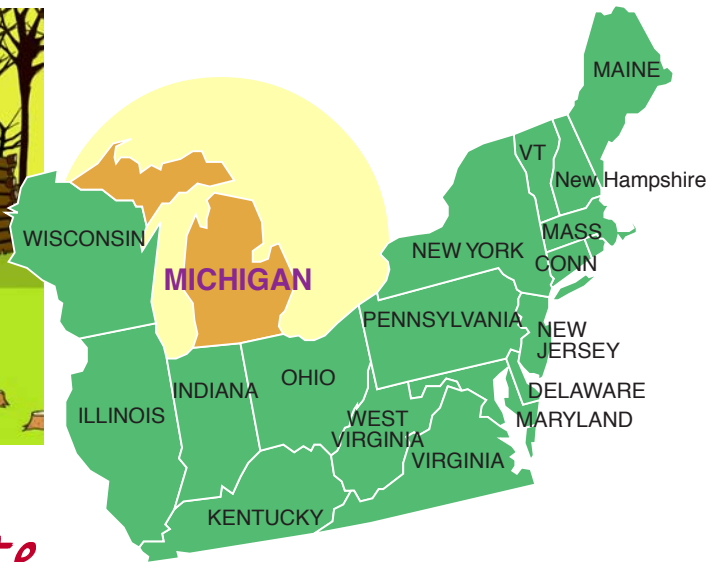INDIANA
OHIO
DELAWARE
MARYLAND
ILLINOIS
WEST VIRGINIA
VIRGINIA
KENTUCKY

# Becoming a State

## Hey, We Are Ready!

Ohio became a state in 1803. Indiana became a state in 1816. Illinois became a state in 1818. Michigan was still just a territory. Boat-loads of people came to Michigan once the Erie Canal opened. By 1834, we had over 60,000 people. That was enough to become a state! Stevens T. Mason asked the Congress in Washington,  D.C., to vote on it. Let Michigan become a state. Congress said, "Not so fast."
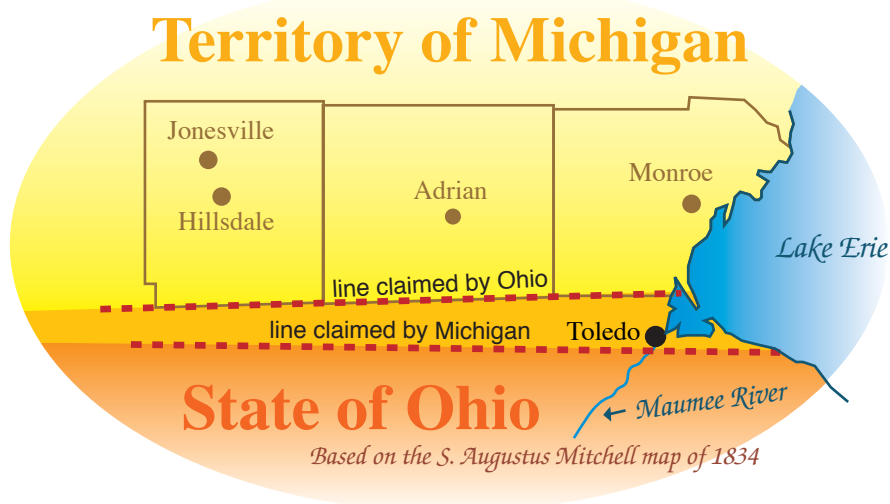
**YEAR 1834**

**STOP**

Stevens T. Mason became our state's first governor.
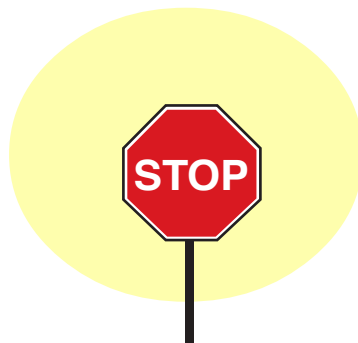
**From chapter 4 of *Meet Michigan* by David B. McConnell**

What was the problem? Didn't Congress want to start new states? Here is the story. Michigan was arguing with Ohio. We were arguing over the land where Toledo is now. The boundary showed it was in Michigan. The state of Ohio did not agree.

**Territory of Michigan**

Jonesville

Hillsdale

Adrian

Monroe

Lake Erie

line claimed by Ohio

line claimed by Michigan    Toledo

**State of Ohio**    ← Maumee River

*Based on the S. Augustus Mitchell map of 1834*

**War With Ohio? You Must Be Kidding!**

Neighbors may argue over where to put a fence. If they do, they may get upset. In the early 1830s, Michigan and Ohio were upset. Each state wanted a bit more land. They both wanted Toledo. People felt it would grow to be an important city.

Our soldiers marched to Toledo. They said, "We will keep Toledo for Michigan!" Some people expected a war to start. They expected to hear the boom of cannons. There were no battles. No one was killed.

Soldiers from Michigan march to Ohio.
Picture drawn by George Rasmussen.

There were some fist fights and shouting. The people from Ohio yelled, "You are nasty **wolverines**! You want to come and steal our land." This time of bad feelings with Ohio was known as the **Toledo War**.



Michigan men chased Ohio men away from the "Toledo Strip."
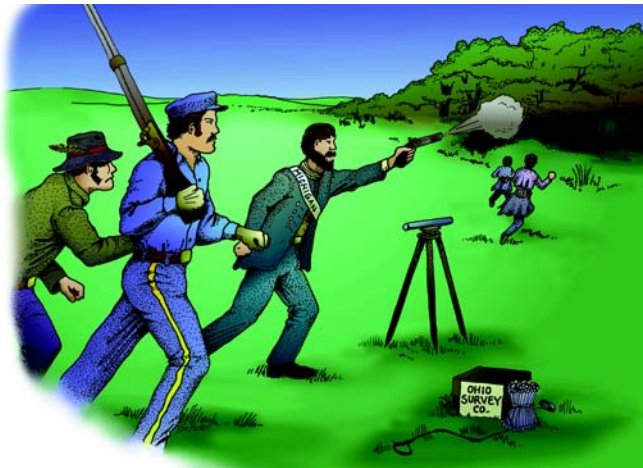
*Wolverines are wild animals. They are known for their bad tempers and bad smell. They often stole food from cabins*. The people from Ohio felt we were stealing their land.

Michigan's people may still be called wolverines, but now we are proud of this nickname.

**A Trade!**

Now President Jackson was upset. He said this is foolishness. It must stop! States should not fight each other. He said there should be a trade. Ohio will get Toledo and the land around it. Michigan will get the western



A wolverine. Picture drawn by George Rasmussen.

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Before the Toledo War, the western part of the Upper Peninsula was not a part of Michigan!

Upper Peninsula. That land was not a part of Michigan.

Some Michiganians did not think the trade was a good idea. They thought the Upper Peninsula was too far away. They thought it was a frozen wasteland. What good was it? Well, they soon found out. It had many trees for lumber, much copper and iron too. It was a very good trade!

Congress voted. We did become a state. That was in 1837. Stevens T. Mason was the first state governor. That is the story of how Michigan became a state. It is also the story of how Toledo, Ohio, might have been Toledo, Michigan.

**YEAR 1837**

First- the cause

Second- the effect

What was the effect of the Toledo War?

This sample is from chapter 4 of **Meet Michigan** for 3rd grade. **Meet Michigan** is written by David B. McConnell and published by Hillsdale Educational Publishers. For more information go to: www.hillsdalepublishers.com or contact the author at davestory@aol.com.

*Common Core Connections*
*With "Becoming a State" from MEET MICHIGAN chapter 4 • Grade 3*

Topic: How does a place become a state in the United States?

1. What do you already know about this topic?

*(Third graders will probably have limited prior knowledge. They may know the United States is made of many states. They may know we have 50 states. They may know the government gives the approval for a new state.)*

2. What would you like to learn about this topic?

*(Students may want to know when Michigan became a state. They may want to know why Michigan became a state. They may want to know who decides when this happens. They may want to know what is the newest state in the United States.)*

3. Look at the picture at the beginning of this selection.



Tell some words that come to mind. (*Some examples are: sawing, cutting, working and building*.)

What are the men sawing and why? (*They are sawing a log or a part of a tree so they can use the wood to build a house or cabin.)*

How many trees do you think it will take to build the house? (*It looks like about 32 to 35 trees will be needed if each makes just one log.*)

How will building a village of 50 or 100 log homes affect the environment? (*Much of the forest will be cut down. The forest animals will have less space to live. Rain may wash away the soil with no trees to protect it.*)

What does cutting trees and building homes have to do with becoming a state? (*To become a state a certain number of people must live in a place. For more people to move to a place, they must all have homes.)* **RI.3.7**

**[ELA RI.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.]

4. The text tells you why we have the nickname "*wolverines.*" How did that happen?

(*The people from Ohio felt the people from Michigan were being mean and nasty like wolverines for taking some of "their" state.*) **RI.3.1**

> **[ELA RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.]

> **[ELA L.3.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.]

5. Go to page 178. Use the *sidebar* there. Tell when Michigan became a state. (*The sidebar gives the date 1837*.)  **RI.3.5**

> **[ELA RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.]

6.  Write a paragraph. Focus on cause and effect. How did the Toledo War give our state more land in the Upper Peninsula? (*The argument between Ohio and Michigan called the Toledo War was the cause. To settle the argument, Ohio was given Toledo and Michigan was given the rest of the Upper Peninsula- that was the effect for Michigan.*) **RI.3.1, RI.3.8, W.3.2**

> **[ELA RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.]

> **[ELA RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).]

> **[ELA W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.]

7. Make a clothesline timeline. Put a length of string or clothesline across the front of the classroom. Give selected students a card with an event and year along with a clothespin. Have each student attach his or her card in the correct order on the clothesline. (*In this example, you have the dates when nearby states were formed.*) **RI.3.3**
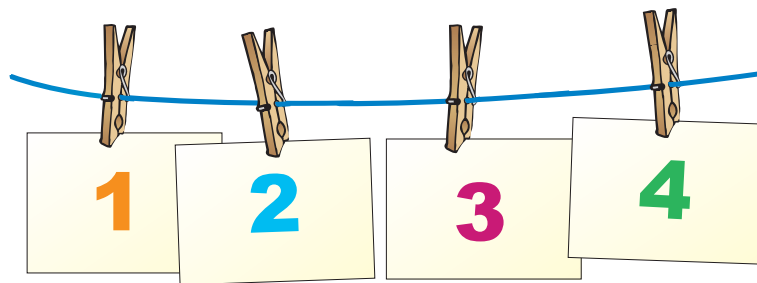


> **[ELA RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

8. Have students draw book covers that illustrate Michigan becoming a state as a type of story summary. (*They might draw the other states that existed then welcoming Michigan to the United States or various caricatures of Michigan and Ohio fighting, as in the Toledo War. Examples could be like the two state shapes in a boxing ring punching at each other or the two state shapes in a tug–of–war.*) **RI.3.7**

> **[ELA RI.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.]

9. Have a small group of students dramatize a discussion between Stevens T. Mason, President Jackson and the governor of Ohio that could have taken place during the Toledo War. **RI.3.2**, **SL.3.1, SL.3.4**, **L.3.3**, **L.3.3a**

> **[ELA RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.]

> **[ELA SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.]

> **[ELA SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.]

> **[ELA L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.]

> **[ELA L.3.3a** Choose words and phrases for effect.]

If you desire, this dramatization could be made into an audio recording. **SL3.5**



> **[ELA SL.3.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.]

10. The Upper Peninsula was a good trade from the Toledo War. We gained some natural resources from there. Name two of them. (*Copper and iron were two.*)
[National Curriculum Standards for Social Studies (Geography)]

11. Who decides when land can become a new state? (*Congress decides as a part of the national or federal government.*)
[National Curriculum Standards for Social Studies (Civics)]

12. Make a story web about becoming a state and answer the 5W questions. [who, what, when, where and why] **RI.3.2**, **RI.3.7**

**[ELA RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.]

**[ELA RI.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.]

Name: _____     Date: _____

**Story Web**

Where was it?

When was it?

Title

What happened?

Who was there?

Why did it happen?

**RI. 3.7**