Fun Float Facts
To commemorate Detroit’s 300th Birthday in 2001, the city has been whimsically replicated in a 20-foot wide, 36-foot long float celebrating the historic past, proud people and shining future of Detroit! Favorite landmarks featured include the Renaissance Center, the Belle Isle Fountain, the Charles Wright Museum of African History, Old City Hall, the Fisher Building, the Detroit Public Library, Wayne State University’s Old Main Building, the Detroit Institute of Arts and the Penobscot Building. The People Mover makes its way around town while the float makes it way down Woodward.

Curriculum Guide
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* If the class is required to complete their floats on a topic being explored in social studies the lesson would integrate into those glce's in countless ways.
** Michigan or United States History (dependent on the figures)
Dear Educator,

Thank you for considering a field trip with The Parade Company. We have worked extensively with Eastern Michigan University’s College of Education to design lessons and classroom extensions that align with the Michigan Department of Education’s Core Curriculum framework. Within this book you will find activities that you can utilize before or after your field trip that will focus students on important components of the “Celebrate Detroit” float. You will also discover lesson extensions that meet the GLCEs, as well as references and resources you can use in your classroom. If we can be of any further assistance as you plan your trip to the Parade Company, please don’t hesitate to contact us!
Celebrate Detroit!
We Need YOU – Migration to Detroit!

**Time Frame**
Four to five lessons.

**Description**
During the first 40 years of the 20th century the population of Wayne County rose from 348,793 to 2,015,621. Students will discover the many different jobs that were available to men and women in Detroit from the turn of the last century through World War II.

**Procedure**
1. As a class, discuss the great migration to Detroit.
2. Discuss that people came to Detroit for well-paying jobs. Talk about Henry Ford’s promise of $5.00 a day.
3. Discuss what types of jobs were available to people coming to Detroit.
4. Have students complete further research on the jobs thriving in Detroit during the first half of the last century using the Internet or informational books.
5. After the research is completed each student will create a brochure on the different types of jobs they discovered were available in Detroit.
6. Have students present their brochures to the class and then display the brochures.

**Learning Objectives**
1. Students will research the migration to Detroit during the first half of the last century.
2. Students will create a brochure detailing the types of jobs available for those new to Detroit.

**Supplies**
- White computer paper to create brochures
- Markers, crayons, colored pencils
- Access to a computer or informational books

**Extension activities that meet the GLCEs**
Students could explore why specific ethnic groups came to Detroit, where they settled, and the jobs they created for themselves and their communities. Students could explore Black Bottom and/or Paradise Valley the thriving African-American communities in the first half of the last century or Hungarians in Delray, the Polish in Hamtramck, Irish in Corktown, etc.

**Michigan Content Standards and Benchmarks Alignment**

**Social Studies**
- Living and Working Together
- Michigan History
- Places and Regions
- Human Systems
- Market Economy
- National Economy

**English Language Arts**

**Speaking**
- Conventions
- Discourse

**Writing**
- Genre
- Process
- Personal Style
- Grammar & Usage
- Spelling
- Handwriting
- Writing Attitude
**Celebrate Detroit!**

**How did you get here – Migration to Detroit II**

**Description**
Students will research and discover when, why and how their families originally came to Detroit.

**Time Frame**
Three to four lessons.

**Learning Objectives**
1. Students will interview their relatives.
2. Students will write a report detailing when, why and how their families originally came to Detroit.
3. Students will present their report to the class.

**Supplies**
- A class generated list of questions for students to ask their relatives.

**Extension activities that meet the GLCEs**
Have students complete a photo collage on their families to present with their reports.

**Procedure**
1. Remind the students about the previous discussion regarding how many people migrated to Detroit during the first half of the last century.
2. Ask them if they know when their families first came to Detroit.
3. Inform them that they are each going to be responsible for writing a report that details their family’s arrival to the Metropolitan Detroit area.
4. As a class, generate questions the students could individually take back to ask their families. Once the list is compiled, make a copy for each student.
5. Provide students with detailed instructions on how to interview their families and on how to write the report (this should be based on age-level of class).
6. Once students have completed the reports have them read or present them to the class.

**Michigan Content Standards and Benchmarks Alignment**

**Social Studies**
- Living and Working Together
- Michigan History
- Places and Regions
- Human Systems
- Market Economy
- National Economy
- Writing

**English Language Arts**
- Writing
  - Genre
  - Process
  - Personal Style
  - Grammar & Usage
  - Spelling
  - Handwriting
  - Writing Attitude

How did you get here – Migration to Detroit II – 5
Celebrate Detroit!

**CADILLAQUA**

**Description**
The back of the official postcard from Cadillaqua declared that it would be:

"the biggest carnival ever attempted in America. It will be held annually in Detroit during the fourth week of each July. The first Cadillaqua will cost $500,000, and will celebrate the 211th anniversary of the founding of the city. It will be a land and water fete. The nation is invited to it."

Students will discover what Cadillaqua was using primary documents and create a poster advertising the carnival.

**Time Frame**
Three to four lessons

**Learning Objectives**
1. Students will research Cadillaqua.
2. Students will analyze primary documents from the Cadillaqua.
3. Students will create a poster that advertises the carnival.

**Supplies**
Access to the Internet or teacher produced copies of original New York Times articles (see resource section)
Paper
Markers and crayons

**Procedure**
1. Share with the students that America’s Thanksgiving Day Parade® wasn't the first exciting event in Detroit. Slightly more then a decade before the first parade Detroit held the Cadillaqua. This was a VERY big deal and was even written up several times in the New York Times.
2. Provide students time to complete research regarding Cadillaqua on the Internet or make copies of the articles from the New York Times and provide time for the students to read them.
3. Once students have completed the research have them complete the primary document analyses sheet on the articles read. (See Resources)
4. Ask students to create a poster or post card to advertise all the events at the Cadillaqua.

**Michigan Content Standards and Benchmarks Alignment**

- **Social Studies**
  - Living and Working Together
  - Michigan History
  - Purposes of Government
  - Persuasive Communication

**Extension activities that meet the GLCEs**
Ask students to research what other events Detroit has celebrated (World Series, Stanley Cups, NFL Championship Games (the "Superbowl" before it was called that), the end of World War II, etc.)
Celebrate Detroit!
The Anna Scripps Whitcomb Conservatory

Description
The Anna Scripps Whitcomb Conservatory was built in 1904 on Belle Isle. It is the oldest conservatory in the nation and holds one of the largest municipally-owned orchid collections in the United States. The conservatory also houses palm trees, bananas, oranges, coffee, and sugar cane. Students will learn about how conservatory’s work and build their own.

Procedure
1. Provide students time to review the Belle Isle websites to learn about the Anna Scripps Whitcomb conservatory. Once students have a general idea what a conservatory is inform them that they will be making one of their very own.
2. Using scissors have students CAREFULLY cut off the top of the bottles just below the “shoulder”. When the two halves are squeezed together the bottles form the conservatory and the clear dome.
3. Choose which bottle will be your base and sprinkle about 1/2 inch of crushed charcoal in the bottom.
4. Fill the base with potting soil. Stop about a 1/2 inch from the top.
5. Plant some small houseplants or seeds in the soil.
6. Water them until the soil is moist. Be careful not to add too much!
7. Take the second bottle and cover the plants.
8. Place your conservatory in a sunny spot and water it regularly.

Description
The Anna Scripps Whitcomb Conservatory was built in 1904 on Belle Isle. It is the oldest conservatory in the nation and holds one of the largest municipally-owned orchid collections in the United States. The conservatory also houses palm trees, bananas, oranges, coffee, and sugar cane. Students will learn about how conservatory’s work and build their own.

Supply
2 – two liter plastic pop bottles for each child.
Scissors
Plants or seeds
Soil
Charcoal (the best kind comes already crushed and bagged for houseplants and can be purchased at a garden or large home improvement store)

Time Frame
Two lessons

Learning Objectives
1. Students will investigate the Anna Scripps Whitcomb Conservatory.
2. Students will make their own Conservatory.

Social Studies
Michigan History
Science
Science Processes
Inquiry Process
Reflection and Social Implication
Organization of Living Things

Michigan Content Standards and Benchmarks Alignment
Celebrate Detroit!
Name that Landmark!

**Time Frame**
One lesson

**Learning Objectives**
Students will identify the landmarks of Detroit.

**Description**
Students will extend their knowledge of Detroit and its landmarks by playing Name that Landmark!

**Supplies**
Game cards found in the Resource section.

**Procedure**
1. Copy enough of the landmark game cards to distribute one set to each set of partners.
2. Divide students into partners.
3. Ask them to divide the cards evenly between the two of them. Stress that they need to be careful to not allow their partner to see their cards.
4. Provide them with the following directions:
   - Divide the cards equally between the two of you, making sure your partner can not see your cards;
   - Determine who is going to be the first guesser;
   - The other student will take the first landmark card and state the first piece of information on the card regarding the landmark. Provide your partner a few minutes to guess what landmark it could be. Proceed reading the landmarks facts until your partner guesses or you run out of questions.
   - Switch roles.

**Extension activities that meet the GLCEs**
Visit some of those sites!

**Michigan Content Standards and Benchmarks Alignment**
Social Studies
- Living and Working Together
- Michigan History
- Places and Regions
**Resources for Celebrate Detroit**

**Detroit Migration**
- This website has a curriculum that "engages students in authentic geographical investigations of the growth, development and transformation of communities in the United States by focusing upon migration to and from America's urban centers. Students investigate questions using electronic versions of over 1000 primary and secondary source materials from the Henry Ford Museum and Greenfield Village and other historical archives." ([hi-ce.org/psngeo/index.html](http://hi-ce.org/psngeo/index.html))
- Designed by the University of Michigan's College of Education the PDF found at the bottom of this web page provides some background and ideas for lessons, but not the lessons themselves. You can sign up for workshops on this topic. [hi-ce.org/psngeo/index.html](http://hi-ce.org/psngeo/index.html)
- Article on the African-American experience of migrating from the south to Detroit. [bentley.umich.edu/research/publications/migration/index.php](http://bentley.umich.edu/research/publications/migration/index.php)

**Cadillaqua**
- Picture from the Parade can be found here [www.aaa.si.edu/collections/searchimages/images/item_6543.htm](http://www.aaa.si.edu/collections/searchimages/images/item_6543.htm)
- News article describing Detroit’s 211th birthday gala and how it ended with city’s aldermen in jail. This website also has a lovely slide show of how Detroit’s birthday was celebrated through out the years. [apps.detnews.com/apps/history/index.php?id=3](http://apps.detnews.com/apps/history/index.php?id=3)

**International Metropolis**
- This website has a beautiful picture of the original postcard and a reprint of an additional New York Times article [www.internationalmetropolis.com/?cat=3&paged=2](http://www.internationalmetropolis.com/?cat=3&paged=2)

**The Anna Scripps Whitcomb Conservatory**
- Friends of Belle Isle website (not updated regularly): [www.fobi.org](http://www.fobi.org)
- National Parks website: [www.nps.gov/history/nr/travel/detroit/d6.htm](http://www.nps.gov/history/nr/travel/detroit/d6.htm)
- Belle Isle Grand Prix: [www.detroitgp.com/](http://www.detroitgp.com/)
- You tube video of Belle Isle: The Fountains: [www.youtube.com/watch?v=xJYG1-u005g](http://www.youtube.com/watch?v=xJYG1-u005g)
Resources for Celebrate Detroit

Detroit Land Marks
- Motown Museum: www.motownmuseum.com
- Detroit Historical Museum: www.detroithistorical.org
- Detroit Institute of Arts: www.dia.org
- Eastern Market: www.detroiteasternmarket.com
- Pewabic Pottery: www.pewabic.com
- Renaissance Center: www.gmrencen.com
- Greektown: www.motorcityrocks.com/greek.htm
- Ford Field: www.fordfield.com
- Comerica Park: www.ballparks.com/baseball/american/detbpk.htm
- Fox Theatre: www.olympiaentertainment.com/venues/foxtheatre.jsp
- Buildings of Detroit: Working to preserve Detroit’s beautiful architecture: buildingsofdetroit.com
- The Detroit Page: Links to all things about Detroit’s architecture www.msu.edu/~sherid16/general.html
Motown

One of Detroit’s most popular tourist destinations.

Was a small startup business beginning in 1959.

In 1959, Berry Gordy, Jr. purchased this two family flat on West Grand Boulevard.

Created its first recording studio, the famous “Studio A.” “Studio A” that was open 24 hours a day, seven days a week.

Became the largest independent record company in the world.

DIA

Founded in 1885.

Building was designed by Paul Cret, and has been referred to as the “temple of art.”

Is home to Mexican artist Diego Rivera’s Detroit Industry fresco cycle, considered Rivera’s most important work in the U.S.

Home to Vincent van Gogh’s Self Portrait.

Detroit Historical Museum

Established in 1928, is one of America’s oldest and largest museums dedicated to metropolitan history.

Contains more than 600 historic artifacts.

Where you can walk through a 19th century street scene known as The Streets of Old Detroit.

You can see how the automobile industry made a huge impact on Metropolitan Detroit.

Detroit Public Library

Opened on March 21, 1921.

The wings were opened on June 23, 1963.

The future President Barak Obama gave a speech from the steps of this building on September 28, 2008.

Is the largest library system in the state of Michigan.

Belle Isle

The 2.5-mile-long was planned before the turn of the last century by prominent landscape architect Frederick Law Olmsted.

The island is in the middle of the Detroit River on the U.S.-Canada border.

The Aquarium had been oldest continuously operating public aquarium in North America before it was closed in 2005.

Home to the Dossin Museum that focuses on Great Lakes shipping and maritime history.

Home to the Anna Scripps Whitcomb Conservatory

Anna Scripps Whitcomb Conservatory

Built in 1904 on Belle Isle.

Holds one of the largest municipally-owned orchid collections in the United States.

Houses palm trees, bananas, oranges, coffee, and sugar cane.

It is the oldest conservatory in the nation.
**Pewabic Pottery**

Founded in 1903 by Mary Chase Perry (later Mary Chase Perry Stratton)

Prominent during the Arts & Crafts movement in America.

The building and its contents was designated a National Historic Landmark in 1991.

Pieces that were made here can be found in countless Detroit churches, schools, commercial buildings and public facilities. Michigan's only historic pottery.

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**Charles H. Wright Museum of African American History**

Founded in 1965 under the guidance of Dr. Charles Wright.

Opened at the current location in 1997

A Glass Dome, 100 feet in diameter and 55-feet high. The architectural wonder is two feet wider than the State Capitol dome.

Largest institution dedicated to the African American experience.

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**Penobscot Building**

Built in 1905

This 47-story building is an internationally recognized landmark

Easy to recognize due to the red sphere on the top of the building

Many of these museum-quality decorations, sculptured in granite, recall the Penobscot Indians for whom the structure is named.

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**Comerica Park**

Opened in April of 2000.

Contains a carousel, a Ferris wheel and a massive water fountain.

Has an amazing view of the Detroit skyline

Is the home to the Detroit Tigers

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**Ford Field**

Opened in 2002

Is comprised of approximately 1.85 million square feet

Incorporates the old Hudson’s warehouse (established in the 1920s)

Is home to the Detroit Lions

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**Fox Theatre**

Designed by C. Howard Crane and built in 1928

The largest continually operating theater in the country

Decorated in a combination of Far Eastern, Indian and Egyptian styles

Was the first in the world to be constructed with built-in equipment for talking movies

A multi-million dollar restoration project by Mike and Marion Ilitch was completed in November of 1988,