

MICHIGAN  
HUMANITIES  
COUNCIL

# GREAT MICHIGAN READ

2013 - 2014

TEACHER'S GUIDE



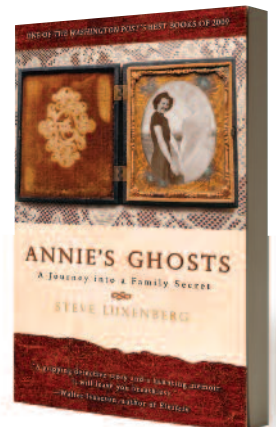
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## Annie's Ghosts: A Journey into a Family Secret

*Steve Luxenberg*





## WHAT IS THE GREAT MICHIGAN READ?

This reading initiative aims to connect us as Michigianians by exploring our history, our present, and our future as discussed in a single literary title. The program is intended for young adults to senior citizens with broad goals of making literature more accessible and appealing while also encouraging residents to learn more about our state and individual identities.

### WHAT IS THE GREAT MICHIGAN READ?

The Michigan Humanities Council's Great Michigan Read is a book club for the entire state. With a statewide focus on a single book – *Annie's Ghosts: A Journey into a Family Secret* by Steve Luxenberg – it aims to connect us as Michigianians by deepening our understanding of our state, our society, and our history.

### WHY ANNIE'S GHOSTS?

*Annie's Ghosts* is part memoir, part detective story, and part history. Employing his skills as a journalist while struggling to maintain his empathy as a son, author Steve Luxenberg pieces together the story of his mother's motivations, his aunt's unknown life, and the times in which they lived. His search takes him to imperial Russia and Depression-era Detroit, through the Holocaust in Ukraine and the Philippine war zone, and back to the hospitals where Annie and many others languished in anonymity.

*Annie's Ghosts* is a story about family secrets, personal journeys, genealogy, mental disability and illness, poverty, and immigration. It is a story of reframing one's self-understanding once a family secret is revealed, providing insight into how our identities are shaped by learning something shockingly new about our family history.

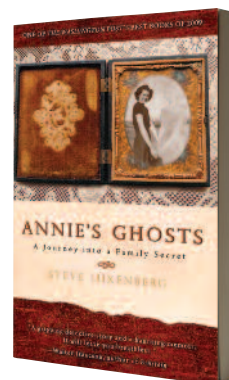
### HOW CAN MY CLASSROOM PARTICIPATE?

There are three significant ways you and your students can benefit from utilizing *Annie's Ghosts* in your classroom:

- 1. GENRE STUDY:** As a genre study of the detective story or personal memoir.
- 2. CONTENT STUDY:** As a content study building knowledge in personal identity, mental health, immigration and migration, and history.
- 3. SKILLS STUDY:** As a skills study promoting rigorous opportunities to critically think about facts, arguments and reasoning, and to strategically use appropriate technology to assist in research or to create sophisticated visual displays of understanding.

The story of *Annie's Ghosts* lends itself to the Michigan Department of Education Social Studies and English Language Arts Content Expectations as well as the Common Core State Standards skill practice for the English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. It also provides connections to the recently introduced College, Career, and Civic Life (C3) Framework for Social Studies State Standards.

Teachers can incorporate this award-winning text and companion pieces in their entirety or by using chapter excerpts or specific resources to enhance existing curriculum studies.



### ANNIE'S GHOSTS

*Two sisters, born two years apart to immigrant parents, grow up in Depression-era Detroit. One—Beth, my mother—escapes eight years of low-paying jobs and her family's walk-up apartment by marrying and moving away from the neighborhood that she equates with broken promises and broken lives.*

*The other sister? She was my mother's secret.*

*Annie's Ghosts is their story, as best as I could unearth it.*

—Steve Luxenberg

### WITH ASSISTANCE FROM

*The Michigan Humanities Council is grateful to the following individuals for their assistance with the teacher's guide:*

**Dianna Behl, Pinckney Community Schools**  
**Gregory Dziadosz, Mental Health Association in Michigan**

## Q&A WITH AUTHOR STEVE LUXENBERG

# Q&A



Steve Luxenberg. © The Washington Post

### STEVE LUXENBERG

Steve Luxenberg, a *Washington Post* associate editor, has worked for 38 years as a newspaper editor and reporter. Post reporters working with Steve have won two Pulitzer Prizes for explanatory journalism.

Steve grew up in Detroit, where *Annie's Ghosts* primarily takes place. He attended Detroit public schools, including Henry Ford High School. He and his wife, Mary Jo Kirschman, a former school librarian, live in Baltimore. They have two adult children.

*Annie's Ghosts* was a *Washington Post* Best Book of 2009 and a Michigan Notable Book in 2010. Following the publication of *Annie's Ghosts*, Steve was invited to give the 10th annual Horace W. Davenport Lecture in the Medical Humanities, sponsored by the University of Michigan's Center for the History of Medicine.

### How did you approach writing *Annie's Ghosts*?

I saw *Annie's Ghosts* as a story about a search, about putting myself in someone else's place, about whether the truth can be found, and how to navigate the distortions that memory imposes on the truth. It seemed natural to write the story in the first person, as part memoir and part history, while separating my memories from those of the people I found and interviewed.

### As you got deeper in your research, what was the biggest surprise you encountered?

I never thought I'd find so many secrets, with so many levels and implications—and not just in my own family. In retrospect, I'm not sure why I wasn't prepared for that. I suppose it seems obvious that one secret begets other secrets.

The difficulty of getting Annie's records also was a surprise. I had no idea that a family member would have such trouble seeking information about someone long dead. I think we need to revisit our privacy laws, and make sure that they don't prevent us from telling our own history or, most important, learning about past medical issues that could affect future generations in the family.

### What is the story's most compelling lesson for today?

The power of secrecy cannot be underestimated. For many families, secrets can be a destructive force. They can affect generations long after the secret is created. I don't want anyone to believe that we need to live our lives like open books, but if a secret is harming the secret keeper, if carrying that secret is causing the secret keeper pain, then my rule of thumb is to release the secret. My mother would have been a much happier person if she had released her secret.

**“I never thought I'd find so many secrets, with so many levels and implications—and not just in my own family. In retrospect, I'm not sure why I wasn't prepared for that. I suppose it seems obvious that one secret begets other secrets.”**

Steve Luxenberg



### GET CONNECTED & FOLLOW US!

Join the Michigan Humanities Council Facebook group, or follow @mihumanities (#greatMIread) on Twitter.

ADDITIONAL RESOURCES:  
[www.stevluxenberg.com](http://www.stevluxenberg.com)



# CONTENT & STRUCTURE

The text complexity of *Annie's Ghosts* is challenging yet accessible for upper elementary and secondary students.

## ANNIE'S GHOSTS' TEXT IS GRADE-LEVEL APPROPRIATE

The text complexity of *Annie's Ghosts* is challenging yet accessible for upper elementary and secondary students making it well-suited for helping students reinforce the Social Studies and English Language Arts Michigan Merit Curriculum Content Expectation and the Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. More specifically, its content offers single and multiple level meanings; its structure follows literary and informational genre conventions; and its Lexile reading score ranges from 670 – 1360, consistent with the CCSS recommended grade band standards and Lexile score range alignment for college and career readiness expectations (CCSS Appendix A).

### THE CONTENT AND STRUCTURE OF ANNIE'S GHOSTS SUPPORT THE FOLLOWING GOALS >

*“Annie's Ghosts is one of the most remarkable books I have ever read ... From mental institutions to the Holocaust, from mothers and fathers to children and childhood, with its mysteries, sadness, and joy – this book is one emotional ride.”*

Bob Woodward, author of *The War Within* and *State of Denial*

# 1.



### Michigan English Language Arts Content Expectations Goal:

To give students the opportunity to help develop personal, social, occupational, and civic literacy (MDE 2006).

# 2.



### Michigan Social Studies Content Expectations Goal:

To give students the opportunity to display social understanding and civic efficacy (MDE 2007).

# 3.



### Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Goal:

To help ensure that all students are college and career ready in literacy no later than the end of high school (CCSSO 2010).

# 4.



### College, Career, and Civic Life (C3) Framework for Social Studies State Standards Goal:

To create knowledgeable, thinking, and active citizens who are aware of their changing cultural and physical environments; know the past; read, write, and think deeply; and act in ways that promote the common good (CCSSO 2013).



#### IN THE CLASSROOM

Teachers can incorporate this award-winning text and companion pieces in their entirety or by using chapter excerpts or specific resources to enhance existing curriculum studies.

#### NOTE:

The Great Michigan Read 2013-2014 teacher's guide essential questions and recommended student activities were developed in accordance with the expectations and standards found in the referenced documents. The specific activity and expectation and/or standard connections as well as additional supporting activities and information can be viewed at: michiganhumanities.org.

## PRE-READING

There are several ways to activate background knowledge (schema) and create personal connections such as completing sentence stems for younger readers or by asking questions for more experienced readers.

### PRE-READING RECOMMENDATIONS:

Engaging in pre-reading activities allows students to establish focus and motivation for reading. There are several ways to activate background knowledge (schema) and create personal connections such as completing sentence stems for younger readers or by asking questions for more experienced readers. Other effective pre-reading activities include: *Annie's Ghosts'* introductory documentary, K-W-L, LINK, open book reading assessment (OBRA), Internet scavenger hunts, prediction and vocabulary building protocols, and more.

Engaging in pre-reading activities allows students to establish focus and motivation for reading.

### Activity Ideas:

1. Completing Sentence Stems for Younger Readers
2. Asking Questions for More Experienced Readers
3. *Annie's Ghosts'* Introductory Documentary
4. K-W-L (*Know/What/Learn*)
5. LINK (*List/Inquire/Note/Know*)
6. OBRA (*Open Book Reading Assessment*)
7. Internet Scavenger Hunts
8. Prediction and Vocabulary Building Protocols

### SAMPLE PREVIEW STATEMENTS AND QUESTIONS

I am reading *Annie's Ghosts* because...

How does reading *Annie's Ghosts* relate to me personally?

Why am I reading *Annie's Ghosts*?

I will benefit from reading *Annie's Ghosts* because...

*Annie's Ghosts* relates to me personally because...

How will I benefit from reading *Annie's Ghosts*?

#### ADDITIONAL RESOURCES:

Schoenbach, Ruth, Cynthia Greenleaf, and Lynn Murphy. *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. 2nd ed. San Francisco: WestEd and Jossey-Bass, 2012.

# ANNIE'S GHOSTS

## AS A GENRE STUDY

“Employing my skills as a journalist while struggling to maintain my empathy as a son, I piece together the story of my mother’s motivations, my aunt’s unknown life, and the times in which they lived. My search takes me to imperial Russia and Depression-era Detroit, through the Holocaust in Ukraine and the Philippine war zone, and back to the hospitals where Annie and many others languished in anonymity.” -Steve Luxenberg

### PRE-READING ACTIVITIES

**Essential Question:**  
What is genre?

#### METACOGNITION

- Metacognition: First ask students to brainstorm HOW or what process they could use to answer this question (e.g., remember, look it up, ask someone, look at wall posters). You could cater to one of their suggestions or provide an activity such as: Think/Pair/Share, Internet scavenger hunt, brief video(s) analysis matrix, graphic organizers, etc.

#### Essential Question:

What is the classic detective or mystery story genre’s recognizable combination of structure and devices?

#### INVESTIGATION

- Utilize one of the example activities for the essential question, “What is genre?” Or for the more experienced student, you could have them become detectives by investigating (individual, pairs, small groups) differentiated samples of three to five detective/mystery story example texts which they will read, look for patterns/clues, and deduce a list of proposed conventions/structures based on their analysis. Have students present their lists. Then as a class, consider and record the commonalities. Next, compare this list to your teacher-prepared list or video presentation.

#### VOCABULARY

- Have students create a list of vocabulary words frequently used in detective/mystery stories (e.g., evidence, clue, motive, witness) and give students opportunities to learn and use these words (they could revisit example texts and highlight these words as they appear).

#### LITERARY DEVICES

- Review common literary devices used in detective/mystery stories which are also used in *Annie’s Ghosts* including, but not limited to: analogy, dialogue, flashback, irony, metaphor, and suspense.



Mom and Marsha, at age 2. Courtesy Luxenberg family.

#### STORYTELLER / GENEALOGIST

Before writing *Annie’s Ghosts*, author Steve Luxenberg knew little about his family’s history. He calls himself a storyteller, not a genealogist, but he taught himself as much as he could about the techniques that genealogists use.

#### ADDITIONAL RESOURCES:

Related Historical Personal Memoirs:

- *Anne Frank: The Diary of a Young Girl* by Anne Frank
- *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston
- *Night* by Elie Wiesel

“As I try to understand my mom’s reasons for hiding her sister’s existence, readers have a front-row seat to the reality of growing up poor in America during the 1920s and 1930s, at a time when the nation’s asylums had a population of 400,000 and growing.” -Steve Luxenberg

### DURING READING ACTIVITIES

**Essential Question:**

How does *Annie’s Ghosts* portray the classic detective or mystery story conventions?

#### READING APPRENTICESHIP

- Reading Apprenticeship routines such as: think aloud, talk-to-the-text (annotations making connections text-to-self, text-to-text, text-to-world), metacognitive evidence/interpretation double entry journals, silent sustained reading (SSR) with student-chosen mystery books to build reading stamina and appreciation.

#### LITERATURE CIRCLE

- Literature circles or book talks using “fish bowl” protocols to model.

#### INTERACTIVE DISCUSSIONS

- National School Reform Faculty protocols can be used for interactive group text-based discussions such as: text rendering, jigsaw, final word, and text-based seminar.

#### CLUE DISCUSSION

- Discuss Luxenberg’s list of clues on pages 338-340. Ask students if they agree or disagree with Luxenberg’s conclusion. Have students reference textual evidence to support their answer.

### POST-READING SUMMATIVE ASSESSMENTS

#### STORY/MEMOIR

- Students utilize the writing process to create their own detective/mystery story and/or personal memoir and share with the class (verbally, carousel, gallery-read style, etc.).

#### CLASSIC DETECTIVE STORY STUDY

- Students study Sherlock Holmes’s classic detective story: *The Hound of the Baskervilles*. See Read Write Think website’s “Investigating Genre: The Case of the Classic Detective Story” for ideas and interactive lessons.

#### ENDING RE-WRITE

- Students rewrite the ending of *Annie’s Ghosts* while keeping true to Luxenberg’s writing style and conventions.

#### OWN CREATIVE WAY

- Students demonstrate their understanding of genre study and *Annie’s Ghosts* in their own teacher-approved, creative way.

#### DELVE DEEPER:

You can repeat the recommended formula above to help students answer the following questions:

- What are the personal memoir genre’s recognizable combination of structure and devices?
- How is *Annie’s Ghosts* a personal memoir?
- How does *Annie’s Ghosts* demonstrate Luxenberg’s ability to be a strategic, yet flexible writer when it comes to genre?
- How does *Annie’s Ghosts* combine the detective story AND personal memoir genre?

## MYSTERY/ DETECTIVE GENRE

### COMMON CHARACTERISTICS

- Mystery, crime, or another puzzle to be solved.
- Main character who is a detective who sets out to solve a mystery.
- Suspects and their motives; these must be weighed and evaluated.
- Overt Clues about the crime are presented.
- Hidden Evidence is presented, i.e., essential details are offered in such a way that they seem unimportant.
- Inference Gaps—mysteries, by their very nature, do not tell the whole story. It is up to readers to notice the gaps in the story and try to fill these gaps by using and connecting the information that is presented.
- Suspense—having to hold various possible conclusions at bay as you wait to see what happens; reader is expected to enjoy the suspense, and to read to find out what will happen.
- Foreshadowing—clues left by the author as to possible outcomes.
- Red herring—a kind of foreshadowing clue that leads the reader to false conclusions.



## CONTENT STUDY: SECRETS & IDENTITY

Family secrets take many forms and are discovered in various ways – through a slip in conversation, by a family member doing genealogical research, through a treasure trove of old letters, or even through social media.



### PRE-READING ACTIVITIES

#### Essential Question:

Why would someone keep a sibling a secret?

#### SPECULATE

- Have students speculate from their own experience or from what they have read or heard to answer this question. They could Think/Pair/Share and create a large group list and leave it in the classroom for future reference while reading *Annie's Ghosts*.

#### SECRETS DISCUSSION

- Ask students anonymously to type a secret (school appropriate) they personally or someone they know has and print it out to be posted on the "Secrets" bulletin board in the class. Periodically, you could pick a secret and discuss why the person would not want to tell anyone the secret. The secret originators are not allowed to acknowledge their secrets. This builds empathy, varied perspectives, and ambiguity which all parallel what Luxenberg experienced in his journey to discover why his mother kept her secret.

#### DISCUSSION

- Provide opportunities for students to discuss how secrets shape our identity as individuals and as a society.

### DURING READING ACTIVITIES

#### Essential Question:

How do secrets affect families, friends, and society?

#### BRAINSTORM

- Have students brainstorm different ways secrets can harm or help situations.

#### CHART/GRAPH

- Have students keep a log of all of the secrets Luxenberg encounters when researching his mother's secret. Document how these secrets harmed or helped relationships. Create a chart or graph that communicates the conclusions and answers the question: Did the family secrets cause more harm or help in relationships?

#### CHART

- Have students complete a chart of events from *Annie's Ghosts* utilizing the four eras that Luxenberg uses to categorize his clues and then determine which era produced the most clues about why his mother kept the secret.

#### SMALL GROUPS

- In small groups, have students read specific passages or quotes from the text that help explain how secrets can shape one's identity.

**“Shame is often the reason why many people create and keep a secret. Shame is a terribly destructive emotion. If we could avoid shame, we would all be better off.” STEVE LUXENBERG**



#### PIECES FROM THE PAST

*“To understand my mother's reasons for hiding her sister's existence, to learn as much as I could about my secret aunt, I was trying to reconstruct the world as Mom and Annie knew it in 1940, the year of Annie's institutionalization for mental illness at Eloise Hospital outside Detroit. To see what Mom saw, I had to find the people who lived in her apartment building, or went to her school, or listened to her account of what had happened.”*

-Steve Luxenberg



Secrets and their discovery can powerfully shape our identities. Steve Luxenberg states, “Identity along with secrecy is one of the overarching themes of the book.”

### POST-READING ACTIVITIES

#### Essential Question:

What are the ethical and civic implications of keeping secrets?

#### CLAIM STATEMENT

- Ask students to brainstorm and research five major secrets in history and determine why the secret was kept a secret and then explain what happened when it was no longer a secret. Have them choose one situation and write a claim statement (about the ethical and civic implications of keeping that secret) supported by logical reasoning and relevant, accurate data. Have them switch statements with a partner who will research and write a counterclaim statement defending the opposite view. Have students share the claim/counterclaim statements in a large whip around or gallery walk or online blog.

#### LETTER TO STEVE'S MOM

*“Darling precious angel,*

*I'm ashamed to say this darling, I'm not making a very good soldier. It's getting me down dear and I'm going to pieces. I just can't take it...it's impossible to take all that's dished out. They just don't seem to have any heart. I'm being worked 18-20 hours a day, and every nite lying in bed I shed a tear. I just can't help it. Perhaps I'm not a man—at least in the army way...I doubt whether I'll ever be the same where and if I return to you.”*

*“Precious, if it's all at possible in any way regardless of price—get me out of this—if I stay much longer I'll be in the insane asylums. I know I shouldn't be saying this—I can't help it. I know once and for all I won't be able to take 17 weeks of this hell. Please, darling, do whatever you can—I really don't know what you'll be able to do—do something—please—please. Don't get upset as I know you probably will be— control yourself as much as you can and try and see if there is anyway for me to get out of this mess. Even if you have to write the president—I mean it...”*

*Above: February 2, 1944, Steve's Dad at Camp Wolters, writing to Steve's Mom in Detroit*

*Images of Mom and Dad, letters from Dad while away at Camp Wolters. Courtesy Luxenberg family*

Family secrets are kept for various reasons and often have unintended consequences, especially for later generations.



# CONTENT STUDY: MENTAL HEALTH

As Michigan's general population grew, so did its population of citizens experiencing mental illness. The state recognized its responsibility to care for those experiencing mental illness, opening the Michigan Asylum for the Insane in Kalamazoo in 1859. As the need for mental health care grew, additional facilities opened.



# 20,000

By the mid-1950s, more than “20,000 Michiganders with mental illness were residing in state- or county-operated psychiatric facilities.”

*(Michigan Mental Health Commission Final Report, Appendix B, 13)*

### PRE-READING ACTIVITIES

#### Essential Question:

How has mental health care in Michigan changed from 1832-2013?

#### TALK-TO-THE-TEXT

- Provide students with copies of the *Annie's Ghosts*' reader's guide and have them talk-to-the-text and highlight important facts on pages 15-19.

#### INTERNET SCAVENGER HUNT

- Complete an Internet scavenger hunt that introduces students to vocabulary, concepts, information, laws, patient stories, etc.

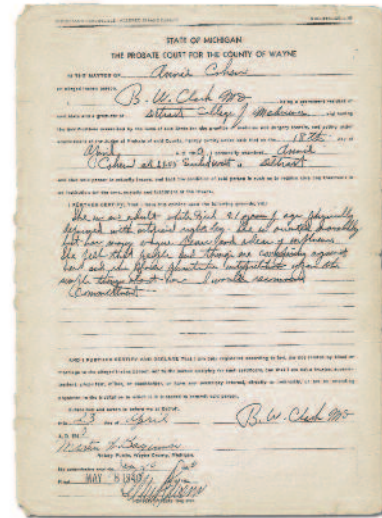
#### FAMILY INTERVIEW

- Interview family members or friends who might have background knowledge to share.

#### CURRENT STATE-RUN FACILITIES

Currently, the Michigan Department of Community Health maintains four state psychiatric hospitals and one state psychiatric facility for children and adolescents. In 2013, Michigan's state psychiatric bed capacity totaled 1,017. At the same time, 46 Community Mental Health Service Programs serve all 83 counties in Michigan.

Top: Walter P. Reuther Psychiatric Hospital. Middle: Kalamazoo Psychiatric Hospital. Courtesy of State Archives of Michigan. Bottom: Center for Forensic Psychiatry. Courtesy of Michigan Department of Community Health.



#### PHYSICIAN'S CERTIFICATE -ALLEGED INSANE PERSON

*"She is an adult white girl 21 years of age physically deformed with artificial right leg. She is oriented normally but has many vague fears and ideas of influences. She felt that people and things are conspiring against her and she places phantastic interpretations upon the simple things about her. I would recommend commitment."*

*From B.W. Clark's affidavit for Annie Cohen, 1940*

#### ADDITIONAL RESOURCES:

Michigan Mental Health Commission. Final Report. 2004.

Michigan Mental Health Code [http://www.michigan.gov/documents/mentalhealthcode\\_113313\\_7.pdf](http://www.michigan.gov/documents/mentalhealthcode_113313_7.pdf)

The Mental Health Foundation of West Michigan <http://www.themhf.org/education>

The Mental Health Foundation of West Michigan's *Live Laugh Love Educating Youth about Mental Health Program* is a comprehensive mental health curriculum taught in middle and high school classrooms. A variety of lesson plans and topics address the current mental health conditions that students are experiencing in their day-to-day lives; bullying, depression and coping skills, just to name a few.

### DURING READING ACTIVITIES

#### Essential Question:

“How can we, as a society, overcome the shame long associated with the mentally ill if state laws mandate that their history be kept in the shadows?” (Luxenberg 54)

#### DISCUSSION

- Discuss the provocative language used in the essential question. Why do you think Luxenberg chose these specific words and phrasing to bring attention to stigma associated with mental illness? Does the attempt to protect those receiving mental health services actually do the opposite?

#### INFORMATIVE ESSAY

- Have students re-read Chapter 18: “Uncontoured Ills,” take careful notes, and do additional research in an effort to understand major changes in Michigan's mental health care system during this time. Have students write an informative essay that demonstrates their understanding of the structure and function, system of law, and policy process that effected these changes.

#### SPECULATIVE

- Ask students to write a speculative, yet historically accurate account of what it would have been like to visit Annie Cohen at Eloise Hospital during her first 10 years there.

#### FICTIONAL NARRATIVE

- Offer students the opportunity to write a first-person fictional narrative story from Annie's perspective demonstrating their understanding of the information shared in *Annie's Ghosts*, the reader's guide, and additional research on Eloise Hospital.

### POST-READING ACTIVITIES

#### Essential Question:

How could Michigan revise its existing Mental Health Code provisions for involuntary treatment and privacy of records to better meet the needs of those experiencing mental illness?

#### FUTURE PREDICTIONS

- Students could trace the history of Michigan's mental health care system from 1832-2013 using the graphs in the reader's guide and additional resources from the Mental Health Foundation of West Michigan. Then, have students summarize past patterns and make predictions for the future regarding the rights and care of those experiencing mental illness.

#### GRAPH

- Have students design a graph that shows the rise and decline of state-operated psychiatric hospitals from 1859-2013 and the corresponding rise of the community mental health system including the use of short-term general hospital and private psychiatric inpatient facilities.

#### ARGUMENT PAPER

- From the essential question create a prompt for students to write an argument paper that includes the prompt restated as a claim, a counter claim, and rebuttal (refer to the Toulmin Model of Argumentation and/or CCSS Appendix C). As an extension, facilitate a classroom debate.

#### DELVE DEEPER:

Luxenberg noted how easy it was to commit Annie to a psychiatric hospital for life. Today some argue that it is now too difficult to enforce treatment for those in need. Luxenberg also wrote about how difficult it is to obtain records. Has the effort to protect the privacy of those getting treatment gone too far? Based on their research and interest, have students identify the sections in the Michigan Mental Health Code that govern involuntary commitment and the privacy of records and create a bill that would promote the change they want to see. They could send their recommended bill to their state representative for feedback. Government teachers and “How to Create a Bill” websites and books make great resources.



#### BRIDGET “BIDDY” HUGHES

The history of mental health care in Michigan begins in 1841 when Bridget “Biddy” Hughes was judged legally insane and admitted to the Wayne County Poor House. She was Eloise's first patient, admitted in 1841. She remained there until her death 54 years later in 1895.



Scan here to get a copy of the Michigan Mental Health Code.



# CONTENT STUDY: IMMIGRATION AND MIGRATION

The growth of the auto industry in the 20th century brought a new wave of immigrants to Michigan, including Arabs, Poles, Russians, Hungarians, Romanians, and Greeks. Joining them were African Americans from the south and whites from southern Appalachia.



From Top: African American families migrating north. Library of Congress, LC-USF34-040941. Germania Hall Celebration in Saginaw. Michigan Historical Collections. Box 1, Folder: Ethnic History of Michigan. Bentley Historical Library, University of Michigan. Finnish miners in Smith Mine. Michigan Historical Collections. Box 1, Folder: Ethnic History of Michigan. Bentley Historical Library, University of Michigan. S.S. Patricia. Credit Edwin Levick; Library of Congress, Prints and Photographs Division, E2LC-US262.

**ADDITIONAL RESOURCES:**

**National Archives**  
[www.archives.gov](http://www.archives.gov)

**U.S. Census Bureau**  
[www.census.gov](http://www.census.gov)

Clifton, James A., George L. Cornell, and James M. McClurken. *People of the Three Fires: The Ottawa, Potawatami, and Ojibway of Michigan*. Grand Rapids: The Grand Rapids Inter-Tribal Council, 1986.

Glazier, Jack and Arthur W. Helweg. *Ethnicity in Michigan: Issues and People*. East Lansing: Michigan State University Press, 2001.

Migration Policy Institute. "Michigan Fact Sheet." [migrationinformation.org](http://migrationinformation.org).

ROUGHLY  
**14,000**  
YEARS AGO

"The original settlers of Michigan were the Paleo-Indians," descendants of people who crossed the Bering Strait from Asia roughly 14,000 years ago.



**MICHIGAN'S ORIGINAL SETTLERS**

"The original settlers of Michigan were the Paleo-Indians," descendants of people who crossed the Bering Strait from Asia roughly 14,000 years ago (Glazier and Helweg 19). Between 1000 BCE and 1650 CE, the Ojibwa (Chippewa), Ottawa, and Potawatomi migrated to Michigan from the eastern seaboard, settling in the upper and lower peninsulas (Clifton, Cornell, and McClurken v).

**PRE-READING ACTIVITIES**

**Essential Question:**

How does a person's origin help create his or her identity?

**RECALL / SHARE / REPORT**

- Have students recall and share with a partner what they know about their family's origin. Ask them to determine how these origins may have shaped their family values or identity. Ask partners to report on what they may have in common.

**RESEARCH**

- Ask students to complete Internet research to learn about the history of Michigan immigration, Jewish migration to Detroit, genealogy, etc.

**REVIEW AND WRITE**

- Give students the reader's guide and ask them to review the "Genealogy/Family History Research" section and take notes on how to research family history then write a step-by-step instructions pamphlet to share with their relatives.

**DURING READING ACTIVITIES**

**Essential Question:**

How does *Annie's Ghosts* represent historical immigration patterns of human settlement to Michigan?

**DISCUSS / RELATE**

- In small groups, have students analyze the National Archives "inscription on a statue that stands sentry at the researchers' entrance: 'What is Past Is Prologue'" (Luxenberg 56) and discuss why they think Luxenberg included this quote when he was beginning his research. Ask how this quote could relate to their own family history research.

**FAMILY TREE**

- Ask students to electronically create Luxenberg's family tree from the relatives listed in the back of the book in the "Family Members and Recurring Figures" section (359-360) and then discuss his family's immigration history and how it related to Michigan's historical immigration pattern.

**IDENTITY SHIELD**

- As a class, have students brainstorm six areas to be incorporated into an identity shield. Items they may consider include: immigration or migration information, heritage, values, traits, goals, personal mantra, strengths, favorite foods, etc. Students could produce their shield electronically with images or with paper, markers, paints, etc. Display them in the classroom or in the halls for others to view. Variation: have them create an identity shield for a family member or recurring figure in *Annie's Ghosts*.

**POST-READING ACTIVITIES**

**Essential Question:**

How did government resources assist Luxenberg in researching his family history?

**FAMILY IMMIGRATION**

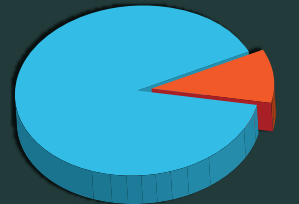
- Have students develop inquiry questions and then investigate to determine if any part of their family immigrated to the United States then migrated to Michigan. Help them brainstorm possible resources available to them (family members, genealogy sources, government resources such as Census data and the National Archives). With parent approval, students can present their visual displays in the classroom or media center for public gallery walks.

**CREATIVE WRITING**

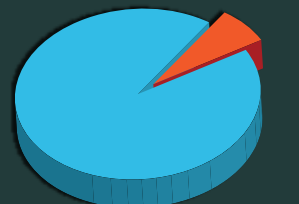
- For a creative writing experience, students could choose an interesting family member from their immigration/migration research and write a narrative story from that person's point of view telling how they came to America or moved around once here. For metacognitive, deeper connections, make sure students directly or indirectly include how this experience shaped his/her identity.



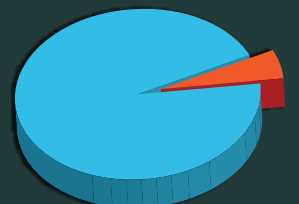
**TODAY'S MICHIGAN IMMIGRANTS**



**11.4%**  
BORN IN MEXICO



**8%**  
BORN IN INDIA



**6.4%**  
BORN IN CANADA

After the 1965 Immigration and Naturalization Act ended racial discrimination in immigration policy, immigrants increasingly came from Latin America, Asia, and Africa.



## SKILLS STUDY: ARGUMENT/CLAIM PAPER

In 1974, the passage of the Michigan Mental Health Code (Public Act 258) established the principle of “least restrictive setting,” which solidified the trend of deinstitutionalization. As a result of deinstitutionalization, the inpatient census in public psychiatric hospitals fell to 5,000 by 1975 (Michigan Mental Health Commission Final Report, Appendix B, 15).

### SKILL: WRITE AND PUBLISH AN ARGUMENT/ CLAIM PAPER

- Individually or in a high-performance team, have students create an op-ed for online or print publication (750 word maximum) that may help sway public opinion or improve a policy or law regarding an aspect of Michigan’s current mental health care system.

### RIGOROUS PREPARATION:

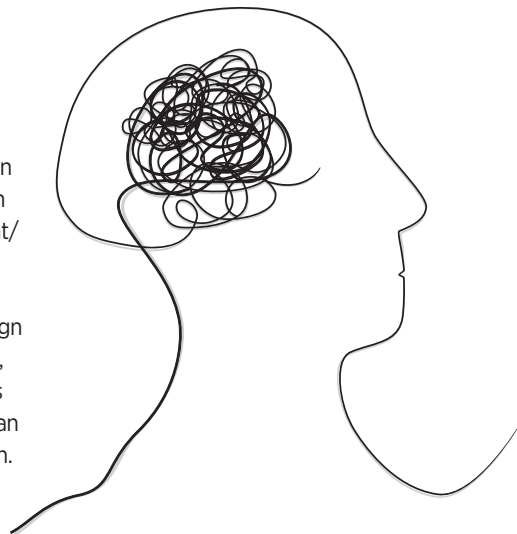
#### Focus questions for students to consider:

- How can I/we personally make a difference in the Michigan mental health care system?
- What knowledge do I/we need?
- What skills do I/we need?
- What help do I/we need?
- What is my/our goal?
- What is my/our specific plan to acquire the knowledge and skills I/we need to achieve my/our goal by the proposed deadline?
- Have students read *Annie’s Ghosts* as their anchor text, examine its companion reader’s guide, author and Great Michigan Read websites, review the CCSS argument/claim paper standards, inspect quality, published examples, analyze additional discipline-related texts and research, design questions and carry out field interviews, and evaluate possible distribution options in preparation for writing and publishing an argument paper focused on mental health.

### ARGUMENT PAPER PROMPT:

**People should care about the mental health care system in Michigan.**

- Introduce your precise claim.
- Develop your claim with researched support and reasoning.
- Acknowledge the other side of the argument by including legitimate counterclaims.
- Establish and maintain a formal style and objective tone consistent with this writing genre.
- Provide a concluding rebuttal section that supports the original claim.
- Peer review and teacher conference prior to publication.



**Have students create an op-ed for online or print publication that may help sway public opinion or improve a policy or law regarding an aspect of Michigan’s current mental health care system.**

## SKILLS STUDY: GENEALOGY PROJECT

Before writing *Annie’s Ghosts*, author Steve Luxenberg knew little about his family’s history. He calls himself a storyteller, not a genealogist, but he taught himself as much as he could about the techniques that genealogists use.



### SKILL: CREATE A HIGH-QUALITY ELECTRONIC OR PHYSICAL FAMILY TREE

- Have students research their family histories and create a detailed genealogy or family tree that demonstrates personal family knowledge, meticulous research, use of technology, and creativity.

### RIGOROUS PREPARATION:

- Have students read *Annie’s Ghosts* as their anchor text, examine its companion reader’s guide, author and Great Michigan Read websites, review genealogy and family trees as a genre of presenting social history, inspect quality, published samples, analyze additional discipline-related technology/databases/government resources, design questions and carry out family interviews, and evaluate possible family distribution options.
- Review free genealogy software with students and provide them with opportunities to interpret graphs and categories that help determine why some genealogy software is preferred over others. They may decide to include national origins, mental or physical illnesses, or other important information.
- Ask students to conjecture why this past information is prologue to their present identities and future family generations.

### PROJECT PRESENTATIONS:

- With parent permission, provide a public forum (classroom, school media center, local library, online area, etc.) for students to present their genealogies and/or family history.

**Discover your family history – start your family tree – who knows what hidden family secrets you might uncover.**

Before delving into census and other records, it is very helpful to be able to narrow your research by name, location, and time period.

#### ADDITIONAL RESOURCES:

Michigan Mental Health Commission. Final Report. 2004.

[www.genealogy-software-review.toptenreviews.com](http://www.genealogy-software-review.toptenreviews.com)

This website provides an opportunity for students to interpret graphs and categories that help determine why some genealogy software is preferred over others.

[www.readwritethink.org/classroom-resources/lesson-plans/family-memoir-getting-acquainted-998.html](http://www.readwritethink.org/classroom-resources/lesson-plans/family-memoir-getting-acquainted-998.html)

This website provides extended activities for students to create their own personal memoir about a family member at least one generation older.

[www.readwritethink.org/classroom-resources/lesson-plans/exploring-sharing-family-stories-805.html](http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-sharing-family-stories-805.html)

This website provides extended activities for students to explore and share their family stories.

## WHERE TO BEGIN YOUR SEARCH

### CYNDI’S LIST

[www.cyndislist.com](http://www.cyndislist.com)

An excellent starting point for online research.

### FAMILY SEARCH

[www.familysearch.org](http://www.familysearch.org)

This free website has an impressive array of records from across the world.

### SEEKING MICHIGAN

[www.seekingmichigan.org](http://www.seekingmichigan.org)

The free, digital platform for the Archives of Michigan.

### ANCESTRY.COM

[www.ancestry.com](http://www.ancestry.com)

Access billions of genealogy records including Census, SSDI & Military records.

## GET STARTED

Online databases are also available through many public libraries, and for a fee, you can subscribe to them yourself and have access from your home computer.





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THE MICHIGAN HUMANITIES COUNCIL**

The Michigan Humanities Council connects people and communities by fostering and creating quality cultural programs. It is Michigan's nonprofit affiliate of the National Endowment for the Humanities. Since 1974, the Michigan Humanities Council has supported communities through family literacy programs, special cultural and historical exhibits, book discussions, author tours, scholarly lectures and mentors, films, cultural celebrations, and school programs and performances that have reached millions of Michiganders.

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Community Mental Health Authority  
for Central Michigan

Community Mental Health Services  
of Muskegon County

Huron Behavioral Health

Ionia County Community  
Mental Health

Lapeer Community Mental  
Health Services

MASCO Corporation Foundation

Mental Health Association  
in Michigan

Michigan Association of Community  
Mental Health Boards

Michigan History Foundation

MSU Federal Credit Union

North Country Community  
Mental Health

Oakland County Community  
Mental Health Authority

Pathways Community Mental Health

Public Policy Associates

Rick & Raj Wiener

Saginaw County Community  
Mental Health Authority

St. Clair County Community Mental  
Health Authority

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through thoughtful and engaged conversations.*

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complete and up to date listing of our gracious donors.*