**Copper TRACES Orientation Packet**



Thank you for participating in Copper TRACES 2019! We are excited to spend a fun, educational day with your students in Calumet this May.  **Please look through this entire document before your visit.** It contains the following pre-visit materials designed to help you prepare for your field day:

* Field Day Checklist
* Essential Information
* Station Descriptions

## NEW Information for 2019

1. **Photo Releases**
2. **Accessibility & Accommodations**
3. **There are five new stations for 2019**

# Field Day Checklist

## Prior to Your Visit:

* [Register for Copper TRACES online.](https://docs.google.com/forms/d/e/1FAIpQLSeD_BMMKnbt1jGUBKmL-2_zi_7xXwG5b9_xq1OGRmwyqsMyeA/viewform) Registration is open from March 18 – April 3, 2019. Coordinate with other teachers at your school to attend on the same day. More information about this can be found under “**Essential Information**.”
* Send home [permission slips and notes to parents](http://www.nps.gov/kewe/learn/education/classrooms/copper-traces-registration.htm). Feel free to make changes or use your own.
* Recruit adult chaperones as needed (at least one chaperone for every 12 students).
* Send Chaperone Information Sheet to chaperones.
* Divide students into groups; assign an adult leader to each group.
* Create (or have students create) school name tags for each adult and student to wear that have: school name (if applicable), teacher or parent name, and group number.
* Remind students and chaperones what to wear for their visit. Copper TRACES is a rain or shine event. Groups may walk up to two miles. Be prepared with comfortable shoes and rain gear as appropriate. Spring weather if often windy and cold.
* Review guidelines and goals with your students (see “**Essential Information**” section). Water bottles, backpacks, and similar items are discouraged. Food of any kind is prohibited (except at lunch).
* Visit our [website](https://www.nps.gov/kewe/learn/education/classrooms/copper-traces.htm) for additional information.

## On the Morning of Your Visit:

* Hand out school name tags to adults and students; affix to clothing
* Pack lunch boxes and coolers for easy transportation and storage (see “**Essential Information**” section).
* Obtain final counts of students, chaperones, and school staff.
* Review directions with the bus driver.

## Upon Arrival:

* Instruct everyone to remain on the bus, yourself included, until a Park Ranger greets you.
* Students will participate in an orientation with a Park Ranger. Teachers, parents, and chaperones will participate in a separate orientation where maps and a final detailed scheduled will be handed out.

## During Your Visit:

* Have a GREAT time!

# Essential Information

## How Your Class Will Be Split Up

Your class will be split up into multiple groups depending on your class size. These groups will be visiting some similar and some different stations throughout the field day. We have found that smaller group sizes facilitate a better learning environment and allow all of the students to fully engage.

* If you have less than 12 students in your class, you will only have one group of students. You will lead this group. You are welcome to bring additional chaperones as needed.
* If you have between 13-24 students in your class, you will split your class into two groups. You will lead one group, with a chaperone leading the other. You are welcome to bring additional chaperones as needed.
* If you have more than 25 students in your class, you will split your class into three groups. You will lead one group, with two chaperones leading the others. You are welcome to bring additional chaperones as needed.

Groups will be attending stations separately, but everyone will come together for lunch.

## Schools with Multiple Classes

If your school has multiple fourth or fourth grade split classes, please register to attend Copper TRACES on the same day. This generally is easiest as schools can share and fill buses. If you need to have classes attend separate days, please notify Katie Keller, Education Technician at (906) 483-3175 or [kathryn\_keller@nps.gov](file:///%5C%5Cinpkewembrs3%5CPublic%5CInterpretation%20%28K18%29%5CCopper%20TRACES%5C2018%5CTeachers%5COrientation%20Packet%5Ckathryn_keller%40nps.gov).

## Lunch

A healthy lunch will be provided during Copper TRACES at the Calumet Colosseum. This will be catered by Café Rosetta in Calumet. The lunch menu is:

* Tomato bisque (vegetarian & gluten free)
* ½ sandwich (turkey with provolone cheese or roast beef with cheddar)
* Tomato, spinach, and mayonnaise for sandwiches
* Apple slices
* Baby carrots
* Oatmeal chocolate chip cookies

Teachers, parents, chaperones, and students are not required to eat the catered lunch. Individuals are welcome to bring a cold lunch.

If you have students or chaperones that prefer to bring a cold lunch, please do the following:

* Please put cold lunches in a box or tote with handles for easy transportation. Event staff will be transporting cold lunches on behalf of students to the Calumet Colosseum.
* A brown bag, non-refrigerated cold lunch is encouraged (there is not a fridge available to put cold lunches in). Brown bag lunches will also fit easier in a box or tote.
* If students must bring a cold lunch that requires refrigeration, please encourage soft-sided lunch bags.

## School Name Tags Required

All adults and students are required to wear a school name tag with the school name (if applicable), teacher or parent name, and group number (if you have more than one student group). Create (or have students create) school name tags for each adult and student. It will expedite your morning arrival if everyone is wearing their school name tag before you arrive at Copper TRACES.

## Bags/Food/Water Bottles

Water bottles, backpacks, cameras, phones, and the like are discouraged at Copper TRACES. They have the potential to get lost. If weather is inclement, they will most likely get and remain wet. We encourage students to leave these items at school or on the bus. There are water fountains available near bathrooms in buildings that your students will be going to during the field day.

Food and gum (with the exception of packed cold lunches) are prohibited. Many of the stations your students will be attending are inside historic structures and museums. To protect the building’s integrity for others, food and gum are not allowed.

## Arrival Information

Upon arrival in Calumet, turn left at the first stoplight onto Sixth Street Extension. Drive to Armory Drive (the second road on your right, past the AmericInn Hotel), and take a right. Drive to the Coppertown USA Mining Museum parking lot (on the right) – enter the parking lot. Remain on the bus until greeted by a Park Ranger. If you are walking, you will be directed to space by a Park Ranger. Upon arrival, the Park Ranger will provide a quick orientation for your students that provides information about what to expect during the field day and behavioral guidelines.

The Park Ranger will direct where to assemble your students. If the weather is nice, students will assemble on the lawn next to the Coppertown USA Mining Museum. If the weather is unfavorable, students will assemble inside the Calumet Colosseum.

Students will then complete an introductory orientation with a Park Ranger that explains what Copper TRACES is. Teaching/school staff and adult chaperones will participate in a separate orientation where you will receive your final schedule for the day, a map, and be able to ask questions.

## Bus Information

The Park Ranger who greets you upon arrival will share information with your bus driver about where to park the bus if they are staying for the duration of the field day.

Bus drivers are welcome to walk around Copper TRACES and observe stations in action. They are also welcome to enjoy lunch at the Calumet Colosseum that day. If your bus driver would like lunch, please include them in the number on your registration form.

## Schedule for the Day

You need to arrive at the Coppertown USA Mining Museum at 9:30 a.m. EST. Buses will be ready for departure around 2:00 p.m. EST. A detailed schedule, including your tentative station selections and day of attendance, will be sent to you via email by Friday, April 12.

**If you are traveling from the central time zone, adjustments can be made to the schedule to accommodate your group.** Please note this on your registration form.

## Departure Information

After a short concluding program, students will be dismissed by school to load onto buses. If weather is favorable, this program and bus loading will take place at the Coppertown USA Mining Museum. If weather is unfavorable, this program and bus loading will take place at the Calumet Colosseum.

## Behavior Guidelines

Please encourage chaperones to be actively involved in the supervision of students. We need their (and your) active participation to ensure students are acting in a respectful and safe manner, and to enhance student learning. Please emphasize the following behavior guidelines to your students and chaperones:

* Students must be accompanied by a teacher, parent, or chaperone at all times. Students should not run ahead or go exploring on their own.
* Please limit use of cell phones to emergency calls and taking photos.
* Please listen to directions given by National Park Service staff and event volunteers and station leaders.

## What to Wear

Copper TRACES is a rain or shine event, so everyone should dress accordingly. Comfortable, close-toed shoes are important. If rain is in the forecast, rain gear is essential. Weather in Calumet can be different than what is forecasted (just like all weather in the UP!). Spring weather tends to be windy and cold. Please be prepared.

## Accessibility & Accommodations

Keweenaw National Historical Park strives to provide an educational, fun, and safe experience for students of all abilities. If you have students that require accessible spaces or accommodations, please continue reading below. If you need additional assistance in identifying or creating an accommodation for a student, please contact Katie Keller, Education Technician at kathryn\_keller@nps.gov or (906) 483-3175.

### Physical Accessibility

Certain facilities used at Copper TRACES were built prior to current accessibility standards, so unfortunately not all station locations meet federal standards. Those stations that are accessible for individuals with assistive devices (i.e. wheelchair, crutches, etc.) are marked with a double asterisk (\*\*) under **“Copper TRACES Station Descriptions”**. The following locations are accessible:

1. **Keweenaw National Historical Park Headquarters Building**
	1. Paved sidewalk into entrances
	2. Lift to enter main part of building inside
	3. Elevator to access 2nd floor
	4. Accessible restroom facilities on both floors
2. **Calumet Visitor Center**
	1. Paved sidewalk into entrances
	2. Automatic door opener to first floor
	3. Elevator to access 2nd and 3rd floors
	4. Accessible restroom facilities on all floors
	5. Wheelchair available for loan
3. **Calumet Colosseum (see additional information below)**
	1. Paved sidewalk and parking lot into main entrance
	2. Automatic door opener
	3. Lift to enter main part of building inside
	4. Accessible restroom facilities
4. **Keweenaw Heritage Center (formerly St. Anne’s Church)**
	1. Lift to enter basement from back of building
	2. Lift to access 2nd (main) floor
	3. Accessible restroom facilities in basement
5. **Calumet Art Center**
	1. Accessible paved ramp to access basement of building
	2. Accessible restroom facilities
6. **Red Jacket Road**
	1. Curb cuts on cross streets; paved sidewalks

At the Calumet Colosseum, students enjoy lunch on the rink. The Calumet Colosseum is an accessible facility, but the rink without ice is not level with the area surrounding it. Keweenaw National Historical Park is working on an accommodation for this barrier. Please contact Katie Keller, Education Technician if you have additional questions or concerns prior to the event.

### Autism Spectrum Disorder

Field trips can be anxiety-provoking and cause great distress to students with Autism Spectrum Disorder (ASD). Accommodations and supports that students with ASD receive in the classroom will also be helpful at Copper TRACES.

Keweenaw National Historical Park has partnered with Special Education staff at the Copper Country Intermediate School District to develop strategies and interventions for students on the autism spectrum. [The following tools are available for download on the Copper TRACES registration page on Keweenaw National Historical Park’s website.](http://www.nps.gov/kewe/learn/education/classrooms/copper-traces-registration.htm)

1. **Schedule** – a general schedule of the field trip, including times and what activities will be taking place when. This will assist students with sequencing, making the events of Copper TRACES more predictable, and provide a structure for change throughout the event.
2. **Social Story** – a visual and succinctly written story about what students will be experiencing at Copper TRACES that can be read and understood prior to your visit. This social story includes actual photographs from past Copper TRACES events and is rooted in factual, firm, positive statements.

Below are suggestions to help teachers and families prepare students for Copper TRACES[[1]](#footnote-1):

* **Begin planning well in advance.** Teachers and families can add the trip to a posted calendar and “count down” until the trip. Talk about the trip daily, especially as the time for it draws near.
* **Talk about what will happen on the trip far ahead of time.** Visit the Copper TRACES website to see photographs from the event with your entire class.
* **Copper TRACES can necessitate quick and frequent transitions.** When possible, teachers should develop a plan to warn students prior to a transition. These are noted on the provided schedule, but can also be done with verbal prompts or assistive technologies (i.e. timers).
* **Explain who the other chaperones from your school are.** Explain who these people are ahead of time, even providing pictures, names, and responsibilities if these details might be helpful. Make sure that students know which adults are “in charge” and what this means.
* **Have a plan in place for what happens if a student has a meltdown.** Extra chaperones are allowed at Copper TRACES.
* **Take sensory sensitivities into account.** Copper TRACES can be noisy with the number of students in attendance when together and at certain stations. Bring sensory friendly items (i.e. headphones, fidget, etc.) for those students that use them.

### Hearing Impairment

During the opening activity, lunch, and the closing activity, leading National Park Service staff will be using mobile amplifiers to provide a better experience for all students.

If you have a student that has remote-microphone hearing assistance technology (RM-HAT) that you would like for them to use at the event, please indicate that on your registration form. Station leaders can be informed ahead of time that they will be using this device.

## First Aid/Lost Student/Weather Warnings

Keweenaw National Historical Park staff can communicate via two-way radios or phone. We have notified Calumet Township first responders of the event and to be prepared. If there is a first-aid need or a lost student, notify Keweenaw National Historical Park staff or volunteers in-person or via the emergency information provided to you the day of the event.

We do keep track of weather conditions. In the event of a severe weather warning, teachers, parents, and chaperones will be instructed on where to seek shelter.

## Photography & Photo Releases

**New for 2019, Keweenaw National Historical Park staff needs information about photo releases for your students prior to the Copper TRACES event.** In order to minimize the risk of sharing a photograph of a student without a photo release, Keweenaw National Historical Park is adopting new measures for the 2019 event:

1. Teachers will share whether or not **all students** in their class have photo releases prior to the event. This information can be shared either via the registration form, or by following up with Katie Keller, Education Technican via email or phone prior to your attendance date.
2. If all of the students in your class have photo releases signed, then a photographer at Copper TRACES may take photographs of your group at stations.
3. If only one of your students does not have a photo release signed, then your class will not be photographed at your stations. Since most groups are split up into smaller groups, it would be too cumbersome for you and the park to keep track of individual students.
4. During Copper TRACES, Keweenaw National Historical Park will have a photographer on staff taking photographs to be used not only in National Park Service publications, but also those of our partner organizations that participate.
5. Partner organizations that present stations are being directed to only take photographs either up close (i.e. of a student holding an iPad) or from behind students (i.e. the back of students’ heads) so they cannot be identified. Very few stations will elect to do this since Keweenaw National Historical Park has agreed to share all photographs of the event with our park partners. If you or a chaperone has a concern the day of the event, please let the station leader or Katie Keller, Education Technician know.
6. During the opening activity, lunch, and closing activity, photographs will be taken of students in large groups. Typically, you cannot make out individual students in these photographs. If you have a concern about this for your group, please notify Katie Keller, Education Technician.

## Directions

Upon arrival in Calumet, turn left at the first stoplight onto Sixth Street Extension. Drive to Armory Drive (the second road on your right, past the AmericInn Hotel), and take a right. Drive to the Coppertown USA Mining Museum parking lot (on the right) – enter the parking lot. The address for the Coppertown USA Mining Museum is **26815 Red Jacket Road Calumet, MI 49913**.

## Bus Reimbursement

Fill out the reimbursement form found in the “**Important Forms and Materials**” section after your attendance at the event. Follow the directions on the form for submission and reimbursement. Please note that you will only be reimbursed after we have received a receipt for your transport to and from the park.

## Important Forms and Materials

[Visit the Copper TRACES registration page on the Keweenaw National Historical Park website to download these forms.](http://www.nps.gov/kewe/learn/education/classrooms/copper-traces-registration.htm)

* **Chaperone Information Sheet**

Use this sheet to supply chaperones with needed information prior to the event.

* **Permission Slip**

Use this sheet to gain permission from student’s parents to go on the field trip (includes free meal menu information).

* **Transportation Reimbursement Form**

Use this sheet after the event to receive reimbursement for your bus fare to Copper TRACES.

## For More Information

If you have any questions or concerns about your visit, please do not hesitate to contact Katie Keller, Education Technician at (906) 483-3175 or kathryn\_keller@nps.gov.

# Copper TRACES Station Descriptions

Use the following station descriptions to request which stations you would like for your students to attend on the Copper TRACES field day. These stations are requested via the [Google Forms registration form](https://docs.google.com/forms/d/e/1FAIpQLSeD_BMMKnbt1jGUBKmL-2_zi_7xXwG5b9_xq1OGRmwyqsMyeA/viewform). Please note: The social studies standards below have been updated to reflect the Proposed Michigan K-12 Social Studies Standards.

Please remember that you are requesting your preferred stations – every effort will be made to meet your requests, but it is not guaranteed. In the past, teachers and parents have been able to attend at least one of their top three station requests. You will receive an email with your tentative station schedule(s) once all registrations have been processed. On the day of your attendance at the field day, you will receive a final station schedule(s).

**\*\*Indicates that station location is accessible to those with assistive devices.**

## Landscape Uses and Development in the Keweenaw\*\*

### Copper Harbor Trails Club

Let’s build a community! In this station students will work together to design their ideal place to live, play, and work. How will our region’s historic background and unique landscape features shape the world we live in today? Time to experiment and find out!

### Michigan Standards

*Social Studies GLCEs: 4 – H3.0.1, 4 – H3.0.4, 4 – H3.0.7, 4 – G5.0.1*

*C3 Framework: D2.Geo.5.3-5., D2.Geo.7.3-5., D2.His.2.3-5., D2.Civ.7.3-5.*

*CCSS.ELA: SL.4.1c*

## Sorting Quincy Copper\*\*

### Quincy Mine Hoist Association

How was copper extracted and separated from poor rock at the Quincy Mining Company? Use your hands to compare the manual and mechanical methods used, and how each contributed to the wealth of the company. (Note: Hammers and other tools will be used at this station by the students – they are very loud).

### Michigan Standards

*Social Studies GLCEs: 4 – E1.0.1, 4 – E1.0.3, 4 – E1.0.5, 4 – H3.0.1, 4 – H3.0.4, 4 – H3.0.5*

*C3 Framework: D2.His.2.3-5., D2.Geo.7.3-5., D2.Eco.1.3-5, D2.Eco.2.3-5.*

*CCSS.ELA: SL.4.1c*

## Red Rock Wedgers vs. Red Rock Blasters\*\*

### Keweenaw Heritage Center

Jacobsville Sandstone from the Keweenaw helped build America! Find out how by taking a time machine back to the 1870s, discover what life was like as an immigrant, and learn to do your job as a red rock wedger or red rock blaster.

### Michigan Standards

*Social Studies GLCEs: 4 – H3.0.1, 4 – H3.0.4, 4 – G4.0.1, 4 – G4.0.3*

*C3 Framework: D2.Geo.8.3-5., D2.His.2.3-5.*

*CCSS.ELA: SL.4.1c*

## Keweenaw Time Traveler Scavenger Hunt\*\*

### Keweenaw Time Traveler / Michigan Technological University

Map your history with the Keweenaw Time Traveler! In historic Downtown Calumet students will navigate to a given point in pairs, using only a compass for direction. Students will also learn that similar methods were used to locate mining permit locations and for open water navigation.

### Michigan Standards

*Social Studies GLCEs: 4 – H3.0.4, 4 – GI.0.3, 4 – GI.0.4*

*C3 Framework:* *D2.Geo.3.3-5., D2.Geo.5.3-5., D2.Geo.6.3-5., D2.Geo.8.3-5., D2.His.2.3-5.*

*CCSS.ELA: SL.4.1c, SL.4.4*

## Copper Range Railroad Impacts Life on the Range

### Copper Range Historical Society

All aboard! Travels back to the early 1900s, when the Copper Range Railroad took students from Stanton and Adams Townships to high school in Painesdale. Learn why the train went where it did, listen to stories from people who rode the trail, and discover what the former train route is used for today (Note: Students will be able to eat apples and grapes at this station).

### Michigan Standards

*Social Studies GLCEs: 4 – H3.0.1, 4 – H3.0.4*

*C3 Framework: D2.Geo.5.3-5., D2.Geo.7.3-5., D2.His.2.3-5.*

*CCSS.ELA: SL.4.1c*

## The Keweenaw Rocks!\*\*

### Erika Vye with Keweenaw Geoheritage and the Center for Science and Environmental Outreach

Do rocks stay the same forever and ever? Are the rocks here in the Keweenaw cooler than other places? Students will be introduced to the rock cycle in order to learn about and identify the main rocks types in the Keweenaw Peninsula.

### Michigan Standards

*NGSS Science GLCEs: 4 – ESS1 – 1, 4 – ESS1 – 1 MI*

*CCSS.ELA: SL.4.1c*

## Danger in the Food Chain!\*\*

### Isle Royale National Park

Isle Royale National Park’s isolation protects it from outside influences, but it is not impenetrable. Learn about where mercury came from in the past and where it comes from today, how it travels to Isle Royale, and how it threatens organisms that call the island home.

### Michigan Standards

*NGSS Science GLCEs: 4 – LS1 -1*

*Social Studies GLCEs: 4 – H3.0.7*

*C3 Framework: D2.Geo.8.3-5.*

*CCSS.ELA: SL.4.1c, SL.4.1d*

## Primary Sources: How We Learn About History

### Keweenaw NHP & Michigan Technological University Archives and Copper Country Historical Collections

History can be a puzzle, but primary sources are here to help! What are primary sources? How do they help us learn about the past? Discover what primary sources are and how archivists use them to make sense of history by doing some detective work in the archives. Along the way, students will learn more about historic architecture and noteworthy buildings of the Copper Country.

### Michigan Standards

*Social Studies GLCEs: 4 – H3.0.2, 4 – H3.0.4*

*C3 Framework: D2.His.2.3-5., D2.His.6.3-5., D2.His.9.3-5., D2.His.10.3-5., D2.His.12.3-5.*

*CCSS.ELA: SL.4.1c*

## Made for Each Other: Pollinators and Plants\*\*

### Lloyd Wescoat, Lake Superior Stewardship Initiative

We all depend on pollinators for much of our food, medicine, clothing, and more. But, who are these pollinators? How have plants and pollinators adapted to one another? Learn about the many forms these relationships take and why they are important to humans.

### Michigan Standards

*NGSS Science GLCEs: 4 – LS1 – 1*

*CCSS.ELA: RI.4.1, RI.4.2*

## An Immigrant’s Journey\*\*

### Keweenaw National Historical Park

Embark upon a fantastic journey through interactive activities focusing on the many different immigrant groups who came to the Keweenaw Peninsula in the 19th and 20th centuries. By exposing students to the art, music, and history of these immigrant groups, they will be able to see how people from different places had different experiences.

### Michigan Standards

*Social Studies GLCEs: 4 – H3.0.2, 4 – H3.0.4, 4 – G4.0.1, 4 – G4.0.2, 4 – G4.0.3*

*C3 Framework: D2.Geo.5.3-5., D2.Geo.7.3-5., D2.Geo.8.3-5., D2.His.2.3-5.*

*CCSS.ELA: SL.4.1c*

## Great Lakes Shipping\*\*

### Keweenaw County Historical Society

Great Lakes maritime transportation made the copper boom of the Keweenaw possible. What kind of ships sailed? How did they get here? What people and materials did they carry? What challenges did the sailors face? Discover the answers to these questions and more as you set sail with the Keweenaw County Historical Society.

### Michigan Standards

*Social Studies GLCEs: 4 – H3.0.1, 4 – H3.0.4, 4 – G1.0.1*

*C3 Framework: D2.Geo.2.3-5., D2.Geo.3.3-5., D2.Geo.7.3-5., D2.His.2.3-5.*

*CCSS.ELA: SL.4.1c*

## Message in a Box\*\*

### Carnegie Museum of the Keweenaw

What do we as individuals value? How about as a community? What we choose to preserve tells others what we value. Together your class will create a community time capsule and learn how preservation helps us tell our stories to future generations.

### Michigan Standards

*Social Studies GLCEs: 4 – C5.0.1, 4 – C5.0.3, 4 – P4.2.2*

*C3 Framework: D2.Civ.7.3-5., D2.Civ.9.3-5., D2.Civ.10.3-5.*

*CCSS.ELA: SL.4.1c*

## Archaeology – Solving the Mystery on Elm Street\*\*

### Keweenaw National Historical Park

The vacant lot at 99 Elm Street has been empty since the great fire of 1898. Some people say the old drug store used to be here; others say a large home belonging to a local family stood here. All the town maps and property records were destroyed in the fire. How can archaeology help solve the mystery? What can this vacant lot tell us about life in 1898? Beginning with a research question, students will work in small teams to form hypotheses, gather data from mock excavation and compare/contrast the data with their original hypotheses. Then all teams will share and compare data to reach an answer that best fits the data. Can your team of student archaeologists solve the Mystery on Elm Street?

### Michigan Standards

*Social Studies GLCEs: 4 – H3.0.1*

*C3 Framework: D2.Geo.5.3-5., D2.Geo.11.3-5.*

*CCSS.ELA: SL.4.1c*

## What They Wore: Attending School in the Early 1900s

### Friends of Fashion

Travel back in time with your students to an early 20th century classroom in the Calumet area. What was the teacher like? How about the students? Discover the culture of a typical classroom through period clothing, the materials clothing was made out of, and more with the Friends of Fashion.

### Michigan Standards

*Social Studies GLCEs: 4 – H3.0.4*

*C3 Framework: D2.His.3.3-5.*

*Art GLCEs: ART.VA.III.4.5, ART.VA.IV.4.2*

*CCSS.ELA: SL.4.1c*

## Let’s Get to the Other Side!\*\*

### Chris Alquist

The Portage Lake Lift Bridge is a lifeline that stretches across the Portage Canal connecting the Keweenaw Peninsula. Over time the bridge evolved from a wooden swing bridge to the concrete and steel lift bridge we cross today. What type of engineering goes into constructing a bridge? What types of design constraints did the engineers have here? Explore these ideas and more as your students construct their own bridge over the Portage Canal.

### Michigan Standards

*NGSS Science GLCEs: 3-5-ETS1-1*

*C3 Framework: D2.Geo.8.3-5.*

*CCSS.ELA: SL.4.1c*

## **Sixth Street Stations**

## Fighting Fires in 1900 (see more information below)

### Copper Country Firefighters History Museum

If there is a fire today you call 911, but what about in 1900? How did people notify a fire station of a fire? What equipment did firefighters use to fight fires? Experience a 1918 fire truck, fire alarm, and more as students travel back in time.

### Michigan Standards

*Social Studies GLCEs: 4 – H3.0.4, 4 – G4.0.2*

*C3 Framework: D2.Geo.5.3-5., D2.Geo.9.3-5., D2.His.3.3-5.*

*CCSS.ELA: SL.4.1c*

## On Stage at the Historic Calumet Theatre (see more information below)

### The Calumet Theatre

Since 1900, audiences have been “wowed” by the acoustics, architecture, history, and overall grandeur of The Calumet Theatre. Despite being a historic theatre, how live theatrical acts are presented today are different than how they were presented in the past. Students will experience the excitement of being on stage at the Calumet Theatre by using the stage as a portal into the art of stagecraft of the past.

### Michigan Standards

*Social Studies GLCEs: 4 – H3.0.4*

*C3 Framework: D2.His.2.3-5.*

*Arts GLCEs: ART.T.I.4.1, ART.T.I.4.2, ART.T.IV.4.1*

*CCSS.ELA: SL.4.1c*

Both of these stations will be hosted at their respective museum/site on 6th Street in downtown Calumet. Due to the distance it takes to walk to both of these stations, they are being considered as one station (**“Sixth Street Stations”).**

For example, if you want to attend the station at the Calumet Theatre, you will also be attending the station at the Copper Country Firefighters History Museum (if you receive your request, of course). You will attend both stations either in the morning or afternoon to take advantage of their proximity to one another. If you have additional questions on how this will work, please contact Katie Keller at (906) 483-3175 or kathryn\_keller@nps.gov.

## You’ve Got a Friend in Me\*\*

### Little Brothers Friends of the Elderly

Sometimes it can be difficult to start a conversation with someone you do not know, especially if they are a different age than you. How do you start a conversation with this person? What do you talk about? Students will participate in a simulated home visit with local elderly to learn inclusivity, friendship, and empathy. Self-reflection will empower and encourage the students to practice kindness in their everyday environment and interactions.

### Michigan Standards

*Social Studies GLCEs: 4 – P3.1.1, 4 – P4.2.1, 4 – P4.2.2*

*C3 Framework: D2.Civ.6.3-5, D2.Civ.7.3-5, D2.Civ.10.3-5*

*CCSS.ELA: SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.3*

## Five Strings, Five Notes: Learn to Play the Kantele!\*\*

### Kay Seppala, Finnish American Heritage Center, Finnish Theme Committee of the City of Hancock

The Finnish were and continue to be a significant immigrant group to the Keweenaw Peninsula. Their cultural influence remains today in foods (nisu), names (Maki), traditions (sauna), churches (Lutheran), music (kantele and dance), and even attitudes (sisu!). At this station, students will have an opportunity to explore one aspect of Finnish folk culture by learning to play the five string kantele – the Finnish lap harp. Each student will have a kantele to use. In only 30 minutes, students will be able to play some traditional songs, learning through demonstration, listening, and practice.

### Michigan Standards

*Social Studies GLCEs: 4 – G4.0.1*

*C3 Framework: D2.Geo.5.3-5, D2.Geo.6.3-5, D2.Geo.8.3-5*

*Arts GLCEs: ART.M.I.4.3, ART.M.I.4.6, ART.M.I.4.7, ART.M.III.K.3, ART.M.IV.4.1, ART.M.V.4.2*

*CCSS.ELA: SL.4.1c, SL.4.1d*

## Stained Glass Stories\*\*

### Calumet Art Center

Stained glass can be found in homes, businesses, and churches throughout the Keweenaw Peninsula. In churches, this stained glass often has a story to tell about those who attended in the past. The Calumet Art Center, once the First Presbyterian Church, is no exception. After learning about the history of the beautiful windows in the Calumet Art Center, students will discover how stained glass is made and have the opportunity to create their own faux stained glass artwork.

### Michigan Standards

*Social Studies GLCEs: 4 – G4.0.2*

*C3 Framework: D2.Geo.5.3-5, D2.Geo.6.3-5*

*Arts GLCEs: ART.VA.I.4.4, ART.VA.II.4.4, ART.VA.II.4.5, ART.VA.III.4.2, ART.VA.III.4.5, ART.VA.IV.4.1, ART.VA.V.4.4*

*CCSS.ELA: SL.4.1c*

## Scandinavian Midsummer Traditions\*\*

### Finnish American Heritage Center, Finnish American Folk School

Celebrate midsummer early at Copper TRACES this May! Students will use their imaginations to transport themselves to a Scandinavian midsummer celebration. They will gather around the midsummer pole to learn about historical and modern midsummer celebrations, sing seasonal songs, create a small craft project, and more!

### Michigan Standards

*Social Studies GLCEs: 4 – H3.0.2, 4 – G4.0.2*

*C3 Framework: D2.Geo.5.3-5, D2.Geo.6.3-5, D2.Geo.8.3-5, D2.His.2.3-5*

*Arts GLCEs: ART.M.I.4.1, ART.M.I.4.5, ART.M.IV.4.1, ART.M.V.4.2*

*CCSS.ELA: SL.4.1c*

## Jacob A. Riis: How the Other Half Lives\*\*

### Keweenaw National Historical Park

Jacob Riis (1849-1914) was a pioneering newspaper reporter and social reformer in New York at the turn of the twentieth century. His then-novel idea of using photographs of the city’s slums to illustrate the plight of impoverished residents established Riis as forerunner of modern photojournalism. In September and October 2019, Keweenaw National Historical Park will be hosting *Jacob A. Riis: How the Other Half Lives*, a traveling exhibit sponsored by the National Endowment for the Humanities at the Calumet Visitor Center. At Copper TRACES, students will discover children of the poor at work through a hands-on assembly line that not only explores the meanings of work, but what it might have been like to be a child working at this time in history.

### Michigan Standards

*Social Studies GLCEs: 4 – H3.0.1, 4 – H3.0.4*

*C3 Framework: D2.His.2.3-5*

*CCSS.ELA: SL.4.1c*

1. These suggestions were taken from the Center for Autism Research website page about supports students with ASD on field trips. [↑](#footnote-ref-1)