National Park Service
U.S. Department of the Interior

Keweenaw National Historical Park
Michigan

Life in a Mining Community

Life in a Mining Community
Second Grade Pre- and Post- Visit Activity Guide

Keweenaw National Historical Park
Calumet, MI 49913

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Grade: 2
(may adapt for grades 3-4)

Michigan State Standards:
2 – H2.0.1
2 – H2.0.4
2 – G1.0.1
2 – G4.0.1
2 – G4.0.3
2 – G5.0.1

Overview:

Pre-Activities:
1. Examine modern homes.
2.Examine modern food and where it comes from.
3.Examine student lifestyles and what tools they need or use to do chores around the house.

Post-Activities:
1.Design a homestead.
2.Plan out a garden that would accommodate a family of five.
3.Compare and contrast chores and tools.

Introduction

Theme:
Mining companies attracted men by offering a variety of different jobs. In remote areas without established communities, however, this meant that workers needed housing. Many companies built neighborhoods near the mine and provided land for commercial and business districts.

Focus:
Employees needed homes to accommodate wives, children, and other family members that arrived after men were employed. These homes varied in size and style, but were often rented from mining companies. Families also needed to make a living in the area through the use of innovative tools and the ability to be self-sufficient.

Background:

Housing was often provided by companies to ensure that good employees had an incentive to stay. This housing started with boardinghouses built for single men working in the mines, but as families began to arrive, this type of housing wasn't sufficient. Companies then built more family-friendly homes such as log cabins, wood-frame housing, double houses, and single homes. Some immigrants, already settled in the area, also took in boarders.

Because the land and the homes were owned by mining companies, the companies were able to have more control over their employees. Upper Michigan was also a remote area, but residents still needed necessities such as hospitals and schools in the towns. These too were provided by companies. Some families had gardens or livestock to be self-sufficient. Most families also had "modern" tools to help with everyday chores.

Pre-Visit Activity 1:

Duration: 30-45 min

Location: Classroom, indoors

Key Vocabulary: floorplan, homestead

Objectives:
Students will be able to compare and contrast their homes or apartments to the homes that were built during the mining era.

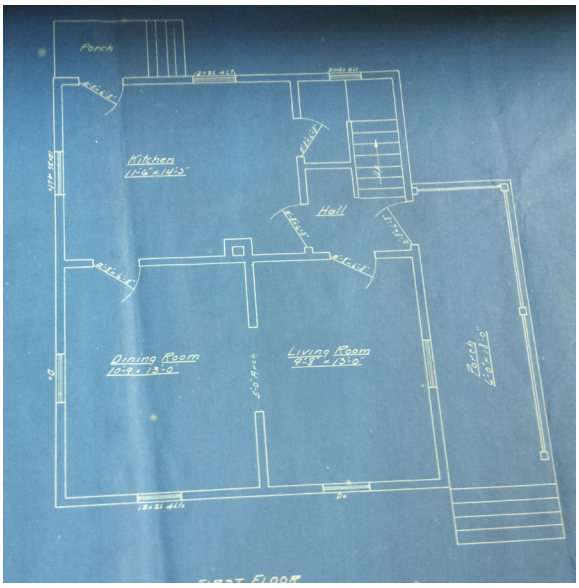
Method:
Students will draw out the floor plan of their house or apartment and draw the outside structure of where they live as well. They will later use these diagrams to compare to the size and functionality of housing in the past.

Materials:
- Large plain paper
- Pencils
- Colored pencils, crayons, or markers
- Floorplan example

Pre-Visit Activity 1: Examine Modern Homes

Background:
Many mining companies owned much of the land that was above their lodes. Because of this, they were able to control some aspects of the miners' personal lives such as what homes they lived in and for how long. The companies built homes varying in sizes and using different materials. Larger and fancier housing was for upper management, while smaller and less ornate homes were built for workers. These houses may have been log homes or wood-framed houses. Housing often started with boardinghouses for single men. Immigrants already settled in town would sometimes offer boarding for immigrants from their homeland. Other housing included double houses, also known as duplexes.

Suggested Procedures:
1. Discuss modern housing such as what types of housing is available (apartments, duplexes, single homes, etc.,) and how many rooms (types of rooms) are in the homes nowadays.
2. Students write down what rooms are in their homes, what the outside looks like (single-story, etc.,) and if they have a yard or land.
3. Students then discuss with a partner what their homes are like.
4. As a whole class, discuss similarities and differences in the students' homes.
5. Students will then draw what their homes look like: floorplan and outside appearance. (This may be a take-home project to help with the floorplans.)
6. When students have finished, ask the question, "How large do you think homes would be for immigrants' families in a mining town?"
7. Write down predictions to compare after the trip.



Pre-Visit Activity 2:

Duration: 1 week, then 30-45 min

Location: Classroom, home, indoors

Key Vocabulary: pasture, self-sufficient, pasty, sustainability, cash crop

Objectives: Students will be able to describe what it was like to be more self-efficient by identifying what foods and animals they would need to raise a family during the copper mining era in the late 1800s and early 1900s.

Method: Students log consumption of food for one week and then discuss food sources. They will compare this to food typically used in Copper mining towns of Upper Michigan. Students will also create a garden and livestock plan.

Materials:
- Large plain paper
- Pencils
- Colored pencils, crayons, or markers
- Notebook

Pre-Visit Activity 2: Gardens and Livestock

Background:
Because many copper mining towns were more remote than established areas further south, it was beneficial for families to be fairly self-sufficient. Growing and raising their own food was one way for families to be independent. Not only did many families have gardens, many had livestock and poultry as well. This lifestyle was also a way for families to keep farming traditions alive.

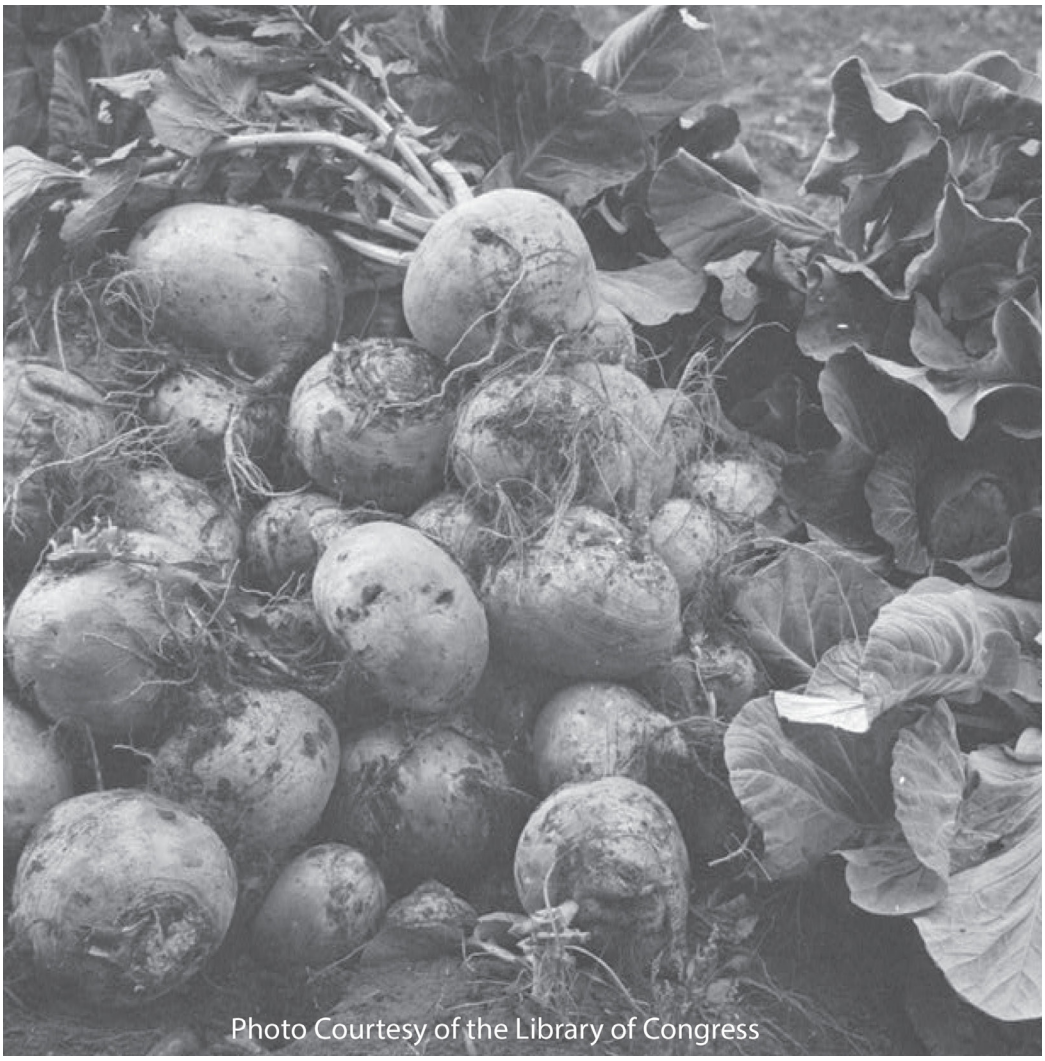
In the gardens, families would plant potatoes, beans, cucumbers, lettuce, tomatoes, carrots, rutabagas, onions, and some fruits. Livestock may have included chickens and milking cows. The cows would be walked to and from pastures set aside within the community.

Local cuisine revealed the diversity of cultures within the area as well as the ways immigrants shared and adapted the traditions of other ethnic groups in the area. One of the most significant local foods was the Cornish pasty, a pastry typically containing meat and vegetables within it. Another popular food was the French Canadian tourtière, or pork pie. Slovenians introduced potica, a pastry filled with honey and walnuts, but could also be filled with local fruits such as apples, cherries, or blueberries. Finnish families made kalamoijakka, or fish stew.

Mining was not the only industry in the Keweenaw. There were quarries for Jacobsville sandstone (used as a building material), logging and lumbering, and agriculture provided employment as well. If the immigrants were from Northern Europe, agriculture was very appealing. In fact, some miners' families worked small farms in the summer months while the men worked in mines in winter. Many miners also saved money until they could farm as a full-time job. Popular cash crops included potatoes, strawberries, and hay. Profitable livestock included dairy cows for butter, milk, and cheese.

Suggested Procedures:
1. Discuss where we get food in modern times (often from grocery stores.) Students will then log what they eat for a week.
2. After the week has finished, students should have their logs filled out. Using these data students will discuss with one another the food that is listed; how much of it could be made from scratch, how much of the food could they grow in a garden or get from livestock.
3. As a whole group, discuss what the students found out from their smaller discussions. Talk about how many families in the late 1800s and early 1900s needed to rely on their land and livestock to provide food for their family that was affordable and fairly accessible.

4. Ask how the food was used and preserved for the winter……what do students' families do with extra food from the garden?
5. Discuss environmental sustainability. What does this have to do with today's gardening or food sources? Do you think this may have been why families had livestock and gardens as well? Why or why not?
6. Segway into creating a mock garden. What would the students plant to accommodate a family of 5? What livestock would they include? Think about the work involved in keeping up the livestock and garden….
7. Optional: (see post-activities) Students will draw out their garden, including what plants they are growing. They will also include a drawing of their yard and what livestock they might have on hand. (Where do these livestock feed and where would they be kept?) This will be compared to what they learn during the visit.
8. Extension: Students can choose their employment as an immigrant and research what they would do and then choose whether or not they would also farm. They would need to explain their choices in a short essay.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Pre-Visit Activity 3:

Duration: 30-90 min

Location: Classroom, indoors

Key Vocabulary:
chore, chamber pot, washboard, rapid washer

Objectives:
Students will be able to compare modern chores to those done in the 1800s and 1900s by investigating at least 3 different chores they do and what tools or devices would be needed.

Method:
Students will list household chores and the items they need to accomplish the chore and compare to observations during their visit. Optional: Students may interview an adult on what chores they needed to do as children. Students will create a tool that will help them with one of their chores.

Materials:
- Paper
- Pencils
- Choice of recyclables for invention

Pre-Visit Activity 3: Chores and Household Tools

Background:
In every generation, children and adults need to do chores to maintain a home. These chores varied throughout the years, however there are many similarities such as doing dishes, cleaning the house, or doing the laundry. During the era of copper mining in Upper Michigan, many households did not have electricity, and therefore did not have the same tools to do chores as modern day households do. Chores were usually labor intensive and were done by hand. Some of these chores included planting crops, baking bread, and scrubbing laundry. Before running water, water needed to be brought to the house and warmed over a fire or stovetop. Even the iron for clothing needed to be heated by this method.
Laundry consisted of using washboards and rapid washers to assist in cleaning the clothing. It was usually done in a washtub full of soapy water. It became an easier chore once homes had running water.

Not only was doing dishes and laundry more laborious, the simple task of going to the bathroom was more tedious, especially at night and during winter. Residents needed to use outhouses or "privies" located in their yards. Often, chamber pots were kept in the bedroom for night time bathroom breaks.

Suggested Procedures:
1. Begin by discussing chores around the household. What types of jobs do the students have to do around their homes? Do they earn an allowance? How many of these jobs use electricity? What would they have to do if they did not have electricity?
2. Pair off the students. Each partner will talk about their chores and the students will take notes. They will also make notes about how they accomplish the chores and what tools they need to use (ex. Washing machine, vacuum, etc.) Optional: students may also interview an adult or parent on what chores they needed to do as children.
3. After partners discuss and take notes, discuss the findings as a whole group. Write these on the board.
4. Brainstorm how these chores might have been accomplished in the late 1800s and early 1900s. What would the students do if they lived in that era?
5. Optional: Create a tool (without electricity) that would meet the needs of a chore that uses modern day electricity.
6. Optional: Introduce some of the tools and devices used in the past. (You may want to wait until after the visit.)
7. Use a KWL chart to brainstorm what the students know already (K) and what they want to learn (W.) Leave the last column open. This will be filled out after the visit with things they have learned (L.)

Post-Visit Activity 1:

Duration: Up to 1 week

Location: Classroom, home, indoors

Key Vocabulary: homestead, chore, paternalism

Objectives:
Students will be able to recreate a homestead using various materials or drawings based upon their findings

Method:
Students will create a drawing or 3-D presentation of a homestead built in the late 1800's and early 1900's during the copper mining era. This may be in the form of a model or diorama.

Materials:
- Paper
- Pencils
- Coloring supplies (markers, colored pencils, etc.)
- Pictures of types of homes
- Optional: cardboard, medium-sized box, crafting supplies

Post-Visit Activity 1: Design a Home

Background:
When copper mining became an option for employment, miners and their families needed homes to live near their workplace. Companies, such as Calumet and Hecla, began to build communities and provided amenities, giving them a certain amount of control over employees (paternalism.) Because many aspects of these towns were controlled by mining companies, families could lose their home at any time. These families often rented the houses or land from companies.

The housing itself varied in structure and size. Most men began living in the Keweenaw at boardinghouses. As their families came, family-friendly homes became more prominent. These homes could have been log homes, wood-frame, double houses, or single homes. Towns were built near the mine and shaft locations, therefore often seemed to "cluster" together.

Suggested Procedures:
1. Discuss what students observed during their visit. They should still have the predictions about home sizes. Compare these predictions to the observations.
2. Students will then pull out the floorplan of their own homes. Compare this to the layout of mining homes. Which rooms are the same? What is different (size, amount, etc.?)
3. Ask what rooms they would eliminate from their own houses if they lived in the mining era. Using this as guidance, students will design their own housing. They should consider the type of home they build and possibly what their status would be (which would affect the type of housing they would have.)
4. Extension: Students may choose to create a township. They should indicate where residential areas are compared to the location of mines and shafts.
5. After the project is completed, students will present their creations to the class.

Post-Visit Activity 2:

Duration: 30-45 min

Location: Classroom, indoors

Key Vocabulary:
livestock, loam

Objectives:
Students will demonstrate knowledge about crops and livestock by creating a plan to cultivate at least three different crops and raise livestock.

Method:
Design or plan out a garden and/or livestock to raise based upon what they have learned. Include the reasoning behind choices made. Then compare it to the garden they previously planned in the pre-activity (if this option was chosen.)

Materials:
- Gardening magazines
- Computer with Internet access
- Paper
- Colored pencils, crayons, markers
- Notebook or loose leaf paper

Post-Visit Activity 2: Planning a garden and livestock

Background:
Gardens were common for many families and included vegetables such as potatoes, beans, cucumbers, lettuce, tomatoes, carrots, rutabagas, onions, and some fruits. Popular cash crops included potatoes, strawberries, and hay. Profitable livestock were mostly dairy cows that provided milk, butter, and cheese. Families also raised chickens for eggs and meat and some families also had milking cows.

Gardening requires a lot of work and tending to. Many times, children helped adults with planting, weeding, and harvesting.

Planning out the garden is essential. One must know how large of a plot they need, what the soil type is, and what plants work well together. It is suggested to also know the height and size the plants become and what sunlight or water the plants require. Most families planted vegetables, which need 6 hours of direct sunlight. Plants usually need a loamy soil with proper drainage as well.

When planting, the gardener needs to pay attention to spacing. Larger plants such as corn or crawling plants, such as squash, would need larger areas to grow than something such as onions.

According to the Farmer's Almanac, a garden that is 16 x 10 feet filled with vegetables can feed a family of four during the summer. It may even provide extras which can be processed and stored for winter. Some suggestions for vegetables include beans, beets, carrots, cabbage, kohlrabi, lettuce, radishes, rutabagas, spinach, tomatoes, zucchini, peppers, and turnips.

Suggested Procedures:
1. Introduce gardening and the planning aspects of creating one large enough for a family to feed off of. Be sure to include popular plants (vegetables in particular) that are common in gardens.
2. Pass out gardening magazines or go to company websites for students to research plants and what would work for their gardens. Emphasize heirloom plants (seeds and plants that haven't been modified or turned into hybrids.)
3. After researching, students will plan out a garden that would accommodate a family of 5. This will be plotted out in a diagram. Try to include where in the yard it would be located.

4. Students may include livestock that would help support the family.
5. Once the diagram has been completed, students should write a one-page explanation as to why they chose the vegetables to grow as well as the livestock to raise. They should be able to explain how they would accomplish the chores associated with gardening and keeping live animals.
6. Students may present the diagrams and explanations to the class. Suggestions include an oral report or a computerized presentation such as PowerPoint or Google slides.
7. Extension: Ask what foods the students can preserve for the winter from their garden.

Post-Visit Activity 3:

Duration: 30-45 min

Location: Classroom, indoors

Key Vocabulary:
chore, chamber pot

Objectives:
Students will be able to define what makes a tool useful by comparing and contrasting modern tools to tools of the past.

Method:
Examine student lifestyles and what tools they need or use to do chores around the house.

Materials:
- KWL chart
- computer with internet access
- large unlined paper
- writing utensil
- unlined paper and coloring materials

Post-Visit Activity 3: Compare and Contrast Chores

Background:
Adults and children need to accomplish chores to keep a tidy home as well as to ensure that all needs are met.

Women and daughters:
Women knit and sewed clothing for themselves and their children, and also mended, laundered, and ironed clothing. Wash day was usually on Monday but was so labor-intensive that it usually spilled over to the next day or two. A woman, and sometimes her daughters, would carry and lift heavy loads of water, haul wood to boil the water, then kneed and scrub the clothing. Then they would have to wring the clothing out and hang it dry.

If families had animals and used them as food, women often tended to the domestic fowl, swine, and cows. On top of running everything inside the home, they were also responsible for animals. They fed ducks, geese, chickens, and turkeys. They collected eggs, caught birds for slaughtering, slaughtered the birds, and then prepared the birds for cooking (plucking and dressing). Large animals were also tended to by women- they had to give slop to the pigs and skim and prepare the milk from cows. Butchering of these animals, however, was mostly a man's job probably due to the heaviness of the animals.

Before cast-iron stoves, women and girls hauled in water for cooking and clean-up. They also had to haul wastewater out at the end of the day. Woodpiles were tended to for heating up water and to cook the food.

Women were also in charge of lighting the house. At first this was with candles. Most candles were actually store bought, but some women elected to make their own using molds or dipping wicks into hot beeswax and tallow to build up the candle. By the mid-1850s candles were no longer preferred. Instead, houses were lit by kerosene lamps. Either way, by candle or lamp, women had to make sure nothing tipped and that the lamps had enough fuel. Flames also caused a lot of soot…. women and children had to wash glass and chimneys almost on a daily basis and had to scrub ceilings to prevent soot buildup.

Children:
Many children worked during the mining era. Oftentimes, girls were sent to work sooner than the boys in the family because they could do domestic work, such as house cleaning and doing dishes. Some girls as young as 6 years old lived and worked in other households.

Boys were often sent to work as mill boys in stamp mills or drill boys underground. The drill boys ran errands, carried water, and supplied 2-man mining teams with sharpened drill steels for their drills. Boys found themselves working in the mines when their father became disabled or killed in the mines.

At home, children helped tend gardens. Some would help plant, but many children weeded and harvested plants. They also helped pick berries during berry season.

Suggested Procedures:

1. Refer back to the KWL chart that was partially completed before the trip. Discuss what is already completed and then fill in what the students learned (L.)
2. Optional: If the students created a tool (without electricity) that would meet the needs of a chore that uses modern day electricity, they should compare their tool to the tools that were displayed. If they haven't you can use the project as an extension: now that the past and present tools have been discussed, students can create a tool for the future that would accomplish household chores of their choice. These tools can then be presented to the class.
3. Choose one of the tools that were displayed in the exhibits. Research when it was invented and put it on a timeline. Using previous knowledge or more research, determine what tool replaced it (modern-day) and put that on the timeline as well.
4. Now explore what kind of invention would be made in the future that improves on the previous two tools. Create a name for it, a drawing for it, and determine when it might be made in the future. (If this was done previous to the visit, put the already created tool on the timeline. Students can make changes to it before putting it on the timeline as well.)
5. Put the invention/tool on the timeline and describe it.
6. For each invention or tool, describe what made it important and how it affected people's lives.

Glossary:

Cash crop: An easily marketable crop that is sold rather than used by the grower.

Chamber pot: a bowl-shaped container with a handle and lid used for going to the bathroom at night usually stored in a bedroom under the bed.

Chore:a routine job that is usually necessary and done around a household or farm.

Floor plan: a drawing or diagram, usually drawn to scale, of the rooms of each floor in a building. This is drawn as if you were viewing it from above.

Homestead: the house and land on which a person resides. May include buildings that are also on the land.

Kalamoijakka: a Finnish American fish stew.

Loam: a type of soil good for growing plants that usually contains silt and sand, some clay, and also containing humus

Pasture: a large area of grass or low lying plants that animals graze upon.

Pasty: a pastry from Cornwall, typically containing meat and vegetables within it.

Paternalism: When an organization gives people what they need but there may be restricted responsibility and not much freedom of choice

Potica: a Slovenian pastry filled traditionally with honey and walnuts but can be filled with apples, cherries, pineapples, or raisins.

Rapid washer: An object, similar to a toilet plunger, that was submerged in soapy water and then moved up and down to clean clothes by agitating them.

Self-sufficient: able to meet one's basic needs without outside help. This may be in regards to the production of food.

Sustainability (environmental): not being harmful to the environment. Help to conserve natural resources.

Tourtière: a French Canadian meat pie that originated in Quebec usually containing ground pork, beef, or veal.

Washboard: Usually a rectangular board with ridges or ruffles on it that is used to wash clothing by rubbing the clothing against it

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http://geo.msu.edu/extra/geogmich/ag_history.htm

http://loc.gov/teachers/classroommaterials/primarysourcesets/childrens-lives/pdf/teacher_guide.pdf

Planting and heirloom seed catalogs:

www.burpee.com

www.JohnnySeeds.com

http://www.seedsavers.org/

Laundry Agitator

Sad Iron