**Activity: Writing a Lighthouse Keeper’s Log**

**Objective:**

Students will apply their knowledge of Great Lakes shipping, weather conditions, and the duties of lighthouse keepers to create a log entry for a lighthouse keeper in the early 1900s.

**Introduction (10 minutes):**

1. **Discussion:**
	* Imagine living at a lighthouse in the Great Lakes region in the early 1900s, What challenges might you face? How has technology evolved? What would you observe every day?
	* Provide Background on US Lighthouse Service,
		+ [Lighthouse Keepers (U.S. National Park Service)](https://www.nps.gov/articles/lighthouse-keepers.htm)
		+ [Lighthouses of the National Park Service (U.S. National Park Service)](https://www.nps.gov/articles/lighthouses-of-the-national-park-service.htm)
		+ [Fresnel Lens (U.S. National Park Service)](https://www.nps.gov/articles/fresnel-lens.htm)
	* Review key topics:
		+ The role of lighthouses in Great Lakes shipping.
		+ Common goods shipped, such as copper, iron ore, and timber.
		+ Weather conditions unique to the Great Lakes (e.g., sudden storms, fog, ice, gales). Could include historic storms such as, The Great Lakes Storm of 1913, Edmund Fitzgerald.
		+ Duties of lighthouse keepers (maintaining the light, recording events, aiding ships in distress, working with US Life-Saving Service).
2. **Explain the Activity:**
	* Write a daily log entry as the lighthouse keeper at the Eagle Harbor Lighthouse. Create a log entry for a date of your choosing in the early 1900s.
	* The log should include:
		+ Observations of shipping traffic (e.g., copper-laden ships heading to industrial ports, AM/PM).
		+ Weather conditions (e.g., "dense fog rolled in by noon").
		+ Challenges faced (e.g., equipment malfunctions, storm preparedness, isolation).

**Activity (20-30 minutes):**

1. **Preparation:**
	* Provide students with a template for a log entry.
2. **Reference (Optional):**
	* Watch the Eagle Harbor Lighthouse tour [video](https://www.nps.gov/media/video/view.htm?id=544E3889-939D-4B15-837F-2AAA0F6AE594).
	* Share a short text or visual with details about Great Lakes shipping in the 1900s and common lighthouse activities.
	* Primary sources, lighthouse keeper logs
3. **Writing the Log:**
	* Students use the template to draft their entry.
	* Encourage creativity but emphasize historical accuracy.
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**Examples to Inspire Students:**

1. **Example Log Entry 1:**
	* **Date:** November 12, 1902
	**Weather Conditions:** A bitter cold wind swept in from the northwest, with ice forming on the lake's edge. Gale conditions predicted.
	**Shipping Traffic Observed:** The *SS Copper Queen* passed by mid-morning, carrying copper from Michigan’s Keweenaw Peninsula to Detroit.
	**Duties Performed:** Cleaned and refueled the light. Polished the Fresnel lens to ensure maximum brightness.
	**Challenges or Events:** The fog bell malfunctioned during the afternoon; spent two hours repairing it. A schooner sounded a distress call near midnight—assisted with communication using the signal lamp.
2. **Example Log Entry 2:**
	* **Date:** June 5, 1901
	**Weather Conditions:** Clear skies with a gentle breeze; the lake was calm.
	**Shipping Traffic Observed:** Two freighters, one carrying timber and the other copper, passed southbound.
	**Duties Performed:** Checked the lighthouse foundation for storm damage. Raised the flag for fair weather.
	**Challenges or Events:** None today, though the loneliness is heavy with no visitors this week.

**Debrief (10 minutes):**

1. **Share and Discuss:**
	* Students read their entries aloud or share with a partner.
	* Discuss what they learned about the life of a lighthouse keeper and how shipping relied on their work.
2. **Reflection:**
	* What would have been the most challenging part of being a lighthouse keeper? What would you have enjoyed?