**Copper TRACES Traveling Trunk**

**Unit Description**

The Copper TRACES Traveling Trunk is a standards-based educational tool that brings the magic of the Copper TRACES program to your classroom. It is one component of the fourth grader and equivalent Copper TRACES experience for youth in the western Upper Peninsula of Michigan.

The purpose of the Copper TRACES Traveling Trunk is to further connect students to the resources of Keweenaw National Historical Park (Keweenaw NHP) after the initial classroom visit, and to get them excited for the upcoming May field trip. The traveling trunk is an inter-disciplinary, standards-based experience that teachers can use in their classroom to support their curriculum and help students have fun with local history and resources.

The goals of the Copper TRACES traveling trunk are to:

1. Introduce and / or reinforce fourth grade topics and concepts that align with Michigan Department of Education standards.
2. Provide a place-based, fun, educational experience that connects students to the diverse resources of Keweenaw NHP.
3. Create or support awareness of the National Park Service and Keweenaw NHP.



To attain these goals, the Copper TRACES traveling trunk uses a variety of teaching strategies, materials, and assessment tools that support 21st century learning expectations.

The Copper TRACES traveling trunk is composed of eight lesson plans that are designed to be used as part of a larger unit or as individual education experiences.

Unit Essential Question:

**What can we as individuals and as a community do to protect the stories and resources of the KNHP?**

| **Title** | **Description** | **Standards** | **Teaching Strategies** |
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| **1 – What is Copper TRACES?** | Students will learn what Copper TRACES is in a park-produced video, how the acronym vocabulary connects to park resources, and apply their vocabulary knowledge to a writing activity of their choice. | **CC ELA*** RF.4.3
* W.4.3
* SL.4.1
* L.4.2
* L.4.3
* L.4.4
 | * Essential Question
* Word Wall Game
* Writing Activity: Comic Strip or Letter
* Questioning
 |
| **2 – T is for Technology** | Students will learn about changing energy needs in historic Red Jacket (Calumet), which materials are conductors and which are insulators, and how electrical circuits work by assembling snap circuits. | **CC ELA*** W.4.1
* W.4.1.A
* W.4.1.B
* W.4.1.C
* W.4.1.D
* SL.4.1

**MI Science*** 4-PS3-2
* 4-ESS3-1
 | * See, Think, Wonder
* Photograph Analysis
* Demonstration
* Scientific Testing (energy sticks and snap circuits)
* Questioning
 |
| **3 – R is for Research** | Students will learn about what primary and secondary sources are, apply their new knowledge by investigating a mysterious local building, and analyze the value of research and primary and secondary sources. | **CC ELA*** RI.4.1
* RI.4.2
* RI.4.3
* W.4.1
* W.4.1.A
* W.4.1.B
* W.4.1.C
* W.4.1.D
* SL.4.1

**MI Social Studies*** 4 – H3.0.1

**C3 Framework*** D2.His.9.3-5.
* D2.His.10.3.5.
* D3.3.3-5.
 | * See, Think, Wonder
* Primary / Secondary Source Analysis & Investigation
* Think – Pair – Share
* Questioning
 |
| **4 – A is for Art** | Students will learn about the tradition of Finnish folk dancing and perform, compare, and contrast multiple Finnish folk dances. | **CC ELA*** SL.4.1
* SL.4.1.C
* SL.4.1.D

**MI Social Studies*** 4 – G4.0.2

**MI Arts*** ART.D.III.4.6
* ART.D.IV.4.1
 | * Think – Pair – Share
* Photograph Analysis
* Folk Dancing
* 3-2-1
* Questioning
 |
| **5 – C is for Community** | Students will learn about the effects stamp sands are having on Buffalo Reef in Keweenaw Bay, how local groups are addressing the issue, and participate in a Circle of Viewpoints activity where they explore one stakeholder perspective for themselves. | **CC ELA*** SL.4.1
* SL.4.1A
* SL.4.1B
* SL.4.1C
* SL.4.1D
* SL.4.3

**MI Science*** 4 – ESS3 – 1

**MI Social Studies*** 4 – H3.0.7
* 4 – G5.0.1

**C3 Framework*** D2.Geo.2.3-5.
 | * How do you see it?
* Concept Map
* Circle of Viewpoints
* Four Corners
* Questioning
 |
| **6 – E is for Environment** | Students will learn vocabulary about the main processes of Keweenaw copper mining, participate in an interactive story about the milling and smelting history of Torch Lake, and engage in a fishbowl discussion where they share their thoughts and feelings about Torch Lake today. | **CC ELA*** SL.4.1
* SL.4.1A
* SL.4.1.B
* SL.4.1.C
* SL.4.1.D
* SL.4.4

**MI Science*** 4 – ESS3 – 1

**MI Social Studies*** 4 – H3.0.1
* 4 – H3.0.7
* 4 – G5.0.1

**C3 Framework*** D4.1.3-5.
* D4.4.3-5.
* D4.6.3-5.
 | * Think – Pair – Share
* Vocabulary Demonstration
* Interactive Story
* Fishbowl Discussion
* Questioning
 |
| **7 – S is for Service** | Students will learn more about the Every Kid Outdoors program bill at the federal level of government, where the funding for the national parks comes from, and how taking informed action can influence change for themselves and others. | **CC ELA*** SL.4.1
* SL.4.1.C
* SL.4.1.D
* W.4.1
* W.4.1.A
* W.4.1.B
* W.4.1.C
* W.4.1.D

**MI Social Studies*** 4 – C3.0.3
* 4 – C5.0.1
* 4 – P3.3.1
* 4 – P4.2.2

**C3 Framework*** D2.Civ.2.3-5.
* D2.Civ.7.3-5.
* D4.3.3-5.
* D4.7.3-5.
 | * Questioning
* Persuasive Letter Writing
* Give One, Get One
 |
| **8 – Copper TRACES Wrap-Up** | Students will make connections between their knowledge of the Copper TRACES acronym and the Keweenaw Heritage Sites during a brochure activity, as well as create a brochure of their own as a culminating unit activity. | **CC ELA*** R1.4.1
* W.4.2
* W.4.2.A
* W.4.1.B
* SL.4.1
* SL.4.1.D
 | * Essential Question
* Questioning
* Classification Activity
* Create a Brochure (Culminating Assessment)
* Think – Pair – Share
 |

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