



Schools, Education, and Training

NPS Keweenaw NHP Archives Curto book 9 053 Old Washington School ca 1915



Schools, Education, and Training

Second Grade Pre- and Post- Visit Activity Guide

Keweenaw National Historical Park
Calumet, MI 49913

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Grade: 2-3

Common Core Standards:

SL.2.2
W.2.1

Michigan State Standards:

Art:
ART.M.I.2.2 ART.M.I.2.3
ART.VA.II.2.1
Language Arts:
2 – H2.0.4
2 – G4.0.3
3 – G4.0.2
Physical Education:
Manipulative skills:
catch, kick, hand and
foot dribble, and strike.
Overhand throw,
underhand throw.
Movement concepts:
spatial awareness, effort
and relationships.
Locomotor skills: walk,
run, leap, jump, chase,
and dodge.

Overview:

Pre-Activities:

1. Create a mining town
2. Assess subjects taught in modern school setting
3. Culture and language differences

Post-Activities:

1. Cultural diversity and handwriting
2. Create an art piece using skills taught in early schools
3. School sports

Introduction:

Theme:

Paternalism was a common management approach in mining towns. Many companies influenced and even determined what was built within the independent communities adjacent to mining operations. To attract immigrants and new employees as well as to retain them, companies created not only housing neighborhoods, but also provided for essential community functions and services, such as libraries, hospitals, churches, and schools. Schools in particular reflected ethnic diversity within the community.

Focus:

Schools reflected ethnic diversity in Calumet and students learned job-related skills by attending classes.

Background:

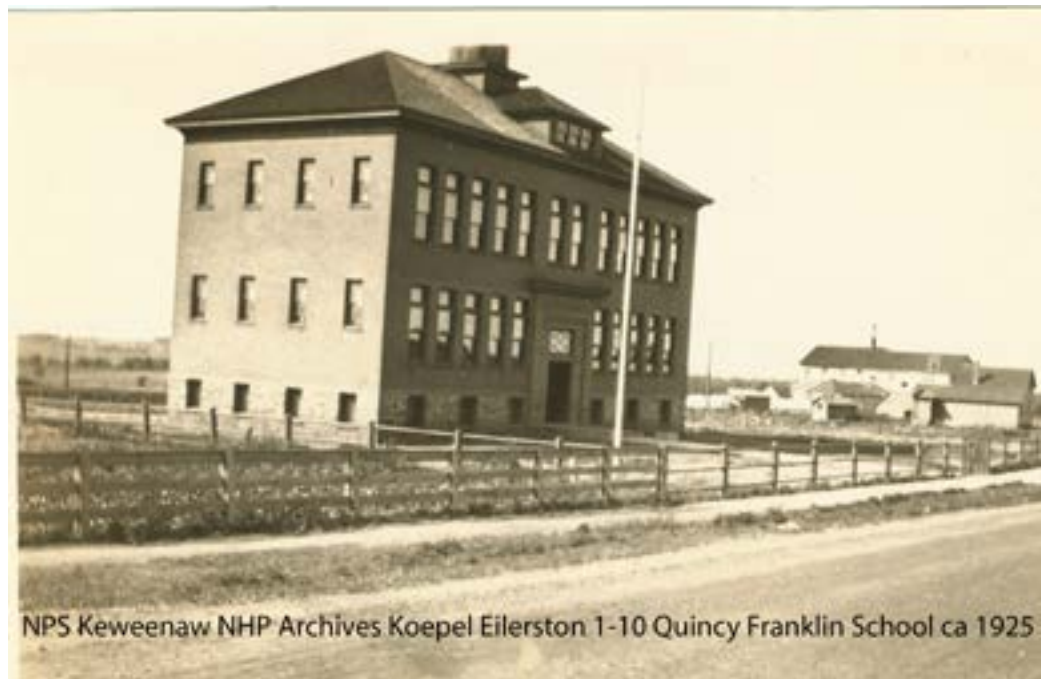
Private and public schooling was available in Calumet and Laurium. Some churches, such as the German Lutheran and Polish Catholic churches, offered private schools. These parochial or church-sponsored schools addressed faith and cultural needs while providing academic instruction. Lessons were often taught using the children's native language.

Public schooling was often provided by Keweenaw mining companies in the hope of retaining workers. Locally, the School District of Calumet Township was established in 1867. In 1875, C & H built Central School near the company's offices in Calumet. This school was later named Washington School, and was reputed to be the largest in the state of Michigan. The school had 38 rooms which included a museum and township library.

Most schools were in-part funded and built by C&H; however the school board (on which many mine managers sat) also built schools. By 1930, 13 out of 30 schools built in Calumet were built by the school board. High school classes were held in the Washington School until 1898, when a new high school and manual training school were built across road from Washington School. The Manual Training School was staffed by C&H employees; the schools had separate principals, both of them reported to the superintendent and the board of education. The schools were destroyed by fire in 1905. A new school opened in 1907, built with materials such as brick meant to prevent another loss by fire. Lessons at the school provided practical skills such as cooking and sewing classes for girls and mechanical drawing and forging for boys.

Primary grades often times had 50 or more students of mixed age in one classroom, making it a difficult learning and teaching environment. Not only were classes large, but students often changed schools throughout the school year: men often moved from mine to mine for better opportunities, and their families moved with them. Children of mine workers could attend 3 different schools in one year. Women often taught the younger grades while men taught older students.

The company provided housing for its workers, and leased land to those who wished to build their own house. Company-built community buildings, such as libraries and bathhouses, also served the needs of residents, even if they did not work for the mining company. The company leased land to churches and often provided funds for construction.



Pre-Visit Activity 1:

Duration: 30-45 min

Location:

classroom or large
hard floor, indoors

Key Vocabulary:

paternalism

Objectives:

Students will be able to describe the use of mining company paternalism to establish communities by naming at least 2 services provided.

Method:

Students will participate in discussion and hands-on activities.

Materials:

- Maps of Red Jacket/Calumet
- Printed photos: library, school, office buildings, churches, residential dwellings, Red Jacket aerial picture (in separate file)
- Plain white paper
- Large butcher paper
- Drawing materials

Pre-Visit Activity 1: Services Provided by the Company

Background:

C&H provided more conveniences than other mining companies. Log cabins and boardinghouses were the first kinds of rental housing built for workers. As the mine developed and became successful, single family homes and double houses (duplexes) were available for rent. Neighborhoods were typically built with same style of house, including saltbox or gambrel roofed homes, giving streets a uniform appearance. Employees did not have to rent housing: they could lease land and build their own houses. The company could still require you to vacate the property if they discovered copper-containing rock or wished to use it. Because yards were small, a common pasture was provided for family cows; the first cow was free of charge, but there was a grazing fee if the family had more cows.

Churches were also often built on leased land, and the company donated construction funds. C&H also built schools which were then rented to the school district; it later built a library that welcomed the public. . Bathing facilities in bathhouses were available. C&H's first bathhouse was located beneath the library. Later, it was turned to library storage and a new stand-alone bathhouse was built nearby. C&H also provided a hospital. Hospitals in mining communities were not purpose-built, but typically were located in converted houses.

Conveniences within the home were more prominent in Calumet than in other mining towns. C&H had water, sewer, power, and telephone utilities in some company housing. Families would, however, have to appeal for some conveniences such as a toilet or telephone. C&H invested in its own fire department from 1871 to 1968 to respond to fire emergencies on its property, which including many neighborhoods. This was in addition to the village fire department, which responded to fires within village boundaries.

Suggested Procedures:

1. Discuss paternalism and what services were provided by companies.
2. Show pictures of company-built services such as the library, school, or office buildings. Also show pictures of churches and residential dwellings.
3. Students will discuss observations including what the building's purpose might be and what it looks like (architectural features).
4. Students will pick a building to draw. This may include company-built, church, or privately-owned residential buildings. Set aside.
5. Show maps of towns and how the mining operations were separate from commercial and residential areas. Suggested: Red Jacket aerial picture. Discuss- ask why they might have done this?
6. Pretend part of the floor is a township. Where would students put their building? Each student will take a turn to put their drawing on the floor where they would want it to be built. Remind them of the maps.
7. Discuss why each student decided to put their drawing where they did. Challenge students to remember where their picture was. They will then pick it up.
8. Lay down the butcher paper on a hard surface. Explain that the students will now make a map of where each building is. Optional: Show a Sanborn map from the Library of Congress: <https://www.loc.gov/maps/?q=red+jacket&st=list>



Photo Courtesy of Library of Congress

Pre-Visit Activity 2:

Duration: 15-20 min

Location: classroom, indoors

Key Vocabulary:
subject

Objectives:

Students will be able to identify a favorite subject in school and provide at least 2 reasons.

Method:

Students participate in discussion and write an opinion paper.

Materials:

- Whiteboard and marker
- Paper and writing utensil

Pre-Visit Activity 2: Subjects in Modern Schools

Background:

Core subjects taught in school consist of math, reading, science, and social studies. Physical education, music, art, library, and guidance are also offered in many schools. Students are required to attend school to gain knowledge, but there are always subjects more desired than others.

Suggested Procedures:

1. Challenge students to name all of the subjects in school without looking at their schedule. Ask them to think about which one is their favorite without talking.
2. Students will turn and talk to each other and discuss what is their favorite subject and why.
3. Survey and tally students' favorite subjects. Ask students why they chose that subject.
4. Students will write a paragraph as an opinion paper about their subject and why they chose it.

Pre-Visit Activity 3:

Duration: 20 min

Location:
classroom, indoors

Key Vocabulary:
culture, language,
communicate

Objectives:
Students will be able to understand how language and culture play a role in communication and socializing within a school setting.

Method:
Students will examine, speak, and sing words written in different languages.

Materials:

- Hello 'Round the World: (website listed in references)
- 'Round the World with Ways to Say Hello by: Hap Palmer
- "Hello" handout

Pre-Visit Activity 3: Cultural and Language Differences

Background:

Copper mining encouraged immigration to the Keweenaw Peninsula from a variety of countries. Immigrants to Calumet included Finns, English, French-Canadians, Canadians, Slovenians, Croatians, Italians, Germans, Swedish, Irish, Norwegians, Poles, and Scottish. Because of such diversity, many children spoke their native language at home and were taught English language in public schools.

Suggested Procedures:

1. Ask students what languages they speak. What would happen if your friends did not speak the same language as you? How would you be able to communicate?
2. Brainstorm ideas on how to communicate using body language. Practice showing feelings using facial expressions.
3. Students will then demonstrate how they could communicate "hello" or "how are you?" without saying any words.
4. Discuss how immigrants in Calumet schools often spoke their native language and needed to learn English in school. Talk about how many different ethnicities there were in the area.
5. Give hand-out of hello in different languages. Practice saying hello. Optional: sing a hello song.

Post-Visit Activity 1:

Duration: 20 min

Location: classroom, indoors

Key Vocabulary:

Objectives:

Students will be able to correctly write their initials using cursive writing.

Method:

Teachers will use demonstration and students will practice cursive handwriting.

Materials:

- Pencil and paper
- Picture of handwriting displayed on projector or SMARTboard

Post-Visit Activity 1: Language barriers, Cultural Differences, and Handwriting

Background:

Children did not always hear English spoken at home, and some teachers had difficulty communicating with them. Students did not always report to class and truancy was a problem. In June, students were kept home for planting or doing spring chores. Schools understood the needs at home, but also encouraged students to return for final exams. In public schools, students needed to learn English and salute the flag. This was a method of "Americanizing" immigrant children. Most students learned cursive handwriting.

Suggested Procedures:

Review how diverse the community was. Also review pre-activity #3. Reflect on the school display at Calumet Visitor Center. How many nationalities did Calumet public schools claim to have? (29 nationalities) How would you be able to teach students if they didn't speak your language?

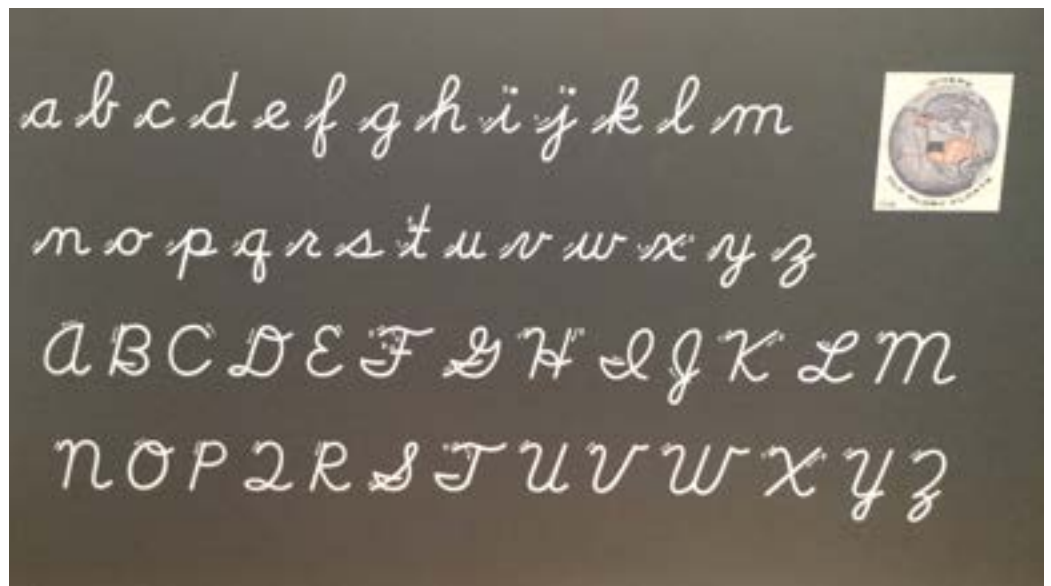
Introduce cursive writing. How many students think they can write cursive well? Can they follow the steps shown on the "chalkboard" display from the Calumet Visitor Center?

Display the picture of the chalkboard. Note the arrows pointing out the strokes to use while creating each letter.

Students will practice making each letter.

Students will write their initials or name using the cursive lettering.

Optional: use large lettering and decorate around the lettering to create an art piece.



Post-Visit Activity 2:

Duration: At least two 45 min sessions

Location: classroom, indoors

Key Vocabulary: drafting, whip stitch, running stitch

Objectives: Students will be able to use similar skills learned in C & H high school and Manual Training school to create one or two finished products.

Method: Discussion and demonstration will be followed by hands-on activities.

Materials:
Craft Stick Box

- craft sticks
- glue
- optional: paint or markers

Pillow

- 5 x 5 inch quilting squares or scrap fabric (2 per student)
- sewing needles
- thread
- batting, cotton, or cotton balls

Post-Visit Activity 2: Art Piece

Background:

Children that attended schools in Calumet were taught in ways that reinforced gender roles: boys learned manual labor suitable for mining occupations; while girls were given cooking or sewing classes for domestic occupations. Early schools often times had 50 or more students of mixed age in one classroom, making it a difficult learning and teaching environment.

The Manual Training School had a drafting room, carpenter shop, pattern shop, blacksmith shop, machine shop, chemical laboratory, and biology room. Cooking and sewing rooms were included in a domestic science department. In the 1920s, there was college preparatory classes offered including Latin, engineering, and academic programs. Boys were required to take physics while the girls had a choice of physics, chemistry, or biology. Vocational classes included commercial for both genders: home economics for girls and industrial for boys.

By 1912, adult education was being offered with free night classes for men and boys who worked. Mathematics, including algebra, arithmetic, and geometry, was offered as was mechanical drawing. Subjects such as English, letter writing, and bookkeeping were also taught.

Suggested Procedures:

Day 1:

1. Review classes taught in high school and the Manual Training School. What did boys learn and what did girls learn? Why were these skills important?
2. Show example of the craft stick box. Boys in school practiced skills needed in the workforce. They often made practical objects in their classes.
3. Model how to create the box.
4. All students will create the box. Optional: Students can decorate boxes.

Day 2:

1. Discuss previous day's craft. Would that have been a boy's or girl's project?
2. Review what girls would be learning in class.
3. Show example of the pillow.
4. Model how to create the pillow.
5. All students will create a pillow.

Alternate activity: Use a no-bake cookie recipe to make cookies. Note: most recipes call for peanut butter, a food allergen.

Post-Visit Activity 3:

Duration: 45 min

Location: outdoors

Key Vocabulary:
street hockey

Objectives:

Students will be able to relate sports played in gym class in the past to sports played in the present.

Method:

Students will discuss past sports before participating in a sports game.

Materials:

- Equipment for basketball or street hockey

Post-Visit Activity 3: School Sports

Background:

C&H did not create a school gymnasium because there was already a gym available nearby. Students and the public utilized the YMCA, built in 1897. It had a gymnasium, bowling alley, and swimming pool. The Calumet High School boys' basketball team used the YMCA starting in 1903. In 1905, a girls' basketball team was founded and also used the facility. A new YMCA was built in 1908 and expanded to include a track, billiard room, meeting rooms, and a dormitory as well as the gym, bowling alley, and swimming pool that the earlier building had offered. Aside from the YMCA being used for a school athletic facility, there was a skating rink constructed build by C&H for athletes in the community.

Suggested Procedures:

1. Ask students how many enjoy gym class. What would happen if there was not a gym? During their visit, they may have noticed that students were able to participate in a variety of sports. How did they do it?
2. Discuss the use of the YMCA as an athletic facility and what sports were played.
3. Ask students what they noticed about sports from the displays at the Calumet Visitor Center. Focus on emblem with the C and crossing hockey sticks. What sport did the emblem represent? Do you know where they practiced hockey?
4. Review function of sports in a school setting- socializing, team building, exercise, etc.
5. Play basketball or street hockey.



Glossary:

Communicate- to convey information by speaking, writing, moving your hands, etc

Culture- beliefs and customs of a particular group or society

Language- a system of words or used to express thoughts and feelings that are also understood by a particular group of people

Paternalism- a system in which a person or organization will protect or provide for others but in turn there is less responsibility or freedom of choice for the recipient

Running stitch- a line of evenly spaced stitches that run in and out of the fabric

Street hockey- a game similar to ice hockey played on a hard surface by players wearing shoes or roller skates and using hockey sticks and a small ball

Subject- an area of knowledge studied in school

Whip stitch- overcast stitch to join two fabrics together

References:

Hello 'Round the World Song:

<http://www.songsforteaching.com/multiculturaldiversity/helloroundtheworld.php>

Hoagland, Alison K. Mine Towns. Minneapolis: University of Minnesota Press, 2010

Library of Congress: www.loc.gov

Michigan Tech Digital Archives: <http://digarch.lib.mtu.edu/default.aspx>

Sanborn map from the Library of Congress: <https://www.loc.gov/maps/?q=red+jacket&st=list>

Turner, Arthur W. Calumet Copper and People. Hancock, MI: Book Concern Printers, 2002

Hello in Different Languages

Finnish:

hyvää päivää, pronounced "HUU-vaa PIGH-vaa". More informal ways to say hello are moi, terve and hei.

English:

Hello

French-Canadian:

(in French) bonjour, pronounced "bohn-ZHOOR". A more informal way to say hello is salut, pronounced "sah-LUU".

Slovenian:

živjo, pronounced "ZHEE-vyoh" or zdravo, pronounced "ZDRAH-voh".

Croatian:

bok. Dobro jutro means good morning, dobar dan means good day

Italian:

buon giorno, pronounced "bwohn geeornoh". A more informal way to say hello is ciao

German:

guten tag, pronounced "gootan taag".

Swedish:

hej

Irish:

Dia Dhuit is a very common. Pronounced: jee-ah ghwit (that's a throaty gh).

Norwegian:

god dag, literally meaning "good day". A more informal way to say hello is hei, pronounced "hay", meaning "hi".

Polish:

dzien dobry, pronounced "jeyn dob-ry". A more informal way to say hello is czesc, pronounced "cheshch".

Scottish:

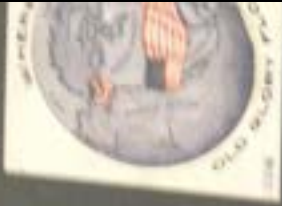
Halò (ha-low)

a b c d e f g h i j k l m

n o p q r s t u v w x y z

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z



Cursive Sample

Craft Directions

Craft Stick Box:

Materials:

- Craft sticks
- Glue
- Optional: paint or markers

Directions:

Box: Lay 2 sticks down parallel to each other and 2 sticks going the opposite way to form a square. Put drops of glue on the corners to attach. Continue stacking sticks until you have the height needed. Wait for the box to dry. While it is drying or when dry, lay down glue along the highest sticks and neatly line up sticks to create a "floor." This will be on top of your box until it dries, when you can flip it over.

Lid: Count how much sticks you used for the floor and lay that many out touching each other to create the lid. Glue 2 rows of sticks on top to hold the pieces.

Pillow:

Materials:

- 5 x 5 inch quilting squares or scrap fabric- 2 pieces per student
- Sewing needles
- Thread
- Batting, cotton, or cotton balls

Directions:

Lay 2 quilting squares face-side together and line up. Pin to hold together. Use whip stitch around 3 sides of the squares. Leave the last side open. Turn inside out. Now the face-side should be on the outside of the squares. Fill pillow with batting or cotton balls. Fold in rough edges of pillow and sew shut.