



Commercial and Non-Industrial Occupations



NPS Keweenaw NHP Archives Aspirus-C&H Hospital ca.1905

Commercial and Non-Industrial Occupations

Fourth Grade Pre- and Post- Visit Activity Guide

Keweenaw National Historical Park
Calumet, MI 49913

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Grade: 4

Common Core Standards:

W.4.1
W.4.3
W.4.4
SL.4.1

Michigan State Standards:

4 – H3.0.2
4 – H3.0.4

Overview:

Pre-Activities:

1. Examine the meaning of entrepreneurship
2. Investigate common non-mining jobs
3. Learn about picture taking

Post-Activities:

1. Discuss and journal about observations
2. Research entrepreneur/businesspeople
3. Photograph collection

Introduction:

Theme:

Calumet and other area communities thrived during the peak copper mining period in the Keweenaw Peninsula. Many residents were not miners, but were successful with their own pursuits in business.

Focus:

Many residents of copper mining communities were able to become successful in non-mining occupations.

Background:

Copper mining attracted many men, women, and families to the Keweenaw Peninsula. As the population grew in mining towns, so did entrepreneurial and business opportunities. Local businesses included banks, saloons, grocery stores, clothing stores, hair salons, and laundries. Women often supplemented income by running boardinghouses, or creating necessities such as aprons and towels from home and then selling them. Women also worked as dressmakers, midwives, and store clerks. Employment opportunities also arose in hospitals and libraries. Some immigrants had entrepreneurial backgrounds and used their own skill sets to become successful businessmen and businesswomen, while others learned those skills once they arrived.

Pre-Visit Activity 1:

Duration: 15-20 min

Location: classroom, indoors

Key Vocabulary:
entrepreneur

Objectives:

Students will be able to define entrepreneur and briefly describe the accomplishments of at least one entrepreneur.

Method:

Students participate in discussion using photos.

Materials:

- photos and short descriptions of 19th and 20th century entrepreneurs

Additional Preparation:

Prior to lesson, research and print off photos of entrepreneurs

Pre-Visit Activity 1: Entrepreneurs

Background:

Entrepreneurs take risks in opening up a business on their own in the hopes of becoming successful and earning money. Many modern conveniences are the products of entrepreneurs, including jeans made by Levi Strauss and electrical appliances made possible by Thomas Edison. Familiar 20th century entrepreneurs include Henry Ford, Estée Lauder, Bill Gates, and Oprah Winfrey.

Many inventors and entrepreneurs have a history of immigration. Levi Strauss was born in Germany and immigrated to the United States with his brother and two sisters when he was 18 years old to join family already residing in New York City. Although not an immigrant herself, Estée Lauder's parents came from Hungary. She helped in the family's hardware store and was able to learn entrepreneurial and business skills that she applied to create her own world famous cosmetics company.

Suggested Procedures:

1. Ask students what entrepreneurship is. What does it take to be an entrepreneur? Students can turn and talk to one another. Then discuss as a whole class. Write the definition on the board.
2. Show students pictures of some 19th and 20th century entrepreneurs. Ask students if they know who any of them are. What did that person do?
3. Explain that some of these entrepreneurs were either immigrants or had family members who immigrated to the United States. How does this relate to copper mining communities? (Many Keweenaw residents were immigrants or had family immigrate as well.)
4. Ask if anyone would want to be an entrepreneur. Why or why not? Optional: Students can write an opinion paper. They should reference what an entrepreneur is.

Pre-Visit Activity 2:

Duration: 20 min

Location:
classroom, indoors

Key Vocabulary:
dressmaker, nurse,
librarian laundry
owner, confectioner,
photographer,
boarding house

Objectives:
Students will be able
to name and define at
least one non-mining
job.

Method:
Students will research
in books or online and
then present.

Materials:

- Computers with internet access
- Optional: books pertaining to jobs listed in background materials/ vocabulary
- Plain white paper
- Writing and coloring materials

Pre-Visit Activity 2: Non-Mining Jobs

Background:

A variety of business opportunities existed in mining communities. These businesses allowed for a wide range of employment options. There were jewelers, grocers, dressmakers and milliners, accountants, nurses, laundry owners, confectioners, and photographers. Boarding houses were sources of income as well. Some businessmen and women became entrepreneurs and created their own jobs.

Suggested Procedures:

1. Ask students if they have ever invented anything or had thought about doing something to make money. Perhaps they are already entrepreneurs! Ask them if they remember what that means. Students can turn and talk to one another.
2. Write the definition of entrepreneur on the board and read it aloud. Tell students that they will be learning more about this today.
3. Name some different jobs from the mining era. As you name them, write them on the board. Explain to students that they will be working in small groups to research an assigned job using the internet or books.
4. Students will sketch a picture of the job they researched and write at least 1 paragraph describing the job.
5. The students will present the picture to the class and read their description.



Boarders eating dinner at a boarding house.

Pre-Visit Activity 3:

Duration: Two 20-30 min sessions, one 45 min session

Location:
indoors, outdoors

Key Vocabulary:
subject, photograph, focus, vantage point

Objectives:
Students will demonstrate an understanding of photography techniques by practicing using a school-owned or personal camera and printing at least one picture.

Method:
Teacher will present a short tutorial and then students will participate in practice sessions.

Materials:

- Class camera or cameras for each student
- Photographs (digital and printed)
- Internet

Pre-Visit Activity 3: Picture Taking

Background:

Photography is an art form that produces a still image. In the modern era, this is mostly done digitally. The first person to create an image was Nicéphore Niépce in 1826. Cameras and photography continued to evolve and by the 19th century, glass plates were used to capture images. Plastic films were developed around 1890. Originally, photographs were black-and-white images, but by the 1840s, photographers were experimenting with color images. The first color photograph was taken in 1861.

Digital photography was first commercially available in 1991, but was limited by its high cost to the consumer until the late 1990s and early 2000s. Photography is now used for various purposes. One purpose is for documentation, while another is to tell a story through images. Photographs can be manipulated using viewpoints, angles, or by composing the subject in a particular way. Lighting is also a way to manipulate images.

Suggested Procedures:

1. Optional: previous to activity, consult art teacher or photographer for tips and ideas.
2. Begin class by showing samples of some of your favorite photos. This can be done digitally by projecting the images on the board. Discuss aspects of these photos. What do they notice? What is the subject? If possible, show a picture taken from two different viewpoints and compare/contrast.
3. Divide students into small groups and hand out printed photographs. Students should then discuss what they notice about the picture and what they do or do not like about the picture.
4. Students will share what their group discussed about the photographs.
5. Assign students to find a picture at home that they took and to reflect on it. Where were they when they took the picture? Why did they decide to use that angle? Did they zoom in on the subject? Did they think about what they wanted the photo to look like, or did they take the picture without any contemplation. If the students do not have access to a photo they took, they may work in partners or choose a photo that someone else took. They will then describe what they notice about the photo.
6. Students will write a short description of the picture at home and bring both the description as well as the picture to class for discussion the following day.
7. After discussion, review vantage point. Explain that students will have the opportunity to practice using different vantage points as well as zoom.

8. Students will take a photo of a subject in the school or outdoors. They will then zoom or get closer to take another photo of the same subject.
9. Students will choose a subject to take a picture of from different angles. They can try standing, sitting, lying down, far away, close up, etc.
10. Return to the classroom and review the photos and discuss the qualities of the photos.



Two different viewpoints of Calumet Visitor Center

Post-Visit Activity 1:

Duration: 15-20 min

Location: classroom,
indoors

Key Vocabulary:

Objectives:

Students will be able to reflect upon their visit to the Calumet Visitor Center and name at least two observations about photography or entrepreneurs in the displays.

Method:

The class will have a large group discussion and will journal about their visit.

Materials:

- Optional: white board
- Journals

Post-Visit Activity 1: Discussion and Journaling

Suggested Procedures:

1. Individually, students will journal about their observations from their visit to the Calumet Visitor Center. What did they like most about it or what stood out in their minds the most? What connections can they make from the pre-activities to what they observed? Were there any entrepreneurs that stood out? What did they notice about the some of the photographs (ethnicity, gender, etc.)?
2. After journaling, students will share some of their thoughts in a class discussion. They will turn in their journals for review.



Post-Visit Activity 2:

Duration: 2-3 days

Location:
classroom, indoors

Key Vocabulary:
entrepreneur, boarding house, confectioner

Objectives:
Students will be able to describe at least one entrepreneur or businessman/woman from the local area in the 19th and 20th century.

Method:
Students will discuss their visit before creating informative booklets.

Materials:

- Notes from visit
- Internet
- Writing materials
- Plain white paper

Post-Visit Activity 2: Research careers of entrepreneurs

Background:

Immigrants from many different nationalities began new chapters of their lives in Keweenaw copper mining communities. While some sought employment with mining companies, others pursued non-mining occupations using skills they already had, or through resources available in the surrounding area. Supply and demand also contributed to chosen career paths. Notable men and women who sought employment in commercial, service, or health care sectors include, Manila Gipp, Maggie Walz, J.W. Nara, Myrno Moss Petermann, and Antonia Putrich.

These men and women all made an impact on the local community through business or service, including: Him Lee- a launderer and George Antioho- a confectioner.

Maggie Walz had a diverse skill set. An accomplished woman originally from Finland, Walz began her American career selling items door-to-door (including sewing machines and pianos). She was a sales clerk, a founding member of a temperance society in Hancock, and was also a notary public. Maggie established the Calumet Finnish Women's Society and helped publish their newspaper. By the early 1900s Maggie had built a three-story business block on Pine Street in Calumet, which housed two storefronts and her own clothing store. Her influence in the Upper Peninsula continued long past her death in 1927, when she passed away from pneumonia.

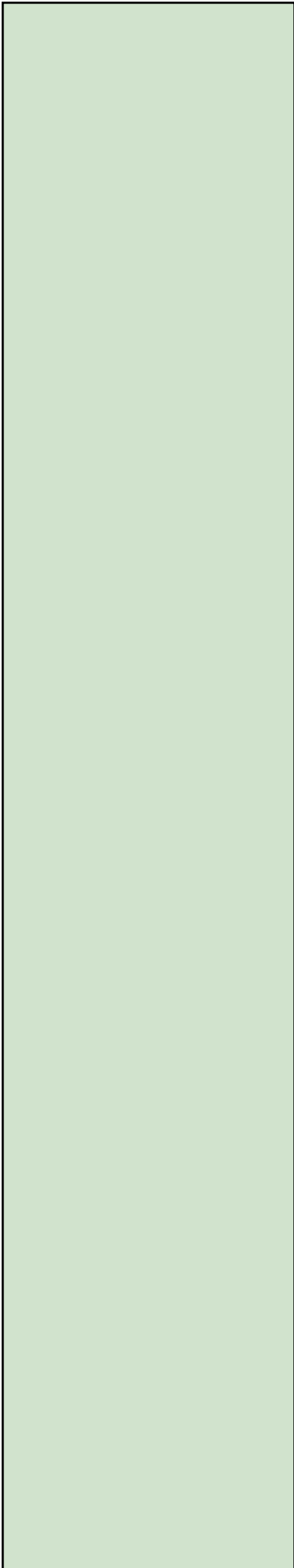
"Antonia Putrich ran a boarding house at her own family home in Seeberville. This home had four rooms and a kitchen, and was quite small for both a family and boarders to live in. Her husband, Joseph, worked in a copper mine and was born in Croatia, as was Antonia. Their boarders were all born in Croatia as well and also worked in the mine. The Putrich family consisted of Antonia, Joseph, and eventually 7 children. In 1910, it also housed 7 boarders and in 1913, there were 10 boarders. Joseph and Antonia slept in the front room with their 4 children and Antonia's sister, who lived with them as a domestic helper. People entered the house through the kitchen, not the front door.

Most boarders would continue into the dining room before removing their coats. Having little room on the first floor, the boarders resided upstairs and slept in two rooms. Beds may have been shared by the day

shift workers who switched out with the night shift workers, a system referred to as “hot beds.” The Putrich home was like a small Croatian community. Boarding houses like the Putrich’s helped recent immigrants adapt to their new American life and work. Antonia’s hard work was able to contribute as much, if not more, than Joseph to the monthly income. At the boarding house, the 11 out of the total 17 boarders were related to the Putrichs. It was like living with extended family. This type of work, however, was hard. Antonia and her sister had to make all the meals for the family and the boarders as well. They also had to tend to the children, clean the house, and wash all the laundry by hand.”
- *Information from: Mine Towns by: Alison Hoagland*

Marie Grierson was a librarian that worked for the Calumet & Hecla Mining Company. She was the wife of Edward Grierson, the chief mining engineer. Marie was the head librarian from the time the building opened in 1898 until 1930. The company had first hired Bertha Merrill of Boston to help stock the library with books. To learn the skills her job required, Marie attended meetings of the American Library Association and eventually became an officer of the Michigan chapter. Anna Fiske, who boarded with the Griersons, was Marie’s assistant. Marie and Anna created an inviting library with a “home-like atmosphere” to encourage patrons; comfortable furniture, open shelves, and plants gave a welcoming architectural tone to the library and attracted many visitors. Below the library, in the building’s basement, was a bath house. In 1906, Marie successfully lobbied to replace the bathing facilities with more shelving, thus expanding the size of the library. Marie provided design assistance for the new bathhouse, opened in 1911, that improved its function and accessibility for patrons.

Manilla Gipp had previously taught classes at a hospital before going to Marion Louise Whiffey Training School in Grand Rapids, MI. When she graduated, she came back to the Laurium area and was asked to teach at a training school, which she did for 2 years before the program was discontinued. At this time, she was hired as the supervisor in O.B. and worked at Memorial Hospital, a public hospital. Manilla later became the head of the hospital. According to nurse Mary Murphy, Manilla did almost everything. She began her day by working with the other nurses to address issues that arose overnight and then helped serve breakfast. She made rounds with doctors and assisted during surgeries. She even helped put linen away.



John William (J.W.) Nara was one of the first professional photographers in the area. Born in Finland in 1874, by 1892 he owned his own photography studio in Calumet. He documented history and family life of the mining era with his camera. He began by documenting his own family, expanded into community life, and then to recording the work of underground mining. Nara also invested in land near Jacobsville for logging and also providing land and homes for fellow Finnish immigrants.

Photographs of landscapes, working communities, and his own family were not as profitable as the studio portraits he took, including weddings and vignettes. His brother, Frank, assisted in the studio. Another prominent professional photographer was Myrno Moss Petermann.

Suggested Procedures:

1. Review the concept of entrepreneurs and businessmen/women from pre-activity. Why were these concepts important to immigrants? Do present day immigrants have the same opportunities? How are the opportunities alike or different? Who did you notice as successful citizens during your visit? Would you want to be an entrepreneur or businessman/woman during this time period? Why or why not?
2. List some of the names of people from the displays at the Calumet Visitor Center (also found in the background information.) Write the names on the board and ask students if they remember each one. Why were some more memorable than others?
3. Hand out or read descriptions of some entrepreneurs that students were able to observe at the Calumet Visitor Center. Discuss the significance of them.
4. Using what they observed during the visit as well as the descriptions of businessmen/women from copper mining towns, students will create a little book or accordion book. They can choose a career or person to describe in the books.

Post-Visit Activity 3:

Duration: 1-2 days

Location:
classroom, indoors

Key Vocabulary:
photograph

Objectives:
Students will be able to demonstrate their knowledge on photographic documentation and composition by creating a booklet or storyboard.

Method:
Students take pictures and display them using booklets or storyboards with descriptions of their depictions.

Materials:

- Photos taken during visit
- Large white paper or unlined paper for booklet
- Optional: mentor or model text of photographic documentation as a book (ex. Pure Superior by: Jeff Richter)
- Optional: computer

Post-Visit Activity 3: Photograph Collection

Background:

History can be documented in numerous ways, one of which is photography. J.W. Nara, a well-known photographer, was able to accomplish this during the mining era in Calumet. He not only captured the work undertaken within mines, he also captured the life within a mining community.

Suggested Procedures:

1. Previous to visit, inform students to remember cameras and take snapshots of their visit. This may include pictures of the displays or historical buildings in the community if possible.
2. Discuss the importance of photography in historical documentation. Also discuss the impact of J.W. Nara's work.
3. Students will review their photos and select at least 6 to use in their booklet or photo board.
4. Each photo should be significant and document an important aspect of their visit or of the history of Calumet. Students will write a short caption for each picture.
5. Students with photo boards will mount the photos and write or print captions beneath them. This should be similar to the display layouts found at the Calumet Visitor Center. Students with booklets should create a book with the photos and captions arranged in a logical order.
6. Students will display and present their final projects. Students should explain why they chose each photo and the significance of each one.

Glossary:

Boarding house- a house or dwelling in which food and lodging are provided for payments

Confectioner- a person who makes or sells candy and sweets

Dressmaker- a person who makes dresses or other clothing for women

Entrepreneur- a person willing to take a risk to start a business as a way to earn money

Focus- center of interest

Nurse- a person trained to care for sick or injured people. They may work in a hospital or doctor's office. Early practices may have included home visits.

Laundry owner- Manages a laundry shop and cleans clothing or other soiled material

Librarian-a specialist who works in a library and usually manages the library. Some librarians also managed the bathhouse

Photograph- a picture created when using a camera

Photographer- a person who takes pictures or photographs, usually as a business opportunity

Subject- in photography, the object in which the photographer is focused on

Vantage point- a position or place from which something or someone is viewed

References:

Maggie Walz

<https://www.nps.gov/kewe/learn/historyculture/maggie-walz.htm>

J.W. Nara

<http://www.lib.mtu.edu/mtuarchives/exhibits/Nara/photos/pamphlet.pdf>

<http://www.lib.mtu.edu/mtuarchives/exhibits/Nara/>

<http://www.lib.mtu.edu/mtuarchives/exhibits/Nara/family.html>

Antonia Putrich and Marie Grierson

Hoagland, Alison K. *Mine Towns: Buildings for Workers in Michigan's Copper Country*. Minneapolis: University of Minnesota Press, 2010

Additional Photograph lessons:

<http://www.kodak.com/global/en/consumer/education/lessonPlans/indices/elementary.shtml>

<http://www.lessonplanet.com/article/elementary-art/focus-on-the-art-of-photography-with-photography-lesson-plans>

<https://educators.brainpop.com/lesson-plan/digital-cameras-lesson-plan/>

Little Book and Accordion Book:

Lindquist, Tarry. *Seeing the Whole Through Social Studies*, Second Edition. Portsmouth, NH: Heinemann, 2002