

National Park Service
U.S. Department of the Interior

Keweenaw National Historical Park
Michigan



Entertainment and Transportation in the Keweenaw



NPS Keweenaw NHP Archives Petermann 562 Calumet Theatre ca. 1915

Entertainment and Transportation in the Keweenaw

Second Grade Pre- and Post- Visit Activity Guide

Keweenaw National Historical Park
Calumet, MI 49913

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Grade: 2

Common Core Standards:

W.2.1

W.2.8

SL.2.1

Michigan State Standards:

2 – H2.0.1

2 – G2.0.1

2 – G4.0.2

2 – G4.0.3

Overview:

Pre-Activities:

1. Discuss modern modes of transportation and transportation available for immigrants.
2. Discuss activities students do for fun in each of the seasons.
3. Discuss Public Entertainment and socializing.

Post-Activities:

1. Reflect on displays from the Calumet Visitor Center.
2. Compare and contrast activities children do for fun.
3. Discuss public entertainment.

Introduction:

Theme:

Immigrating to the Keweenaw Peninsula was difficult. Many immigrants needed to adjust to the new climate, a new way of living, and to living in a multicultural community. Modern commodities for the time period weren't always available due to the remoteness of the area. Modes of transportation were limited in winter months. Community events or entertainment activities were limited and often times needed to be created.

Focus:

Different seasons of the year required modifications to transportation or the use of different types of transportation. These seasons also affected the entertainment aspect of life in the Keweenaw.

Background:

Immigrants did not have easy access to the Keweenaw Peninsula all year round. During the winter months, it was challenging to travel far and communication was limited. When immigrant families and other newcomers arrived, it was usually in warmer months when the area was fairly accessible by ship and by railroad. The major concern when arriving by ship was the weather and the storms that made lakes hazardous. By winter, the area looked vastly different. Instead of luscious greenery and fair temperatures, residents endured heavy snowfall that quickly closed roads. Cold temperatures also made travel difficult.

Modern conveniences were limited, not only by the distance of the area from larger urban centers, but by their cost and sometimes by the paternalistic approach that mining companies used in communities (where, for example, the mining company could determine what homes were provided with electricity and indoor toilets). Cars were uncommon early on. There were limited types of transportation that varied from non-motorized to motorized means, from horses to streetcars, trains, bicycles, snowshoes and skis. Entertainment opportunities included sporting events, theater, and libraries.

Pre-Visit Activity 1:

Duration: 20 min

Location: Classroom, indoors

Key Vocabulary:
transportation,
immigrant

Objectives:

Students will be able to identify at least three different types of modern day transportation as well as at least one type of transportation used in the late 1800s and early 1900s.

Method:

Students will use discussion.

Materials:

- whiteboard or chalkboard
- Optional: drawing materials

Pre-Visit Activity 1: Discuss Transportation

Background:

Immigrants came to the Keweenaw Peninsula by ship when weather permitted travel. This was done in warmer months in which Lake Superior was not frozen and there was not snow on the ground. Although this made travel possible, travelers had to be aware of the weather conditions. If it was windy or there was a storm, ships could potentially crash into the rocky shoreline. Storms would also have the capabilities of sinking a vessel in the waters.

Once on the Keweenaw Peninsula, immigrants resided in communities fairly remote from other settlements. Conveniences available in larger towns or cities were not always available in the new towns. In fact, roads to the Keweenaw were scarce and, in parts of the northern area, did not exist until the late 1860s. In winter, travel was done mostly by snowshoe, skiing, sleigh, or dog sled.

Travelers also used saddle and carriage horses, and in later years, cars. Trains brought new members of the community into the area; oftentimes these travelers were coming to join family, and also included workers who had been recruited by the mining company from overseas. Street cars were also important around 1902, although C & H did initially oppose the use (fearing it would lead to labor organization). Residents could ride the interurban streetcar within towns or to travel between Mohawk and Houghton.

Suggested Procedures:

1. Divide students into small groups or in partners. Ask them to write down what types of transportation they use as a family. They can include things such as bikes.
2. Gather students into a large group discussion. They should share out what they wrote. Ask what other types of transportation might be available if they didn't list everything (such as airplane or train.)
3. Ask students what we do when the seasons change....especially in winter. (ex. plow) What would happen if there was a large amount of snow that fell in a short period of time? (town or school might close for the day)
4. Record the answers to refer back to when returning from the visit.
5. Optional: Students may choose to draw one type of transportation and write at least two sentences about that mode of transportation.

Pre-Visit Activity 2:

Duration: 45-60 min (may be longer depending on student activity choice)

Location: classroom and outdoors

Key Vocabulary: entertainment

Objectives: Students will be able to list at least 5 different types of entertainment or activities they participate in for fun.

Method: Students will use discussion, writing, and demonstration to communicate different activities they participate in.

Materials:

- Recording sheet with each season listed. May be cut into four pieces: one piece for each student
- Pencil
- Equipment needed for game or activity of students' choice

Pre-Visit Activity 2: Children's Entertainment

Background:

Copper mining communities were typically in remote areas and therefore, children usually created their own activities and games or used traditional family games for enjoyment. They also utilized the vast expanse of natural landscape as well as the mining sites to entertain themselves when not doing chores or working. Many activities such as biking, swimming, fishing, and hunting are still common today. They played baseball, hide and seek, and tag in summer as well as roller skated when there was not snow. In winter they skied, skated, went sledding or tobogganing, and played hockey. Other games or activities were invented by the children or are no longer popular—like hoops. Inside, they played games like cards and checkers, played with dolls, practiced the piano, sang, and read.

Sometimes children would use hay barns and other farm buildings as playhouses. Children also used industrial sites for play. Although not entirely sanctioned by the mining companies, they went to hoist houses, played in sand piles, and used train trestles for climbing. Just as we do nowadays, families liked going to beaches for fun. Kids made toy boats from driftwood. If the water was too cold at the lake but the kids still wanted to swim, they used buckets of water.

Suggested Procedures:

1. Divide students into small groups of no more than four. Each group should discuss and list different activities or games they participate in based on the four seasons. Each student may be assigned to record for one season so that each individual has a job in the group.
2. Using the information they gather and record, students will circle or star the activities they find most fun. They can have more than one activity chosen. They will then explain in writing why it is their favorite.
3. Gather as a large group. Each small group will present their activity. They may choose to demonstrate this activity.
4. In a class vote, students may choose what activity or game they would like to participate in. (You may want to limit the choices.)
5. Students will go outside to participate in the chosen activity or game.
6. Wrap-up by asking students why they think activities and games are important for children.

Pre-Visit Activity 3:

Duration: 20 min

Location: classroom, indoors

Key Vocabulary:

socialize, women's auxiliary, fraternal organization

Objectives:

Students will be able to identify at least 3 activities that community members did to socialize or places they went for entertainment.

Method:

Students will participate through discussion.

Materials:

- KWL chart
- Pictures of library, church, hockey, Electric Park, Calumet Theatre

Pre-Visit Activity 3: Public Entertainment and Socializing

Background:

Adults in the community worked hard to make a living, but also sought entertainment. Many women and men needed time to socialize with others.

One way women socialized was through berry-picking. Women and children worked side by side and talked to one another as they harvested wild berries. Visiting with neighbors over the fence while hanging laundry, gathering with friends to mend clothing, and sharing garden vegetables and flowers were often seen as opportunities to socialize. Ice cream stores, theaters, and ice rinks provided ways for students to meet other young people.

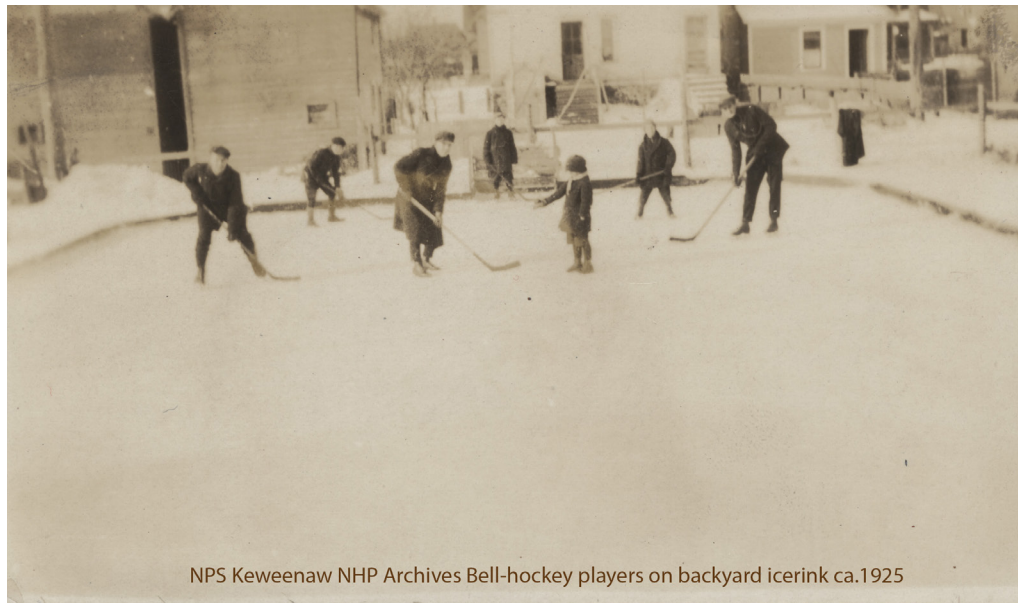
Attending religious services and joining women's organizations also offered ways to socialize: membership in groups like the Order of the Eastern Star and the Daughters of Rebekah offered the opportunity to plan and participate in community events and causes. Shopping was a chore but it was also an opportunity to interact with others. Some shops were actually great gathering spots for people, and ethnic stores—like the Italian grocery store, Finnish bakery, and German jeweler—were places where people could speak in their native language.

Men had different entertainment options, including hunting, fishing, and team sports. They played bocce, baseball, cricket, hockey, and football. They also held wrestling matches. Men joined fraternal organizations and socialized in local saloons.

People of all ages went to the lake for picnics and swimming. Skiing, snowshoeing, and bike riding were all important forms of transportation but were also becoming recreational activities as streetcars, trains, and automobiles were introduced. Families picnicked at Electric Park, Crestview, and other parks, visited the library, and took excursions to Dreamland by boat. Dances were popular. As towns became more established, theaters, and soon motion pictures, became popular forms of entertainment for children and adults alike.

Suggested Procedures:

1. Show pictures of the library, church, hockey, Electric Park, and the Calumet Theatre. Ask students what these have to do with one another.
2. Students will turn and talk to shoulder partners to discuss possibilities.
3. Discuss ideas as a whole group. Then introduce the idea of socializing. Describe briefly how people used these things to socialize and be entertained.
4. Ask students how else people might be entertained or what adults do for fun. Students will turn and talk before a whole group discussion.
5. Using a KWL chart, ask students to list what they know already or have learned about activities that adults could participate in. This may be done in an interactive share the pen activity. Ask what they still want to know. Leave the last column open for after the visit.



Post-Visit Activity 1:

Duration: 40-60 min

Location: classroom, indoors

Key Vocabulary:
transportation

Objectives:

Students will be able to identify at least three different types of transportation used in the late 1800s and early 1900s in the Keweenaw area.

Method:

Students will discuss modes of transportation that were displayed at the Keweenaw Visitor Center and compare what they noticed with their thoughts/discussion previous to their visit. They will create a digital presentation.

Materials:

- Notes from pre-activity #1
- Whiteboard or chalkboard
- Computer

Post-Visit Activity 1: Reflection on Transportation

Background:

Transportation has been important throughout time. Ship and railroad allowed the Keweenaw Peninsula more accessible in warmer months, however, winter made travel more difficult. Roads were often closed in winter and residents needed to use different modes of transportation such as skis to travel to work. As advancements in transportation occurred, residents were able to use horses, sled dogs, streetcars, or automobiles depending on the time of year.

Suggested Procedures:

1. Using the recorded responses to questions posed in pre-activity #1, lead a discussion about what they observed. What did they notice about transportation in the Keweenaw? Was it easy to get to work? Why or why not? What types of transportation was available?
2. Discuss winter. How did people get to work or school? Did they have snowplows or did they have to use something else?
3. After discussion, students will create a digital presentation about the types of transportation observed in the displays at the Keweenaw Visitor Center. This presentation should compare the types of transportation to modern transportation. Students should also have text written in the presentation.



NPS Keweenaw NHP Archives Coppertown Talbott man and child near streetcars in snow on 6th st. ca 1910

Post-Visit Activity 2:

Duration: one to two 45 min sessions

Location: classroom, indoors

Key Vocabulary:

Run Sheep Run, Duck on the Rock, Kick the Can

Objectives:

Students will be able to verbalize at least two commonalities and differences between games they play nowadays and games played in the late 1800s and early 1900s. Students will be able to create a game of their own.

Method:

Students participate in small and large group discussion and an activity.

Materials:

- Can or plastic coffee container
- Bean bags or other soft materials to toss at larger, heavier object
- Venn diagram

Post-Visit Activity 2: Children's Activities

Background:

Children played many outdoor games such as kick the can, baseball, hide and seek, tag, rollerskating, run sheep run, or duck on the rock. In winter they skied, skated, used the toboggan, went sledding, and played hockey. Inside they played cards and checkers.

Money was an issue for many families and toys were not bought. When farms were no longer used, sometimes the children would use the old barn as a playhouse. In one account of childhood memories in the area, a woman told of using the barn as a playhouse when they no longer had animals on the family farm. This was because it had an old little stove in it that had previously been used to heat the barn....it made a perfect kitchen. All the neighbor kids came there to play with her. Children also used industrial sites for play. They went to hoist houses, played in sand on site, and used train trestles for climbing. Like we do nowadays, families liked going to beaches for fun as well. Kids made toy boats to ship through the water from driftwood. If it was too cold of water at the lake but the kids still wanted to swim, they used buckets of water.

Suggested Procedures:

1. Students will reflect back on their games from pre-activity #2. Do they think that these games could be played in the late 1800s and early 1900s? Why or why not? Could they modify the games (ex. Can games requiring electricity be modified to be played without?) How?
2. Discuss observations from the displays at the Keweenaw Visitor Center. How did children use simple things to create games? What did they do that was the same as what students do nowadays? Create a table or Venn diagram of students' thoughts.
3. Divide students into smaller groups to invent a game that can be played in any decade. Option 1: Students will write a description and then demonstrate their game to the class if possible. Option 2: Students will draw a picture depicting the game and present it.
4. Extension: Students can participate in playing one of the games children played in the late 1800s and early 1900s using the descriptions and procedures provided at the end of the lesson.
5. Ask students the following question: Why were games important? Have class brainstorm the things that could be learned from games (ex. Teamwork, leadership, following directions, creativity, physical activity, etc.)

Post-Visit Activity 3:

Duration: one to two 45 min sessions

Location: classroom, indoors

Key Vocabulary:
socialize

Objectives:

Students will be able to compare and contrast what types of entertainment were available for adults and for children.

Method:

Students will participate in group discussion and use a Venn Diagram.

Materials:

- KWL chart from Pre-activity #3
- writing materials
- Venn Diagram

Post-Visit Activity 3: Public Entertainment

Background:

Women and children socialized differently than men. Women could socialize while picking wild berries, attending worship services, or possibly joining women's auxiliary organizations. They also visited with friends during community dances and theatrical events. Some women also worked as seamstresses, teachers, nurses, and clerks at businesses downtown. Men were able to participate in sports such as bocce, wrestling, baseball, cricket, and football. Men had opportunities to join fraternal organizations and socialize in local saloons.

Attending services at church, temple, or synagogue also provided opportunities to socialize. Shopping was also an opportunity to meet and interact with others. Some shops were actually great gathering spots for people of the same ethnicity to be able to easily talk in their native language. Adults could choose to attend dances, and children were invited to playmates' homes. As the towns became more established means of entertainment could include attending performances at an Opera House or watching a film at a theater.

Swimming and skiing could be done by the entire family. Families could also have picnics in parks or go to the local library and bath house.

Suggested Procedures:

1. Using the KWL chart, ask students what they learned from their visit and fill in the last column. Discuss what they noticed.
2. Have students turn and talk to a shoulder partner about why entertainment in mining towns was so limited. Then discuss as a whole group.
3. Divide students into 3 groups. One will discuss what adult men did to socialize. Another group will discuss what women did to socialize. The third group will discuss what children did for fun.
4. After discussion, students will stand up and find a partner from one of the other groups. They will take turns discussing what their group concluded. Each student will create a 3 column chart and write what children did, what men did, and what women did to socialize. The students will then circle anything that was the same.
5. Gather as a whole group to discuss what was similar and what was different about adult and children's entertainment. Create a Venn diagram with 2-3 circles as a visual.
6. Assign students to create a creative story about a family who participates in some of the activities discussed. Students can choose what viewpoint to use (ex. A child, mom, dad, husband, wife, etc.)

Glossary:

Duck on a Rock: a game combining tag and marksmanship played using a large stone (the "duck") placed on a larger stone or stump. It is guarded by one player while other players throw stones at the duck to knock it off.

Entertainment: something such as an event, performance, or activity used for amusement or enjoyment

Fraternal organization: a group of men who share an interest or purpose

Immigrant: a person who comes to a different or foreign country to live permanently

Kick the Can: Old-fashioned game that was played by children during the Great Depression. A variation of Hide and Seek, it was traditionally played in several adjoining backyards.

Run Sheep Run: A version of hide and seek with multiple players and 2 teams. There is a leader for each team that makes all the decisions.

Socialize: to engage in friendly talk or do things with others

Transportation: a way to move passengers or items from one place to another

Women's auxiliary: an organization of women that is associated with a men's fraternal organization

References:

Turner, Arthur W. Calumet Copper and People, History of a Michigan Mining Community, 1864-1970. Hancock, MI: Book Concern Printers, 2002

Game Instructions:

Kick the Can:

Materials: Can or plastic coffee container

Location: large yard with hiding places

How to Play:

1. One person is designated as "it."
 2. A coffee can is placed in the middle of the yard. Another area of the yard is designated as "jail." The player who is "it" covers his or her eyes and counts to a predetermined number.
 3. "It" then says "Ready or not, here I come" and goes in search of the other kids.
 4. When the "It" kid finds someone, he or she says the hider's name(ex. Tom is in the can"), races the hider back to the can, and tries to be the first to kick it again.
 5. If the hider reached the can and kicks it before the "It" kid reaches the can, he/she is still free and hides again. If not, they are in "jail"
 6. A player who hasn't been spotted may also "kick the can" before being spotted by the "It" kid to free all players in "jail."
- Last one hiding "wins"

Run Sheep Run:

Materials: none

Location: large yard

How to Play:

1. 2 areas on opposite sides of the playing area are designated as "sheep pen" and "fox den"
2. Mark these clearly to let kids know how far to go hiding (sheep) and searching (fox)
3. Divide children up into 2 groups: sheep and fox (trade roles later)
4. Sheep choose someone to be "Old Ram" The Ram will make decisions for all the sheep and tell them where to run and hide. All the sheep stay together for the entire game.
5. Foxes choose someone to be "Fox King" The King makes the decisions for all foxes. The foxes cannot begin looking for sheep until Old Ram comes to get them.
6. Sheep hide. Then the Old Ram reports to the foxes and tells them "My sheep are hiding, you will never find them."
7. Foxes take off, led by Fox King, to look for sheep. Must stay together for entire game
8. Old Ram runs with foxes. When they think sheep would have good chance to make it back to sheep pen without being caught by foxes, they yell out "Run, Sheep, Run!"
9. Both foxes and sheep race to sheep pen. If sheep get there first, they are foxes. Otherwise they continue to be sheep.
10. Game is won when 1 group has been foxes for 3 consecutive times.

Duck on a Rock:

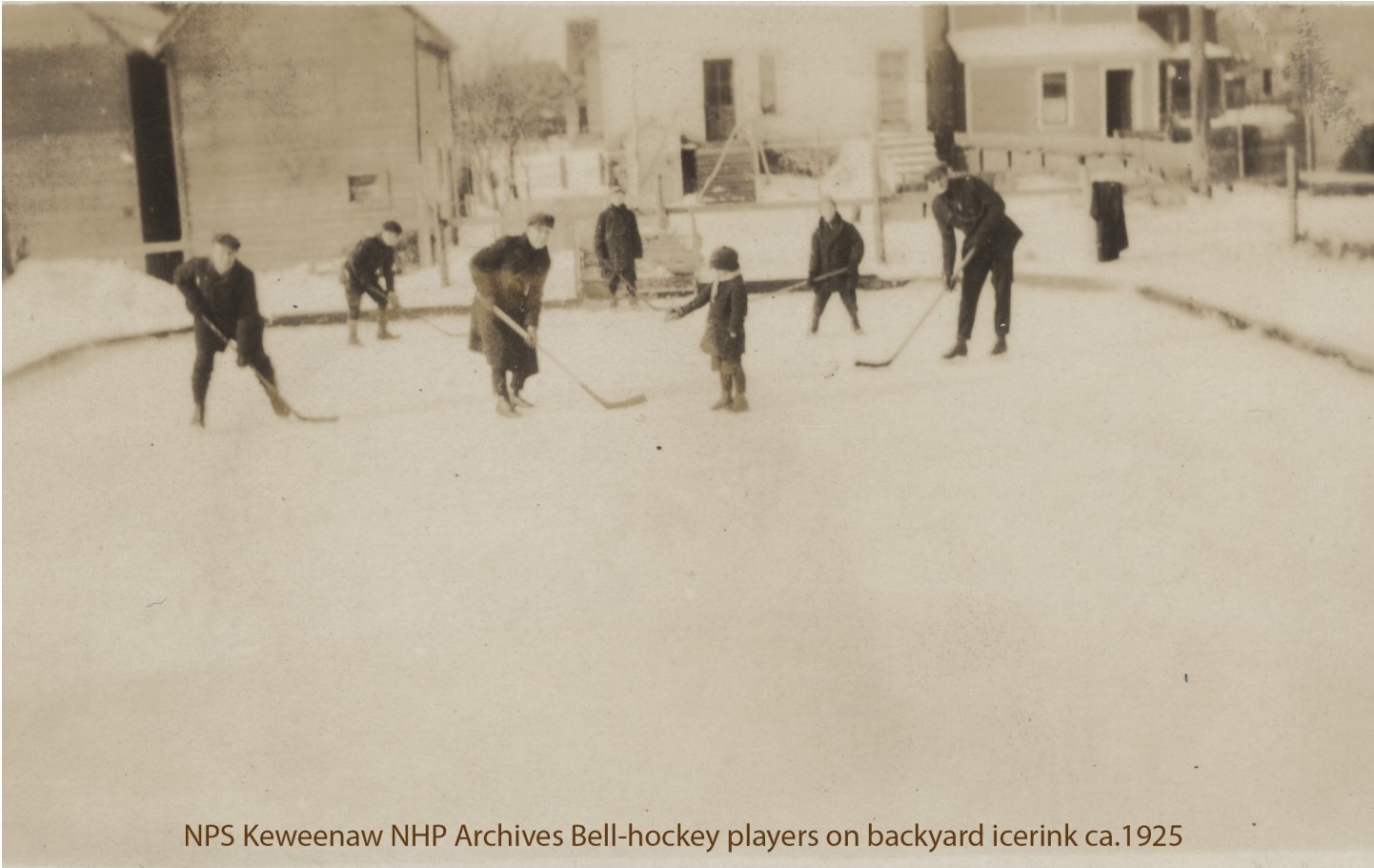
Materials: stones

Location: outdoors

How to Play:

One player guards the platform (usually a tree stump or large stone), which has a smaller stone sitting on top of it. The smaller stone is called a drake. The other players toss their stones (known as ducks) at the drake to knock it off. Once the drake is knocked off, players run to retrieve their ducks. If a player is tagged before returning to the throwing line, he becomes the guard. Before the guard tags anyone, she has to pick up a duck at her feet and put the drake back on the platform. Have fun, but be careful how you toss the stones!

Spring	
Summer	
Fall	
Winter	



NPS Keweenaw NHP Archives Bell-hockey players on backyard icerink ca.1925

Hockey in backyard



NPS Keweenaw NHP Archives Koepel N A Eilertson 1-15 Pewabic ME Church ca 1925

Church



NPS Keweenaw NHP Archives Petermann 562 Calumet Theatre ca. 1915

Calumet Theatre



NPS Keweenaw NHP Archives KHVM-Frair Acc10 Electric park, crowd on the porch at night 1911

Electric Park



Library Reading Room