

National Park Service  
U.S. Department of the Interior

Keweenaw National Historical Park  
Michigan



## Immigration to the Keweenaw



NPS Keweenaw NHP Archives Curto Box 3 009 Calumet, Mineral Range Depot Corner of 9th and Oak ca 1917

# Immigration to the Keweenaw

## *Fourth Grade Pre- and Post- Visit Activity Guide*

Keweenaw National Historical Park  
Calumet, MI 49913

### **Contents**

<b>Introduction</b>	<b>1</b>
<b>Core Connections</b>	<b>1</b>
<b>Background</b>	<b>1</b>
<b>Pre-Visit Activities</b>	<b>2</b>
<b>Post-Visit Activities</b>	<b>5</b>
<b>Glossary</b>	<b>8</b>
<b>References</b>	<b>8</b>

**Grade:** 4

**Common Core Standards:**

RI.4.3

W.4.2

W.4.3

**Michigan State Standards:**

4 – H3.0.2

4 – H3.0.3

4 – H3.0.4

4 – G4.0.1

4 – G4.0.2

**Overview:**

Pre-Activities:

1. Discuss immigration to the United States. Research ethnic groups found in the Keweenaw area.
2. Predict what aspects could still be observed in the mining communities.

Post-Activities:

1. Discussion of observations from the day.
2. Option 1: Write a report about community life in mining communities
3. Option 2: Choose an ethnicity and write a journal about adjusting to the mining community.

## Introduction:

**Theme:**

The Copper mining industry was a large part of Upper Michigan's economy and growth in the 19th and early 20th century. It brought immigrants to the area for employment. Families had to adjust to the new environment while keeping their cultural history alive.

**Focus:**

Immigration of different ethnic groups to the Keweenaw area created a need to adopt new cultural identities while maintaining some old traditions. Lifestyles were adjusted to accommodate family needs.

## Background:

The Keweenaw Peninsula was ethnically diverse during the copper mining era. In fact, Michigan's two peninsulas were divided not only by waterways, but by this cultural diversity as well. Upper Michigan's population was in great contrast to the lack of diversity of Lower Michigan. Most of Lower Michigan was populated by New Englanders, whereas Upper Michigan drew in immigrant populations from around the world. By 1910 the Copper Country had been settled by French Canadian, German, Irish, Chinese, Cornish, Croatian, Finnish, Greek, and Syrian people.

This diversity was created by "push and pull factors" related to economics, politics, religion, and culture. Upper Michigan's population included many different ethnicities, and its communities often reflected the continuation of cultural traditions as well as the adaptation of new lifestyles.

## **Pre-Visit Activity 1:**

**Duration:** 45-90 min

**Location:** Classroom, indoors

**Key Vocabulary:**  
push-pull factor, emigration, immigration

**Objectives:**  
Students will be able to define push and pull factors of immigration and suggest what caused immigration from many countries to the Keweenaw Peninsula.

**Method:**  
Students will research online and in texts.

**Materials:**

- computer with internet access
- books on immigration to the United States or to Upper Michigan

## **Pre-Visit Activity 1: Research Immigration Patterns**

### **Background:**

As defined by the Oxford dictionary, immigration is “the action of coming to live permanently in a foreign country.” Immigration has many factors that determine where people might move to. One of the greatest reasons for immigration to the Keweenaw was economy (job creation.) The push-pull factor affects decision-making. When something in a person’s native country “pushes” them away (such as bad economy, war, discrimination, etc.) that person will decide to emigrate, or move away from their own country. A person then decides where they will move to and is “pulled” towards a new country by advantages that that country has over their own (such as job opportunities or a good government.)

Copper mining was the “pull factor” that drew in immigrants from many different countries. Mining provided fairly stable jobs and income. Most immigrants drawn to the area had background knowledge of mining or quickly learned on the job. Their families, however, also had to adjust to the new life in Upper Michigan. This was often a challenge to keep traditions while making adjustments to accommodate to the more diverse population, different cultures, and of course the different landscape.

### **Suggested Procedures:**

1. Begin by having a class discussion on emigration and immigration. How would you define these and what do you think the major factors for immigration to the United States were? Define push-pull factor.
2. Students will break into pairs or work individually to research immigration to the United States.
3. Students will then lead a small group discussion or class discussion on push-pull factors leading to immigration to the United States.



## Pre-Visit Activity 2:

**Duration:** 45-90 min

**Location:** classroom, indoors

**Key Vocabulary:**  
ethnicity, culture

**Objectives:**  
Students will be able to describe the ethnicities within the Keweenaw Peninsula using at least 3 different key aspects of their cultures.

**Method:**  
Students will research online and in texts.

**Materials:**

- computer with internet access

## Pre-Visit Activity 2: Research Ethnicities in the Keweenaw

### Background:

The Copper industry created a culturally diverse area in the Midwest due to the availability of jobs. Many of these cultures had traditions and a certain lifestyle that they were familiar with in their home country. When they immigrated over to Upper Michigan, everything changed for them. They had to adapt to living in close proximity to other cultures as well as adjusting to a new lifestyle. Families tried to keep their traditions and culture present in their new lives.

### Suggested Procedures:

1. Using Michigan Tech's website as a basepoint, students should list the primary ethnic groups that immigrated to Upper Michigan and write descriptions of the population in Upper Michigan.  
<http://www.ethnicity.lib.mtu.edu/>
2. Students break into small groups to research one of the primary ethnic groups. They should try to take notes on significant aspects about these groups (what did they traditionally eat or what were their lifestyles like in their home country?) Alternate: Students work individually.



Photo Courtesy of NPS Keweenaw NHP Museum Collection

### **Pre-Visit Activity 3:**

**Duration:** 20-40 min

**Location:** classroom, indoors

**Key Vocabulary:**  
ethnicity

**Objectives:**  
Students will be able to describe the ethnicities within the Keweenaw Peninsula using at least 3 different key aspects of their cultures.

**Method:**  
Students will participate through discussion in small groups and create a short presentation.

**Materials:**

- computer for presentation
- Posterboard for alternate presentation

## **Pre-Visit Activity 3: Discuss and Present Information**

### **Background:**

The Copper industry created a culturally diverse area in the Midwest due to the availability of jobs. Many of these cultures had traditions and a certain lifestyle that they were familiar with in their home country. When they immigrated over to Upper Michigan, everything changed for them. They had to adapt to living in close proximity to other cultures as well as adjusting to a new lifestyle. Families tried to keep their traditions and culture alive in their new lives.

### **Suggested Procedures:**

1. Using information collected from their research, students will discuss in their groups what aspects could still be observed in the mining communities, what impact the diversity may have had on a community, and how immigrants adjusted to a new life in Upper Michigan. These predictions will be the basis for inquiry during their park visit.
2. After discussion, students will design a presentation on their information and predictions using poster board, Google Slides, or PowerPoint.
3. Students will present to the class.

## Post-Visit Activity 1:

**Duration:** 20 min

**Location:** classroom, indoors

**Key Vocabulary:**  
culture

### Objectives:

- Students will be able to compare and contrast observations.
- Students will be able to use inferences to create their own viewpoint of life during the mining era as an immigrant.

### Method:

A class discussion will be led about the visit or students can discuss in smaller groups.

### Materials:

- loose leaf paper
- white board (something to record notes on discussion)

## Post-Visit Activity 1: Class Discussion

### Background:

The Calumet Visitor Center had many displays on cultural aspects of the Keweenaw Peninsula. These displays may be viewed differently depending on the visitor. Each visitor has their own interpretation of the displays and have different observations. Each display has a unique meaning to each individual.

### Suggested Procedures:

1. Break students into smaller groups or write down "observations" on the board. Ask students what they noticed using the displays found at the Visitor Center. Ask what traditions they may have noticed still continuing in Upper Michigan. Ask what else they noted about life in the area.
2. If students were broken into groups, assemble as a whole group and share out half-way through the activity.



## Post-Visit Activity 2:

**Duration:** 2-3 days

**Location:** classroom, indoors

**Key Vocabulary:**  
immigrate

### Objectives:

Students will be able to convey what they have learned using at least 3 of their observations or notes taken during their visit.

### Method:

Students will create a report.

### Materials:

- writing materials
- any notes taken during visit

## Post-Visit Activity 2: (Option 1) Report on Community Life

### Background:

When families moved to Upper Michigan following the jobs offered by mining companies, they were often shocked at how different the life was. They needed to adjust quickly, not only to new jobs and the climate, but also to living with so many different ethnicities located in one community. Sometimes traditions that were brought over by one ethnic group were quite different from traditions of another ethnic group. There were also different languages, and cultural foods that became part of everyday life, despite possibly not being a traditional food for the immigrants' original country.

### Suggested Procedures:

1. Students will discuss their learnings from the visit with peers in either small groups or as a whole class.
2. Students will compare their predictions to what they actually observed.
3. Students will write a report on their findings and address any differences between their predictions and their findings.





### **Post-Visit Activity 3:**

**Duration:** 2-3 days

**Location:** classroom, indoors

**Key Vocabulary:**  
immigrate

#### **Objectives:**

Students will use inferences to convey what immigrants may have felt when they arrived and adjusted to the mining communities of Upper Michigan.

#### **Method:**

Students will create journal entries using a viewpoint of an immigrant from one ethnicity.

#### **Materials:**

- Any notes from the visit
- writing materials

## **Post-Visit Activity 3: (Option 2) Choose an ethnicity and Write a Journal**

#### **Background:**

As men from different countries gained jobs in Upper Michigan's mines, they brought with them their families, and sometimes even returned to their homeland to find wives. These families had to adjust to a new country and also a new lifestyle. Typical amenities may not have been available to them in the communities in which they moved into. There were also many different ethnic groups now living in the same communities. So many things changed for new immigrants in a short period of time. This striking change in lifestyle made many immigrant families homesick. It also made them adapt new lifestyles quickly.

#### **Suggested Procedures:**

1. Students should outline a basic idea for their "immigrant" including where that person came from, what they might have felt about their move, and how that person was adjusting to their new life. They should use knowledge gained from their trip to justify their character's feelings.
2. After brainstorming and creating a character, students should begin a rough draft for their journal entries. They must remember to include weather, housing, language, etc. within their entries.
3. Students edit their entries, work on a second draft, proofread, and then produce a final product (such as a typed journal or hand-written and bound journal.)

## **Glossary:**

Culture: This refers to the beliefs, customs, ways of life, art, etc. of a particular group.

Emigration: When someone leaves their country

Ethnicity: A social group that shares a common culture, religion, language, etc. It is also called an ethnic group.

Immigrate: When someone comes to live permanently in a place or country that is not their native area.

Immigration: When someone comes to live in a country

Push-pull factor: The idea that migration occurs due to certain elements. The push factor is something that may force someone to leave an area while the pull factor is something that would attract or bring someone to a new area.

## **References:**

<http://www.ethnicity.lib.mtu.edu/>