



Influence of War



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Fourth Grade Pre- and Post- Visit Activity Guide

Keweenaw National Historical Park
Calumet, MI 49913

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Grade: 4

Common Core Standards:

RI.4.3
RI.4.5
RI.4.7 I

Michigan State Standards:

4 – H3.0.1
4 – E1.0.1

Overview:

Pre-Activities:

1. List wars that happened between 1800 and 1980.
2. Research different wars from 1800-1980.
3. Examine how copper is used in wars and then predict what wars were most influential on copper mining.
- 4.

Post-Activities:

1. Examine what copper was used for in wars.
2. Examine influence of war on copper industry.
3. Exit Slip

Introduction:

Theme:

The copper industry was closely connected to world economics and events. These events included wars within and outside of the United States' border.

Focus:

Wars have influenced copper production and profitability.

Background:

World events have influenced the U.S. economy nationally and locally. In fact, war creates a new demand for raw materials, including iron, coal, and copper. Increased demand allowed for job creation and employment opportunities for immigrants to the United States, and businesses and the community benefited. Early on in Michigan's statehood, legislators knew that copper production could create a strong economy for the state. Since the opening of one of the first profitable industrial mine (Cliff mine) in 1845, the demand for copper has fluctuated, often times because of war.

Pre-Visit Activity 1:

Duration: 20-30 min

Location: classroom, indoors

Key Vocabulary:
involve, conflict, timeline

Objectives:
Students will be able to identify wars and conflicts that the United States was involved in from 1800-1980.

Method:
Students will use internet and book resources.

Materials:

- Computers with internet access
- Writing materials
- Blank paper to create timeline
- U.S. History books

Pre-Visit Activity 1: Creating a timeline of wars and conflicts from 1800-1980

Background:

The United States was involved in various international conflicts as well as wars within its border. Between 1812 and 1815, the United States fought Great Britain in the War of 1812. In 1836 came the War of Texas Independence.

The Mexican-American War was fought from 1846 to 1848. Shortly after, the United States went to war with itself over the issue of slavery, with Union and Confederate forces fighting from 1861-1865. Throughout this time, and particularly after the Civil War, the United States went to war with numerous American Indian nations for territory, and to enable westward expansion. These wars included the Northwest Indian War, prompted by the Northwest Ordinance of 1787, and the Black Hills War, during which the Battle of the Little Bighorn (1876) was fought. A little over 20 years later, the United States and Spain fought the Spanish-American War in 1898.

Then came one of the largest conflicts in world history: World War I. The first World War lasted from 1914-1918, and was followed by World War II, which lasted from 1939-1945. Five years passed before the next conflict involving the United States arose: the Korean War, which lasted from 1950 to 1953. Only seven years later, the United States was again at war, this time in Vietnam. This conflict lasted from 1960-1975. By this point in time, most Keweenaw copper mines had closed.

Suggested Procedures:

1. Pose the question, "How are copper and war related?"
2. Students will turn and talk to one another. Briefly discuss as a whole class.
3. Introduce timeline project and break students into smaller groups of 3-4. Each group will get a set time period to research conflicts and wars in which the United States was involved.
4. Students will use internet and book resources to create a section of the timeline. They will take notes on the dates for the war/conflict.
5. Use a large blank paper to create a timeline at the front of the room and mount on wall or board. This can be put on a hard surface on the floor as well.
6. The beginning and end of the timeline may be marked for a starting and ending point.
7. Point out where the middle of the timeline is and ask students what year that would approximately be.
8. Ask each group to come up to the timeline and mark the conflicts they found.

Pre-Visit Activity 2:

Duration: two-three
45 min sessions

Location: classroom,
indoors

Key Vocabulary:
independence,
conflict, Allies, Axis

Objectives:
Students will be able to research and summarize at least one conflict or war that the United States was involved in between 1800 and 1980.

Method:
Students will use the internet, book research, as well as note taking skills.

Materials:

- Timeline from Pre-Activity #1
- Computer with internet access
- U.S. History or books about Wars covered in lesson

Pre-Visit Activity 2: Research

Background:

There were many battles that the United States was involved in from 1800-1975 but not all of them affected copper mining in the Keweenaw, especially when some of the conflicts started and were completed before the first industrial mine in the peninsula was fully established.

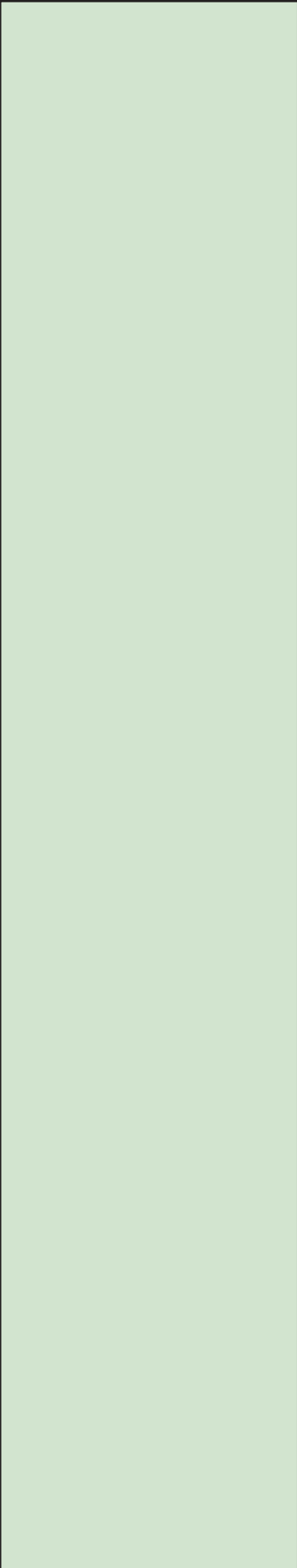
In 1812, Great Britain and the United States went to war over trade restrictions and territorial expansion. It ended in 1815, following the Treaty of Ghent.

The War of Texas Independence, also known as the Texas Revolution, was fought from October 1835 to April 1836. It enabled Texas colonists to break free from Mexico and create the Republic of Texas. Battles between the United States and Mexico continued. 1846 signaled the start of the Mexican-American War, a war over land acquisition, which lasted until 1848. Mexico fought to keep land they thought was theirs while the United States fought with “Manifest Destiny” in mind, wanting to keep Texas and gain more land from Mexico’s northern border. The end, in 1848, came through the Treaty of Guadalupe Hidalgo in which Mexico ceded a large territory that included the present states of Colorado, Arizona, California, Utah, Nevada, Wyoming and New Mexico. The United States exchanged \$15 million and forgave certain Mexican debts.

Wars prior to 1848 were mostly conflicts between different nations. The Civil War, which took place between 1861 and 1865, was much different. It was due, mainly from conflicting viewpoints between northern and southern states. The Union defeated the Confederate army, but the results included large casualties and a need to rebuild the country.

The United States was also in conflict with American Indian nations over land and resources, at various times signing treaties with Indian nations, forcing relocations (including Cherokee removal from the Southeast to Oklahoma, the Trail of Tears), and also declaring war. Some of these wars include the Creek War of 1813-1814 and the Black Hills War (which included the Battle of the Little Big Horn).

In 1898 came the Spanish-American War. As a result of this war, the U.S. gained territory and influence in the Western Pacific as well as in Latin America.



World War I was fought from 1914 to 1918, triggered when Archduke Franz Ferdinand of Austria was assassinated. His assassination led to European leaders issuing threats, mobilizing their armies, and eventually to war. World War I ended in 1918; the Versailles Treaty of 1919 was signed in hopes of avoiding another large-scale conflict. World War II, however, began in 1939. It was the largest war in history, with the broadest geographic scope and the most casualties. The world was divided into two main sides: the Axis and the Allies. The Axis included Germany, Italy and Japan. Allies were France, Great Britain, Canada, the United States, the Soviet Union, and China. It began in part because some disputes from World War I remained were still not resolved. Germany was also invading other countries trying to acquire territory. When Hitler invaded Poland in August 1939, Great Britain, Canada, and France declared war on Germany, starting World War II. This war ended in 1945 when the last of the Axis surrendered.

In 1950, the Korean War began when North Korean People's Army soldiers crossed the 38th parallel into South Korea. The United States backed South Korea against the communist north and saw the battle as a means of preventing communism from spreading throughout the world. It ended in 1953 after two years of negotiating. This war was followed by the Vietnam War in 1960. The Vietnam War was fought by North Vietnam and Viet Cong against South Vietnam and the United States. It was an unpopular war in the United States, and the U.S. withdrew troops in 1973. The war officially ended in 1975.

Suggested Procedures:

1. Students will choose one of the wars or conflicts listed on the timeline they created. Ensure that the following wars are covered: War of 1812, Civil War, World War I, and Korean War.
2. Each student will research their chosen war and write notes. They will then write at least 1 paragraph summarizing what happened.
3. Students will present the information to the class and then write the description of the war or conflict on the timeline from Pre-activity #1.

Pre-Visit Activity 3:

Duration: 20-30 min

Location: classroom, indoors

Key Vocabulary:
metal alloy

Objectives:

Students will be able to use prior knowledge to predict what wars may have needed copper as a resource.

Method:

Students will use previous research to compare time periods of U.S. wars and copper mining in the Keweenaw.

Materials:

- Pictures of wars previously discussed that depict some weapons or uniforms
- Timeline from pre-activity #1

Additional Preparation:

Prior to activity, research and print off pictures of wars, weapons, or uniforms previously discussed

Pre-Visit Activity 3: Examine and Predict

Background:

The use of copper in times of war began before copper mining became a major industry in the Keweenaw. Before the start of mining in the Keweenaw Peninsula, most copper was imported from Britain and France. The Cliff Mine, which was the first successful industrial mine in the Keweenaw, did not begin operations until the mid-1800s.

Copper was used to cover the hulls of naval warships and make them more sea-worthy. Weapons and military uniforms often needed bronze or brass. Brass is an alloy consisting of zinc and copper. Bronze, another alloy, is primarily copper with small amounts of additional metals such as tin, aluminum, or manganese. Field guns as well as cannon and field artillery required the use of these alloys. Military instruments like cornets and trumpets were made of brass, while tack used by the cavalry also required copper, brass, and bronze.

Suggested Procedures:

1. Inquire why students researched wars and created a timeline. What do these events have to do with copper mining?
2. Students will discuss in partners or small groups before a large group discussion.
3. Explain that copper was used to create weapons. It was also part of uniforms.
4. Show students pictures of some artillery and soldiers in uniform.
5. Students will point out what pictures depict the use of copper. These are predictions and do not need to be correct. Ask why they believe that the picture shows copper in use.
6. Once completed, students will predict what conflicts on the timeline might have needed copper as a resource. Optional: These predictions may be marked by a dot on the timeline for future reference.

Post-Visit Activity 1:

Duration: 15-20 min

Location: classroom, indoors

Key Vocabulary:
metal alloy

Objectives:

Students will be able to connect copper to larger conflicts based on observations and previous knowledge using at least 3 different examples.

Method:

Students will discuss observations from their visit.

Materials:

- Timeline from pre-activity #1

Post-Visit Activity 1: Review Copper Use in Wars

Suggested Procedures:

1. Ask students what metal alloys used copper. Why is this important information? What war materials used copper or the metal alloys? Write down the student responses.
2. Students should take out any notes taken during their trip to the Calumet Visitor Center. Refer back to the timeline at the visitor center and ask what wars they noticed were listed on the timeline. What information was provided about copper use in the wars?
3. Compare their notes to the timeline they created in the pre-activity. If they marked their predictions about what conflicts needed copper, compare the marks to what they observed during their visit. Mark what wars used copper using a different colored dot.



Civil War Union belt Buckle

Post-Visit Activity 2:

Duration: 20-30 min

Location: classroom, indoors

Key Vocabulary:

Objectives:

Students will be able to demonstrate the rise and fall of copper production and how it often coincides with times of conflict in the later years of mining.

Method:

Students will create a timeline indicating where wars occurred as well as when copper mining was most profitable.

Materials:

- Copy paper or plain white paper
- Colored pencils or markers
- List of years that copper mining was profitable (found on park website or by using the timeline display at the Calumet Visitor Center)

Post-Visit Activity 2: Influence of War on Copper Industry

Background:

Copper was used to create alloys of bronze and brass. These alloys, in turn, were manufactured into different products. As conflicts arose, the demand for weaponry and uniforms that used bronze and brass increased, therefore increasing the demand of copper. This influenced the success of copper mining.

Suggested Procedures:

1. Students will copy the timeline and dates of conflict or wars onto their own papers. They do not need to write the descriptions of each war. They will also mark the time period of the copper mining era on the timeline.
2. Students should circle what wars demanded the use of copper or an alloy on their timeline.
3. Using timelines from Keweenaw NHP website or from notes taken during the visit to the Calumet Visitor Center, list off years copper mining was profitable or successful. The students will mark these years with a dot. Each time a year coincides with a conflict the students circled, they should put a star.
4. Discuss the timeline with the students. Even though copper mining was on the decline in the later years, what caused some mines to reopen? Did the success last long? Why or why not? Was there any war that occurred before mining in Upper Michigan? Where do you think the copper came from?



Civil War Union button

Post-Visit Activity 3:

Duration: 5 min

Location: classroom, indoors

Key Vocabulary:

Objectives:

Students will be able to demonstrate knowledge gained from their visit and activities they participated in by answering two questions.

Method:

Students fill out a short questionnaire.

Materials:

- Exit slip

Post-Visit Activity 3: Exit Slip

Suggested Procedures:

1. At the end of the lesson, students should put away all notes and materials.
2. Hand out the exit slip.
3. Students will fill out the questions and hand the slip in.



Glossary:

Allies- France, Great Britain, Canada, the United States, the Soviet Union, and China fought together in World War II

Axis- Germany, Italy and Japan fought together in World War II

Conflict- a fight, battle, or war between opposing forces

Independence- free from outside control

Involve- to include in something

Metal alloy- a metal made of 2 or more metals melted and mixed together

Timeline- a graphic representation or table of important events in sequential order

References:

<http://americanhistory.about.com/library/timelines/bltimelineuswars.htm>

<https://www.britannica.com/event/Creek-War>

<http://www.history.com/>

Copper Mining Timeline:

<https://www.nps.gov/kewe/learn/historyculture/copper-mining-timeline.htm>

<https://www.nps.gov/kewe/learn/historyculture/copper-mining-timeline-page-2.htm>

<https://www.nps.gov/kewe/learn/historyculture/copper-mining-timeline-page-3.htm>

<https://www.nps.gov/kewe/learn/historyculture/copper-mining-timeline-page-4.htm>

Name:_____

Date:_____

Exit Slip: War Influence on Copper Mining In Upper Michigan

1. What are three things created for war using copper?

2. What is one war that needed copper as a resource?

3. How did wars influence copper mining?