

Copper Country Memories

Heritage shapes and is shaped by our communities and the landscapes in which we live. The memories of young children are often absent in heritage narratives giving them less power in shaping their communities. Through this lesson, students will learn about heritage, why it matters and share their own stories.

Audience

Grades: Elementary, K-4

Subjects

Social Science, Language Arts, Arts

Michigan Curriculum Standards

- Writing Standards: 1,2,6,8
- Social Science Standards: G1.01, G1.02, G4.02, G4.03, H2.0.4, H2.0.6, C5.0.3

Skills

- Use of geographic and digital tools to investigate changes in the local community over time
- Ability to create an explanatory narrative
- Fine Motor skills

Materials

- [Keweenaw Time Traveler Storytelling Application](#)
- Sneakers Tours the Quincy Book
- Coloring Materials
- Coloring Sheet

OBJECTIVE

- ◆ Students will understand what heritage is and its value in everyday life
- ◆ Students will participate in the process of creating heritage by sharing a personal meaningful place.

ASSESSMENT OPPORTUNITIES

- ◆ 3-2-1 Reading Reflections
- ◆ Discuss students drawing, ask them to describe why their drawing matters to them and why it should matter to others.

BACKGROUND

The past and the way our communities engage with it shapes our present and provides opportunities and challenges for our future. What do we do with the abandoned factory on the edge of the lake? We are left with the physical industrial remains, the buildings, the pollutants, the rail and roads, but we are also left with the memories of well paying jobs, hard work, etc.

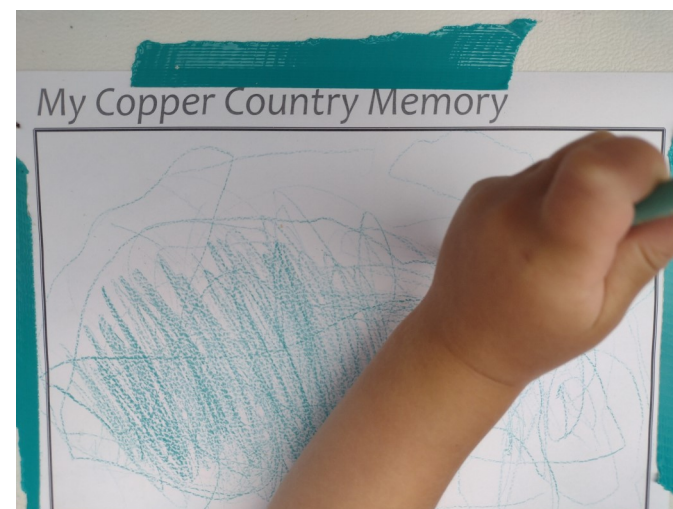
How do we as a community deal with these remains? Do we preserve the factory? Do we tear it down and build a park and swimming beach? How do we clean the pollutants? How do we preserve the memories and feelings the community has about living and working around the factory? The way in which we answer these questions shapes our present and also shapes our future.

Who's memories and stories are shaping our heritage is equally important. If people's memories and stories are not being shared they have less of an impact on the present and future shape of a community.

Often children's narratives are left out of community heritage. What memories do children have of the factory? Did they stop by after school to say hi to mom or dad working there? Did they run down the rail

tracks to get home? Did the noises and smells of the factory scare them? If these stories are absent we lose part of the community connection with this space.

Therefore it is essential to have children participate in the creation of heritage, working to identify special places and moments in their lives so the community can work to preserve those places for others to enjoy in the future.



GETTING READY

- Collect 'Sneakers Tours the Quincy Steam Hoist'
- Prepare a floor space with a chair in front for the reading portion of the activity.
- Out of the direct eye line of participants during the reading prepare tables with craft supplies for the coloring activity.
- Have the KeTT mobile storytelling app available on your phone
- Familiarize yourself and other support staff with the Share a Story function

DOING THE ACTIVITY

Part A Reading Time!

- Have participants sit in a semicircle on the floor
- Sit in a chair at the front of the group
- Read the selected book being careful to show each page to the audience
- Reflection Time 3-2-1
 - * Ask participants to think of 3 things they learned
 - * Ask participants to think of 2 things that they thought were fun
 - * Ask participants to think of 1 question they have or something they want to know more about

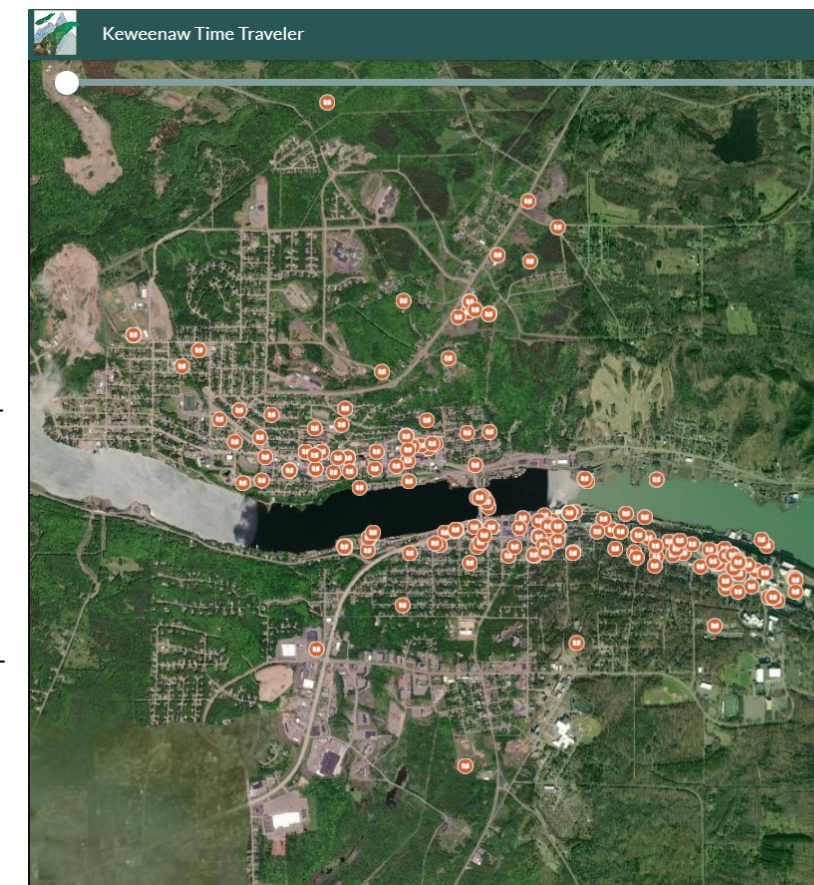
Part B - Drawing Time!

- Introduce the activity by drawing connections between the books & the next activity
 - * Ask participants why they think the author wrote this book?
 - ⇒ Liked the place, thought it was important, was interested etc.
 - ⇒ Sum up with: They wanted to share something about a place & history that mattered to them.
 - * Ask participants to close their eyes and think about their favorite place or activity in the Keweenaw
 - ⇒ Give one minute of quiet reflection time
 - ⇒ Pick 1-3 participants to share to spark ideas
 - * Tell participants that they get to create a drawing of that activity just like the illustrations they saw in the book!

- * And then we will share them online using KeTT!
- Creating Drawings
 - * Station every participant in a chair with a piece of paper and drawing utensils
 - * If families are present have family members support the drawing activity
 - * Support Students - monitor the room
 - ⇒ Ask every participant what they are drawing & help them label their drawings Answer:
 - ⇒ Give regular updates on the amount of time left for the activity

WRAPPING UP

- When each student finishes their drawing, create a KeTT Story Point where they can share their work!
 - * Get student's help placing the point
 - * Participant's help may help will vary based on age/skill level
 - ⇒ Locations do not have to be 'perfect'
 - ⇒ Title the post: My Favorite Memory
 - ⇒ Take a picture of the students work & upload to KeTT



My Copper Country Memory



By:

My Copper Country Memory

Signed,