

A Day in the Life of Angeline Arko

Re-imagining the daily life and experiences of a historical figure offers the opportunity for students to connect deeply with the individual, the time, and landscape in which they live. It offer the opportunity for students to go beyond the historical record and reflect on intangible but equally important sensations and experiences.

Audience

Middle & High School
Grades 6-12

Subjects

Social Sciences, English
Language Arts

Concepts

- Social Science Standards
6.1.2, 6.1.3, 6.3.1, P1.2,
P1.4, P2.1-4
- ELA Standards
Grades 6-12: 3., 4., 5., 6.,
7., 8,

Skills

- Use historical records to create historical nar-
ratives
- Develop creative fiction based on historical da-
ta

Materials

- [The Keweenaw Time Traveler Digital Atlas](#)
- [Keweenaw Time Traveler Resources Pages](#)
- Student’s work from ‘Angeline Arko and Me’ and ‘Living in 1918 Calumet’

OBJECTIVES

- ◆ Students will use historical context from historical sources to create a fictional narrative.
- ◆ Students will be able to evaluate and utilize historical sources

ASSESSMENT OPPORTUNITIES

- ◆ Active participation in group discussions
- ◆ Look for critical thought in student’s historical fiction that incorporates data from a number of historical sources.

BACKGROUND

First person narratives, in the form of diary entries offer a unique glimpse into the lives of people long ago. In this lesson students will re-imagine the daily events and experiences of Angeline Arko, a 10 year old girl in 1918 Calumet, creating a daily diary entry for her. The act of writing this entry will work to connect students to the daily life of students in 1918 by giving them the opportunity to reflect on the sensations and experiences students like Arko had on a daily basis. Students will also have the opportunity to use multiple historical sources to inform their diary entries.

GETTING READY

Educators should be familiar with the functions of the Keweenaw Time Traveler. They should be capable of searching for individuals, exploring the records available for each individual, be aware of the data provided by the variety of historic maps that are part of the Keweenaw Time Traveler Interface.

Educators should also familiarize themselves with the sources provided by the Keweenaw Time Traveler in understanding

the datasets and maps within the Time Traveler. These sources can be found in the [‘About the Data’](#) page.

Students should also have completed the ‘Living in 1918 Calumet, Michigan’ activity and the ‘Angeline Arko and Me’ activity to provide necessary context for this activity.

DOING THE ACTIVITY

Part A - Writing a Journal Entry

- Students use their work from the Angeline Arko and Me lesson to write a fictitious journal entry from Angeline Arko describing their day, emphasizing the senses (feel, touch, taste, smell and sight).
- Educators should set a minimum entry length based on class abilities.
- Students will support their stories with pictures searched from the Michigan Tech Archives ([University Archives and Historical Collections | Van Pelt and Opie Library | Michigan Tech \(mtu.edu\)](#)), to add detail and to be sure their descriptions are bound by some historical realities.

- Educators should have prompts ready to inspire the writing process. Prompts could include the following:
 1. What was it like when you woke up with all those people in a small house? (Use sensory details to describe)
 2. What was your walk to school like? Where did you go? What did you see, hear, smell, touch and taste?
 3. What was it like at school? Who was in your class? Who is your teacher? Was school noisy? Was it cold? What did you have for lunch?
 4. What did you do after school?
 5. What did you have for dinner
 6. How did you wind down in the evening?
- 1. What records/maps were most useful in developing a diary entry?
- 2. What historical records do you wish existed that would have made creating an diary entry easier?
- 3. What do you think is the biggest difference between the daily life of students living in 1918 and the daily lives of students today?

Part C - Class Reflection

- Split class into pairs and have students swap journal entries.
- Have student pairs compare and contrast their journal entries, discussing why there may be differences in their two journal entries even though they are about the same person.
- Bring the class back together and reflect on these differences.
- Have students share their answers to the reflection questions above.

Part B - Reflect on your writing process

- After students complete their journal entries they should reflect on the experience answering the following questions:



The Butler Row Tenements, Calumet. Photograph Courtesy of the [Library of Congress](#)