

The Tiny Traveling Miner

Meaning, memory, & heritage shape and are shaped by our communities and the landscapes in which we live. Students will investigate these relationships through mapping the path of the Tiny Traveling Miner throughout the Keweenaw as he travels to places that have deep personal meaning to students.

Audience

Grades: Elementary 4-5

Subjects

Social Science and Language Arts

Michigan Curriculum Standards

- Writing Standards For Grades 3-5: 3, 4,6,8
- Social Science Standards: H3.0.5, G1.0.1, G1.0.2, G4.0.1, P3.1.2

Skills

- Use technology to create an engaging narrative
- Create clear & Coherent sequential narratives
- Use geographic data to analyze information about issues important to communities

Materials

- KeTT Desktop Application
- A Tiny Traveling Miner
- YouTube Videos

OBJECTIVE

- ◆ Students will explore relationships between memory, meaning, & landscape.
- ◆ Students will explain how personal memory creates meaning & value of place for them

ASSESSMENT OPPORTUNITIES

- ◆ Review Student's narrative for clear, concise and sequential language.
- ◆ Analyze student's ability to navigate and visualize relationships within the geography present in the Keweenaw Time Traveler.

BACKGROUND

When you visit places, like the Capital building in Washington D.C., or even a city park, your experience is shaped by the memories and meanings that are present. The memories and meanings impact us all in unique ways. Visiting the Capital may spark feelings of pride in the U.S. government and shared cultural memories of the founding of a new nation. It may also spark shared memories of the thousands of African American slaves who labored and died in its creation, or the systematic erasure of Indigenous peoples who made their homes on this land, or all of these things at once! A city park may bring back memories of childhood, a first kiss, youth sporting events, or it could spark memories of the large factory that used to occupy this spot.

These memories, as a collective, shape how we as a community, feel about these spaces, and also impact who feels like they belong to our communities.

Sharing what we value and why we care is a vital part of community building. Understanding the different meanings places have creates empathy for each other and for the places we live, work, and play together.

GETTING READY

Design your own Tiny Traveling Miner! Prepare youtube videos for part A.

Part A - What is Heritage?

DOING THE ACTIVITY

1. Ask students if they have heard of 'heritage' before. Divide class into pairs/groups ask them to write down words that describe heritage. Ask students to write their own definition of heritage. Ask students to share definitions with the class. Put definitions on the board.
2. Have students watch ['What does intangible cultural heritage mean to you?'](#), a video from [UNESCO from The Heritage Council](#) and ['What is Heritage'](#) from Lead South Africa
3. After watching the short video clips ask students if their definitions of heritage have changed. Ask class for common things in the definitions to form a class definition of heritage.
4. Ask what people can gain from sharing their heritage with other people.
5. Students will then be asked to brainstorm what makes up their own person-

al heritage: people, places, things, traditions, that are meaningful to them.

Part B - Sharing Heritage with the Tiny Traveling Miner

1. Explore a few story points at [keweenawhistory.com](#) using the search bar (educators should have already curated points that will interest their students).
2. Based on the points they just visited and the work each student did in part A have each student write a short paragraph on what part of their heritage they would like to share with the Tiny Traveling Miner.
3. Students will design their own Tiny Traveling Miner using the template created by their teacher as an outline. They can add features that they think would be important for their heritage project.
4. Next, students should write how they want to share that heritage: song, video, story text, images, painting, drawing, etc.
5. Students will use this information to fill out the take home sheet attached to this lesson for their guardians.
6. Each student will take their Tiny Traveling Miner home to help create their story.
7. Students will bring The Tiny Traveling Miner back to school and present to the class what they did together, and why that is an important part of their heritage.
8. Students will then use the Story Point feature in the Keweenaw Time Traveler to share the heritage they created. Making sure to title their post 'The Tiny Traveling Miner Explores...' so that all Tiny

Traveling Miner stories can be easily explored and found. They should choose where they want their story placed within the landscape, their home, grandma and grandpa's, the place they like to ski, a hockey rink, the mall etc.

Part C - Exploring the Landscape

1. Using the Keweenaw Time Traveler students will search for "The Tiny Traveling Miner" stories after the whole class has completed part B.
2. Students will fill out the attached 'Exploring with the Time Traveler' to support their exploration. Questions will highlight spatial relationships between stories, and data on people and places in the Keweenaw Time Traveler as well as bigger questions about heritage.
3. Bring the class back together and discuss their answers to their worksheet. Explore the connections between the people and places of the past and their stories. Work to find common themes in the stories that are told.
4. Summarize what things do we value together? What is our common heritage?

EXTENSION ACTIVITY

1. Have students pick people from the community to send traveling miners to.
2. Send the miners to these individuals with a note explaining the project and how to create story points.
3. Have the community members send the miner back to the class with a note explaining where their miner went and what they experienced, linking to the story point they created on the Time

Traveler.

4. As a class explore the stories and the surrounding maps and data from the Keweenaw Time Traveler application connecting the story to places students might be familiar with today, and work to understand how those places have changed over time.