

Activities by Grade Level

Third Grade:

Michigan Mining and Logging History

At the Park:

Take the students through the Park with a special focus on *Stockade Labyrinth*, *Logging Camp*, *Secret Passion*, *Ontonagon*, and *Bonnet*. Make sure to share the notes from the previous pages and ask them the following as they see the sculptures:

What do you see?

How do you think this relates to Michigan's history of logging and mining?

What material(s) make up this sculpture?

In the Classroom:

Using photographs, discuss how one or more of the above works of art symbolizes aspects of Michigan history.

Turn the classroom into a mine shaft or logging camp by having students create drawing of objects found in logging camps or mine shafts and display these around the room.

Create overhead transparencies from photographs of miners or lumberjacks and drawings of early explorers. Working in pairs, have students use these to create life size figures on paper. Color and place them around the classroom. Use these as a starting point for study areas and as illustrations for reports.

Give students a taste of vinegar pie served in logging camps and pasties eaten by miners in the U.P.

Learn to sing a Sea Shanty.

Listen to musical instruments used during the logging era.

Create an oversized book about the era being studied. Working in small groups have students write and illustrate pages featuring different aspect of life in that era such as where did the people come from, what did they do, how did they live, what did they wear, what did they eat? Be sure to include women and children in the story.

Have students create their own logging company and design the company's logging mark.

Fourth Grade:

Writing and Michigan History

At the Park:

Take the students through the Park with special attention paid to *Logging Camp*, *Ontonagon*, and *Bonnet*. Make sure to share the notes from the previous pages and ask them the following questions:

What do you see?

How does this relate to Michigan's history?

What material(s) make up this sculpture?

Take clipboards, pencils and paper and have the students complete one of the following writing activities:

Creative Writing: Basing your response on what you see, write a story that starts with the words, "Last week in history class we learned about people from Michigan's past, and then I had the strangest dream..."

Technical Writing: Using the elements of art and principles of design, describe in extreme detail what you see.

Free Write: Have students write down all of the words that you think of while looking at the sculpture for two minutes. Then have them cut out half of the words, leaving only the essential words. Repeat the cutting process until they have only five to ten words. Share what are now short poems with the rest of the class.

In the Classroom:

Using photographs, discuss how one or more of the above works of art symbolizes aspects of Michigan history. What happened to inspire it? When did it happen? Who was involved? How and why did it happen?

Write a story or other composition such as a personal narrative or poem about the development of mining, logging or farming and illustrate it.