

Lesson (Unit) Plan

The Finnish Immigrant Experience in Michigan's Upper Peninsula

Lesson (Unit) Overview:

In the late nineteenth century Finland lost ten percent of its population to massive emigration. Many of those Finnish immigrants to the United States ended up in Michigan's Upper Peninsula. The Keweenaw Peninsula, sometimes called the "Inland Ellis Island" developed a strong Finnish-American culture due to the thousands of Finnish immigrants who entered and settled in that region of the state.

This lesson will provide students with learning experiences which will help them better understand how to identify and use primary sources. Students will explore Library of Congress primary sources and learn how to interpret primary source images. Students will also use the Internet and written case studies or stories of real Finnish Immigrants from the past in order to gain a richer understanding of the human story behind the migration of Finnish people to the United States (specifically to Michigan's Upper Peninsula) during the mid 1800's and early 1900's. Guest speakers of Finnish heritage (if available) may be incorporated to enrich the learning experience.

Students will use varied resources to develop a rich understanding of the Finnish-American experience and demonstrate that understanding by creating a scrapbook about life as a Finnish immigrant to Michigan's Upper Peninsula. Their finished product should be written in first person and resemble a primary source. It will include narrative, pictures, and maps. Contents should demonstrate an accurate understanding of the push and pull factors that brought Finnish immigrants to Michigan, as well as an understanding of the region in which they settled, their occupations, activities, foods, homes, etc.

Objectives:

Students will be able to:

- Identify and analyze the content of primary sources.
- Use primary sources and case studies or stories of Finnish immigrants to the United States (specifically to Michigan's Upper Peninsula) to identify the push and pull factors (why they came and why they left) that influenced the Finnish migration to the U. S.
- Describe the impact of Finnish immigrants on the cultural development of Michigan's Upper Peninsula (e.g. forms of shelter, language, food, occupations)
- Identify Michigan as a part of the Mid-West region of the United States.
- Identify and describe physical and human characteristics of Upper Peninsula, Michigan

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- Locate and map locations of specific areas where Finnish people settled and remain in Michigan.

Michigan Standards:

The World In spatial Terms

4G1.0.4 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.

4G1.0.5 Use maps to describe elevation, climate, and patterns of population density in the United States.

Places and Regions

4G2.0.1 Describe ways in which the United States can be divided into different regions.

4G2.0.2 Compare human and physical characteristics of a region to which Michigan belongs with those of another region in the United States

Human Systems

4G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors that influenced the migration.

4G4.0.2 Describe the impact of immigrants on the cultural development of Michigan's Upper Peninsula (e.g. forms of shelter, language, food)

Time Required:

5 - 10 days

Recommended Grade Level(s):

Grades 4-6 (Connects well to Michigan fourth and sixth grade CLCE's)

Topic(s):

Migration and immigration

Ethnicity

Cultural development

Geography of Michigan

Era:

US History ERA 3 (Mid 1800's to Early 1900's)

Preparation:

Materials:

- Primary source images and documents
- Primary and secondary source narratives
- Note-taking forms

Primary source analysis forms

Writing supplies and art supplies
Case studies or stories of Finnish immigrants

Resources: See Resource Table

LOC Primary sources:

Immigrant Building, Ellis Island, New York Harbor
Finnish-American section of Brooklyn, New York.
Copper miners, Calumet-Hecla Mines, Calumet, Mich.
Lumber Industry, Calumet, Mich.
Finnish school, Hancock, Mich.

MTU Archives and Copper Country Historical Collections: Strawberry harvest in Heinola, Houghton County

Baraga County Historical Museum Website: "[A Photo History of Baraga County](#)", Threshing Crew

Websites:

Library of Congress: www.loc.gov

Baraga County Historical Museum: www.baragacountyhistoricalmuseum.com

An Interior Ellis Island: MTU Archives and Copper Country Historical Collections
<http://ethnicity.lib.mtu.edu/index.html>

Handouts:

LOC Photograph Analysis Tools

Guest speakers:

Finnish Elders

Procedure:

Activities

Provide students with a brief overview of the unit. Emphasize the importance of the primary source analysis tools and note-taking they will engage in throughout the unit, as these will later provide details to be incorporated in the Scrapbook project. (Hand out an outline of unit expectations and rubric to guide students and to inform parents. See sample document at end of procedure section.) (15 min)

1. *Introduction to Primary Sources—Mini Lesson - whole class. (30 min)*
 - a. *Introduce students to the following information from the resources on the LOC website: [Using Primary Sources](#), [Why Use Primary Sources](#), [Teacher's guides and Analysis Tool](#)*
2. *Select one of the Ellis Island primary source images from this lesson to analyze together as a teacher guided activity. (30 min)*
 - a. *Students practice completing a photograph analysis sheet. (Fold a sheet of paper in fourths. Students label the sections as follows: Observations, Knowledge, Inferences or Conclusions, Questions.)*

- b. *Students should begin observations with overall impressions, and then they should mentally quarter the picture they are analyzing and carefully examine and record observations for each quarter of the picture.*
 - c. *Next they should record any prior knowledge about the picture's content.*
 - d. *Throughout the activity students should record questions that come to mind as they analyze the picture.*
 - e. *Finally students should draw some conclusions based on their analysis of the picture. (Students will explore all subsequent images using this technique.)*
3. *Introduce students to the immigrant experience of the millions who entered the United States in the 1800s and early 1900s. Read aloud and discuss a non-fiction story like Life at Ellis Island, by Sally Senzell Isaacs, or Ellis Island, by Patricia Ryon Quiri, or another similar book to explore the various pushes and pulls that brought different ethnic groups to the United States. Students should record several facts, details, or descriptions that stand out to them and that could be used later to enhance their own descriptive writing. (45 min)*
4. *Students work in pairs to analyze an additional Ellis Island picture using the technique described above. At the end of a designated time students should share their notes with the class. This will provide an opportunity for students to "borrow" observations, answer each other's questions, and enrich one another's inferences and conclusions. (30 min)*
5. *Explore the physical geography of Finland and Michigan's Upper Peninsula by using Google Maps satellite images and "Street View". Discuss similarities between the two locations—students record a list of similarities—and connect to Finnish settlement in the Upper Peninsula. (20-30 min)*
6. *Expand on the general information students have gained about immigration in the 19th and early 20th centuries, with specific facts about the Finnish immigrant experience. The Library of Congress link to Immigration: The Finns is an excellent resource. <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/scandinavian5.html> Also, the website, "An Interior Ellis Island" from Michigan Technological University contains well documented facts and short first person accounts from first generation Finns in the region. http://ethnicity.lib.mtu.edu/groups_Finns.html Also, the following article contains useful information. "The Finns in the United States: The Project on Finnish Immigration of the Michigan Historical Collections", by Keijo Virtanen. This article includes an extensive collection of translated letters from Finnish immigrants in Michigan to family and friends in Finland. <http://www.genealogia.fi/emi/art/article267be.htm> Teacher will want to provide a hand out summarizing selected information from these resources for younger students. (30-45 min)*
7. *Students work in pairs to analyze pictures of the region's three main occupations using the technique described above. (See resource table) At the end of a designated time students should share their notes with the class. This will provide an opportunity for students to "borrow" observations, answer each other's questions, and enrich one another's inferences and conclusions. (45-60 min)*
8. *Students will analyze a primary source document using the Written Document Analysis Worksheet. Provide each student with a copy of a variety of transcribed Finnish letters from the article "The Finns in the United States: the Project on Finnish Immigration of the*

Michigan Historical Collections" <http://www.genealogia.fi/emi/art/article267ce.htm> (30-45 min)

- a. *Analysis worksheet will later be used for details to be incorporated in the Scrapbook project. Students may share favorite things they learned from their letter. Some teacher-guided discussion may be helpful.*
 - b. *Students may add additional idea, facts, or details to their notes as classmates share.*
9. *Imagine It's Me - Activity: (2 hours) Discuss realistic fiction as a genre. Explain that students will be mixing fact and fiction to create something that resembles a primary source. Share an authentic scrapbook, journal, or diary with students to model the kind of finished product they are aiming for. Students will create a scrapbook about life as a Finnish Immigrant living in Michigan's Upper Peninsula. Students will use their collection of notes from the unit, as well as additional primary sources available at the websites used to prepare this unit, as resources for the writing project. Scrapbook should include the following:*
- a. *Personal narrative (May use diary, caption, or letter formats)*
 - b. *Pictures (Teacher may choose to allow only hand made drawings, or may choose to allow primary source images from Library of Congress or other sources.)*
 - c. *A hand drawn map of location within the context of Michigan and the U. S.*
 - d. *The immigration push and pull that led them to leave Finland and brought them to Michigan*
 - e. *Descriptions of the local physical environment*
 - f. *Occupation in Michigan*
 - g. *Daily activities*
 - h. *Foods or other cultural details*
 - i. *Bibliography*
10. *Students share their finished scrapbooks in small groups or with the whole class.*

SAMPLE HANDOUT FOR UNIT:

The Finnish Immigrant Experience in Michigan's Upper Peninsula

"Imagine It's Me" Scrapbook Project Outline and Rubric

In this unit we will use primary sources to learn about the people who immigrated to the United States over a century ago. We will use various types of primary source analysis tools and note-taking activities throughout the unit, which will provide facts and details that will be incorporated into a "primary source" scrapbook project. (See sample scrapbooks)

DAY ONE

1. Introduction to Primary Sources—Mini Lesson
2. Analyze primary source image of Ellis Island (teacher guided activity)
 - a. Complete photograph analysis sheet. (Fold a sheet of paper in fourths. Label the sections as follows: Observations, Knowledge, Inferences / Conclusions, Questions.)
 - b. First, observe and record overall impressions of the picture.
 - c. Second, mentally quarter the picture and carefully examine and record observations for each quarter of the picture.
 - d. Third, record any prior knowledge about the picture's content.

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- e. Throughout the activity record questions that come to mind as you analyze the picture.
- f. Finally record some conclusions (inferences) based on your analysis of the picture. (You will use this technique for analyzing all primary source images used in this unit.)

DAY TWO

1. Read aloud and discuss a non-fiction story about immigrants who arrived at Ellis Island during the 19th and early 20th century. List various pushes and pulls that brought different ethnic groups to the United States. You will be especially interested in the reasons Finnish people came to America. Record any facts, details, or descriptions that interest you and that could be used later to enhance your writing.
2. Work with a partner to analyze another Ellis Island picture using the technique you learned in the Day One activity. Be ready to share your notes with the class. You may “borrow” observations and inferences from your classmates at this time.

DAY THREE

1. Explore the physical geography of Finland and Michigan’s Upper Peninsula by using Google Maps satellite images and “Street View”. List similarities between the two locations—then tell why you think the Finnish settled in the Upper Peninsula.
2. Highlighting and note-taking activity: Use a highlighter to mark important facts in the handout about the Finnish immigrant experience during this teacher-guided mini-lesson.

DAY FOUR

1. Work with a partner to analyze three primary source images of the region’s main occupations. Be ready to share your notes with the class. You may “borrow” observations and inferences from your classmates at this time.
2. Work with a partner to analyze a primary source document (Finnish letters) using the Written Document Analysis Worksheet. Your analysis worksheet will later be used for details to be incorporated in your Scrapbook project. Be prepared to share a favorite thing you learned from your letter. You may “borrow” interesting facts from your classmates at this time.

DAY FIVE - ?

1. **Imagine It’s Me - Activity:** Imagine that you are a Finnish Immigrant living in Michigan’s Upper Peninsula. Using what you know about realistic fiction as a literary genre, and what you know about primary sources, create a scrapbook that resembles a primary source. You will have to mix fact and fiction to accomplish this. Make sure you include accurate information that really could have been part of a Finn’s life and experiences one-hundred years ago in Michigan’s Upper Peninsula. Use your collection of notes from this unit, as well as additional primary sources available at the Library of Congress or other teacher-approved websites

Your scrapbook should include the following:

- a. **Personal narrative (May use diary, caption, or letter formats)**
- b. **Pictures**
- c. **A hand drawn map of your location in the context of Michigan and the U. S.**
- d. **The immigration push and pull that caused you to leave Finland and brought you to Michigan**
- e. **Descriptions of the local physical environment**
- f. **Your (or your parents’) occupation in Michigan**
- g. **Your daily activities**
- h. **Foods or other cultural details**

i. **Bibliography**

2. Be prepared to share your finished scrapbook.

USE YOUR IMAGINATION! MAKE YOUR SCRAPBOOK SEEM AS AUTHENTIC (REAL) AS POSSIBLE! YOU WANT YOUR WORK TO LOOK AND SOUND LIKE A PRIMARY SOURCE!

Extension Activities:

1. Invite guest speakers of Finnish ancestry to share their family experiences.
2. Incorporate period audio recordings or video clips of 19th and 20th century immigrants in general and Finnish immigrants specifically.
3. Prepare a Finnish meal or snack as a class. (Use LOC Cookbook or family recipes from class members.
4. This project could be extended with further research and would be an excellent Social Studies Fair project.

Evaluation:

- *Formative Assessment: Note-taking, primary resource analysis activities, and class share/discussion of analysis tools and notes*
- *Summative Assessment: Scrapbook*

RUBRIC

GRADE	QUALITIES DEMONSTRATED IN HISTORICAL WRITING PROJECT
A	Scrapbook includes all of the items listed above, with many specific and accurate descriptive details for each topic. Voice is authentic and appropriate to the narrator, time period and situation. Finished product shows evidence of much care and creativity. VERY BELIEVABLE—THE READER FEELS LIKE THE AUTHOR WAS REALLY THERE!
B	Scrapbook includes all of the items listed above, with several accurate descriptive details for most topics. Voice is mostly authentic and appropriate to the narrator, time period and situation. Finished product shows evidence of care and creativity. FAIRLY BELIEVABLE.
C	Scrapbook includes most of the items listed above, with a couple specific and accurate descriptive details for most topics. Effort to write with an authentic and appropriate voice is evident, though may lack consistency. Finished product shows evidence of some care and creativity. FAIRLY BELIEVABLE.
D	Scrapbook includes only a few of the items listed above, with few specific and accurate descriptive details. Voice is not very authentic or appropriate to the narrator, time period and situation. Finished product shows little evidence of care and creativity. NOT VERY BELIEVABLE.
E	Scrapbook project was not completed, was not handed in, was very carelessly done, or did not adequately follow the project guidelines.

Credits: Mary Myton

Resource Table: The Finnish Immigrant Experience in Michigan's Upper Peninsula (1800's -1900's)
Mary Myton

Image	Description	Citation	Permanent URL			
	<p>Immigrants just arrived from Foreign Countries-- Immigrant Building, Ellis Island, New York Harbor</p> <p>Date Created/Published: New York : Underwood & Underwood, c1904.</p>	<p>Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA, [Reproduction Number: LC-USZ62-15539]</p>	<p>http://www.loc.gov/pictures/item/97501095/</p>			
	<p>Ellis Island Date Created/Published: No date recorded (probably around 1900)</p>	<p>Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA, [Reproduction Number: LC-DIG-ggbain-50438]</p>	<p>http://www.loc.gov/pictures/item/ggb2006014854/</p>			
	<p>Brooklyn, New York. A section of the city largely inhabited by Finnish-Americans, near Thirty-ninth Street and Eighth Avenue, known as Finn Town. Finnish branch of the Salvation Army. Collins, Marjory, 1912-1985, photographer. CREATED/PUBLISHED 1942 Oct.</p>	<p>Library of Congress, Prints & Photographs Division, FSA-OWI Collection, [REPRODUCTION NUMBER, LC-USW3-009836-E DLC]</p>	<p><!-- <permanent_url><a 254="" 536="" 68="" 731"="" href="http://memory.loc.gov/cgi-bin/query/r?ammem/fsaall:@field(NUMBER+@band(fsa+8d22986))</permanent_url>--></p> </td> </tr> <tr> <td data-bbox=">  </p>	<p>Copper miners in car (tram) entering slope shaft which is 5,000 feet deep, Calumet-Hecla Mines, Calumet, Mich.</p> <p>Date Created/Published: Meadville, Pa. : Keystone View Company, c1916.</p> <p>1 photographic print on stereo card : stereograph.</p>	<p>Keystone View Company. Miners in car entering slope shaft which is 5,000 feet deep, Calumet-Hecla Mines, Calumet, Mich. . c1916. <i>Stereograph Cards</i>. Library of Congress. Reproduction Number: LC-USZ62-116295 . 28/6/2011< http://www.loc.gov/pictures/item/96509493/>.</p>	<p>http://www.loc.gov/pictures/item/96509493/</p>
	<p>The Heart of the copper country, Calumet, Mich.</p> <p>Lumber Industry</p>	<p>Detroit Publishing Co. The Heart of the copper country, Calumet, Mich. 1880 and 1930. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA. Reproduction Number: LC-D4-10964 L. < http://www.loc.gov/pictures/item/det1994007110/PP/></p>	<p>http://www.loc.gov/pictures/item/det1994007110/PP/</p>			

	<p>Finnish school, Hancock, Mich. Created/Published [between 1900 and 1906] Notes Suomi College and Theological Seminary. Date based on Detroit, Catalogue P (1906).</p>	<p>Library of Congress, Prints and Photographs Division, Detroit Publishing Company Collection. [REPRODUCTION NUMBER, LC-D4-19054 DLC]</p>	<p><!-- <a 251="" 254="" 461"="" 68="" href="http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a13089))</permanent_url>--></p> </td> </tr> <tr> <td data-bbox=">  </p>	<p>Strawberry harvest in Heinola, a Finnish immigrant agricultural community near Oskar Bay in Houghton County. [Group of men, women and children with containers of strawberries. Tent is visible in background.] ca. 1920</p>	<p>Photographer unknown. Strawberry harvest in Heinola, a Finnish immigrant agricultural community near Oskar Bay in Houghton County. ca. 1920. Finnish American Historical Archive, Finlandia University, Hancock, Michigan. MTU Archives and Copper Country Historical Collections. An Interior Ellis Island: Keweenaw Ethnic Groups.</p>	<p>http://ethnicity.lib.mtu.edu/groups_Finns.html</p>
	<p>1900's picture of a threshing crew hard at work in a field in a hay field in Skanee. (Baraga County, MI)</p>	<p>Dompier, Jim, President, Baraga County Historical Society, Inc.. The Baraga County Historical Museum. ca. 1900's. A Photo History of Baraga County.</p>	<p>http://www.baragacountyhistoricalmuseum.com/photohistory/</p>			
	<p>Finland. United States. Central Intelligence Agency. CREATED/PUBLISHED [Washington, D.C. : Central Intelligence Agency, 1996] NOTES Relief shown by shading.</p>	<p>Library of Congress, Geography and Map Division.</p>	<p><!-- <a 254="" 68="" 868="" 912"="" href="http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g6960+ct001018))</permanent_url>--></p> </td> </tr> <tr> <td data-bbox="> <p>The Finns in the United States: The Project on Finnish Immigration of the Michigan Historical</p> </p>	<p>This bulletin contains Mr. Virtanen's translation of immigrant letters sent by Michigan Finns to their</p>	<p>Published in <i>Michigan Historical Collections. Bulletin No. 26, June</i></p>	<p>http://www.genealogia.fi/en/mi/art/article267ce.htm</p>

Collections Keijo Virtanen	homeland. They do not record great deeds and exciting adventures but reflect the everyday experience of ordinary people who came to America in the hope, not always realized, of improving their lives.	1976, 25 p.	
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