

Lesson 2: Culture and Community

Grade Level:

9-12

Subject Areas:

Geography, U.S. History, Minnesota History, Technology or Digital Media, Language Arts

MN State Standards:

Geography Standards

9.3.3.5.4 Explain migration patterns in the modern era at a range of scales, local to global.

9.3.3.6.2 Analyze how transportation and communication systems have affected the development of systems of cities.

9.3.3.7.2 Describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how these patterns are changing.

History Standards

9.4.1.2.1 Pose questions about a topic in history, suggest possible answers and write a thesis; locate and organize primary and secondary sources, analyze sources for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings.

9.4.3.11.1 Describe the causes and the regional and global impact of the Industrial Revolution. (The Age of Revolutions: 1750—1922)

9.4.4.20.1 Explain how technological innovation, heavy industrialization, and intensified boom-bust cycles of an unregulated capitalist economy led to changes in the nature of work, economic scale and productivity, the advent of the modern corporation, and the rise of national labor unions. (Development of an Industrial United States: 1870—1920)

9.4.4.20.2 Analyze how immigration and internal migration changed the demographic and settlement patterns of the United States population. (Development of an Industrial United States: 1870—1920)

English Language Arts Standards

Speaking, Viewing, Listening, and Media Benchmarks

9.9.5.5-11.9.5.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing Benchmarks

9.7.2.2-11.7.2.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

9.7.8.8-11.7.8.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Materials:

Minnesota's Lost Mining Towns DVD and DVD player
Computers/laptops/tablets for students
Study Guide – *Minnesota's Lost Mining Towns*
Graphic Organizer – *Paternalism and the Company Town*

Objectives:

- Students consider the positive and negative aspects of paternalism and life in a company town.
- Students prepare group presentations focused on the different cultures of the immigrants that worked as miners on the Iron Range.

Procedure:

Day 1: Learning About Locations

- Introduce the *Minnesota's Lost Mining Towns* documentary as a history of mining communities that no longer exist on the Iron Range. Pass out the Study Sheet, and tell students to listen for the answers to the questions as they watch the documentary. Play the first 20 minutes of the documentary, until the section entitled The Language of Locations (19:24). (25 minutes)
- After watching, allow students to work together in pairs to complete the answers to the questions on the Study Sheet. Then discuss the answers as a class. (10 minutes)
- Provide each student with the Graphic Organizer, and have them begin to fill it in with positive and negative aspects of paternalism and life in a company town. (10 minutes)

Day 2: Language and Locations

- Review the first part of the documentary by asking students to describe what it would be like to live in a company location. (5 minutes)
- Have students watch the next portion of the documentary, from The Language of Locations (19:24) to the end of the Ethnic Heritage on the Iron Range radio interview (ends at 42:23). Ask students to listen for and write down countries of origin for the mining immigrants that are mentioned in these sections. Also have them complete and turn in the Graphic Organizer. (25 minutes)
- Project a map of Europe at the front of the classroom. Have students identify where each of the countries mentioned is located. Ask students to discuss why people from these countries might have traveled to Minnesota to take jobs in the mines. (Sample answer:

Mining jobs were very plentiful and appropriate for unskilled labor; mining jobs may have paid better than jobs in their own country; housing and food were provided; immigrants were welcomed; immigrants could eventually bring their families over and become American citizens.) (15 minutes)

Day 3: Bringing Culture to Community

- Remind students that most of the miners in the mining locations were immigrants from a variety of different foreign countries. Have the class name these countries again, and write them on the board. (5 minutes)
- Divide the class into small groups. Ask each group to choose a country of origin that was common for an immigrant miner. Then have the group use the Internet to find out more about the culture that immigrant brought over to the mining locations. Students should organize their findings into a five-minute presentation that includes digital images and text, as well as performance of simple conversation and recreational activities. Aspects of culture should include (but not necessarily be limited to):
 - simple phrases in the native language;
 - traditional recipes from that country in the early 1900s;
 - crafts produced in that country in the early 1900s;
 - recreation or ways of relaxation in the early 1900s (including music and dancing);
 - a general philosophy of life in the culture.. (40 minutes)

Day 4: Interacting Cultures

- Have small groups show their presentations to the rest of the class. (20 minutes)
- Allow time for pairs of groups to interact as if they were from their representative cultures. Have each group teach another group a simple phrase, a dance, or show them a recipe. (10 minutes)
- Show the remaining sections of the documentary, from Memories of Locations (42:23) to the end. If there is time, have students discuss what was lost when communities disappeared. (15 minutes)

STUDY GUIDE – MINNESOTA’S LOST MINING TOWNS

1. What is a mining location?

(Sample answer: A mining location is the site where the mine is located that also contains housing for workers.)

2. Why did many workers live at mining locations instead of town sites that were farther away?

(Sample answer: Transportation was difficult to find, so walking to work was possible if they lived right at the mine site.)

3. What is paternalism, and how does it relate to mining locations?

(Sample answer: Paternalism is a company philosophy of taking care of workers' needs. In return, workers are expected to devote most of their lives to the company. Companies provided workers that lived at mining locations with housing, food, schools, and services.)

4. What would you get from the mining company if you and your family lived at a company location?

(Sample answer: A house, a garden, access to water, sometimes electricity, delivery of food and other goods from town, roads and boardwalks that were often plowed, schools, recreation such as company picnics, a community root cellar)

5. Why might a company location be attractive to immigrant mine workers?

(Sample answer: Immigrants usually had very little, so a Company Location with low rent that provided goods and services would be very attractive. It would allow them to save money in order to bring their family over.)

GRAPHIC ORGANIZER – PATERNALISM AND THE COMPANY TOWN

Positive Aspects	Negative Aspects
<p><i>(Answers could include: Housing was cheap; utilities were often provided; roads were built and taken care of; schools were provided; gardens were provided; work was close, so no transportation was needed; the company encouraged miners to bring their families to live at the location; recreation was provided; coworkers lived near each other and formed a community; opportunities for education that earned workers and family members citizenship were provided.)</i></p>	<p><i>(Answers could include: Land belonged to the company; houses could be moved or destroyed at any time; workers had to move when told; workers had few other activities outside of work and growing food; the company made all the rules at the location, so workers had no self-governance.)</i></p>