



# Passport to Paradise



Sandi Longhini

## LESSON EIGHT

### Subject/Grade:

Grade 4, English Language Arts and Social Studies

### Duration:

Two 45-minute class periods

### Materials needed:

- *Lighthouses of Lake Superior\** (VCR or DVD) from [www.shipwreckmuseum.com](http://www.shipwreckmuseum.com))
- DVD player and projector or VCR-TV
- Map of Great Lakes (available from Michigan Sea Grant)
- Virtual tour or a PowerPoint presentation of a tour of the interior of Whitefish Point Lighthouse
- *Paddle-to the-Sea* book by Holling Clancy Holling (1942) or video (1967)
- Dictionaries available for students to use
- Job application letter rubric

#### Per student:

- Passport application
- *Job Opportunities in the Mid-1800s*

slonghin@gwinn.k12.mi.us

## Lesson Overview

Students investigate early immigrants' quest for jobs in the Upper Peninsula of Michigan in the mid- to late-1800s in the remote environs of Paradise, Michigan, near Whitefish Point Lighthouse on the shores of Lake Superior.

## Learning Objectives

After this lesson, students will be able to

1. Locate Whitefish Point on a map of Lake Superior.
2. Complete a passport application and explain the past and current use of passports.
3. Describe the unique lifestyles of several ethnic groups who immigrated to the Upper Peninsula.
4. Describe several job opportunities in the Upper Peninsula circa 1900.
5. Describe the lifestyle of lighthouse keepers and their families circa 1900.

## Background

Immigrants from many countries came to the Upper Peninsula of Michigan because of the possibility of employment. They believed life in the United States would offer more opportunities for themselves and their children. Iron and copper mining spurred the development of Upper Michigan in the mid- and late 1800's. Early transportation on Lake Superior was by birch bark canoes and sailing ships, and later by steamships and schooners. As more people began traveling to the upper Great Lakes region,

## STANDARDS



### Michigan Grade Level Content Expectations (GLCEs) Addressed

#### Grade 4 English Language Arts

##### W.GN.04.01

Write a cohesive narrative piece such as a myth, legend, fantasy or adventure creating relationships among setting, character, theme and plot.

##### W.PR.04.04

Revise drafts based on constructive and specific oral and written responses to writing by identifying section of the piece to improve sequence and flow of ideas

##### W.PR.04.05

Proofread and edit writing using appropriate resources (e.g. dictionary, spell check, grammar check, etc.) and other grade level checklists, both individually and in groups.

#### Grade 4 Social Studies (Beyond Statehood)

##### 4 - G1.0:1

Identify questions geographers ask in examining the United State (e.g. Where is Michigan? What is it like there? How is it connected to other places? What are the Great Lakes?)

##### 4 - G1.0.4

Use geographic tools and technologies, stories, pictures to answer geographic question about the United States.

it became necessary to erect lighthouses along the shore to alert ships to potential dangers—shoals, shallow water, protruding rocks, etc. As more supplies were needed throughout the Upper Peninsula, as well as, copper and iron shipped from the Upper Peninsula, it became necessary to build lighthouses and hire lighthouse keepers to keep the lights burning. These lighthouses provided a beacon of hope and warning to ships during inclement weather. While this lesson focuses on the Whitefish Point Lighthouse, located on Lake Superior near the town of Paradise, Michigan, the lesson may be adapted to any lighthouse.

## Advance Preparation

1. Make copies of *Passport Application* and *Job Opportunities in the Mid-1800s* worksheets at the end of the lesson for each student.
2. Design a rubric (see [www.RubiStar.com](http://www.RubiStar.com)) to grade job application letters and journal entries (optional).

## Procedure

### Focus Questions:

- *If you were immigrating to the United States and you wanted to live in the Upper Peninsula of Michigan, which job would interest you in applying for employment in the local area of Paradise, Michigan?*
- *Would you like to be the lighthouse keeper at Whitefish Point? Explain your response.*

### PART I

1. Locate Whitefish Point on a map of Michigan or the Great Lakes.
2. Watch the movie *Lighthouses of Lake Superior* and discuss:



- Job opportunities in the Upper Peninsula circa 1900.
  - The lifestyle of lighthouse keepers and their families circa 1900.
  - The unique lifestyles of several ethnic groups who immigrated to the Upper Peninsula.
3. Have students fill out the **Passport Application**. Discuss why immigrants chose to travel to the United States in the mid-1800s: famine in their homeland, needed a job, availability of land, freedom of religion.
  4. Distribute the **Job Opportunities in the Mid-1800s** worksheet to the students. Discuss the job opportunities in the mid- to late 1800s in Upper Michigan. Have students match each job to the correct description. Brainstorm some of the possible duties associated with each job.
  5. Ask students to select one job and write a letter of interest to seek employment in Paradise, Michigan. In their letter, students should explain why they are interested in the job, what knowledge or experience qualifies them for the job, and why they want to come to Paradise, MI. (Do a **Quick-Write** for 15 minutes, as a class assignment).
  6. Have students discuss the possible jobs which interested them.
  7. If time allows, have students do peer editing of each other's papers. Have student revise their papers.
  8. Have students select the "best" applicant for each job. (optional)

## PART II

9. Tour the Whitefish Point lighthouse or take a virtual tour of the Whitefish Point Lighthouse (<http://www.shipwreckmuseum.com/virtual.phtml>) or view a teacher-prepared PowerPoint of a lighthouse.
10. Ask students to write a journal entry about how they would spend a night shift, if they were hired as the lighthouse keeper.
11. Have students share their stories with the class.
12. Have students edit their writing, correcting grammar and spelling errors.
13. Publish and display students' journal entries on a class bulletin board or bind the stories into a class book.

## Assessment of Student Learning

Teacher can use the rubric provided or make their own to assess job application letters and journal entries (see [www.RubiStar.com](http://www.RubiStar.com)) to assess lesson's objectives.

Answer Key to **Job Opportunities in the mid-1800s** student worksheet: 1D, 2F, 3G, 4A, 5H, 6C, 7B, 8I, 9E, 10J



## Extensions

Create a flyer advertising job opportunities in the Upper Peninsula.

Using a Lake Superior map, label important cities and ports in Michigan, Wisconsin, Minnesota, and Ontario, Canada.

Locate other lighthouses in the Upper Peninsula and research their history.

Encourage students to visit the Whitefish Point Lighthouse and Shipwreck Museum with their families.

## References

Great Lakes Shipwreck Historical Society.

*Lighthouses of Lake Superior*. (60 minutes).

A documentary which examines some of the most

celebrated lighthouses on Lake Superior, including the following:

- Whitefish Point Lighthouse, the guardian of some of Lake Superior's most unpredictable waters;
- Stannard's Rock Lighthouse, a lonely, isolated structure that warns ships of deadly shoals that have claimed a number of unsuspecting ships;
- Rock of Ages Lighthouse, whose keeper staged a heroic rescue when a ship actually collided with the island on which the lighthouse is located;
- Apostle Islands' Sand Island and Outer Island Lighthouses, the site of several miraculous rescues; Split Rock Lighthouse, one of the most beautiful lighthouses on the Great Lakes;
- Copper Harbor Lighthouse, a brick schoolhouse-style structure;
- Duluth Harbor Lighthouse.

## WEBSITES FOR STUDENT USE

Great Lakes Shipwreck Historical Museum

<http://www.shipwreckmuseum.com/museum.phtml>

Night Beacon

<http://www.nightbeacon.com/zlighthouses/lakesuperiorlighthouses1.html>

American Steamship Company

<http://americansteamship.com/routes.html>

Lighthouses of the Western Great Lakes

[www.terrypepper.com](http://www.terrypepper.com)



# Job Application Letter - Rubric

Student Name: \_\_\_\_\_

Criteria	3 points	2 points	1 points
States their knowledge, skills, and experience that qualifies them for the job.	3 or more qualifications and expresses sincere enthusiasm for the job, including its challenges.	2 qualifications included	No documentation or description of their own qualifications
Expresses interest and eagerness to come to Paradise, MI	Gives reasons why she/he is eager to come to Paradise, MI	Is willing to come	Does not address
Uses formal greeting and formal voice	Formal, polite, proper	Polite voice	Uses slang, familiar greeting
Free of grammatical and spelling errors	Free of errors, well-written	Occasional errors	Contains errors



# PASSPORT APPLICATION

Date: \_\_\_\_\_

Passport Number \_\_\_\_\_

Name \_\_\_\_\_  
Last First Middle Initial

Birthplace \_\_\_\_\_  
City State Country

Birthdate \_\_\_\_\_ Gender \_\_\_\_\_  
Month / Day / Year Male / Female

Home Address:

\_\_\_\_\_ Number and Street

\_\_\_\_\_ City State Country

Height \_\_\_\_\_ meters / inches

Hair color \_\_\_\_\_

Eye color \_\_\_\_\_

Occupation \_\_\_\_\_

In Case of Death or Accident, notify:

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

RELATIONSHIP TO YOU \_\_\_\_\_

I certify the above information to be correct to the best of my knowledge.

SIGNATURE OF BEARER \_\_\_\_\_

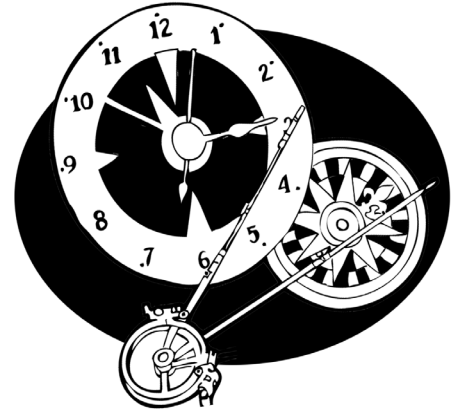
EXPIRATION DATE \_\_\_\_\_ -

PASTE PHOTO HERE:



# JOB OPPORTUNITIES IN THE MID-1800S

Name \_\_\_\_\_



Read each job description below. Write the career name on the line that best fits the description.

- \_\_\_\_\_ 1. Cuts down trees and saws logs into lumber for different uses.
- \_\_\_\_\_ 2. Sews clothes.
- \_\_\_\_\_ 3. Keeps the light burning every night.
- \_\_\_\_\_ 4. Plants, weeds, and harvests crops; milks cows; feeds chickens, horses, and pigs.
- \_\_\_\_\_ 5. Makes horseshoes, tools, cooking utensils, and other items from heated iron.
- \_\_\_\_\_ 6. Loads and unloads supplies from ships in the harbor.
- \_\_\_\_\_ 7. Presents lessons in reading, writing, and math to children.
- \_\_\_\_\_ 8. Sells flour, sugar, salt, cloth, hard candy, farm tools.
- \_\_\_\_\_ 9. Works aboard schooners and cargo steamers.
- \_\_\_\_\_ 10. Works by candlelight underground using a hammer and shovel.

- A. Farmhand
- B. School teacher
- C. Dock worker
- D. Lumberjack
- E. Sailor
- F. Seamstress or tailor
- G. Lighthouse keeper
- H. Blacksmith
- I. Storekeeper
- J. Miner



