

**TEACHER'S GUIDE
2021-2022**

Presented by
**MICHIGAN
HUMANITIES**

GREAT MICHIGAN READ



**The Women of the
Copper Country**
Mary Doria Russell

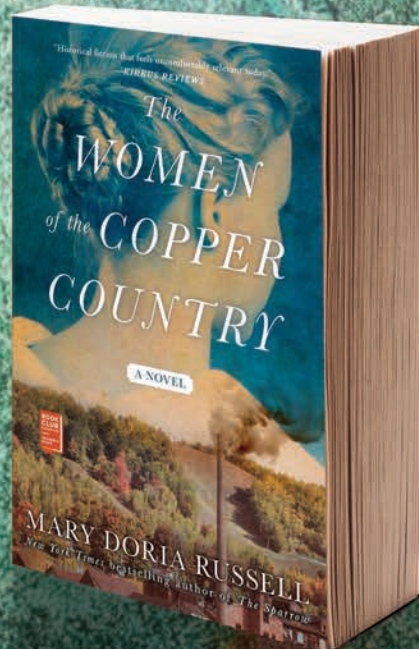
**Developed by
Teachers
for Teachers**

Discussion Prompts

Activity Ideas

**Michigan Standards
and Targets**

Connection Resources



An authentic and moving historical portrait
of the lives of the early labor movement.

TEACHER'S GUIDE FOR THE GREAT MICHIGAN READ



The Teachers' Guide for Michigan Humanities' 2020–21 Great Michigan Read includes discussion prompts, activity ideas, instructional standards and targets, and additional connection resources developed by three Michigan teachers. Michigan Humanities is grateful for their support of the program, collaboration, and expertise.

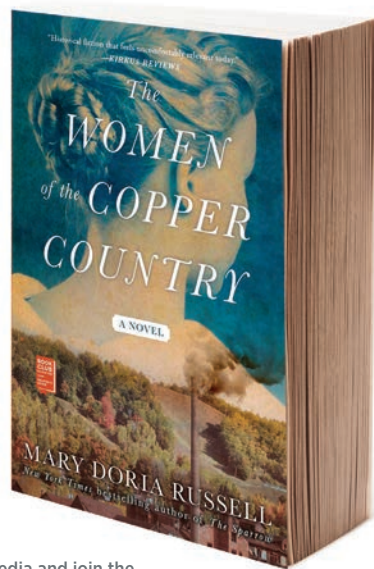
INTRODUCTION

The 1913 copper miners' strike depicted in Mary Doria Russell's *The Women of the Copper Country* helps today's readers understand how quickly capitalism and globalization can shape and reshape our world. *The Women of the Copper Country* takes us back over 100 years to the mining town of Calumet, Michigan, where many immigrants moved after arriving to the United States between the 1880s and 1910s. While the turn of the century in the Upper Peninsula may seem distant and removed in experience, the conflicts and tensions present in Russell's novel are not so different from those we, as contemporary Americans, face: classism, xenophobia, sexism, and labor disputes.

Michigan Humanities invites all learners to return to this moment in American history through the writing of Mary Doria Russell. Her historical fiction account of the copper mining strike brings overlooked figures from Michigan's past to life. In comparing her versions of historical figures with primary sources from archives like the Michigan Technological University's Copper Country Historical Collections and the Keweenaw National Historical Park's archive, we can consider how fact and fiction help us understand both our past and present.

We look forward to hearing about your Great Michigan Read experience and connecting on the 2021–22 Great Michigan Read Program Partners Facebook group!

The discussion prompts, activity ideas, and instructional standards and targets that follow were created by the following teachers: Gregory Dykhouse, Black River Public School; Peter Middleton, Black River Public School; and Lacey O'Donnell, Calumet High School.



THE WOMEN OF THE COPPER COUNTRY
Mary Doria Russell



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CALUMET IN CONTEXT

INDUSTRY & INEQUALITY

Throughout the 19th- and early 20th-centuries, the Industrial Revolution and the Gilded Age encouraged industrialists and entrepreneurs to profit from the unregulated exploitation of the United States' natural resources (oil, iron, coal, lumber, and copper). Financed by East Coast industrialists but located in Michigan's remote Upper Peninsula, Calumet & Hecla—at the time the world's largest copper mine—was one such company.

But this rapid industrialization and accumulation came at a high cost. Workers—particularly recent immigrants—were exploited, sacrificing their health and often their lives for the rich to get richer. While managers like C&H's James MacNaughton saw hundreds of thousands of dollars in salaries and profits (equivalent to millions today), the men working underground in unbelievably dangerous conditions made about \$50 per month (equivalent to about \$1300 today). These socio-economic divisions were built into the towns of the Copper Country. As miners walked to work from their modest homes, they had to confront the mine managers' expansive, modern mansions. While miners were at work, young immigrant women made a living as maids, dusting ornate mouldings and polishing silver in the homes of the wealthy.

IMMIGRATION

The first immigrants arriving to the Copper Country in the 1840s were experienced miners from England, followed by Irish and Germans. These immigrants, given the relatively minimal language barriers and mining know-how, assimilated to American culture quickly. However, attitudes towards later immigrants—those who arrived in the 1880s-1900s—were intensely xenophobic. Coming primarily from Finland, Italy, and Austria-Hungary (mostly Slovenians and Croatians), these more recent immigrants had no prior mining experience and had a much harder time adapting to Anglo customs. Mr. MacNaughton, in fact, once asked that he not be sent Finns or Southern Italians, as he thought they were inferior to other immigrants.

PLACE AS PRIMARY SOURCE

Over 300 miles from the closest major city (Milwaukee) and over 500 miles from Detroit and Lansing, mining companies had to transform remote Upper Peninsula frontier towns into cities with amenities that would attract miners and managers alike. Architects, contractors, and designers were brought in from across the Midwest to build and decorate commercial buildings and homes as well as company operated hospitals, schools, bathhouses, libraries, and churches.

Though today Calumet isn't the densely populated, industrial powerhouse of 100 years ago, it remains a unique and lively destination. While some of the historic buildings of Calumet (such as MacNaughton's mansion) have been lost to time, many others are incredibly well preserved or in the process of being restored. Today, visitors can tour the Calumet Theatre, see the Milwaukee Artist's Association mural at the Michigan House Cafe, and walk by Big Annie's house on the way to her church, St. Paul the Apostle. And, with the Keweenaw National Historical Park housed on former C&H land and the Michigan Technological University just 12 miles down the road in Houghton, those interested in learning more about Calumet have plenty of resources.

DISCUSSION

Section 1

PAGES 3-45 | June 1913

The Women of the Copper Country reaches many disciplines taught in high school. A selection of complementary Michigan standards across the high school curriculum is included with the suggested areas of discussion and inquiry outlined in the following sections.

➤ Russell characterizes James MacNaughton (p. 7-17) by weaving information about his family, summer house, daily routines, ideas about efficiency, and interest in world news. In a similar fashion, Russell also characterizes Anna “Big Annie” Klobuchar Clemenc (p. 18-25) through a description of her morning routine. Compare and contrast these two main characters—what has the reader learned about them, their lives, priorities, circumstances, and daily experiences? What might be the aim of the author to characterize these two main characters in this way? Use a Venn diagram or another comparison graphic tool to identify differences and similarities between James MacNaughton and Big Annie.

ELA: EE.RL.11-12.1, EE.RL.11-12.2
Social Studies-Arc of Inquiry 9-12: P1.5, P2.1, D2.Civ.14.9-12
CCSS.ELA-LITERACY.RH.11-12.1, CCSS.ELA-LITERACY.RH.11-12.2
Science HS-ESS3-1, HS-ESS3-4, HS-ETS1-3
Visual Art ART.VA.IV.HS.2, ART.VA.IV.HS.3
ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

➤ Listen to Tennessee Ernie Ford's 1955 recording of “16 Tons” <https://www.youtube.com/watch?v=RRhOQiXyZSK>

Connect the lyrics “I owe my soul to the company store” to the wages earned for a 6-day work week in the mines.

ELA EE.RL.11-12.6, EE.RL.11-12.7, EE.RL.11-12.9, EE.RL.11-12.10, EE.SL.11-12.2, EE.RL.9-10.7

Social Studies-Arc of Inquiry 9-12: P1.2, P1.3, P1.5, P2.1, P2.2, P2.4
CCSS.ELA-LITERACY.RH.11-12.2
Science HS-ESS3-4, HS-ETS1-3
C3 Social Studies D2.Civ.12.9-12, D2.Civ.14.9-12
Visual Art ART.VA.IV.HS.2, ART.VA.IV.HS.3
Music ART.M.V.8.2, ART.M.V.8.1
ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8



The Steerage by Alfred Stieglitz

➤ Examine the 1907 photograph, *The Steerage*, by Alfred Stieglitz. Notice how the photographer captures the division between the upper deck and lower deck—or the “steerage.” What can you take away from the comparison of the two levels of this ship? How might this photograph relate to the discussion around class and status in *The Women of the Copper Country*?

ELA: EE.RI.11-12.1, EE.RI.11-12.1, EE.RI.11-12.2, EE.SL.11-12.2, EE.RL.9-10.7
Social Studies-Arc of Inquiry 9-12: P1.2, P1.3, P1.5, P2.1, P2.2, P2.4
CCSS.ELA-LITERACY.RH.11-12.1, CCSS.ELA-LITERACY.RH.11-12.2
Science HS-ESS3-1, HS-ESS3-4, HS-ETS1-3
C3 Framework Social Studies

D2.Civ.3.9-12, D2.Civ.5.9-12, D2.Civ.8.9-12, D2.Civ.12.9-12, D2.Civ.14.9-12
Visual Art ART.VA.IV.HS.2, ART.VA.IV.HS.3
ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

➤ *The Women of the Copper Country* calls the one-man drill “the widowmaker.” However, many historians write that miners actually called the two-man drill “the widowmaker” due to deaths caused by inhaling the massive amounts of dust these drills produced. Regardless of which drill is actually “the widowmaker,” what does new technology have to do with labor costs, families, and unions? Do we expect new technology in the 21st century to be safe?

ELA: EE.RL.11-12.4, EE.L.11-12.4, EE.L.11-12.5
Social Studies-Arc of Inquiry 9-12: P1.5, P2.1, P3.1, P3.2, P4.2
CCSS.ELA-LITERACY.RH.11-12.2
Science HS-ESS3-1, HS-ESS3-4, HS-ETS1-3
C3 Framework Social Studies
D2.Civ.3.9-12, D2.Civ.5.9-12, D2.Civ.8.9-12, D2.Civ.12.9-12, D2.Civ.14.9-12
Visual Art ART.VA.IV.HS.2, ART.VA.IV.HS.3
ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

FURTHER DISCUSSION

- Contrast in housing: company houses provided for managers v. for miners
- What does Calumet's nickname “Paris on Mars” mean?
- How can everyday things such as recipes, clothes, houses, churches, etc. work as primary sources?



Section 2

PAGES 46-75 | July 1913



Women in Finnish costumes



The Joseph and Antonia Putrich Family

Michigan Technological University Archives and Copper Country Historical Collections, William Nera Photograph Collection



Votes for women

Wikimedia Commons

► When rallying the miners' wives, Annie says, "The money men say that the Copper Country will never organize. Why not? Because we all speak different languages. Because we don't talk to each other. Well, maybe that's true of our men, but we women talk. To each other, and to our husbands and sons and brothers! We speak different languages, but we always find a way to talk, don't we?" (p. 55-56). Discuss what this means about gender roles and community in the Copper Country.

Social Studies-Arc of Inquiry 9-12: P1.2, P1.3, P1.5, P2.1, P2.2, P2.4
CCSS.ELA-LITERACY.RH.11-12.1, CCSS.ELA-LITERACY.RH.11-12.2
ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

► Michael Sweeney is a fictional character created by Russell. Discuss the role of photo documentation and experiential reporting of events related to social change and public awareness. How do images influence how we interpret the printed word? Do images always corroborate what we see or hear on the news?

ELA: EE.RI.11-12.2, EE.SL.11-12.1, EE.SL.11-12.2
C3 Framework Social Studies D2.Civ.3.9-12, D2.Civ.5.9-12, D2.Civ.8.9-12, D2.Civ.14.9-12
Visual Art ART.VA.IV.HS.2, ART.VA.IV.HS.3
ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

► For much of American history, the only people who had the right to vote without fighting for it were white men. Women were only permitted to vote in 1919 and many Black men and women could not vote until the Voting Rights Act of 1965 passed. Considering these facts, discuss what it meant for 25-year-old Big Annie to lead the WFM Women's Auxiliary and play such a pivotal role in the fight for labor rights.

ELA: EE.RI.11-12.1, EE.RI.11-12.2, EE.SL.11-12.1
CCSS.ELA-LITERACY.RH.11-12.1, CCSS.ELA-LITERACY.RH.11-12.2
Science HS-ETS1-3 C3 Framework Social Studies D2.Civ.3.9-12, D2.Civ.5.9-12, D2.Civ.8.9-12, D2.Civ.12.9-12, D2.Civ.14.9-12



Section 3

PAGES 173-241 | November 1913

► Compare and contrast Annie and Michael's family backgrounds, described on p. 88-89. How do their family histories influence their respective modes of activism?

Social Studies-Arc of Inquiry 9-12: P1.2, P1.3, P1.5, P2.1, P2.2, P2.4
CCSS.ELA-LITERACY.RH.11-12.1, CCSS.ELA-LITERACY.RH.11-12.2
ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

► Identify and discuss 21st century connections to the following description of ethnicity and class in Calumet over 100 years ago: "Each to his own. Those are the rules of the city, and they always have been, until the union began dividing the town in a new way" (p. 117).

ELA: EE.RI.11-12.4, EE.RI.11-12.1, EE.RI.11-12.2, EE.SL.11-12.1
CCSS.ELA-LITERACY.RH.11-12.2
Science HS-ETS1-3
C3 Framework Social Studies D2.Civ.3.9-12, D2.Civ.5.9-12, D2.Civ.8.9-12, D2.Civ.12.9-12, D2.Civ.14.9-12
ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8



Miners working in the shafts

Michigan Technological University Archives and Copper Country Historical Collections, MSB6, Michigan Technological University Archives, Glass Slide Collection



Women and children marching

Michigan Technological University Archives and Copper Country Historical Collections, PHU Photograph Collection and Calumet & Hecla Photograph Collection



Miners working underground

Michigan Technological University Archives and Copper Country Historical Collections, Reader Photograph Collection

► A commodity is something that has value and is sold. Often, when a commodity is purchased, its value decreases. Can human labor, like copper, be a commodity? Discuss human labor as something that is sold and the value placed on it.

ELA: EE.RI.11-12.2, EE.L.11-12.4, EE.L.11-12.5, EE.SL.11-12.1
Social Studies-Arc of Inquiry 9-12: P2.1, P2.4, P3.1, P3.4, P4.2, P4.3
Science HS-ESS3-1, HS-ESS3-4, HS-ETS1-3
C3 Framework Social Studies D2.Civ.3.9-12, D2.Civ.5.9-12, D2.Civ.8.9-12, D2.Civ.12.9-12, D2.Civ.14.9-12
ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

"If we quit now, it will all be for nothing," she tells them. "We are going to keep going until the union is recognized" (p. 136). In this line, Annie suggests to the striking miners that the recognition of the union is more important than the material asks regarding salaries and safety. Why might union recognition be the most important strike demand? What does this thought process suggest about Annie's vision for labor rights?

Social Studies-Arc of Inquiry 9-12: P1.2, P1.3, P1.5, P2.1, P2.2, P2.4, P4.2
CCSS.ELA-LITERACY.RH.11-12.1, CCSS.ELA-LITERACY.RH.11-12.2
Science HS-ESS3-1, HS-ETS1-3
Visual Art ART.VA.IV.HS.2, ART.VA.IV.HS.3



Section 4

PAGES 144-172 | October 1913



Mother Jones

➤ For most of Mother Jones' life, she could not vote, nor was she interested in advocating for women's suffrage. And yet, Mother Jones was known as "the most dangerous woman in America." Why might she have been considered a "dangerous woman," and how could she politically affect so many people without the right to vote?

ELA: EE.RI.11-12.2, EE.RL.11-12.4, EE.RI.11-12.1, EE.L.11-12.5, EE.SL.11-12.1
 CCSS.ELA-LITERACY.RH.11-12.2
 Science HS-ESS3-1, HS-ETS1-3
 C3 Framework Social Studies
 D2.Civ.3.9-12, D2.Civ.5.9-12, D2.Civ.8.9-12, D2.Civ.12.9-12, D2.Civ.14.9-12
 ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

➤ Mother Jones proves herself to be a rousing orator and the crowds that greet her in Calumet are instantly charmed by her straightforward confidence. Examine her dialogue on p. 148-156. Then, consider the depiction of Mother Jones in contrast to the presentation of Mary MacNaughton (p.157-161). What is the effect of such contrast?



Mother Jones with President Coolidge

CCSS.ELA-LITERACY.W.11-12.1, CCSS.ELA-LITERACY.W.11-12.2, CCSS.ELA-LITERACY.RST.9-10.1
 ELA RH1, RL2, RL3, RL6, RL9*, R11, R17, SL2, W/HST8*, W/WHST9, RH/RST1-3, RH/RST7-9, RI3, RI6, RH6, RST6, RI9, RI8, RH8, RST8, SL.11-12.1
 Social Studies-Arc of Inquiry 9-12: P2.2, P1.5



Indians fishing in the rapids, Sault Ste. Marie, Michigan

➤The village of Calumet was originally incorporated as the village of Red Jacket. Research the history of both these names and the history of Indigenous peoples in the Great Lakes region. Discuss these histories and put them in conversation with the lack of Indigenous characters in *The Women of the Copper Country*.

CCSS.ELA-LITERACY.W.11-12.1, CCSS.ELA-LITERACY.W.11-12.2, CCSS.ELA-LITERACY.RST.9-10.1
 ELA RI3, RI6, RH6, RST6, RI9, RI7, RI8, RH8, RST8, SL.11-12.1
 Social Studies-Arc of Inquiry 9-12: P1.2

➤ Toward the end of this section, Mr. MacNaughton contemplates the idea of sterilizing immigrants and notes that it may be "in the national interest" (p. 162). Research the history of forced sterilization in the United States and discuss how these policies disproportionately affected Black Americans, Indigenous peoples, and immigrant populations.

(Fulfills same standards as previous)



Finnish settlers, circa 1900

Section 5

PAGES 173-241 | November 1913



The Soo Line Copper Country Limited in Calumet

➤ Calumet, Michigan is situated in the Keweenaw Peninsula, the northernmost portion of Michigan's Upper Peninsula. Research the climate of this area, and discuss the potential effect of such a climate on the culture of the area. Consider how the harsh weather of Calumet and its relative distance from other major cities (over 300 miles to Milwaukee, over 500 miles to Detroit) contributed to the lives of the characters in the text.

CCSS.ELA-LITERACY.W.11-12.7, CCSS.ELA-LITERACY.RST.9-10.1, CCSS.ELA-LITERACY.RST.9-10.7,
 ELA W/HST8*, W/WHST9, RH/RST1-3, RH/RST7-9, SL.11-12.1
 Social Studies-Arc of Inquiry 9-12: P1.1, P1.5, P2.3

➤ When Annie is in jail, she meets a 15-year-old prostitute, Betty. Betty explains to Annie that when her dad lost both his legs in a cave-in, she began soliciting to support her family. Do you think the miners' strike put a greater focus on men's working conditions or women's working conditions? Why? To what extent were the concerns of one group emphasized over the other?

Social Studies-Arc of Inquiry 9-12: P1.2, P1.3, P1.5, P2.1, P2.2, P2.4
 CCSS.ELA-LITERACY.RH.11-12.1, CCSS.ELA-LITERACY.RH.11-12.2
 ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

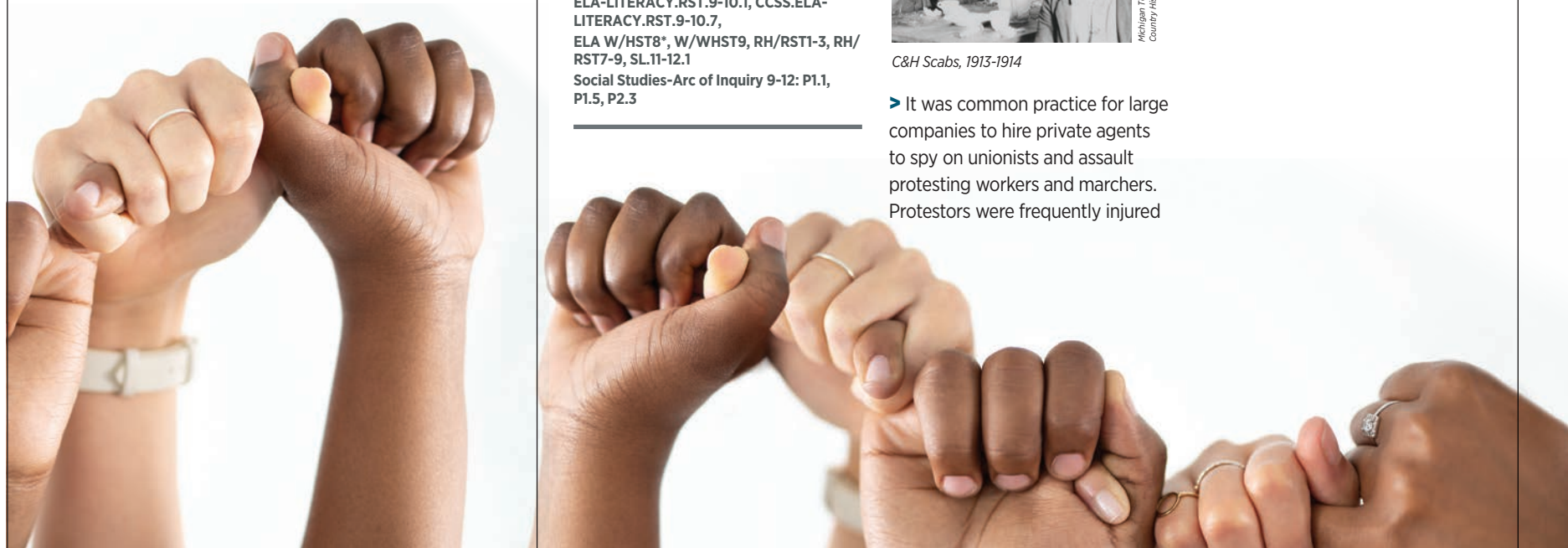


C&H Scabs, 1913-1914

➤ It was common practice for large companies to hire private agents to spy on unionists and assault protesting workers and marchers. Protestors were frequently injured

or killed. In this section of the novel, Eva's brother, Kaz, dies at the hand of Fisher's "hirelings" (p. 205). Consider the familiarity that the people of Calumet feel with death. What are the expectations for safety and a good life for the average Calumet resident? How does the Calumet residents' situation compare to other populations in the US during this time period? Consider in particular populations not represented within the text, such as Black Americans, Indigenous Americans, and Asian Americans.

CCSS.ELA-LITERACY.W.11-12.1, CCSS.ELA-LITERACY.W.11-12.2, CCSS.ELA-LITERACY.RST.9-10.1, CCSS.ELA-LITERACY.RST.9-10.9
 ELA W/HST8*, W/WHST9, RH/RST1-3, RH/RST7-9
 Social Studies-Arc of Inquiry 9-12: P1.1, P1.5, P2.3, P2.4, SL.11-12.1
 C3 Framework Social Studies:
 D2.His.1.9-12, D2.His.3.9-12, D2.His.4.9-12, D2.His.8.9-12





Section 6

PAGES 242-270 | December 1-23, 1913

➤ Arthur Nolan, the lawyer sent to Calumet by Governor Ferris, receives a note from Mr. MacNaughton when he arrives to his hotel room. It reads, “The rights and interests of the laboring man will be protected and cared for—not by the labor agitators, but by the Christian men of property to who God has given control of the property rights of the country” (p. 249). This quote is attributed to George Frederick Baer, a lawyer for coal companies during the bloody 1902 Pennsylvania coal strike. Discuss how the sentiments of this quote play out in the novel and how they remain true today.



Big Annie Clemenc in her youth
NPS, Keweenaw NHP, C&H Strike Album, #161 Anna Clemenc studio portrait with flag, 1913

Social Studies-Arc of Inquiry 9-12: P1.2, P1.3, P1.5, P2.1, P2.2, P2.4
CCSS.ELA-LITERACY.RH.11-12.1, CCSS.ELA-LITERACY.RH.11-12.2
ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

➤ “Big Annie has come to the end of her strength. Their workhorse, their leader, their Joan seems almost fragile” (p. 259). Consider this description of Big Annie—how has she changed over the 9-month strike? How has she remained the same? Which situations were the most formative for her? Support your claims with evidence from the novel.

CCSS.ELA-LITERACY.W.11-12.1, CCSS.ELA-LITERACY.W.11-12.2, CCSS.ELA-LITERACY.RST.9-10.1

ELA W/HST8*, W/WHST9, RH/RST1-3, RH/RST7-9, RL3, RL6, RL9*, R13, R16, RH6, RST6, R19, R17, R18, RH8, RST8, SL.11-12.1

Social Studies-Arc of Inquiry 9-12: P1.1, P1.5, P2.2

C3 Framework Social Studies: D2.His.1.9-12, D2.His.3.9-12, D2.His.4.9-12, D2.His.8.9-12

➤ Upon her release from prison, reporters ask Annie “idiotic, intrusive, [and] insulting” questions (p. 255). Among those questions is, “Are you a Sangerist?” (p. 256). One reporter yells to watch out because Annie might go after them for violating the Comstock law. Research Margaret Sanger, “Sangerism,” and the Comstock law. Discuss what these reporters’ connotations of Annie and Margaret Sanger’s political causes suggest about how seriously society took women’s activism at the time.

CCSS.ELA-LITERACY.SL.11-12.1, CCSS.ELA-LITERACY.SL.11-12.2, CCSS.ELA-LITERACY.SL.11-12.4

CCSS.ELA-LITERACY.RH.11-12.4, CCSS.ELA-LITERACY.RH.11-12.7, CCSS.ELA-LITERACY.RH.11-12.9, CCSS.ELA-LITERACY.RI.11-12.7

Social Studies-Arc of Inquiry 9-12: P1.1, P1.5, P2.3, P1.2

C3 Framework Social Studies: D2.His.1.9-12, D2.His.3.9-12, D2.His.4.9-12

Section 7

PAGES 271-307 | December 24-31, 1913

➤ Jack reveals to Eva that he’s been acting as an informant to C&H. Discuss what foreshadowing Russell worked into previous chapters about Jack’s activities. Then, discuss his motivations for acting as

an informant and under what circumstances Eva might forgive him.

Social Studies-Arc of Inquiry 9-12: P1.2, P1.3, P1.5, P2.1, P2.2, P2.4
CCSS.ELA-LITERACY.RH.11-12.1, CCSS.ELA-LITERACY.RH.11-12.2
Science HS-ETS1-3

C3 Framework Social Studies D2.Civ.3.9-12, D2.Civ.5.9-12, D2.Civ.8.9-12, D2.Civ.12.9-12, D2.Civ.14.9-12
Visual Art ART.VA.IV.HS.2, ART.VA.IV.HS.3

ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

➤ The American folk music legend, Woody Guthrie, sings about the Italian Hall Tragedy in his 1941 recording of “1913 Massacre” <https://www.youtube.com/watch?v=oz7ogugulZE>. Compare Guthrie’s rendition of

(Section 7 continued)



Burial for Italian Hall Tragedy victims



Bodies of young victims

what happened with Russell’s telling of the horrific event. Does the telling of the event represent a different agenda?

ELA: EE.RL.11-12.6, EE.RL.11-12.7, EE.RL.11-12.9, EE.RL.11-12.10, EE.RL.9-10.7
Social Studies-Arc of Inquiry 9-12: P1.2, P1.3, P1.5, P2.1, P2.2, P2.4
CCSS.ELA-LITERACY.RH.11-12.1, CCSS.ELA-LITERACY.RH.11-12.2
C3 Framework Social Studies D2.Civ.14.9-12
Music ART.M.V.8.2, ART.M.V.8.1

Section 8

PAGES 308-334 | 1914

➤ On pages 314-315, Russell imagines questions residents of Calumet might ask in the future: “Someday, when they are very old, someone in the family—a daughter, a grandson—might put it all together and ask, ‘Were you there that day? At the Italian Hall? Did you see what happened?’ ‘It was a long time ago,’ they’ll answer. ‘Let’s talk about something else.’” Discuss Russell’s choice to leap forward in time and imagine conversations about the Italian Hall Tragedy. What is the effect on you as a reader? How does this narrative leap forward suggest we think about time and memory?

Social Studies-Arc of Inquiry 9-12: P1.2, P1.3, P1.5, P2.1, P2.2, P2.4
CCSS.ELA-LITERACY.RH.11-12.1, CCSS.ELA-LITERACY.RH.11-12.2

ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

➤ After Mr. MacNaughton receives a raise for his “steadfast opposition” to the strike, he thinks about a Rudyard Kipling quote: “Yours is the Earth and everything that’s in it. You are a man, my son!” (p. 328). Kipling was a British writer once described by George Orwell as a “jingo imperialist.” Research some of Kipling’s writings and politics. Why might a man like Mr. MacNaughton quote Kipling? Compare and contrast the types of imperial expansion Kipling writes about with the economic expansion of the United States during the Gilded Age.

CCSS.ELA-LITERACY.W.11-12.7, CCSS.ELA-LITERACY.RST.9-10.1, CCSS.

➤ “We feed our hungry, we clothe our naked. And we will bury our dead,” (p. 305). The second to last chapter of this section ends with the union denying the Citizens’ Alliance financial assistance for the burials of the children and families who died in the Italian Hall Tragedy. The next and final chapter of this section begins with the following sentence: “Public opinion is a fickle thing” (p. 306). Given the descriptions of news coverage of the strike throughout the novel, consider how anti-unionists would spin the union’s rejection of the Citizens’ Alliance donation.

Social Studies-Arc of Inquiry 9-12: P1.2, P1.3, P1.5, P2.1, P2.2, P2.4
CCSS.ELA-LITERACY.RH.11-12.1, CCSS.ELA-LITERACY.RH.11-12.2
ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

ELA-LITERACY.RST.9-10.7, CCSS.ELA-LITERACY.W.11-12.1, CCSS.ELA-LITERACY.W.11-12.2
ELA W/HST8*, W/WHST9, RH/RST1-3, RH/RST7-9, SL.11-12.1, RL3, RL6, RL9*, R13, R16, RH6, RST6, R19, R17, R18, RH8, RST8
Social Studies-Arc of Inquiry 9-12: P1.1, P1.5, P2.3, P1.2
C3 Framework Social Studies: D2.His.1.9-12, D2.His.3.9-12, D2.His.4.9-12

CCSS.ELA-LITERACY.W.11-12.7, CCSS.ELA-LITERACY.RST.9-10.1, CCSS.ELA-LITERACY.RST.9-10.7, CCSS.ELA-LITERACY.W.11-12.1, CCSS.ELA-LITERACY.W.11-12.2
ELA W/HST8*, W/WHST9, RH/RST1-3, RH/RST7-9, SL.11-12.1, RL3, RL6, RL9*, R13, R16, RH6, RST6, R19, R17, R18, RH8, RST8

Social Studies-Arc of Inquiry 9-12: P1.1, P1.5, P2.3, P1.2
C3 Framework Social Studies: D2.His.1.9-12, D2.His.3.9-12, D2.His.4.9-12

➤ Jane Addams was the second woman to receive the Nobel Peace Prize. Research information about Jane Addams and provide evidence supporting her pioneering accomplishments and recognition—especially with regard to immigrants. Compare and contrast social, economic and cultural issues surrounding Hull House in Chicago and Calumet, Michigan during the early 1900s.



ACTIVITIES

WITH SELECTED TARGETS FROM MICHIGAN CURRICULUM STANDARDS

ENGLISH LANGUAGE ARTS

Consider the *Romeo and Juliet* quotes that appear at the start of each chapter. If students have previous experience with the text, challenge them to journal regarding the context of the *Romeo and Juliet* quote and the content of the chapter. Consider what the quotes represent or allude to within the context of *The Women of the Copper Country*.

Challenge: Ask students to bring in quotes from other texts that would be suitable to introduce particular chapters.

CCSS.ELA-LITERACY.RST.9-10.1, ELA RL5, RL11, RL4, L5*, R13, R9, R16, RH6, R18, RST8, RH8, W/HST8*, W/WHST9, RH/RST1-3, RH/RST7-9, SL.11-12.1

Social Studies-Arc of Inquiry 9-12: P1.2

Read “The New Colossus” by Emma Lazarus and illustrate the poem with a depiction of the journey that immigrants made to the Keweenaw Peninsula. Consider MacNaughton’s Scottish heritage as well as his vision of the ideal worker in comparison to the immigrants depicted in *The Women of the Copper Country*.

EE.RL.11-12.4, ELA: ELA: EE.L.11-12.4, EE.L.11-12.5, EE.RL.9-10.7

CCSS.ELA-LITERACY.RH.11-12.1

ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

Big Annie is referred to as the “Joan of Arc” of the labor movement. Research Joan of Arc and the real Big Annie. Then, create a visual piece, an essay, or another type of presentation thoughtfully comparing and contrasting these two women’s struggles and accomplishments.

ELA: EE.SL.11-12.1, EE.SL.11-12.5

CCSS.ELA-LITERACY.RH.11-12.1

C3 Framework Social Studies

D2.Civ.3.9-12, D2.Civ.5.9-12,

D2.Civ.12.9-12, D2.Civ.14.9-12

ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13,

R16, R17, R18, RH8, RST8

Research the contribution of youth labor to the copper mining industry (or to industry in general). Create a poem, short story, or visual representation that thematically addresses the contributions of said young men and women to industry as a whole and/or culture and family life at the turn of the century.

ELA: EE.SL.11-12.4, EE.SL.11-12.1, EE.W.11-12.2.b, EE.RL.9-10.7

CCSS.ELA-LITERACY.RH.11-12.1

Science HS-ETS1-3

C3 Framework Social Studies:

D2.Civ.3.9-12, D2.Civ.5.9-12,

D2.Civ.12.9-12

ART.VA.IV.HS.2, ART.VA.IV.HS.3

ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

The Italian Hall Tragedy left Calumet’s community in mourning and changed the course of the strike. Consider how different groups might have reacted to the tragedy. Select a perspective from one of these groups and then write a newspaper article that reports on the Italian Hall Tragedy from that perspective.

ELA: EE.W.11-12.2.b, EE.SL.11-12.5,

EE.RL.9-10.

C3 Framework Social Studies

D2.Civ.3.9-12, D2.Civ.5.9-12,

D2.Civ.12.9-12, D2.Civ.14.9-12

ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

Read an excerpt from Jane Addams’ *Twenty Years at Hull-House*. Outline the success Addams had at Hull House and then use your findings to create a proposal to meet the needs of 1914 Calumet. Within the plan, address the challenges, goals, as well as the unique qualities of Calumet that one would need to address in order to make a plan for progress come to fruition.

ELA: EE.W.11-12.9, EE.SL.11-12.4, EE.W.11-12.8, EE.W.11-12.2.b, EE.SL.11-12.5

CCSS.ELA-LITERACY.RH.11-12.1

Science HS-ETS1-3

C3 Framework Social Studies

D2.Civ.3.9-12, D2.Civ.5.9-12,

D2.Civ.12.9-12, D2.Civ.14.9-12

ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

Write a journal entry for each section of the novel from the perspective of one particular character. While writing these journal entries, make sure to keep in mind details which pay respect to the character’s perspective and context. Details may include:

- Information about the characters’ homes and family lives
- Information about what the characters do at their jobs
- The characters’ views on the strike
- The linguistic differences between the characters

ELA: EE.SL.11-12.1, EE.W.11-12.2.b, EE.RL.9-10.7, EE.RL.9-10.7

ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

Character profiles: Compare two character foils within *The Women of the Copper Country*. Then, create a poem, short story, collage, or other artistic object that contrasts these characteristics.

ELA: EE.SL.11-12.4

ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

Research one of the ethnic foods found within the text. In your research, ask questions about the origin of the food, its cultural significance, and the process one would undergo to make the food in 1913. Then, find a recipe for the food and carry out the process of creating the item from scratch. Throughout the process reflect on the advancements that make this process easier for you. Then, share your research, reflections, and food samples with your peers.

ELA: EE.SL.11-12.5, EE.RL.9-10.7

Consider the important themes that emerge throughout the text. Then, create a visual representation of each theme and support the visual representation with quotes from the text. Create a gallery walk that showcases the visuals in conjunction with the quotes from the text. Consider creating discussion guides for the audience to consider as they walk through the gallery.

CCSS.ELA-LITERACY.W.11-12.7, CCSS.ELA-LITERACY.RST.9-10.1

ELA W/HST8*, W/WHST9, RH/RST1-3, RH/RST7-9

Social Studies-Arc of Inquiry 9-12: P1.1, P1.2, P1.4, P2.3, P2.4

HISTORY

Artifacts from history allow people in the present to better understand the rituals, norms, and values of times past. The Keweenaw National Historical Park and the Michigan Technological University’s Copper Country Historical Images Archive both have extensive catalogues of artifacts from the copper boom in Calumet. Review the archives and select a few artifacts to examine and analyze. Consider what the artifacts reveal about the time period as well as what the artifacts helped you to understand about *The Women of the Copper Country*.

Challenge: Collect artifacts that represent the various characters in the text. The artifacts should represent the purpose and/or intentions of each character and also be historically relevant. With your classmates, create an exhibit of artifacts. Each artifact should have an attached explanation that explains

both the historical significance as well as the significance of the artifact to the character in the text.

Alternative Activity: Create a mural of mining town artifacts. The research that you have conducted as a class should allow for the artifacts appearing in the mural to be intentionally and thoughtfully placed.

Link to the archives of the Keweenaw National Historical Park: <https://www.nps.gov/kewe/learn/historyculture/museum-guide.htm>

Link to the archives at Michigan Technological University:

<https://cchi.mtu.edu/archives-search>

ELA: EE.SL.11-12.5, EE.RL.9-10.7

CCSS.ELA-LITERACY.RH.11-12.1

Collect a list of artifacts referenced directly within *The Women of the Copper Country*. Then, create a drama that incorporates the artifacts and their overall significance.

ELA: ELA: EE.SL.11-12.5, EE.RL.9-10.7

CCSS.ELA-LITERACY.RH.11-12.1, CCSS.ELA-LITERACY.RH.11-12.2

Research the various immigrant populations and their customs. What parts of their respective homelands do you see as being an important part of their lives? What American customs seem easily integrated into their lives?

CCSS.ELA-LITERACY.W.11-12.1, CCSS.ELA-LITERACY.W.11-12.2,

ELA W/HST8*, W/WHST9, RH/RST1-3, RH/RST7-9, RL3, RL6, RL9*, R13, R16, RH6, RST6, R19, R17, R18, RH8, RST8

Social Studies-Arc of Inquiry 9-12: P1.2, P1.5

C3 Framework Social Studies:

D2.His.1.9-12, D2.His.3.9-12,

D2.His.4.9-12

Create a historical timeline of events occurring from a national and international scope throughout 1913-1914. Make note of the historical events that appear within the scope of *The Women of the Copper Country* and compare those notes to the timeline of events occurring in a broader perspective. Analyze the connections and implications of the historically relevant events on the events occurring within *The Women of the Copper Country*.

Challenge: Specifically examine the record (or lack thereof) of female accomplishments and contributions during this time period.

Science HS-ETS1-2

Visit a town near you that has remnants of industry (mining, automobile, etc.) and investigate the history of the town. Create a visual, narrated tour of the town that includes relevant historical and updated information as to the effect of the industry.

Science HS-ETS1-2

SCIENCE CONNECTIONS

Analyze the economic promise of mining in comparison to the environmental toll of mining. Once thorough research and analysis is complete, create an advertisement, public service announcement, infographic, or other method of communication that showcases the findings of your research and analysis.

Science HS-ESS3-1, HS-ESS3-4

C3 Framework Social Studies

D2.Civ.14.9-12

Consider the importance of copper from both an industrial and an everyday perspective. Track the references to copper’s significance throughout the text. Then, conduct your own research into the uses of copper throughout time. Create a presentation that highlights the role that the mineral plays in life during the copper boom in comparison to the significance of copper today.

Science HS-ESS3-1, HS-ESS3-4, HS-ETS1-3

Choose a current or past mining community that exists/existed in Michigan. Research what is known in regard to the environmental effect of mining on the community. Examine any research available that indicates the presence or potential presence of trace metals in the soil. If research is unavailable for the community that you choose, look for a comparable community and the research done on that site.

Science HS-ESS3-1, HS-ESS3-4, HS-ETS1-3

HEALTH AND HUMAN

ANATOMY

Research the physical toll that mining at the turn of the century took on the human body. Compare such labor to today’s physically demanding jobs. What were the potential immediate dangers and long-term side-effects for the copper miners of Calumet? Create a speech that incorporates your research findings and examples from *The Women of the Copper Country* to be presented at a meeting between labor and management.

Alternative: Create a warning label that addresses the hazards of mining in a compelling format.

Health Education Standard 6: Decision Making 1.9, Standard 3: Health Behaviors 1.14

JOURNALISM

Interview a person with an immigrant background or an industrial background—what was their experience with immigration or industry?

Challenge: Compile a series of interviews and compare/contrast immigrant experiences of varying populations that exist within your community.

CCSS.ELA-LITERACY.RST.9-10.7, ELA W/HST8*, W/WHST9, RH/RST1-3, RH/RST7-9

Social Studies-Arc of Inquiry 9-12: P1.1, P1.5

Consider the role of photography in the novel. Why does Michael Sweeney think photographing Big Annie is so important to telling the story of the strike? Discuss how images influence how we interpret both current and historical events.

CCSS.ELA-LITERACY.W.11-12.1, CCSS.ELA-LITERACY.W.11-12.2, CCSS.ELA-LITERACY.RST.9-10.1

ELA W/HST8*, W/WHST9, RH/RST1-3, RH/RST7-9, RL3, RL6, RL9*, R13, R16, RH6, RST6, R19, R17, R18, RH8, RST8, SL.11-12.1

Social Studies-Arc of Inquiry 9-12: P1.1, P1.5, P2.2

Visual Art ART.VA.III.HS.3, ART.VA.III.HS.4

C3 Framework Social Studies:

D2.His.1.9-12, D2.His.3.9-12,

D2.His.4.9-12, D2.His.8.9-12

BUSINESS/MANAGEMENT

Research effective management and leadership strategies. Analyze the leadership philosophies of varying characters in the text: MacNaughton, Big Annie, Eva, Ella Bloor, etc. Determine the most effective leaders and/or the least effective leaders and create an analysis of their leadership in the form of a presentation or analytical essay.

Science HS-ETS1-2

James MacNaughton was a methodical man who prided himself on efficiency. Consider an aspect of your life that could benefit from a more efficient process. Analyze this aspect of your life and create a new process. Share this process in the form of a presentation.

CCSS.ELA-LITERACY.W.11-12.7, CCSS.ELA-LITERACY.RST.9-10.1, CCSS.ELA-LITERACY.RST.9-10.7,

ELA RL3, RL6, RL9*

ECONOMICS

Consider the varying perspectives within the text in regard to economic and political systems as well as economic and political needs. Perspectives to consider might include the miners’ wives, the miners, the managers, the shopkeepers, the engineers at the mines, the managers’ wives, etc. Break up into small groups, each selecting a different perspective. Then, simulate a town hall meeting where the town of Calumet comes together to debate the perspectives of the various groups.

ELA: ELA: EE.SL.11-12.5

CLASSROOM DISCUSSION

(VARIOUS SUBJECTS)

Have students create discussion

prompts on one or more of the following topics listed below. Then, conduct a classroom protocol or Socratic discussion that entertains the topic and encourages students to probe deeper into the text.

> The role of male and female characters in the text as well as the gendered expectations of the characters.

ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

> Management v. labor perspective as conveyed in the text

Science HS-ETS1-2

ELA: RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13,

R16, R17, R18, RH8, RST8

C3 Framework Social Studies

D2.Civ.3.9-12, D2.Civ.5.9-12, D2.Civ.8.9-12,

D2.Civ.12.9-12, D2.Civ.14.9-12

> The different challenges (both in public and at home) immigrants faced in adapting to American life in Calumet

C3 Framework Social Studies

D2.Civ.3.9-12, D2.Civ.5.9-12, D2.Civ.8.9-12,

D2.Civ.12.9-12, D2.Civ.14.9-12

ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

> The joys, victories, and beauty of the immigrant population displayed in the text.

ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

> The stereotypes of the various immigrant populations as conveyed by both the management and the peers of the town.

ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

> The stereotypes of the various immigrant populations as conveyed by both the management and the peers of the town.

C3 Framework Social Studies

D2.Civ.3.9-12, D2.Civ.5.9-12,

D2.Civ.8.9-12,

D2.Civ.12.9-12, D2.Civ.14.9-12

EE.SL.11-12.1

CCSS.ELA-LITERACY.RH.11-12.1

Science HS-ESS3-1

ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6,

R13, R16, R17, R18, RH8, RST8

TECHNOLOGY

Create a social media account that tracks a character’s perspective throughout the text. Consider their audience and what the character would and would not be willing to share on social media. The media published by the character (the text, pictures, and overall online presence) should match the character’s values and intentions.

CCSS.ELA-LITERACY.RH.11-12.1

ELA RL1, RL2*, RL3, RL6, R14*, RH4, RST4, L4, L4a*, L4b, L4c, L4d, L5b-c, L6, R13, R16, R17, R18, RH8, RST8

MUSIC

Create a musical and/or dramatic representation of the Italian Hall Tragedy, the chaos of the riots, or the confidence in the journey of Ella Bloor.

ELA: EE.RL.9-10.7

PHOTOGRAPHY

Recreate some of Michael’s photographs with your classmates. What aspects must be considered when composing a photographic image? How does taking a photograph on a film camera that requires developing the photos differ from digital photography? Are there considerations Michael wouldn’t have had if he’d shot on digital?

Challenge: Create the “Joan of Arc” photo of Annie (or draw it) that Michael never took due to Annie’s sickness upon release from jail.

ELA: EE.SL.11-12.5, EE.RL.9-10.7

Visual Art ART.VA.III.HS.4, ART.VA.IV.HS.1, ART.VA.IV.HS.2, ART.VA.IV.HS.3



CONNECTION RESOURCES

Digital and print resources serve to enhance the reading experience of *The Women of the Copper Country*. A list of educational online resources are available on the Great Michigan Read page at michiganhumanities.org, and additional reading and viewing ideas can be found in the GMR Reader's Guide.

The following resources may support the inquiry of students and teachers, as they consider themes and connections from *The Women of the Copper Country*:

ONLINE & ARCHIVAL RESOURCES

- Keweenaw National Historical Park Minecraft Project <https://www.nps.gov/kewe/learn/education/keweenaw-nhp-minecraft.htm>
- Keweenaw Time Traveler <https://www.keweenawhistory.com/>
- Copper Country Historical Images Archive at Michigan Technological University <https://cchi.mtu.edu/browse-subjects2>
- Annie's grave <https://www.findagrave.com/memorial/91073474/anna-clemenc-shaws>

PRINT RESOURCES

- *Grown-Up Anger*, Daniel Wolff
- *Mine Towns*, Alison K. Hoagland
- *Community in Conflict*, Aaron Goings and Gary Kaunonen
- *Cradle to Grave and Hollowed Ground*, Larry Lankton
- *Company Suburbs*, Sarah Fayen Scarlett

FILM RESOURCES

- *Red Metal: The Copper Country Strike of 1913*, dir. Jonathan Silvers
- *1913 Massacre*, dir. Ken Ross and Louis Galdieri

MUSIC RESOURCES

- Woody Guthrie's song, "1913 Massacre"
- *Classic Labor Songs* from Smithsonian Folkways

COMPARATIVE RESOURCES

- *Family*, Ba Jin
- *A Camera in the Garden of Eden*, Kevin Coleman
- AFL-CIO's Racial and Economic Justice Report (<https://racial-justice.aflcio.org/>, this post in particular: <https://racial-justice.aflcio.org/blog/est-aliquid-se-ipsum-flagitiosum-etiamsi-nulla>)
- *Dawson City: Frozen in Time*, dir. Bill Morrison
- *Roger & Me*, dir. Michael Moore
- *Spring Silkworms*, dir. Cheng Bugao



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