

Teacher Resource Pages for
Living On Sisu:
The 1913 Union Copper Strike Tragedy
By Deborah K. Frontiera

General Note on the Use of This Guide

The reading/writing activities and project ideas listed in this guide are meant to extend student learning during and after reading the book. They can be used by classroom teachers in grades four through eight in a number of ways. Teachers may read the book to their classes and use any or all of the guide for oral discussion only; assign questions or Student Activity Pages as written work or homework, and grade them appropriately for their level; activity suggestions may be completed by a whole group, small groups, or individuals. The Language Arts and Social Studies concepts listed are broadly worded so teachers across the country may apply them to their state or district mandated curriculum requirements. Those outside the state of Michigan will see many possibilities in comparing their students' climate, geography, immigration patterns, industry and labor issues, as well as cultural and ethnic groups, to those of their own state's history.

Language Arts:

- * Listen to critically interpret, predict and evaluate.
- * Identify the main idea and point of view.
- * Separate fact from fiction and fact from opinion.
- * Identify literary form--myth, autobiography, non-fiction, fiction, etc.
- * Realize that historical fiction is a combination of fiction and non-fiction.
- * Answer instructional questions with supporting details.
- * Provide and obtain information; express and exchange opinions.
- * Present information, concepts and ideas to an audience.
- * Build vocabulary. Use context clues for unfamiliar words.
- * Identify idioms and figures of speech.
- * Apply reading skills in social and academic concepts.
- * Prepare and ask basic interview questions and respond.
- * Read for research.
- * Identify the author's voice, style and point of view. Discuss how the author's perspective and point of view affect the text.
- * Compare and contrast setting, characters and events.
- * Demonstrate knowledge of story structure and sequence.
- * Discuss plot development and how conflicts are addressed and resolved.
- * Use simple reference materials: dictionary and thesaurus.
- * Locate pictures, maps, chapter headings, table of contents.
- * Use glossaries and index to draw information from the text.

- * Make connections between what is read, prior knowledge and personal experience.

- * Develop questions about a topic. Collect and organize information using sources other than the text. Organize information for presentation. Determine whether evidence supports a conclusion.

- * Write using conventions, forms, and grammar of English. Write using appropriate vocabulary. Construct sentences and paragraphs. Use the writing process. Use various types of writing for specific purposes and audiences. Write across the curriculum.

- * Use tone of voice to engage a specific audience.

- * Write to respond to text and to show understanding of text using detailed sentences and transitions.

- * Organize, record and summarize expository information for a poster or presentation.

- * Use age-appropriate grammar and punctuation.

Social Studies:

- * Study the history of Michigan and the Great Lakes Region.

- * Investigate the development of major industries such as mining, lumber and transportation.

- * Answer questions involving: what happened, when, who, how and why.

- * Identify how to relate one incident to other events and issues, past, present and future.

- * Use primary and secondary sources to explain migration and immigration and how these affected the growth of a state.

- * Explore the relationship between natural resources and the location of industry and how this contributes to the growth of cities.

- * Draw upon stories, photos, artifacts and primary sources to compare lives of people in towns and cities during a variety of time periods from the early days to the present.

- * Construct a historical narrative about the beginnings of the labor movement.

Note on pronunciation of Finnish words:

Finnish is completely phonetic; everything is pronounced

ä is "short" a

ö is "er"

u = oo

j has the "y" sound: ja = ya

y has a "guttural" "ir" sound

i is a "short" i that sounds a little like short e

p has almost a "b" sound

"aa" or other doubled vowels, simply extend the sound for a longer time

Examples: sisu = sisoo

Mojakka = mo-ya-ka

Teacher Resources

Journal dates May 1, through June 26, 1913, book pages 3-44

NOTES TO THE TEACHER

Red Finns – Finns who were sympathetic to Communism. Finland's border with Russia has been contested many times over the centuries.

Finnish Name Days – Every day of the year except Christmas, New Year's Day, and February 29 is assigned a name or group of related names. Children receive cards and gifts on their name day instead of their birthday. To teach the concept, a month of name days could be organized in the classroom to celebrate each student with a specific privilege or recognition. See: www.behindthename.com/namedays

Vocabulary:

capitalist	- person who believes in private ownership of businesses
socialist	-person who believes government should own major industries
stope	-a side tunnel in a mine going out from the shaft a little like hallways going out from an elevator
strike	-when workers band together and refuse to work until managers listen to their problems or demands
translate	-to repeat sentences from one language to another
widow	-a woman whose husband has died
auxiliary	- a group that assists or helps another organization

Pre-reading reflections:

1. If you and your family moved to another country, what kind of adjustments do you think you might have to make?
2. How do you treat foreign students in your school?

Questions for discussion/Writing Prompts

1. Why did Emma's family come to America?
2. Why do you think James Richards bullies Emma? What do you think Emma will do about it?
3. Emma must often translate for her parents. Do you know people who translate for others today?
4. Why did Emma's parents allow Juhani Hakala to live with them?
5. Emma's papa said the one-man-drill was a "widow-maker". What did he mean?
6. How was the death of Mr. Hakala predicted earlier in the story?
7. Why does Emma's father finally join the WFM?

ACTIVITY SUGGESTIONS:

1. INTERVIEW: Have students interview an elderly person and ask him/her to tell them what they remember about one of the following. Write a paragraph (or more for older students) about it.

trolly	ice box	milking cows
parlor	flicker pictures (silent movies)	making cheese
2. FACT AND OPINION: Reread the last paragraph on page 27 with the students. Using pages of a local newspaper, have students highlight five facts and circle five opinions.
3. SEQUENCE EVENTS: Have students begin a time line of the events in the book and continue this activity throughout reading. They may label these events "fiction" or "fact" as they enter them. Examples: May 1, Emma's birthday—fiction; May 11, Calumet celebrates Mother's Day—fact
4. Explore your own heritage. Ask parents, grandparents, etc. from what countries your ancestors came and at what point in history. (helpful web site: www.immigrationarchive.com/history)

ENRICHMENT VOCABULARY:

These words can be used on a Word Wall, or with Enrichment Page 1

mojakka (moy'-yah-kah) - soup

paiva (bye'-vaa) - day

marjavelia (mar'-yah-vay'-lee-ah)- fruit sauce

juustoa (yoo'-stoo-ah) - oven cheese

korppua (kor'-poo-ah) - crispy cinnamon toast

viilia (vee' lee-ah) - cultured milk, similar to yogurt

Name Day - a day during the year to celebrate your first name, rather than your birthday

serfs - a person who is bound to his/her master's land; anyone who is oppressed or without freedom

Teacher Resources

Journal entries June 28-July 22, book pages 45-70

Vocabulary:

union	- a number of people joined together for a common purpose
referendum	- a vote to see what people think about a proposal; a final vote may be taken later
resolution	- a firm public statement
picket line	- a line of strikers or other demonstrators
snare	- a device for capturing small animals
hutch	- a pen or cage for small animals, especially rabbits

Pre-reading reflections: Have you and your family ever faced an uncertain future? Two examples would be: parent lost a job, moved to a new town, or state, and left all friends and family behind. How did your family adjust to your new circumstances?

Post reading discussion questions/Writing Prompts:

1. Compare the types of recreation available today with those described in the story. Use the Venn Diagram in the Student Activities Pages files if desired.
2. What did Emma do that made her feel better about missing Mr. Hakala?
3. Other than at home, how did Emma use her skill of translation?
4. Emma calls her mother Ma'ma, while Marie pronounces it Mama'. What are some other cultural names for mother or father that you have heard?
5. Emma has never been far from home. She looks at library books and dreams of faraway places. What faraway place do you dream about going to someday? Why?
6. How does Emma hope the workers and the mining company will solve their differences? (pg. 68-69)
7. Why did Papa's head hang and shoulders sag on page 70?

ACTIVITY SUGGESTIONS:

1. Make a list of the natural resources in your area and compare them to those in Michigan's Upper Peninsula. Discover how your town, or cities near you, developed in a similar or different way.
2. Have students describe some of the favorite smells, sounds, sights, foods, and activities associated with their favorite holiday. (Optional: draw a detailed picture of this holiday celebration.)
3. Divide students into small groups and have them devise and write out a plan for resolving differences between people that does not include angry outbursts or aggressive behavior.

ENRICHMENT VOCABULARY:

These words can be used on a Word Wall, or with Enrichment Page 2.

lautet (lou' tet)	- cedar bench in a sauna
carriage	- a comfortable horse-drawn buggy
kerosene	- a fuel used to light old fashioned lamps
trolley	- a streetcar which looks like a bus, but rides along a track
uppity	- snobbish
agate	- a colorful gem stone with a pattern of lines
Mardi Gras	- a French cultural celebration immediately before the religious season of Lent.
Sauna (sa-oo-na)	- a type of bath developed in Finland where people sit on wooden benches in a very hot room. If steam is desired, water is poured on very hot rocks that sit over the heating unit.
confirmation	-a religious ceremony in which a person of a certain age is admitted to full membership in a church; to verify that a person may hold a particular office

TEACHER RESOURCES

Journal entries July 24 – August 25, 1913, Book pages 71-110

Vocabulary:

labor union	-organized workers who request good wages and conditions from their company
riot	- angry and violent behavior caused by a crowd
mine shaft	- the vertical tunnel that goes underground into a mine
National Guard	-soldiers who deal with problems within their home state; sometimes referred to as militia
trespass	-to unlawfully pass beyond a boundary
deputies	-people appointed to assist a sheriff or other public official
assault	- a physical attack
traitor	- one who goes against or betrays family, friends, a cause or country

Pre-reading Reflections:

Look at the headlines of a major newspaper today, either on-line or in the classroom. How many articles have to do with violence? How do you feel about violence in today's world?

Questions for Discussion/Writing Prompts:

1. What is the difference between a peaceful demonstration and a riot?
2. On page 79, James Richards says the strikers should go back to Finland. How does Emma cope with this insult? Are people today sometimes rude and insulting to immigrants?
3. What conclusion does Emma make on page 93 about the newspapers she reads? Do you think this is true of newspapers today?
4. On page 87, why does Emma's brother say that those who are leaving because of the strike have no "sisu"?
5. Why does Emma's father tell her she has found her "sisu" after James hits her with the rotten tomato?
6. How do you think Emma's mother feels about her family's worn out shoes?
7. What does Emma think about Mother Jones' speech?

8. What does Emma mean when she says things can be both gray and green?
9. If you were a reporter in Calumet during the strike of 1913, whom would you want to interview and what questions would you ask? (This could be done as a skit or with role-playing.)
10. Look at what Emma says on page 92 about the relationship between newspapers and businesses. Do you think "company money" may have "bought" support? Do you think large businesses and industries may do this today?
11. On page 104, what did Emma learn from Mr. Edwards?

ACTIVITY SUGGESTIONS

1. Have students write a paragraph about a time they helped pick fresh fruit or vegetables from a garden, an orchard, or in the wild.
2. Many of the women and children made banners to carry in the daily strikers' parade. Ask students what their banner might say, had they marched in one of these parades. Have students make a banner expressing their thoughts and feelings.
3. Have some students write what they think a front page headline might have been for the WFM's Miner's Bulletin and other students do the same for a newspaper that favored the mining company. Share and compare the differing viewpoints with the class.
4. Put together a class 'newspaper' that depicts the summer of 1913 in Calumet, assigning students different parts, i.e., local news articles, strike news, social or recreation articles, obituaries, editorial comments, advertisements, classified, etc.

ENRICHMENT VOCABULARY

These words can be used on a Word Wall, or with Enrichment Page 3.

miscowaubic - Chippewa name for copper

militia - citizens serving as soldiers in an emergency

telegraph - a message sent over electric wires using a code of dots and dashes

tram car - an underground open cart that moved along a track

trammer - a miner who loads copper ore into a tram car and pushes it toward the mine shaft

surface workers - mine workers who worked at one of the many jobs above ground

high-buttoned shoes - tall fashionable women's shoes with many little buttons

broad brimmed hat - wide fashionable hat that keeps the sun out of one's eyes

thimbleberries - a type of wild berry a little like a very soft raspberry that grows in Michigan's Upper Peninsula and a few other northern states with similar climate

TEACHER RESOURCES

Journal entries Aug. 29- Dec. 8, book pages 111-156

VOCABULARY

Sisu (si'-su) - a Finnish word, meaning more than intense determination

arbitrate - to advise two opposing groups in solving their differences and help them reach a compromise

injunction - a judge's command or order to do or not do something

taunt - to scoff at or insult someone

agitator - a person who stirs up other people in order to cause a change

picket - to stand in front of a work place to convince other workers (scabs) not to go to work

Pre-reading reflection:

On page 99, Emma said, "The green is like the good and the gray is like the bad. The world is full of both." Can you think of something that is good and bad at the same time?

Post-reading discussion/Writing Prompts:

1. On page 118, Emma's mother says she has sweat in her eyes. Do you think it was really sweat? Why or why not?
2. Do young people today work outside their homes as Emma does? What kinds of things do young people do today to earn spending money?
3. Why do you think Emma says on page 133 that missing the fun of fall stung her heart?
4. On page 141, Emma shivers. The wind is cold, but do you think there is another reason why she might shiver?
5. How does Emma feel about the Citizen's Alliance?
6. How does Mr. Edwards react to James Richards' attack on Emma? What is the connection between Mr. Edwards and James Richards?
7. Emma has many different feelings about celebrating Thanksgiving. What are some of those feelings?
8. If you were in circumstances similar to Emma's, how might you feel with Christmas, or some other December holiday, just around the corner?

ACTIVITY SUGGESTIONS

1. Have students imagine it is the Fall of 1913 and they are a news reporter for the striker's news bulletin called ***Truth***. They should decide who they wish to interview and write at least 3 – 5 questions they would ask this person. Based on what they know so far, write what they think the responses will be to their questions.
2. Have students write a diary entry as if Emma's mama was writing in her own diary. What do you think she is feeling, thinking, and concerned about, during these difficult November days?
3. Compare the tasks of house-keeping then and now, using the Venn diagram in the Student Activity Pages file.
4. Interview an elderly person, in their 80's or 90's, if possible. Ask if they would share with you about their first job, including how old they were when they were hired for the job.

ENRICHMENT VOCABULARY

These words can be used on a Word Wall, or with Enrichment Page 4.

Voi tuhanen (voy tu'-ha-nen)	- Finnish for 'Oh, my goodness'
feather duster	- feathers attached to a short rod, used for dusting furniture
batting sticks	- similar to baseball bats, used as weapons to break up union strikes
coffee grinder	-a small wooden box with a handle, used to grind coffee beans
Copper Country	- the 'nickname' for the general region in which <i>Living on Sisu</i> takes place
Black List	- a list of strikers' names shared between companies that kept them from getting other jobs
bed warmer	- a flat, covered pan of hot coals, used for warming a bed on a cold night
currant cookies	- traditional Cornish cookies, with dried currants

Teacher Resources

Journal entries Dec. 14 through Jan. 1, 1914, pages 157-177

VOCABULARY

tinsel	- sparkling holiday decoration
panic	- sudden fear that spreads quickly through a crowd
vestibule	- an entrance or hall that connects an outside door with an inside room
procession	- long line of people moving along in an orderly way, like a funeral procession
trench	- a long deep ditch dug into the ground
investigate	- to look carefully at all the facts

Pre-reading reflections:

What has been the greatest crisis in your life? How did you cope with it?

Post-reading discussion/Writing Prompts:

1. Compare the Christmas traditions in Emma's family to the Christmas, or other December holiday, celebrations in your family.
2. What do you think is the author's purpose for the very short entries on December 25, 28, and 29? Why does it seem like there is information missing?
3. Why does Emma's father leave the lantern for her to use as long as she needs it?
4. What does Emma do to help herself cope with her grief?
5. How does Emma's family celebrate the New Year?
6. Why do you think it is especially important not to push and shove in a crowd of people?
7. Why do you think schools have fire drills? Why are they important?

ACTIVITY SUGGESTIONS

1. Encourage students to write a thank you letter to your school principal for holding fire drills, or to other adults who help groups of children stay safe and orderly, i.e. crossing guards, playground supervisors, and bus drivers.
2. For further information or for research, visit the official website, The Italian Hall 1913 Massacre at:

www.angelfire.com/mi2/1913/ * **Parent or Teacher Discretion: Some photos or information might be disturbing to younger students.**

ENRICHMENT VOCABULARY

These words can be used on a Word Wall, or with Enrichment Page 4.

Orion's belt	-a row of three bright stars in the constellation Orion
baton	-batting stick, used as a weapon
saffron cake	-a traditional sweet bread flavored with yellow saffron
toll	-the sound of a large bell, as in a church steeple
coroner	-an officer of the court who is asked to investigate a confusing death
inquest	-to carefully examine all the details of someone's death

Teacher Resources

Journal entries Jan 3 through May 1, 1914, pages 178-215

VOCABULARY

- testimony - a statement of what someone saw or heard
- indict - to legally accuse someone of a crime
- betray - to break a trust
- backlash - strong, angry reaction
- aliens - foreigners; people who live in a country but are not yet citizens
- monopoly - complete control over certain businesses and services

Pre-reading reflection:

Do you think you have *sisu*? Why or why not?

Post-reading discussion/Writing Prompts:

1. Why doesn't Emma seem to care about anything through much of the winter?
2. On page 182 Emma says that Big Annie doesn't seem to be as tall as she used to be. Why do you think Emma said this?
3. When you are very sad or upset, what is the happiest thing you can think of?
4. How do Maude and Mr. Edwards help Emma get over the tragedy at the Christmas party?
5. In early February, Mr. Edwards begins calling Emma a young woman. Why do you think he does that?
6. What do you think Mr. Richards and James learned the night they had dinner at the Edwards' home?
7. Why do you think things calmed down a little from January to April, 1914?

ACTIVITY SUGGESTIONS

1. Have students choose a character in the story they think has grown or changed in some way. Ask the students to pretend they are the person and write a paragraph, describing this change in their life. Share the paragraphs with the class.
2. Guide students in the following discussion and activity:

In Emma's day most women stayed home and raised a family. Most young women who had a career outside the home usually worked as teachers, nurses, or secretaries. Young men had more choices, but both young men and young women have many more career choices today. What do you dream of being someday? Draw a picture of yourself doing this job and write a few sentences below the picture describing it.

3. Choose from the historical characters in the story (Big Annie, Mother Jones) or other labor leaders and strikes, historic and present (Adam Smith, Samuel Gompers, John L. Lewis, Susan B. Anthony, Cesar Chavez, Homestead Strike of 1892, Laurence Textile Strike of 1912) and do research to learn more about them. Present a short biography or history on a poster of the person or strike you chose.

Helpful web sites:

http://en.wikipedia.org/wiki/labor_union

www.maineaflcio.org/labor_union_history.htm

www.clkschools.org (web site for the school system in which the story takes place)

<http://digarch.lib.mtu.edu> (Michigan Technological University digital archives—many historic photos from the era of the story, earlier and since that time)

ENRICHMENT VOCABULARY

These words can be used on a Word Wall, or with Enrichment Page 6.

Congressional hearing - a meeting of the United States Congress to gain information

blacksmith - a person who makes horseshoes, shoes horses, and makes or fixes iron tools.

shoeing a horse	- attaching metal horseshoes to the bottom of a horse's hooves
barrel stays	- long slats of wood along the sides of a barrel
ice fishing	- fishing through a hole in the ice on a frozen lake in the winter
room and board	- money one pays for lodging (room) and meals (board)
May Pole	- a tall pole with streamers, used in the celebration of spring
sideboard	- shelves or drawers in a dining room holding dishes and linens

The author grants teachers (or home schooling parents) permission to print and copy these Teacher Resource Pages and the files of Student Activity Pages for class room and student use with the book, *Living on Sisu: The 1913 Union Copper Strike Tragedy*.

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Answer keys for Student Activity Pages

Answers to all discussion questions/writing prompts will vary.

For book pages 1-44:

Student page:

1. E; 2. D; 3. A; 4. B; 5. F; 6. C

7. F; 8. T; 9. T

Think About It: answers will vary

Enrichment page for pages 1-44:

Soup= mojakka; oven baked cheese= juustoa; crispy cinnamon toast=korppua;
cultured milk=villia; fruit sauce= marjavelia

For pages 45-70:

Student page for book pages 45-70:

Blanks are filled in the following order: union, referendum, resolution, picket line, snare, hutch

Think About it: answers will vary

Enrichment page for book pages 45-70:

Message reads: Emma kept a journal.

"carriage" begins with the "C" on the top line and goes left to right;

"Kerosene" begins with the "K" at the end of line 8 and goes upward;

"trolley" begins with the "T" in line 4 and goes down; **"Jakko"** begins with the "J" in line 10 and goes right to left; **"lautet"** begins with the second "L" in line 12 and goes diagonally up and left; **"union"** begins with the "U" at the beginning of line 6 and goes left to right; **"agate"** begins with the third "A" in line 5 and goes diagonally down and left; **"Marie"** starts with the first "M" in line 11 and goes diagonally down and right; **"uppity"** begins with the "U" in the top line and goes diagonally down and right.

For Pages 71-110:

Student Page:

1. F; 2. O; 3. F; 4. O

Similes: in this order: a pot of boiling water; bees looking for flowers; ants in an underground colony

Write your own simile: answers will vary

Enrichment Page: 3 across= militia; 4 across= sun; 5 across= underground; 6 across= telegraph; 7 across= track; 1 down= buttons; 2 down= trammer; 3 down= miscwaubic

For Book Pages 111-156:

Student page:

1. c; 2. d; 3. b; 4. a

Mr. Niemi- 4, 13; Mrs. Niemi-5, 8, 10; Matti-3, 6; Jaako-2, 15; Emma-1, 9, 12, 13, 14; Katri & Jenni-7, 11, 12, 14

Enrichment page:

1. grinder; 2. tuhanen; 3. cookies; 4. duster; 5. Country; 6. sticks; 7. List; 8. warmer

For Book Pages 157-177:

Student page:

1. tinsel; 2. trench; 3. vestibule; 4. procession; 5. panic; 6. investigation

Mr. Edwards- B; Jaako-A; Papa-D; Lempi-E; Big Annie-C

Think About it—answers will vary

Enrichment Page:

"baton" begins with the "B" in line 6 and goes up; **"Orion"** begins with the first "O" in line 10 and goes up; **"tinsel"** begins with the "T" in line 3 and goes diagonally down and right; **"inquest"** begins with the third "I" in the bottom line and goes up; **"panic"** begins with the "P" in line 6 and goes diagonally down and left; **"Toll"** begins with the "T" in line 10 and goes left to right; **"journal"** begins with the "J" in the top line and goes diagonally down and left; **"saffron"** begins with the "S" in line 5 and goes diagonally down and left; **"tragedy"** begins with the first "T" in line 2 and goes down

For Pages 178-215:

Student page:

1. T; 2. T; 3. F; 4. T; 5. F; 6. T

Papa- C; Matti- E; Emma-D; Daisy-A; Marie-B

Think About It: answers will vary

Enrichment Page:

Message will read: Emma found her sisu during the strike of 1913.

EMMA FOU ND H ER S ISU DURI NG T HE S TRIK E OF
191 3.