

## Kids at Fayette

**Note to teachers:** This supplement includes a discussion guide, lessons and Michigan Content Standards to use with the Michigan Time Traveler page. You may reproduce the pages in this supplement to use with students.

### DISCUSSION GUIDE

*(SOC II.1. Diversity of People, Places, and Cultures)*

**Background:** During the 1870s and 1880s Fayette was one of the Upper Peninsula's most productive iron smelting operations. The Jackson Iron Company chose this site to build the blast furnaces because of the dolomite cliffs and surrounding forests. About 500 people lived in the village. The Peninsula Railroad, which connected the Jackson Mine at Negaunee with Escanaba on Lake Michigan, had recently been completed. That meant that iron ore could be transported by rail from the mine to Escanaba and then shipped across Bay de Noc to the furnaces in Fayette.

### ACTIVITY ONE: Then and Now: Buildings and Jobs

*(Soc. II.1 Diversity of People, Places and Cultures)*

Nineteen structures still exist at Fayette. Use the map on page four to identify the buildings at Fayette. Ask students to group the buildings into the industrial area, the town center and neighborhoods. Have students list as many jobs connected with the buildings as they can think of.

Discuss buildings in your community: What are some of the main buildings in your community or the area around your school? Where are they located? How are they grouped? Which ones do you go to? Which ones do your parents go to? Do other communities have these kinds of buildings?

### ACTIVITY TWO: Mapping Your Community

*(Soc. II.1 Diversity of People, Places, and Cultures; SOC. V.1, Information Processing)*

Have students draw a freehand map of your community or the area around your school. Have them identify each building they discussed. Then have them find a map of their community in an atlas, a telephone directory or on the Internet. Have them talk about the differences and similarities between the maps they drew and the actual maps. What are the different skills involved in drawing either kind of map?

### ACTIVITY THREE: Learn about People's Jobs

*(SOC. V, 2. Conducting Investigations; ELA. 7 Skills and Processes)*

**Discuss:** Different jobs require a variety of skills. Help students list all the jobs they can think of in your community. Discuss how that list compares and contrasts to their Fayette list. What jobs today reflect things that people did not have or do in the 1880s?

**Do:** Ask students to interview an adult about his/her job. Have them ask these questions:

- What kinds of training do you need to do your job?
- What kind of schooling do you need?
- What do you do at the jobs?
- Does your job require people skills? Technical skills?
- Does your job require physical labor?
- Does your job require travel?

Have the students report to the class on the job they learned about. Ask students to write about a job they might like to do and why.

## **ACTIVITY FOUR: Keep a Winter Diary**

*(ELA 3 Meaning and Communication in Context)*

**Discuss:** Delevan Brotherton kept a diary for several years. Discuss the value of reading it more than one hundred years later. Ask these questions:

- How many different activities can students identify that Delevan did? What was for fun? What was work? What happened when it snowed a lot?
- How do you think children went to school in Fayette? What did they do when there was a big snowstorm? What are the different ways that students traveled in the winter in Fayette?

**Do:** Ask students to keep a diary over the next few weeks. Encourage them to write in them over the vacation. Encourage them to illustrate their diaries. Then have them share different entries and compare their entries to Delevan's.

## **ACTIVITY FIVE: Then and Now: Games, Toys and Sweets**

*(SOS II.3. Location, Movement and Connections; MAT III.1. Collection, Organization and Presentation of Data; MAT III.2. Description of Interpretation)*

### **Part I**

Provide students with a copy of the sheet: **Then and Now: Games, Toys and Sweets**. (These figures come from a report based on original invoices [currently in the *State Archives*] submitted by wholesale businesses to the Jackson Iron Company during the period 1886-1891.) Discuss what children at Fayette did in their free time and what kinds of sweets they ate.

- Divide students into working groups. Ask each group to find out the origins and history of a different game such as marbles, backgammon, croquet, jacks and checkers? Have them demonstrate how to play their game to the class. (They may use a real game, make one or use diagrams.)
- Discuss the games they play now. Talk about the differences between games that children in Fayette played and those that they play.
- What kinds of candy do students like to eat now? Are they the same or different from those that children ate at Fayette?

### **Part II**

Have each student complete the: **Then and Now: Games, Toys and Sweets** worksheet. They will need to go with a parent/guardian to a store to get these prices. Use percentages to compare the changes in prices over time. To calculate the percentages, divide the current price by the 1880s price.

## **INTERNET RESOURCES:**

- Take the minitour of the Michigan Historical Museum's "Kids at Fayette" exhibit:  
<http://www.sos.state.mi.us/history/museum/musefaye/kidsatfa.html>
- Find out about activities related to Fayette in Kids' Stuff:  
<http://www.sos.state.mi.us/history/museum/musefaye/stuff.html>

**ACTIVITY FOUR, Part II: THEN and NOW: GAMES, TOYS and SWEETS**

Read this list of prices for games, toys and sweets. (These figures come from a report based on original invoices [currently in the *State Archives*] submitted by wholesale businesses to the Jackson Iron Company during the period 1886-1891.) Go to your local store and complete the NOW part of the worksheet. Then, complete the form.

<b>TOYS</b>	<b>1880s</b>	<b>NOW</b>	<b>Percentage Change</b>
<b>Backgammon board</b>	<b>\$1.80</b>		
<b>Checkers</b>	<b>\$ .15</b>		
<b>China tea sets, miniature</b>	<b>\$ .31, \$ .46, \$ .71</b>		
<b>Dolls</b>	<b>\$ .50 to \$ .80</b>		
<b>Jacks</b>	<b>\$ .30</b>		
<b>Kaleidoscope</b>	<b>\$ .50</b>		
<b>Marbles</b>	<b>\$ .65</b>		
<b>Paint boxes</b>	<b>\$.21 and \$.50</b>		
<b>Scrap books</b>	<b>\$ .85</b>		
<b>Watches</b>	<b>\$ .50</b>		
<b>Whistles</b>	<b>\$ .45</b>		
<b>Pack of cards</b>	<b>\$ .20</b>		
<b>Chalk</b>	<b>\$ .20</b>		
<b>Croquet Set</b>	<b>\$ 2.10</b>		
<b>1 lb. Chocolate</b>	<b>\$ .35</b>		
<b>Licorice</b>	<b>\$ .05</b>		
<b>Fancy Candy ½ lb.</b>	<b>\$ .15</b>		
<b>Gum</b>	<b>\$ .05</b>		
<b>1 Chocolate Cake</b>	<b>\$ .10</b>		

**NOTE: 1880s:** Unskilled laborer's wages in Fayette: \$1.50 to \$1.60 per day; \$ .1875 to \$ .20 per hour.  
**2001:** Unskilled Laborer's wages in Michigan: \$5.15 per hour.



## Map of Fayette

- |                              |                         |                          |
|------------------------------|-------------------------|--------------------------|
| 1. Big Bay de Noc            | 9. Company Store        | 17. Machine Shop         |
| 2. Doctor's House            | 10. Company Office      | 18. Blacksmith Shop Site |
| 3. Superintendent's House    | 11. Hotel               | 19. Railroad Grade       |
| 4. Boarding House Site       | 12. Livery Stable Site  | 20. Furnace Complex      |
| 5. Boat Dock                 | 13. Slag Beach          | 21. Quarry               |
| 6. Snail Shell Harbor        | 14. Laborers' Cabins    | 22. Kilns                |
| 7. Middle Class Neighborhood | 15. Stock Barn Site     | 23. Schoolhouse Site     |
| 8. Town Hall                 | 16. Carpenter Shop Site |                          |

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