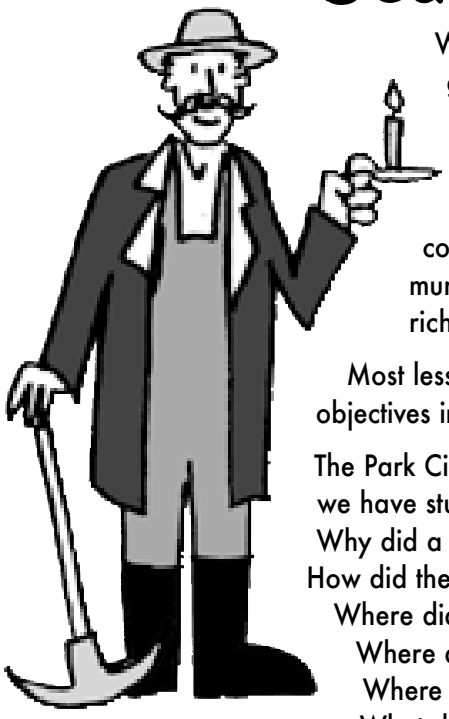
Life of a Miner and His Family

1885 - 1920

2nd Grade Curriculum
Teacher Resource Guide

PARK CITY MUSEUM

Dear Second Grade Teachers:



We are delighted that your class will visit the Park City Museum. We are also gratified that our Traveling Trunk and Teacher Resource Guide allows us to visit you.

The theme of these learning materials, "Life of a Miner & His Family: 1885-1920," is intended to integrate Park City history with the 2nd grade core curriculum. The pre-tour lessons tie in core objectives on geography, community resources, community rules, and sense of self. Your class visit will be much richer if these lessons are taught before visiting the Museum.

Most lessons contained in this book are optional. They are focused on 2nd grade core objectives in math, science and language arts.

The Park City Museum is blessed to own a valuable collection of historic photographs, so we have stuffed the Traveling Trunk full of photos that tell children a story:

Why did a mining family move to Park City?
How did they travel here?
Where did mining families live?
Where did children go to school?
Where did mining families shop?
What did mining families do for fun?

Your students will learn to look at details in photographs and use their imagination to speculate about things they see. That's what historians do!

The artifacts in the Traveling Trunk are based on real Park City artifacts that the Museum has in its collection. Most students should be able to read the labels, which were written with guidance from the Basic Skills Word list.

Thank You

The Park City Historical Society & Museum is grateful for the program development contributions made by the following organizations and teachers:

- Park City Municipal Corporation
- The Utah Heritage Foundation
- Robin Probst, Jeremy Ranch Elementary School
- Dawn Rametta, Parley's Park Elementary School
- Summit County
- Becky Brady, Trailside Elementary School
- Patty Knoll, McPolin Elementary School
- Meri-Lyn Stark, Park City School District

We hope your class enjoys the discoveries they make from these lessons.

Sincerely yours,

Lola Beatlebrox

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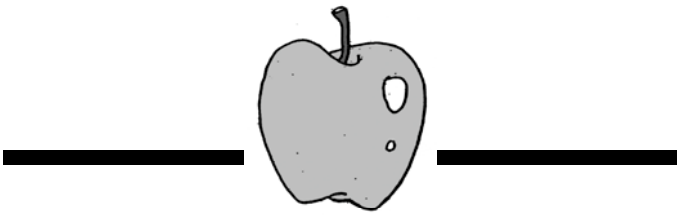

This Teacher Resource Guide is dedicated to all teachers who nurture creative young minds and engender a love of history.

This program developed by Lola Beatlebrox, Education Curator

With special thanks to:
Sandra Morrison, Director

Hal Compton, Historian

Sydney Reed, Board of Trustees

Wendy Ashton, Collections Curator

Courtney Cochley, Intern

PARK CITY MUSEUM

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Lesson Plan Overview

Pre-Tour Lessons

1: Where Did Miners Come From & How Did They Get Here?

Students name several countries miners came from, locate those countries on a world map, and name several modes of transportation that miners used to travel to Park City.

2: What Did Miners Do?

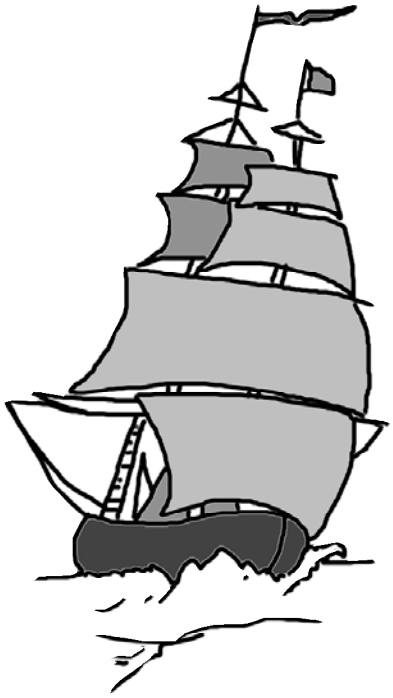
Students can explain what a mine is in simple terms, identify the parts of a mine, and tell a simple story about what a miner does.

3: Why Did Park City Have a Jail?

Students can explain the concepts of jail & City Hall in simple terms, name several "rules" or laws of the early Park City community, and tell a simple story about kids who got in trouble with the law.

4. Museum Etiquette & the Museum Experience

Students know what a museum is, know what to expect from their tour of the Park City Museum, and know how to behave in a museum.



Optional Lessons: Science & Math

1. How Far Did Miners Travel?

Students use string to measure distances on a globe, compare distances to Park City from different starting points, and identify oceans and continents.

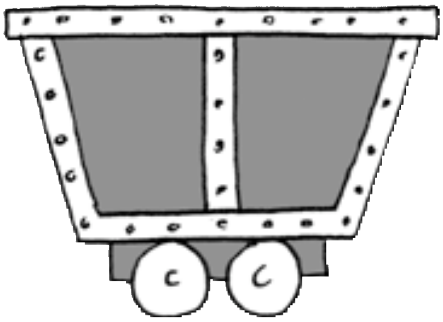
2. How Many Irish? How Many Swedes?

Students use a graph to compare the populations of Park City miners from different countries.

3. How Deep is a Mine?

Students measure 30 feet and compare the height of a one-story school (about 30 feet) with the depth of a Park City mine shaft.

4. Do I Use Things That Come From a Mine?



Students can name metal things in their house or classroom that come from mines and name the four mining products produced by Park City mines.

5. What is Ore?

Students can observe the properties of rock and define ore, describe what prospectors do, describe what assayers do, and use an analogy to imagine how much ore it took to produce how much valuable metal.

Optional Lessons: Language Arts, Art, and Culminating Projects

6. Discover Trunk Photos & Artifacts

Students listen to information about historic pictures, identify details in historic pictures and make informed guesses about the life of a miner and/or his family, and tell stories about miners and their families from 1885-1920.

7. Write a Miner's Letter Home

Students name a country that a Park City miner may have come from and write a simple letter to his family from that miner.

8. Create a Timeline

Students identify events and years and illustrate a timeline.

9. Play Vocabulary Charades

Students play "Charades" using words from the Glossary.

10. Make a Moving Picture

Students create a thaumotrope and discuss optical illusions and how moving pictures work.

11. Make Clothespin Dolls

Students create clothespin dolls.

Traveling Trunk Inventory

❒ **Trunk Photo Pouches:**

1. The Anderson Family. Yellow. Photos 1-15
2. Mining. Green. Photos 16-22
3. Where did miners live? Red. Photos 23-29.
4. Where did miners shop? Blue. Photos 30-36.
5. Where did miners children go to school? Orange. Photos 37-40.
6. What did mining families do for fun? Purple. Photos 41-48.

❒ Carbide lamp

❒ Clothespin dolls in sealed box

❒ Cloth (3 pieces of dress goods on a ring)

❒ Container of beans and 4 silver beans

❒ Copper pipe

❒ Dynamite

❒ Games (2 or more of jacks, wooden tops, yoyos, pick up sticks, Jacob's Ladders)

❒ Hat in box

❒ Headlamp in box

❒ High button shoe in sealed box

❒ Lead weights in fishing container

❒ Map of the world

❒ Penny display

❒ Shoe hook

❒ Tire piece

❒ Zinc lozenge box

Required Pre-Tour Lessons

Where Did Miners Come From & How Did They Get Here?

LESSON 1

Student Activity/Product

Teacher begins the story of John Anderson: Life of a Miner and His Family; uses a map and small flags to illustrate where miners came from and the modes of transportation available in the late 1800s.

Time

30-45 minutes

Materials

Pictures 1-6 from Anderson Family Pouch in trunk

World map in front of room

World map for each child from Handout section

Crayons or colored pencils

Learning Objectives

Students will be able to:

- Name several countries miners came from
- Locate those countries on a world map
- Name several modes of transportation that miners used

Core Curriculum Requirements

Content Standard III: Develop an understanding of their environment.

Objective 4: Demonstrate how symbols and models are used to represent features of the environment.

1. Identify and use information on a map or globe (i.e. map key or legend, compass rose, physical features, continents, oceans).

2. Use an atlas (map) and globe to locate information.

3. Locate continents and oceans on a map or globe (i.e. North America, Antarctica, Australia, Africa, Pacific Ocean, Atlantic Ocean).

Vocabulary

Packet ship – A sailing ship that carried mail, packages & passengers.

Mine/mining – Getting precious or useful metal out of the earth.

Prospectors – Miners who searched for precious or useful metal, such as silver

Silver – A precious metal.

Silver ore – Rocks with small amounts of silver inside.

Ore car – A small rail car used to transport ore.

Teacher Guide

1. **Tell students what they will learn & why.**

   Explain: Today I'm going to start the story of a miner named John Anderson who lived in Park City 100 years ago. We're going to talk about why people moved to Park City and where they came from, to get ready to visit the Park City Museum.

2. **Explore the children's own experience of moving to Park City.**

   Ask: How many of you were born in Park City? In Utah? Where were you born? Why did your family move to Park City? Explore the answers. Validate answers that compare favorably with reasons miners came here: *jobs, good schools, opportunity, a better life, join family already here.*

3. **Display Trunk Photo 1: John Anderson and read the caption and questions on the back of the picture.**

   Write John's names (Norwegian & English) on the board and use the World Map to show his country of origin (Norway).

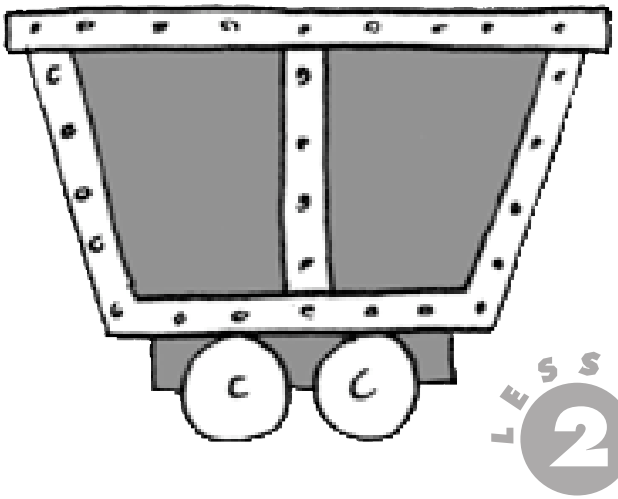
4. **Distribute maps and crayons. Tell children to locate Norway on their maps and color Norway.**

5. **Display Trunk Photos 2 - 6 and read the captions.**

6. **Locate the countries miners came from on the world map. Have children color each of these countries on their own maps.**

Write on the board

Miners Came From	
Canada	England
Finland	Germany
Ireland	Italy
Norway	Scotland
Sweden	Switzerland
United States	



What Did Miners Do?

LESSON 2

Student Activity/Product

Teacher tells a simple story about miner John Anderson's day using a diagram of a mine; children identify the parts of a mine and learn mining vocabulary.

Time Required

45 minutes

Materials

Trunk Photo 5: Anderson Family Portrait

Mine Diagram, 1 copy per child

Crayons, markers, or colored pencils including red, blue, and green.

Extension: 1 deck of Vocabulary Cards per pair of students, duplicated and cut out.

Learning Objectives

Students will be able to:

- Explain what a mine is in simple terms
- Identify the parts of a mine
- Tell a simple story about what a miner does

Core Curriculum Requirements

Content Standard II: Students will develop a sense of self in relation to families and community.

Objective 2: Examine important aspects of the community and culture that strengthen relationships. Relate goods and services to resources in the community.

Vocabulary

Miner - A person who works one of many jobs in a mine.

Boarding House - A building where miners slept and ate.

Aerial Tramway - Overhead transportation for ore down from the mines.

Hoistman/hoist room - The miner who operated the cage and worked in the room that housed the elevator machinery.

Cage - An open-air elevator car in a mine.

Shaft - A deep vertical hole in the ground.

Drift - A horizontal tunnel out from the shaft.

Drillers - Miners who made holes in rock for dynamite.

Powder monkey - A miner who prepared dynamite.

Ore - Rocks with valuable or useful metal inside.

Ore car - A small rail car for transporting ore.

Mucker - A miner who shoveled ore into ore cars.

Timberman - A miner who used timber to hold up the shaft and drifts.

Timber - Huge wooden beams.

Quadricycle - A bicycle with 4 wheels that traveled on rail tracks.

Doghouse - The miners' break area for eating meals in the mine.

Teacher Guide

1. Display Trunk Photo 5: Anderson Family Portrait, and tell students what they will learn and why.

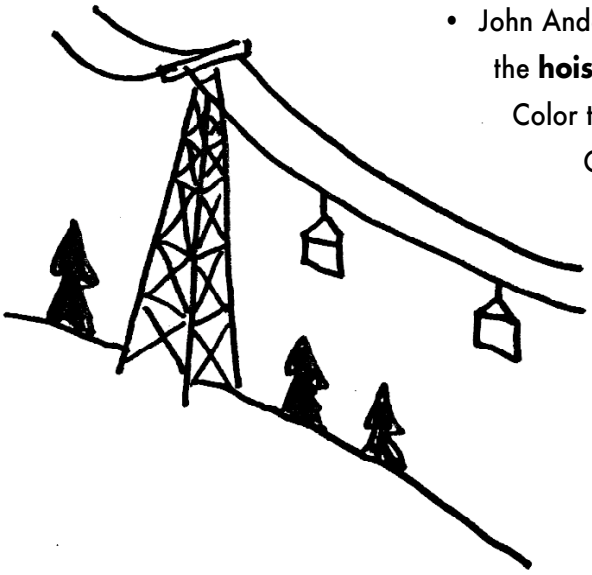
Explain: Remember the story of John Anderson and how he came to Utah from Norway? He moved to Park City to become a miner. Today we're going to learn about what miners do by following John Anderson through a typical day at the Ontario Mine. Then you'll play a game, so you'll be ready to go to the Park City Museum where you'll see a re-creation of a real mine.

2. Distribute crayons/markers/colored pencils and a mine diagram to each child.

3. Use the Mine Diagram to tell the story of John Anderson's day.

- The Anderson family lived on Grant Avenue in a little house like the ones in your picture. But miners who weren't married lived in a **boarding house** near the entrance of the mine. Circle the boarding house and the miners' homes on your picture.
- The Silver King Mine had an **aerial tramway**. Some miners would ride up to their jobs in ore buckets. How many **ore buckets** are there? A: 6. Color each one.
- John Anderson would hike up the Mine Road every day to the Ontario Mine. How many of you know where the Mine Road is today?

  A: It's the road to Silver Lake in upper Deer Valley.

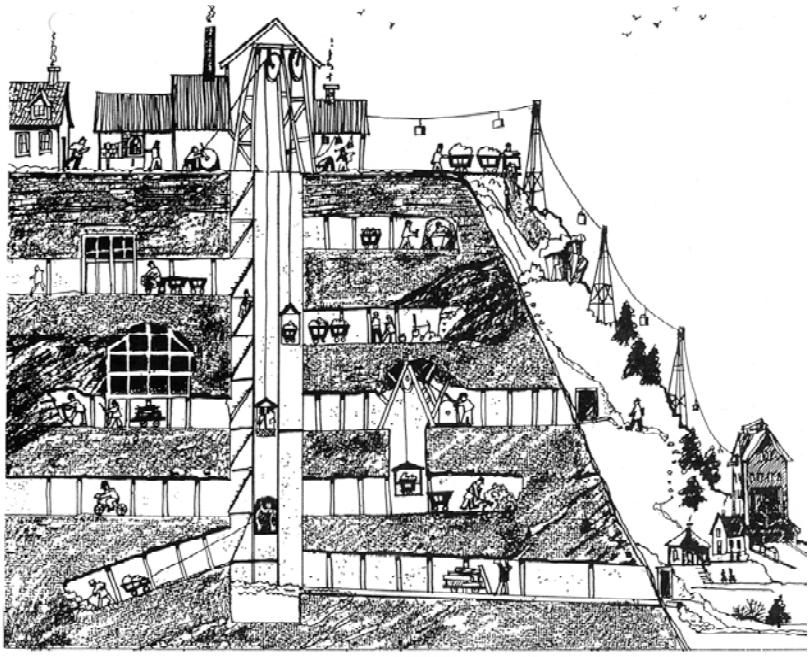


- John Anderson and other miners were lowered into the mine by the **hoistman** who operated an elevator called a **cage**.

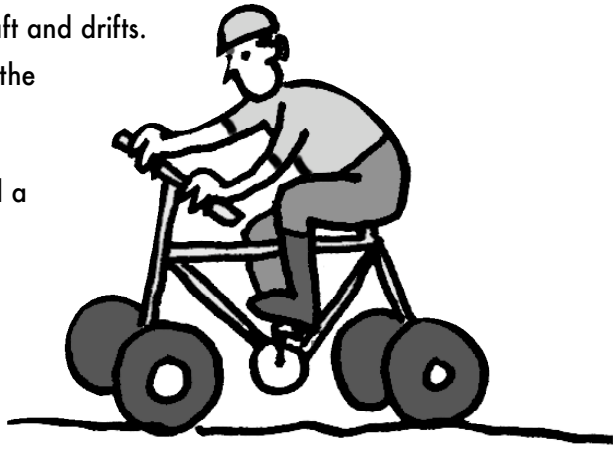
  Color the **hoist room** blue.

  Color the cages red.
- John Anderson's job in the mine was to make cable and rope. There are four cables in the picture. Find each of them and color them green.

REQUIRED PRE-TOUR LESSON



- The cage traveled up and down a deep hole called the **shaft**. Color the shaft.
- John Anderson's miner friends dug tunnels out from the shaft. These tunnels were called **drifts**. Color a drift.
- Miners called **drillers** would make holes in the rock with drills. Color the driller.
- One of the most important jobs in the mine was to set dynamite in the drilled holes. They would and blow up the rock to dig tunnels and get the ore with the most silver in it. The miner who set the dynamite was called the **powder monkey**. Color the powder monkey yellow.
- Once the **ore** was blown up, a miner called a **mucker** shoveled the rocks into **ore cars**. Color the mucker who is shoveling.
- Muckers loaded ore cars full and sent the ore up the shaft in a cage. Color the loaded ore car in the cage.
- A miner called a **timberman** used **timber** (huge wooden beams) to hold up the walls and ceilings of the shaft and drifts. The timbers were transported by timber car. Color the timbers on the timber car.



- The shift boss rode down tracks on a bicycle called a **quadricycle** because it had four wheels. Color the shift boss and his quadricycle.
- Because the mine was damp and cold, John Anderson and his friends needed a warm place to eat lunch and take a break. Their break area was called the **doghouse**. Find the doghouse and color it.

REQUIRED PRE-TOUR LESSON

Extension: Conduct a game of "Concentration" with the decks of Vocabulary Cards.

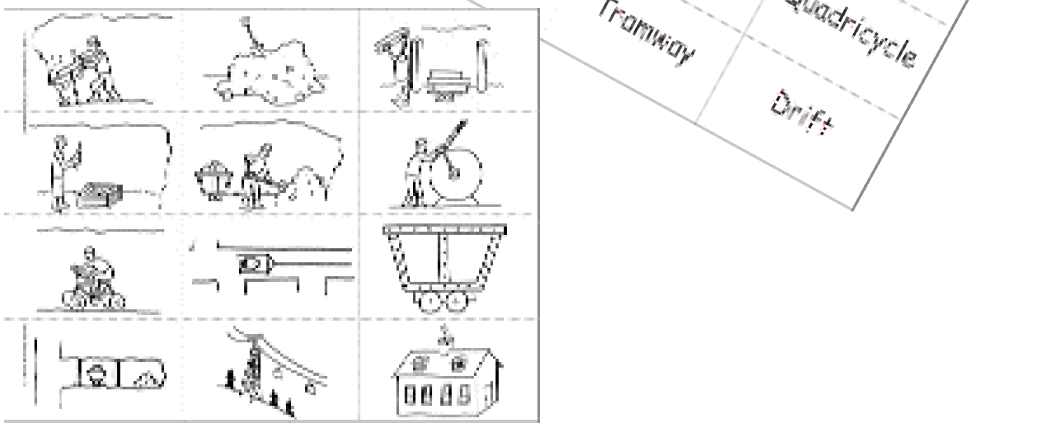
- Divide students into pairs.
- Give each pair of deck of *Vocabulary Cards.*
- Ask pairs to practice by matching each picture to the correct mining term.
- Tell pairs to play Concentration with the cards.

Explain: Place all the cards face down in front of you and

take turns turning over two cards at a time.

Match each picture with its term.

The player with the most matches wins.



Why Did Park City Have a Jail?

Student Activity/Product

Teacher uses historic pictures to tell a story about rules governing Park City children in 1910; leads children to draw positive conclusions about why the rules were necessary.

Time Required

30 - 45 Minutes

Materials

Trunk Photos 7-15 from the Anderson Family Pouch

1 Copy of "Kids in Jail" for each child
(Handouts section)

Learning Objectives

Students will be able to:

- Explain the concepts of jail & City Hall in simple terms
- Name several "rules" or laws of the early Park City community
- Tell a simple story about kids who got in trouble with the law

Core Curriculum Requirements

Content Standard II: Students will develop a sense of self in relation to families and community.

Objective 1: Describe behaviors that influence relationships with family and friends. Recognize how choices and consequences affect self, peers, and family.

Objective 2: Examine important aspects of the community and culture that strengthen relationships. **a.** Explain why families, schools, and communities have rules.

Reading Content Standard V: Fluency 1 & 2

Reading Content Standard VI: Vocabulary 1-3

Vocabulary

Vandalism - Mischief, often done by kids & teens, that damages other people's property.

Truancy - Unexcused absence from school; "playing hookey."

Sleigh riding or coasting - Sledding

Coasting Lanes - Park City streets on which children were allowed to sleigh ride

Violating the rules - Breaking the rules

Subject to prosecution - Be tried in court for breaking a law.

Teacher Guide

1. **Display Trunk Photo 14: City Hall circa 1920, and tell students what they will learn and why.**

   Explain: One hundred years ago, City Hall was on Main Street where the Park City Museum is today. It had the police department, the fire department, and a real jail inside for people who broke the law. Today we'll learn about laws, or rules, that Park City had 100 years ago and why they were important, to get ready for our trip to the Park City Museum.

2. **Discuss why communities have jails for people who break laws.**
   - How many of you have been to the jail in the basement of the Park City Museum? What did you see there? A: Explore answers. The territorial jail has small cells, one open-air toilet, an iron wood-burning stove for heat, and one big cell with leg irons on the wall. It's dark and cold. Not a nice place.
   - Why do people get put in jail? What are some important laws that people get put in jail for breaking? A: Validate children's ideas about theft, reckless driving, fighting, murder/shooting, drinking, disturbing the peace
   - What about vandalism? What is vandalism? A: Vandalism is mischief, often done by teenagers, that damages other people's property.
   - What if you don't come to school and you're supposed to? Is that against the law? A: Yes. Unexcused absence from school is called truancy or "playing hookey."

3. **Tell the story of Park City's Sleigh Riding Rules with Trunk Photos 7-15 by reading the captions on the back.**
   - Write vocabulary on the board, as necessary.

4. **Have children read the story "Kids in Jail."**
   - Teachers Note: This is a fictional story based on various mischief of children in the early 1900s.
   - Debrief the story by discussing how children's choices affect themselves, their parents, and the people in their community.

REQUIRED PRE-TOUR LESSON

Museum Etiquette and the Museum Experience

LESSON 4

Student Activity/Product
Teacher discusses what a museum is and reviews the rules of behavior in a museum; creates excitement about what students will learn at the Park City Museum.

Time
15 - 20 minutes

Materials
Trunk Photo 14: City Hall circa 1920
Trunk Photo 15: City Hall Today

Learning Objectives
Students will:
- Know what a museum is
- Know what to expect from their tour of the Park City Museum
- Know how to behave in a museum

Core Curriculum Requirements
Content Standard II: Students will develop a sense of self in relation to families and community.

Objective 2: Examine important aspects of the community and culture that strengthen relationships.
a. Explain why families, schools, and communities have rules.

Teacher & Chaperone Preparation
Before the tour:
1. Divide your class into four groups. Give consideration to mixing boys & girls, boisterous & quiet, etc.
2. Copy the chaperone letter (Handouts section) and provide a copy to each parent who will chaperone the children on the tour.
3. Teachers should plan to stick with one of their groups.

Teacher Guide

1. Discuss the concept of a museum by comparing a museum to places students have visited.

Ask: How many of you have been to a museum? Which ones? Explore the responses. How many of you have been to the library? How many of you have been to a zoo? Is a museum like:

- A zoo? Yes. There are lots of exhibits to see. But no - there are no animals. At the Park City Museum there will be objects and pictures that tell stories about the people who lived and worked in Park City.
- A library? Yes. There's lots of information. But there are usually no books to check out.
- Our classroom? Yes. Our tour will have lessons. But you will have new teachers called "docents" [DOH-cents] who will teach you about the things in the museum.

2. Discuss the agenda for the museum tour:

- The Park City Museum is on Main Street. We will go to the Park City Museum on a bus.
- The Museum is located in old City Hall, which was built more than 100 years ago. This is a picture of old City Hall (Photo 14). This is a picture of City Hall today (Photo 15).
- When we get there, you'll stay in your special groups.
- You'll go to different places in the museum where you'll meet the docents. Docents are the special teachers who know all about the museum.
- In one place, you'll see a re-creation of a mine called the "Silver King Mine."
- In another place, your docent will light a real carbide lamp.
- You'll get your picture taken inside a real stagecoach.
- You'll also go to the old jail, which is nicknamed the "Dungeon." How many of you have been to the Dungeon before?

3. Set expectations for museum etiquette.

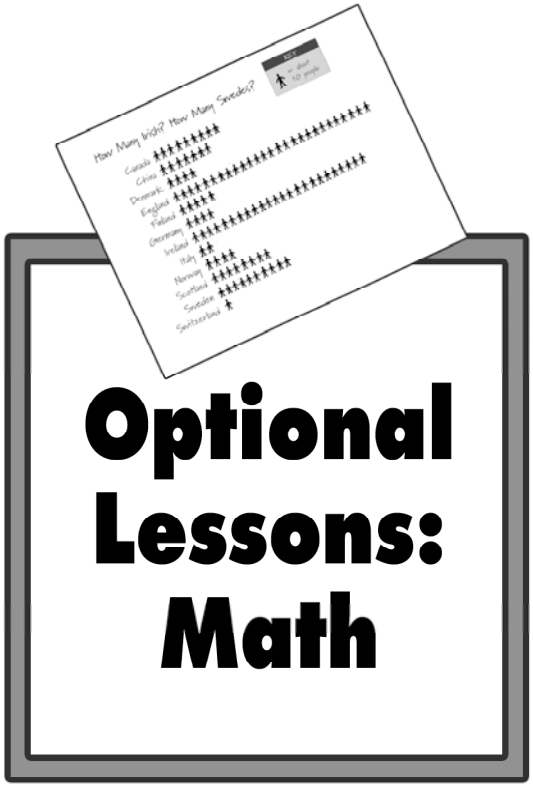
Tell the students: There is a special way to behave in a museum.

- A museum is like a library - would you run & jump in a library? No.
- Would you shout or talk loudly? No, you would use inside voices.
- A museum tour is like class - do you listen in class? Yes.
- Do you raise your hand to ask questions? Yes.
- Do you eat candy or chew gum? No.
- A museum is like a zoo - would you touch the animals in the zoo? Not unless you're told you can. So don't touch the exhibits in the museum. But there will be some things that you can touch and your docent will tell you what they are.

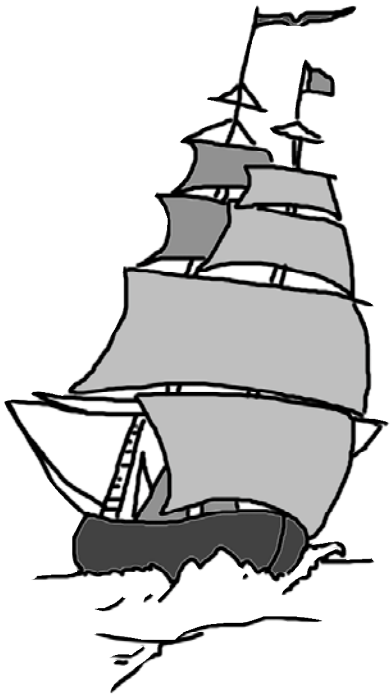
Write on the board:

Museum Rules

1. Walk
2. Listen
3. No candy or gum
4. Use inside voices
5. Raise your hand
6. Do not touch unless the docent says OK.



Optional Lessons: Math



How Far Did Miners Travel?

Focus: Math

Companion to:

LESSON 1

Student Activity/Product

Teacher demonstrates how to measure string to compare distances on the globe; students compare distances and use the globe to identify oceans and continents

Time Required

20-30 minutes

Materials

- Globe (preferred) or world map
- Ruler or yardstick
- String
- Trunk photos 5, 25, 33

Learning Objectives

Students will be able to:

- Use string to measure distances on a globe
- Compare distances to Park City from different starting points
- Identify oceans and continents

Core Curriculum Requirements

Content Standard III: Develop an under standing of their environment

Objective 4: Demonstrate how symbols and models are used to represent features of the environment.

1. Identify and use information on a map or globe (i.e. map key or legend, compass rose, physical features, continents, oceans).
2. Use an atlas (map) and globe to locate information.
3. Locate continents and oceans on a map or globe (i.e. North America, Antarctica, Australia, Africa, Pacific Ocean, Atlantic Ocean).

Math Standard 1: **Objective 2**: Identify simple relationships among whole numbers

Vocabulary

North Atlantic Ocean
Europe
Scandanavia
North Pacific Ocean
Asia
Shanghai
North America
Rocky Mountains

Teacher Guide

1. **Display Trunk Photo 5: Anderson Family portrait, and tell students what they will learn and why.**

   Explain: Remember the story of John Anderson and how he came to Utah from Norway? He came to America by packet ship; then traveled to Utah by railroad. All told it was a journey of about 5,000 miles. Today we're going to talk about how far people came to work here in Park City 100 years ago.

2. **Use string to measure the distance to Park City from Norway.**

   Select a student to stretch a string from Norway to Park City on the world map. Have the child measure the distance with a ruler and record the measurement on the board. Ask:

   - What continent did John Anderson come from? A: Europe
   - What part of Europe did John Anderson come from? A: Scandanavia. Norway is part of Scandanavia.
   - What ocean did he cross? A: The Atlantic Ocean

3. **Display Trunk Photo 25: Boarding House Kitchen and measure the distance from China to Park City.**

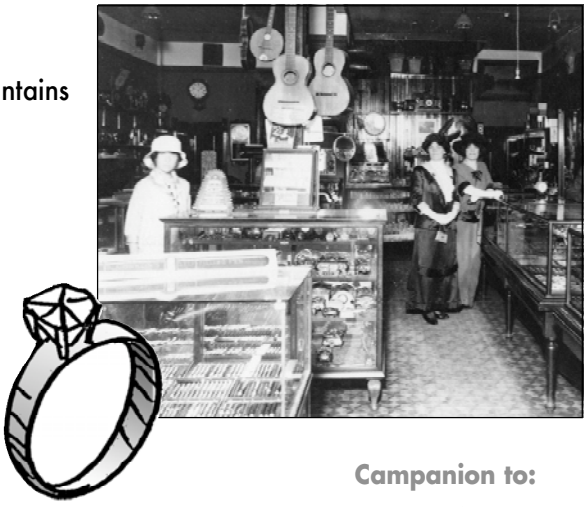
   Cooks who worked in the boarding houses at the mines came from Shanghai, China. Did they travel a longer or shorter distance than John Anderson?

   - What continent did the Chinese cooks come from? A: Asia
   - What ocean did they cross? A: The Pacific Ocean

4. **Display Trunk Photo 33: Hodgson's Jewelry Store and measure the distance from Illinois to Park City.**

   A merchant named Carrie Vivian Hodgson came from the state of Illinois and opened a jewelry store on Main Street. Did she travel a farther or shorter distance than John Anderson? Than the Chinese cook?

   - What continent did Mrs. Hodgson come from? A: North America
   - What mountains did she cross? A: The Rocky Mountains



Write distances on the board:

Distances

Norway to Park City
___ inches 4,761 miles

Shanghai to Park City
___ inches 6,443 miles

Illinois
___ inches 1,243 miles

Campanion to:

LESSON 1

How Many Irish? How Many Swedes?

Companion to:

LESSON 1

Student Activity/Product

Students can explain what a mine is in simple terms, identify the parts of a mine, and tell a simple story about what a miner does.

Time Required

30 - 45 minutes

Materials

World map for each child from Handouts section
Graph for each child from Handouts section

Learning Objectives

Students will be able to:

- Use a graph to compare populations of Park City miners from different countries

Core Curriculum Requirements

Math Standard I: Acquire number sense and perform operations with whole numbers

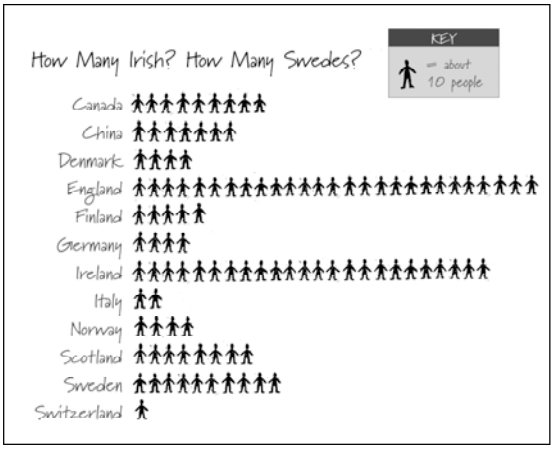
Objective 1b: Represent whole numbers up to 1000 in groups of tens using base ten models and write the numeral representing the set

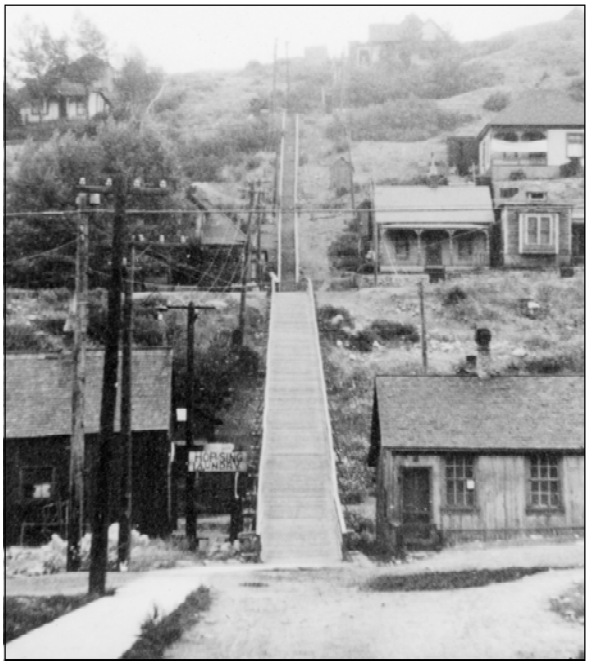
Objective 2: Identify simple relationships among whole numbers.

Math Standard V, Objective 1: Collect, organize, and display simple data.

Vocabulary

Graph -- A picture that helps you measure numbers of things or people and compare numbers.





Teacher Guide

1. **Refer to the World Map, and tell students what they will learn and why.**
   Explain: You've already learned that people came from many different countries to work in Park City. Today we'll find out how many people came from the different countries, so you can learn more about the history of our community.

2. **Distribute copies of the graph to each child.**
   Explain: This a picture that helps you measure numbers of people from different countries who lived in Park City in 1900. It's called a "graph."
   Ask: What can you tell me about this graph? *Explore answers. Look for:*
   - It lists the countries people came from on the left.
   - There are different numbers of people from different countries.
   - Each picture of a person equals 10 people.
   - How many countries are there? A: There are 12 different countries.

3. **Show children how to determine the number of people from each country.**
   - How many people came from Switzerland? A: 1 ten equals 10
   - How many people came from Italy to live in Park City? A: 2 tens equals 20
   - How many people came from Finland? A: 5 tens equals 50
   - How many people came from Canada to live in Park City? A: 9 tens equals 90
   - Have students write down the number of people from each country in the right place on the world map.

Write answers on the board:

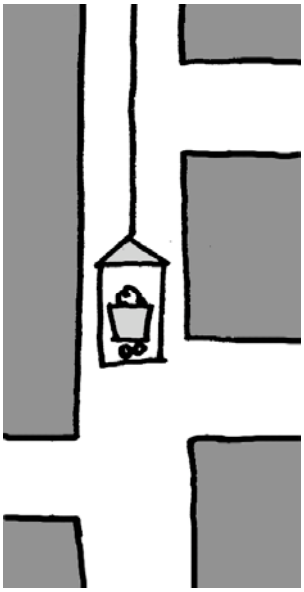
Canada - 9 tens equals 90	China - 7 tens equals 70
Denmark - 4 tens equals 40	England - 27 tens equals 270
Finland - 5 tens equals 50	Germany - 4 tens equals 40
Ireland - 24 tens equals 240	Italy - 2 tens equals 20
Norway - 4 tens equals 40	Scotland - 8 tens equals 80

4. **Show children how to compare different countries.**
   Explain: You can use this graph to compare the number of people from different countries.
   - Were there more people from Canada or China? A: Canada
   - Were there more people from Ireland or Sweden? A: Ireland
   - Which country had the MOST people? A: England
   - Which country had the LEAST people? A: Switzerland

Extension

Make a classroom graph. Find out what state or country each student was born in and make a graph to represent the results. Ask students to find out what state or country their parents were born in and make another graph. Locate all the states or countries represented on a map. Compare with another class, if you want.

Companion to:



How Deep is a Mine?

Companion to:

LESSON 2

Student Activity/Product

Students measure 30 feet and compare the height of a one-story school (about 30 feet) with the depth of a Park City mine shaft.

Time Required

30 minutes

Materials

Mine Diagram from Lesson 2

1 copy of "How Many Schools Are in a Mine?" for each child from Handouts section

Carpenter's tape measure (optional)

Learning Objectives

Students will be able to:

- Measure 30 feet
- Compare the height of a one story school (about 30 feet) with the depth of a Park City mine shaft

Core Curriculum Requirements

Math Standard I: Students will acquire number sense and perform operations with whole numbers

Objective 1e: Identify the place and value of a given digit in a three digit numeral

Math Standard IV: Understand and use measurement tools and techniques

Objective 2b: Measure length using inches and feet

Math Standard V: Collect and draw conclusions from data

Objective 1d: Report information from a data display.

Teacher Guide

1. Display the Mine Diagram, and tell students what they will learn and why.

Explain: You learned that miners dig shafts deep into the earth in search of valuable ore. The Ontario Mine where John Anderson worked was more than1900 feet deep. But just how deep is that? Today we'll compare the length of something you can't measure – a mine shaft – with something you can measure – to see just how deep 1900 feet is.

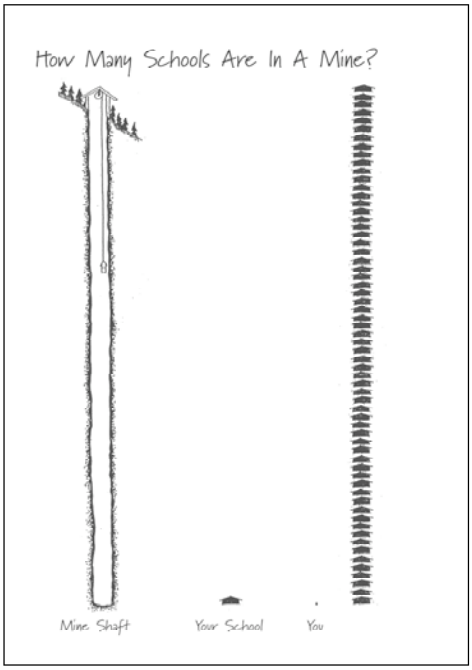
2. Introduce comparisons as a way to judge the size of something very large.

Ask:

- How many of you can guess how long 1900 feet is – is it as long as from here to the end of the room? A: No. That's much shorter.
- Is it as tall as your house? No. 1900 feet is much taller than your house.
- Is it as big as the height of your school? We won't know until we measure. When you want to know how big something very large is like a mine shaft, it helps to compare it to some thing you already know. Let's compare 1900 feet to the size of something we know.

3. Walk outside and look at the height of the (one-story) school.

- Tell students: That's about 30 feet. Let's measure 30 feet.
- Use the carpenter's tape measure to measure thirty feet. Or walk 30 feet with students (1 foot is about 1.5 times the size of your foot).



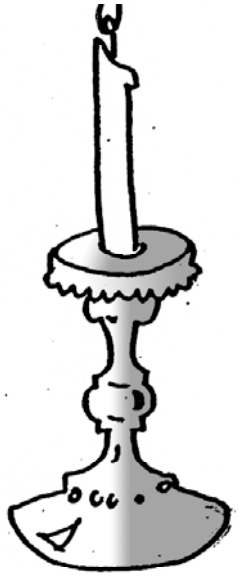
4. Distribute the "How Many Schools Are in a Mine?" Worksheet and discuss.

- *Ask:* How many schools make up a 1900 foot mine shaft. A: Ask students to count. The number of schools on the worksheet. *Explore responses.* 63 30 foot schools equals 1900 feet.
- How big are you compared to your school? A: Small.
- How big are you compared to the mine shaft? A: Tiny!
- Imagine being a miner in a cage going down, down deep into a dark, dark mine. Would you like to make this ride? How long would it take? What would it feel like? *Explore responses.*

Companion to:

LESSON 2

Optional Lessons: Science



Do I Use Things That Come From a Mine?

Companion to:

LESSON 2

Student Activity/Product

Students identify items made of metal from Park City mines; find items made of metal in their homes.

Time Required

30 - 45 minutes

Materials

Trunk Artifacts: Indian head pennies, lead fishing weights, copper pipe, tire piece

1 copy "What Comes From a Park City Mine?" for each child from Handouts section

Learning Objectives

Students will be able to:

- Name things in their house or classroom that come from mines
- Name the four mining products produced by Park City mines

Core Curriculum Requirements

Content Standard II:, Develop sense of self in relation to families and community

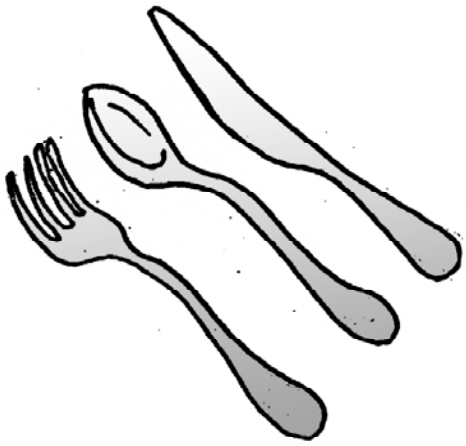
Objective 2: Examine important aspects of the community and culture that strengthen relationships.

c. Relate goods and services to resources within the community.

Vocabulary

Silver - A valuable metal found in Park City mines.

Metal - Hard, sometimes shiny substance that comes from a mine



Teacher Guide

1. Tell students what they will learn and why.

Explain: You've already learned that Park City mines produced silver. Today, we'll learn about things you use everyday that are made with precious or useful metal from Park City mines.

2. Display the Trunk Artifacts and read the captions.

3. Distribute a copy of the "What Comes From a Park City Mine?" Worksheet to each student.

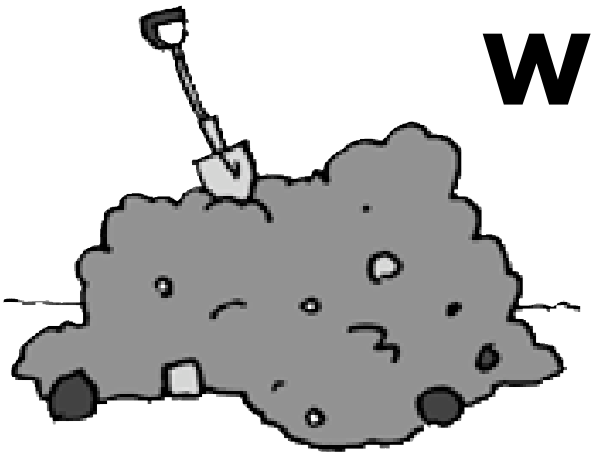
- Ask students to circle all the objects on the handout made with metal that comes from a Park City mine.
- Allow 2 minutes.
- Review answers. Students should have circled the candlestick (silver), the silverware (silver), the penny (copper), the ring (silver), the car (zinc, copper, lead).

4. Tell children to find five things at home made from metal (that comes from mines) for homework.

Review the ideas children come up with the next day.

Companion to:

LESSON 2



What is Ore?

Companion to:

LESSON 2

Student Activity/Product

Students observe the properties of an ore sample. Teacher discusses what prospectors were looking for, why they looked for "outcroppings," and how they determined if the ore in an outcropping was valuable. Students use a container of beans to imagine the average yield of silver per ton of ore.

Time Required

30 minutes

Materials

Ore sample from trunk
Bean container from trunk
4 silver beans from trunk
Mining Pouch Trunk Photos 16 to 22

Learning Objectives

Students will be able to:

- Define ore
- Describe what prospectors do
- Describe what assayers do
- Use an analogy to imagine how much ore it took to produce how much valuable metal

Core Curriculum Requirements

Content Standard III: Develop an understanding of their environment

Objective 3: Investigate the properties and uses of rocks.

a. Describe rocks in terms of the parts that make up the rocks.

b. Sort rocks based upon color, hardness, texture, layering and particle size.

c. Identify how the properties of rocks determine how people use them.

Vocabulary

Silver ore - Rocks with small amounts of precious or useful metal inside.

Outcropping - Rocks with valuable ore that stick out of the ground.

Prospectors - Miners who searched for silver by looking for outcroppings.

Assayer - A miner who determined the value of silver ore samples.

Ton - 2000 pounds. A small car usually weighs one ton.

Teacher Guide

1. **Display ore sample from the trunk and tell students what they will learn and why.**
   - How many of you know what this is? A: Explore answers. Validate "ore from a silver mine." Today we're going to talk about ore, so you know more about where silver comes from.

2. **Encourage students to observe the properties of ore; define ore.**
   - *Ask:* What do you notice about this rock called "ore"? Describe the color, the texture, the parts of this rock. A: Explore responses.
   - *Explain:* The valuable silver that came from Park City's silver mines was mixed up inside big rocks.
   - This mixture of rocks, silver and other useful metals is called "or e."
   - Ore is what miners load into ore cars and take to the surface.
   - Once the ore is out of the ground, it must be processed using heat and chemicals to get the valuable silver out of it.

3. **Explain what prospectors do.**
   - If the valuable silver was mixed up inside rock, how do you think miners knew where to dig a mine? A: Explore responses.
   - Ore sometimes sticks out of the ground in a heap of rock called an "outcropping."
   - Prospectors look for outcroppings.
   - If prospectors found an "outcropping" on the surface of the earth, they often used dynamite to blow up the outcropping. They took samples of ore to a person in town called an "assayer."

4. **Explain what assayers do.**
   - *Explain:* An assayer was a miner who tested the ore sample for the prospector to see how much silver it contained.
   - If the rocks had enough silver, the prospector would claim the rights to the land where he found the ore. This was called a "claim."

5. **Display Trunk photo 16: Miners in a Drift and explain why miners had to work hard.**
   - Miners had to work hard to get tons and tons of rock out of the mines. Why do you think this was so?: A: Explore answers. Most Park City mines only produced 13 ounces of silver from one TON of ore!

6. **Use the container of beans and the silver beans in the Trunk to demonstrate the ratio of silver found in one ton of ore.**
   - There are 2000 pounds in one ton. What do you know weighs one ton? A: *Explore answers* – a car, a big pile of sand, etc.
   - Let's pretend this container has 2000 beans in it, so imagine this is one ton of ore.
   - Lets pretend these four silver beans are 13 ounces of silver.
   - Miners needed to dig up all the rocks in this container just to get this much silver!

Extension:

Display Trunk Photos 16-22 and read the captions.

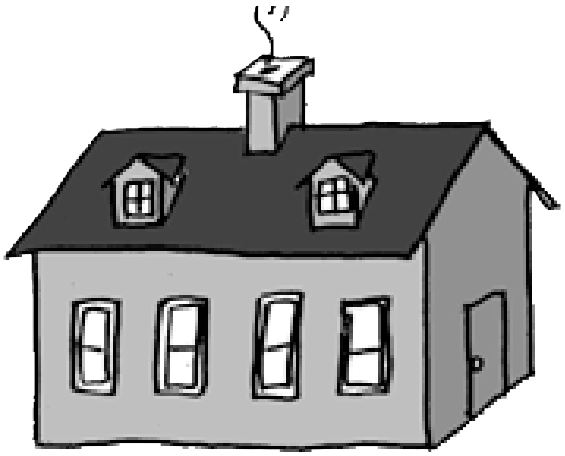
Companion to:

Optional Lessons:

Language Arts

Art

Culminating Projects



Discover Trunk Photos & Artifacts

Companion to:

LESSON 1 LESSON 2 LESSON 3

Student Activity/Product

Students explore trunk.

Time Required

Various

Materials

Trunk Photo Pouches:

1. The Anderson Family (Lessons 1 & 3)
2. Mining (Lesson 2)
3. Where did miners live? (Optional)
4. Where did miners shop? (Optional)
5. Where did miners children go to school? (Optional)
6. What did mining families do for fun? (Optional)

Learning Objectives

Students will be able to:

Listen to information about historic pictures and:

- Identify details in historic pictures and make informed guesses about the life of a miner and/or his family
- Tell stories about miners and their families from 1885-1920

Core Curriculum Requirements

Standard VII: Understand, interpret, and analyze narrative and informational text, Objectives 2 & 3

Suggested Uses for Trunk Photo Pouches & Artifacts

The *Life of a Miner and His Family* Trunk is designed to be used in many ways by the teacher and the students. Here are just some ideas. We're sure you can think up some others of your own:

1. Select a pouch of photographs to read to children every day.
   - ✔ The captions & questions on the back of the photographs are intended to help you teach students how to notice details in historic photographs and make assumptions or guesses about the subjects of the photographs.
2. Read the captions on the artifacts or have groups of children read the captions. Discuss the artifacts and write stories about them.

Write a Miner's Letter Home

Suggested Culminating Activity

Student Activity/Product

Students pretend to be a miner and write a "letter" of at least five sentences to a parent in his home country; then illustrate the letter.

Time Required

60 minutes

Materials

Writing materials
Art supplies
Computer for typing up letters (optional)

Learning Objectives

Students will be able to:

- Tell a simple story about a miner
- Name a country that a Park City miner may have come from

Core Curriculum Requirements

Content Standard VIII: Writing

Objectives 1-4

Teacher Guide

1. **Tell students what they will learn and why.**
   - Today we'll do a writing project where you can tell a story about a Park City miner or his family to illustrate what you know about their lives.

2. **Ask students to brainstorm a list of some of the interesting things they have learned about Park City miners and mining.**

3. **Give the writing assignment.**
   - Many Park City miners lived far away from their parents. The only way they communicated was by letter.
   - Imagine you are a miner in Park City in 1900. Your life here is very different from the life you left in your home country. What would you like to tell you parents about your new life?
   - The letter should be at least five sentences long and include a picture. You can select any home country from the world map.

4. **Create a "Letters from Miners" bulletin board to display students' letters and pictures.**

Create a Timeline

Suggested Culminating Activity

Student Activity/Product
Students identify events and years; and illustrate a timeline.

Time Required
60 minutes

Materials
Writing materials
Art supplies
Computer for typing up labels (optional)

Learning Objectives
Students will be able to:

- Identify significant events between 1885 & 1920 discussed in the learning materials
- Create a timeline and illustrate the events

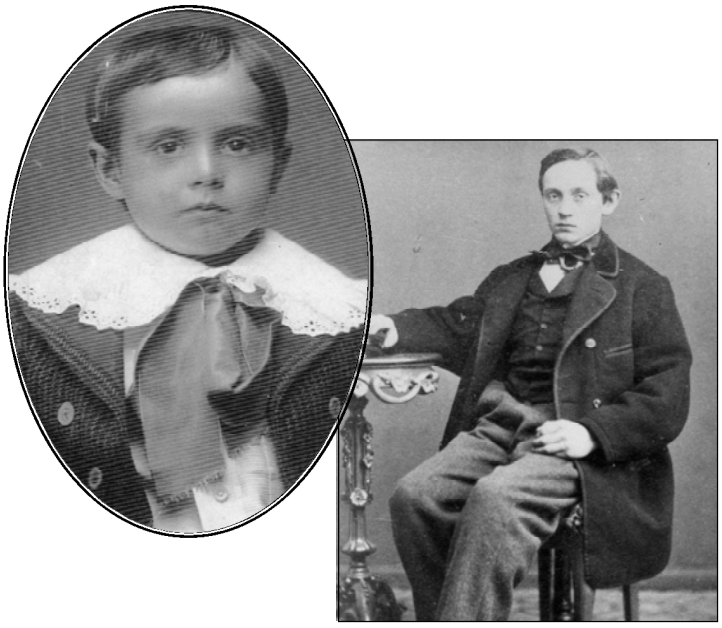
Core Curriculum Requirements
Standard II: Develop a sense of self in relation to families and community.

Objective 1c: Explain how families and communities change over time.

Teacher Guide

1. **Tell students what they will learn and why.**
   Explain: We'll create and make pictures for a timeline about the Anderson Family and all the things we've learned about mining families in Park City to illustrate what you know about their lives.

2. **Review the timeline on the next page. Have children label and illustrate the events**.



Timeline

1848..... Mormon pioneers settle in Utah

1849..... John Anderson born in Norway

1868..... John Anderson sails to America

1869..... Silver is discovered in Park City (Flagstaff Mine)

1875..... First school is built for the children of miners at the Ontario Mine

1878..... Silver discovered at the Woodside Mine

1885..... Kimball Brothers Stage Coach starts service to Salt Lake City

1885..... City Hall is built at 528 Main Street

1880..... Railroad comes to Park City

1887..... Bill Bennett is named City Marshall

1887..... The Anderson Family moves to Park City

1887..... John Anderson starts work at the Ontario Mine

1889..... Electricity comes to Park City

1892..... Lots of stores on Main Street

1898..... Grand Opera House is built

1898..... Lafe Anderson born in Park City

1904..... Lafe (age 6) starts first grade at the Jefferson School

1906..... Telephones come to Park City

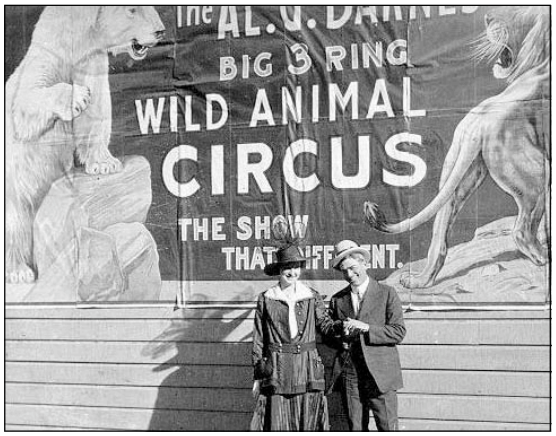
1907..... Nickelodeon comes to town

1907..... Silent movies come to town

1908..... Model T is sold for $950

1916..... Circus comes to town

____ .....Today's class is in 2nd grade



Play Vocabulary Charades

Suggested Culminating Activity

Student Activity/Product

Students play "Charades" using the words from the Glossary.

Time Required

15 minutes

Materials

Glossary words written on separate slips of paper
Hat, paper bag or other container
Mining Diagram from Lesson 1 (optional)

Learning Objectives

Students will be able to:

- Demonstrate knowledge of the meaning of vocabulary words
- Act out and mimic concepts and skills

Core Curriculum Requirements

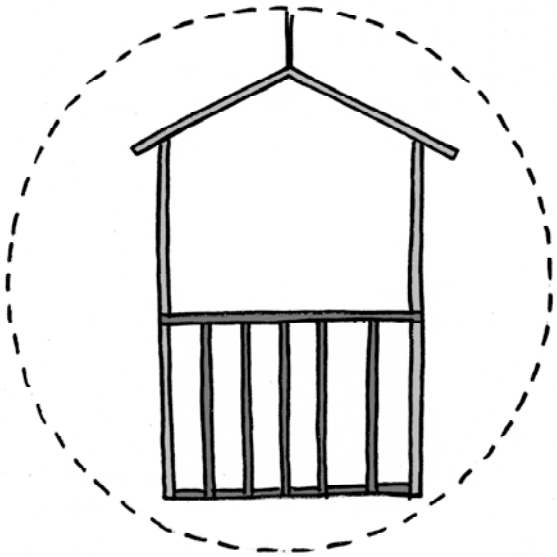
Standard I: Students will develop a sense of self

Objective 3: Develop and use skills to communicate ideas, information, and feelings.

Teacher Guide

1. **Tell students what they will learn and why.**
   Explain: We'll play Charades with the words you've learned about mines and mining.

2. **Explain the rules and play the game:**
   - Put all the words in a hat.
   - Divide the class into two teams.
   - The first child from one of the teams chooses a word from the hat.
   - The child acts out the word without talking.
   - The other team guesses the word and writes it on the board.
   - Then it's the next team's turn.
   - The team with the most guessed words wins.
   - Optional: Keep score for correct spelling.



Make a Moving Picture

Focus: Art

Student Activity/Product

Students create a thaumotrope; discuss optical illiusions and how moving pictures work.

Time Required

30 minutes

Materials

Trunk Photo 46:
Nickelodeon & the Electric Theatre
Picture of miner and cage - 1 per child from Handouts section
Cardboard disks (1 per child), cut to the same size as the miner and cage
Scissors
Tape
Coloring supplies
String in 1 foot lengths
A flip book (optional)

Learning Objectives

Students will be able to:

- See an optical illusion
- Relate the optical illusion to moving pictures -- movies

Core Curriculum Requirements

Not applicable

Teacher Guide

1. **Display the Trunk Photo 46: Nickelodeon & the Electric Theatre, and read the caption on the back.**

2. **Tell students what they will learn and why.**
   Explain: Today we'll create a miner in a cage and talk about how moving pictures work.

3. **Create the "Miner in the Cage."**
   - Color the picture discs.
   - Cut out the picture discs.
   - Glue the disks on each side of the cardboard.
   - Attach a string to the top of each disk.
   - Spin the disk and see what happens!

4. **Discuss the "Miner in the Cage" and how moving pictures work.**
   Ask: When you spin the disk, why does the miner look like he's in the cage?
   A: This optical illusion tricks your eyes into thinking there is a whole picture when you are really looking at two pictures. Moving pictures work much the same way. Movies are made up of thousands of pictures moving very fast. They make the action happen.

   How many of you have seen a "Flip Book?"
   Explore answers: The first Nickelodeon machine was made of many images, just like a flip book.

Make Clothespin Dolls

Focus: Art

Student Activity/Product
Students create clothespin dolls

Time Required
30 minutes

Materials
Order wooden clothespins off the internet. A useful site is Blick Art Materials at www.dickblick.com. Search for "doll pins." A bag of 30 is only $2.19.
Sharp-point felt-tipped pens for drawing faces on tiny clothespin heads
Scissors
Tape
Coloring supplies
Colored paper and/or pieces of cloth
Clothespin doll from trunk

Learning Objectives
Students will be able to:
- See a sample clothespin doll
- Create their own clothespin dolls

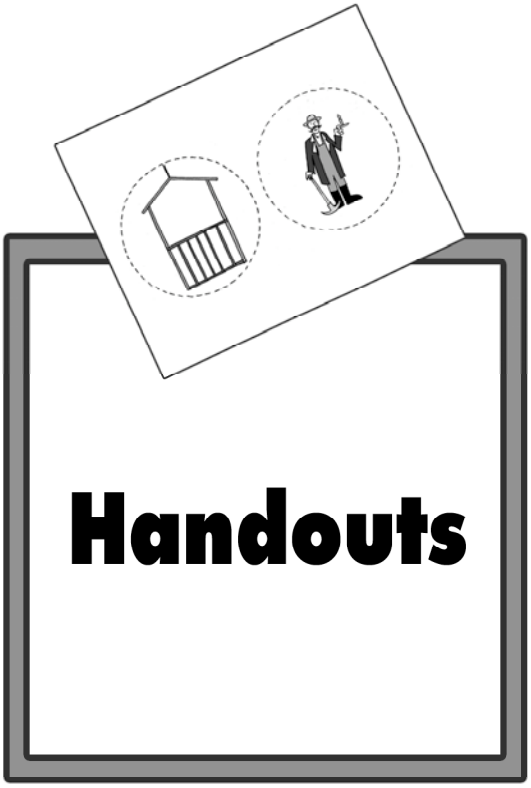
Core Curriculum Requirements
Not applicable

Teacher Guide

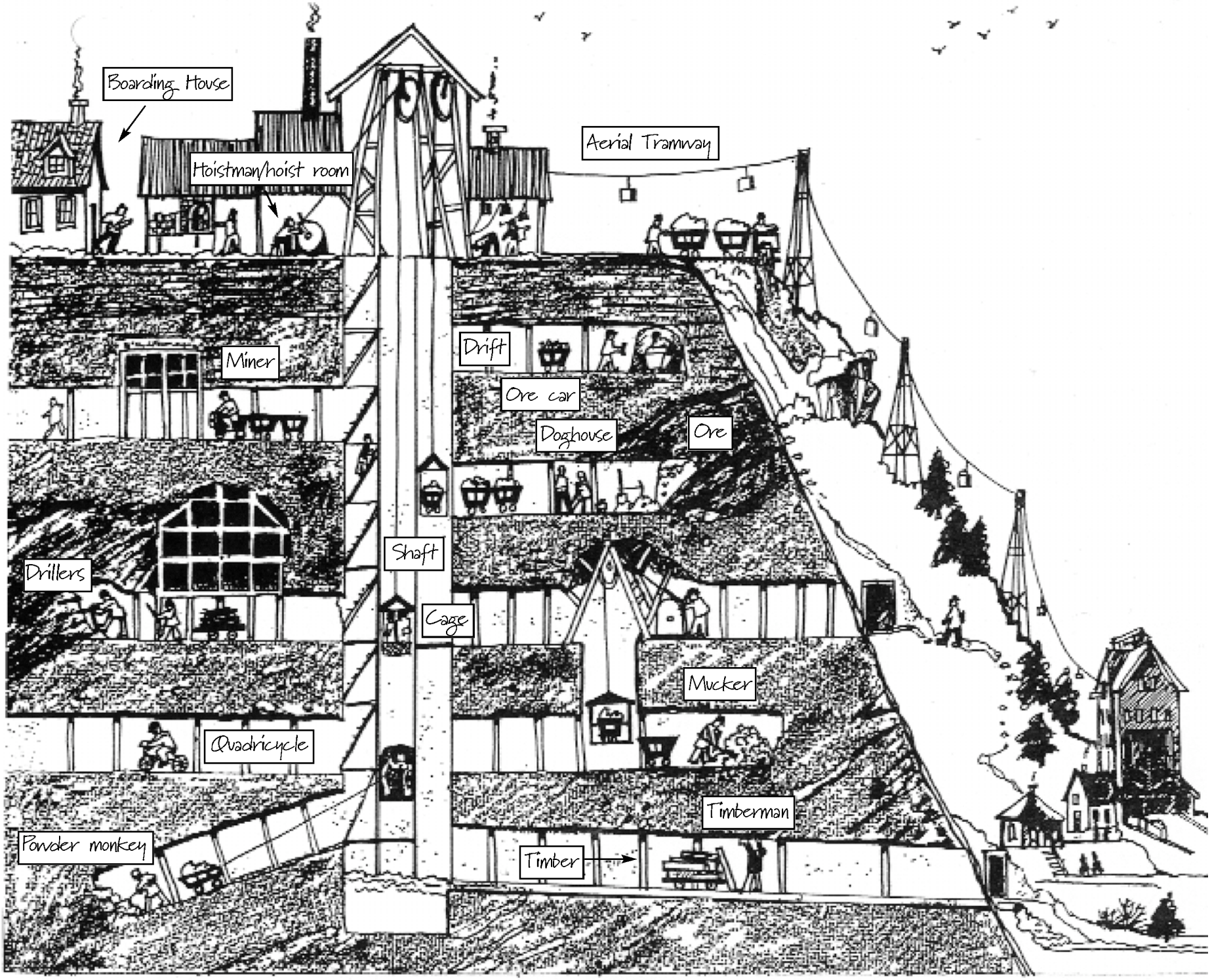
1. **Display the Clothespin Doll in the trunk and tell students what they will learn and why.**
   Explain: There weren't any toy stores in Park City one hundred years ago. Most parents didn't have the money to buy toys, so children made them. Here is a doll made out of an old-fashioned clothespin. Today you can make your own clothespin dolls.

2. **Distribute materials and have the children make their own dolls.**

Note:
The Park City Museum may include this lesson on the museum tour, time permitting.



Handouts



English Glossary

Aerial Tramway – Overhead transportation for ore from the mines.

Assayer – A miner who determined the value of ore samples.

Boarding House – A building where miners slept and ate.

Cage – An open-air elevator car in a mine.

Coasting Lanes – Park City streets on which children were allowed to sleigh ride.

Doghouse – The miners' break area for eating meals in the mine.

Drift – A horizontal tunnel dug out from the shaft.

Drillers – Miners who made holes in rock for dynamite.

Graph – A picture that helps you measure numbers of things or people and compare numbers.

Hoistman/hoist room – The miner who operated the cage and worked in the room that housed the elevator machinery.

Mine/mining – Removing precious or useful metal (ore) from the earth.

Miner – A person who works one or more of the jobs in a mine.

Mining products – Metal, minerals, or gems that are produced from a mine.

Mucker – A miner who shoveled ore into ore cars.

Ore – Rocks with precious or useful metal inside.

Ore car - A small rail car used to transport ore.

Outcropping - Rocks with valuable ore that stick out of the ground.

Packet ship – A sailing ship that carried mail, packages, and passengers.

Powder monkey – A miner who prepared dynamite.

Prospectors – Miners who searched for silver by looking for outcroppings.

Quadricycle – A bicycle with 4 wheels that traveled on rail tracks.

Silver – A valuable metal found in Park City mines.

Sleigh riding or coasting - Sledding.

Shaft – A deep vertical hole into the ground.

Subject to prosecution – Be tried in court for violating the rules.

Timber – Huge wooden beams.

Timberman – A miner who used timber to hold up the shaft and drifts.

Ton – 2000 pounds. A small car usually weighs one ton.

Truancy – Unexcused absence from school; "pla ying hookey."

Vandalism – Mischief, often done by kids & teens, that damages other people's property.

Violating the rules – Breaking the rules.

Spanish Glossary

Aerial Tramway. Tranvia Aereo - Transporte de arriba para el mineral de las minas.

Assayer - Un Minero que determino el valor del mineral de plata muestra.

Boarding House. Pension - Un edificio en donde los mineros durmieron y comieio.

Cage. Jaula - Un Coche del elevador abierto del aire en una mina.

Coasting Lanes. Veredas Para Pasar en Nieve - Las calles de Park City sobre las cual es permitieron a ninos al paseo de trineo.

Doghouse. Perrera - Area para comer comidas en el mio.

Drift. Ventisquero - Un tunnel horizontal excavcio hacia del pozo.

Graph. El grafico – Un cuadro que le ayude a medir numeros de cosas, o personas, y compara numeros.

Hoistman/hoist room. Cuerto de Hoistman/Hoist - El minero que hizo funcionar la jaula y trabajo en el cuerto que contuvo la maquinaria del elevator.

Mine/mining. Mina / Minando - Quitando el metal precioso o util, de la tierra.

Miner. Minero - Persona que trabaja uno o mas de los trabajos en una mina.

Mining Products. Productos Que Minan - Metal, minerals o gemas que se producen de una mina.

Mucker - Minero que hizo trabajo inexperto como la cava del mineral en los coches.

Ore. La Menal - Piedras con el metal precioso o util dentro.

Ore car. Coche del Mineral - Un coche del carril transportaba el mineral.

Outcropping. El Alforamiento - Piedras con valioso de pegan de la tierra.

Packet Ship. Barco del Pacquete - Une barco que llevo correo, los paquetes y pasajeros.

Powder Monkey. Mono del Polvo- Minero que preparo la dinamita.

Prospectors. Buscadores - Mineros que buscaron la plata, buscando alforamientos.

Quadricycle. Quadracycle - Un bicicleta con cuatro yantes que viajaron en el ferrocarril via ferrea.

Silver. Plata - Un metal precioso.

Sleigh riding or coasting. Montar a Trineo - Paseo en trineo.

Shaft. Pozo - Un tunnel profundo en la tierra.

Subject to prosecution. Puede ser Procesade - Puede ser intentado en un tribunal para un delito.

Timber. Madera - Vigas de Madera enormes.

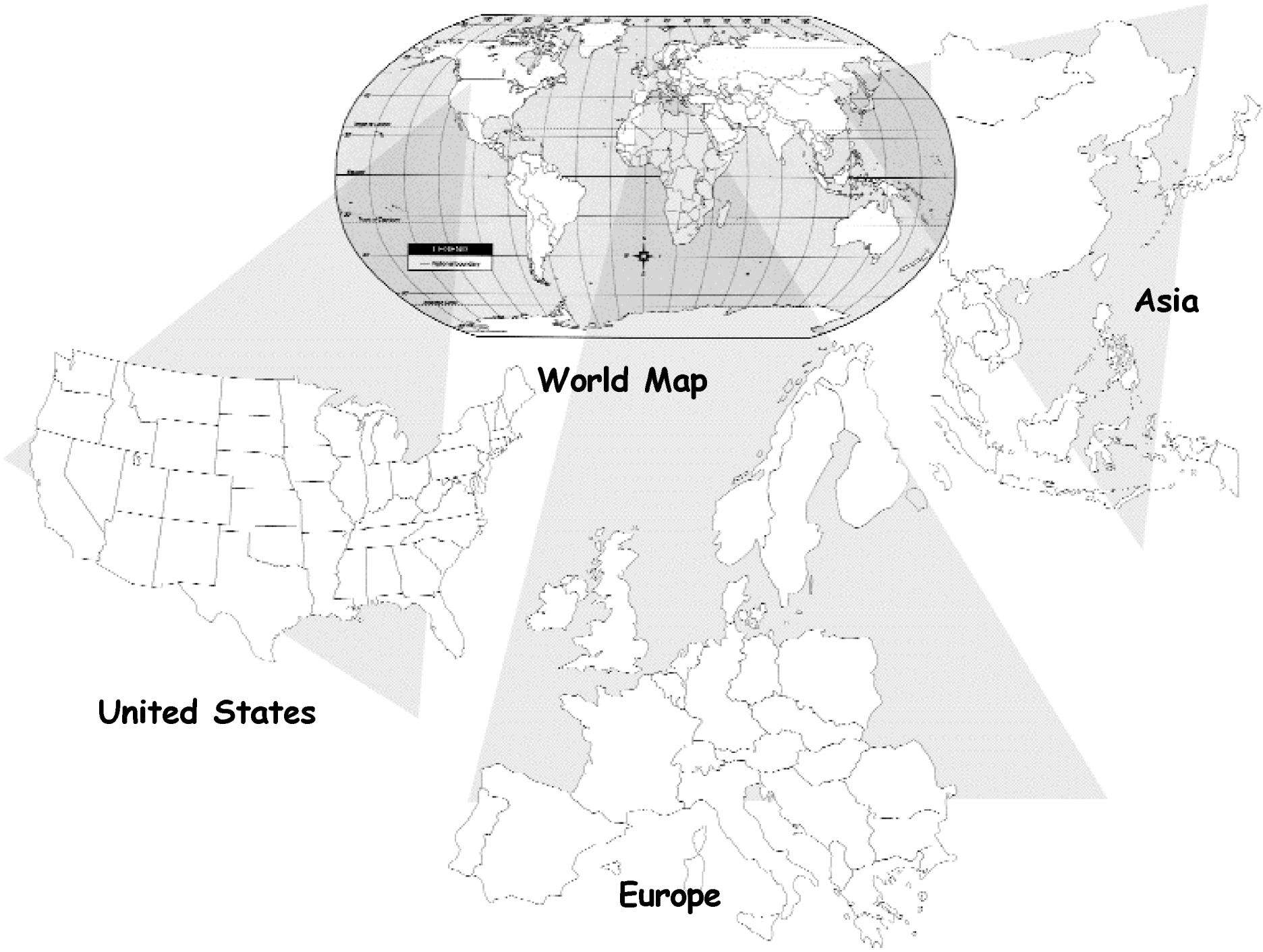
Timberman - Un minero que utilize la Madera para soportar el pozo y ventisquero.

Ton. Tonelada - Dos mil libras. Un coche pequeno pesa genralmente un tonelada.

Truancy. Hacer Novillos - Ausencia imperdonada de escuela.

Vandalism. Vandalismo - El vandalismo es la travesura hecho a menudo por los ninos y los adolescents que dana la propiedad de otra gente..

Violating the rules. Violating las reglas - Violar las regulas

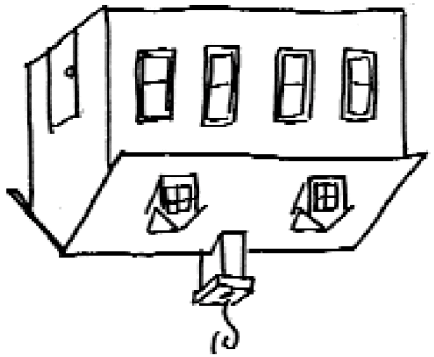


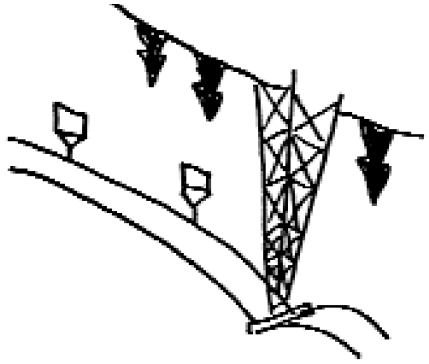
Vocabulary Cards

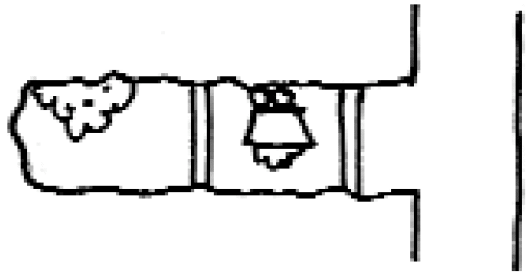
Copy single-sided and cut as shown. One deck per pair of students.

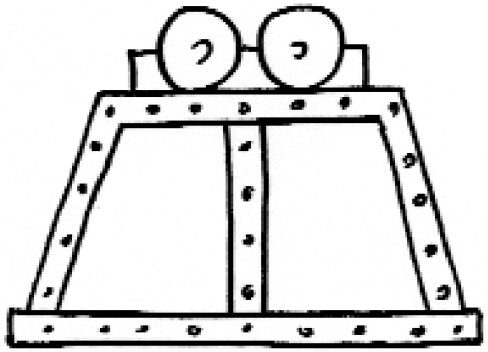
Copy double-sided for Answer Key. 

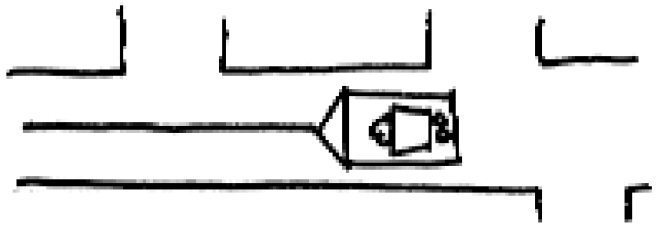
Timberman	Ore	Driller
Hoistman	Mucker	Powder Monkey
Ore Car	Cage in shaft	Quadricycle
Boarding House	Aerial Tramway	Drift

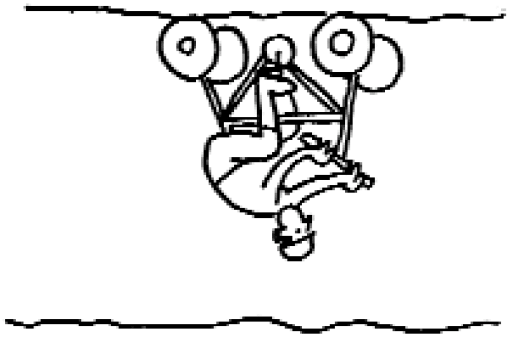


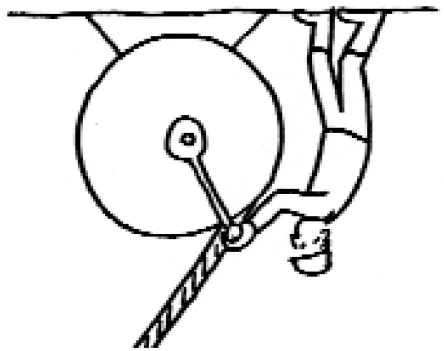


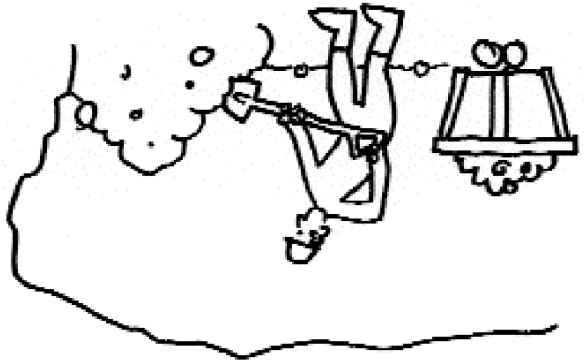


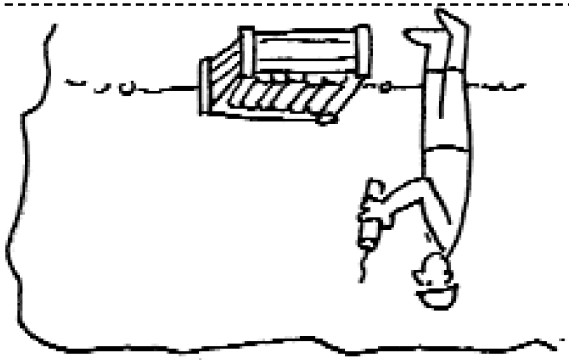


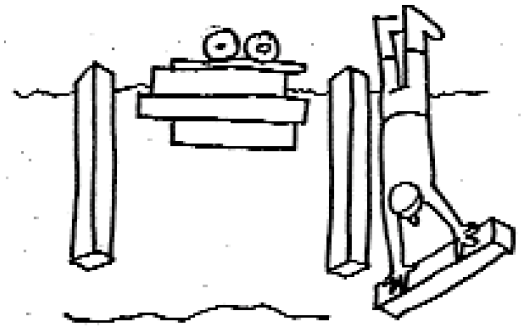


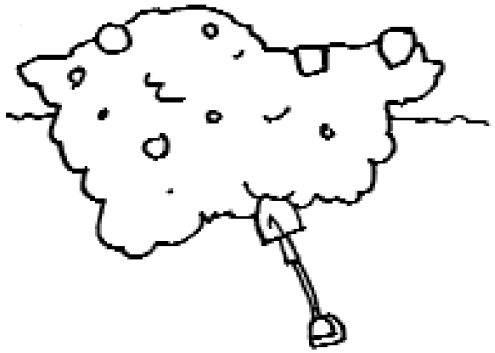


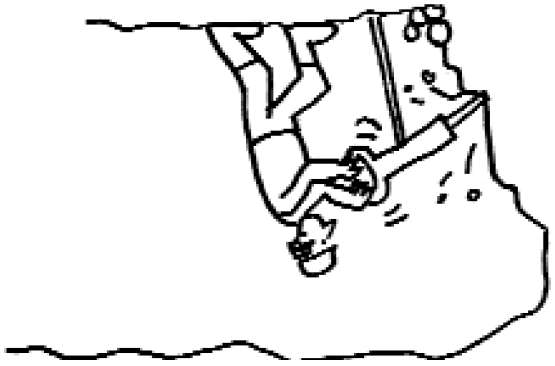












Kids in Jail!

Once upon a time there were two children. Their names were Sam and May. They lived in Park City in 1910. Their father worked in a mine.

They lived on Daly Avenue. They walked to the Jefferson School every day.

One morning, there was lots of snow.

"Let's go sledding!" Sam said.

"But we go have to go to school," said May.

"Just one ride," said Sam.

May loved to go sledding. She wanted to go very much. "Okay," she said.

They said goodbye to their mother and got their sled. May walked toward a street where it was okay to sled.

"Let's go down Main Street!" said Sam.

We can't do that!" said May.

"No one will see us," said Sam.

"But we can get hurt!" said May.

"No we won't. Come on!" said Sam.

So they went sledding. Down, down, down. It was a long, fun ride.

At the bottom of Main Street, they started back up. Bright sun lit up the street.

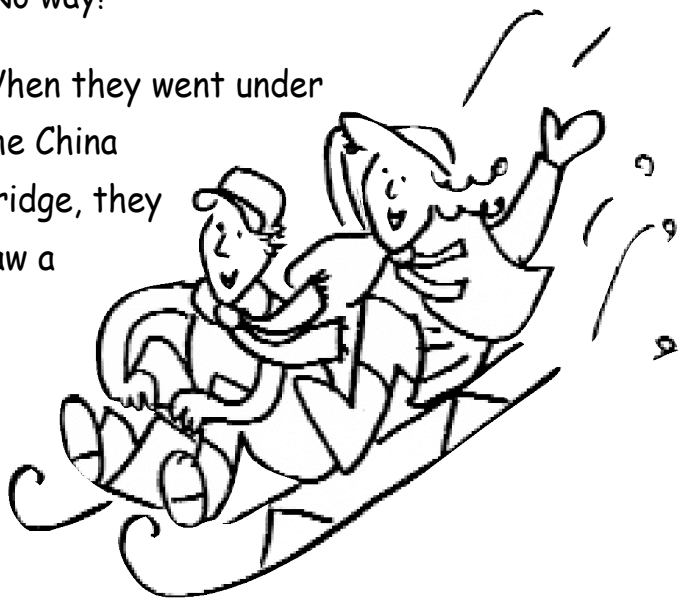
"People will see us," said May.

"We'll go through Chinatown," said Sam.

"You're not afraid?" asked May.

"No way!"

When they went under the China Bridge, they saw a



Chinese man with long hair down his back. He pointed at them . "Early birds who fly must cry!" he said. Sam and May thought he was strange.

Up the street, they saw a wagon full of soda pop bottles from McPolin's Soda Pop Company. The driver was gone.

"I'm thirsty," said May.

"Here," Sam said. He took a bottle of pop off the wagon. Just then the driver came back. He was mad.

"Run!" Sam said.

When they got to the top of Main Street, they saw their school on the hill. They also saw an open can of red paint on the stairs.

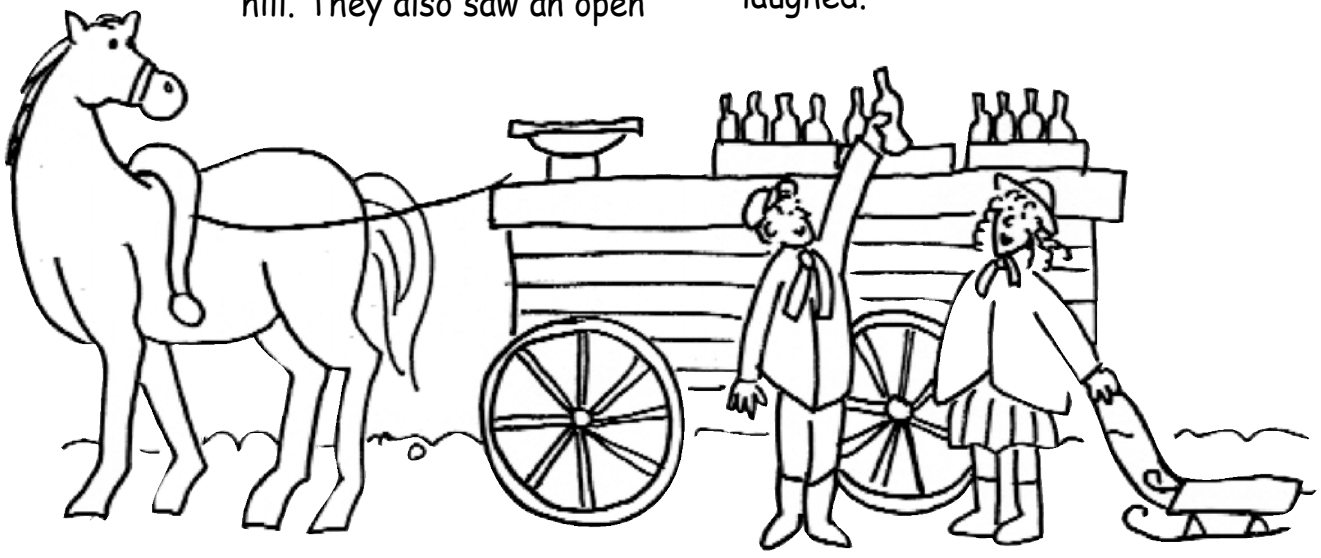
Sam picked up the paint brush and painted the snow red.

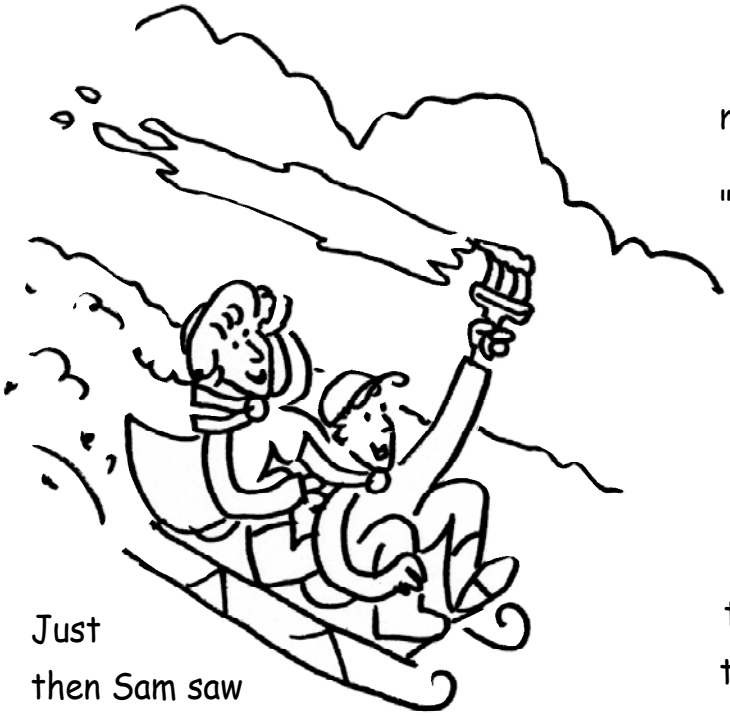
"It looks like blood!" said May.

Sam laughed. "Let's sled down the street and paint the snow banks on the way!"

"Okay!" said May, forgetting about school.

They flew down Main Street on the sled. The paint made a big red line on the high snow banks. The children laughed.





Just then Sam saw something that made him stop laughing. Mrs. Hodgson's new car was parked in front of her jewelry store.

He tried to turn away! Too late! The paint brush made a red line on the dark black car.

On they went -- down, down, down.

At the bottom of Main Street they ran into the arms of City Marshall Bill Bennett. He was waiting for them!

City Marshall Bill Bennett was a big man. One of his arms was made of wood. He had a hook for a hand. His first arm had been blown off by dynamite in a mine. He was very mean.

"I've got you!" he shouted, and he took them to jail.

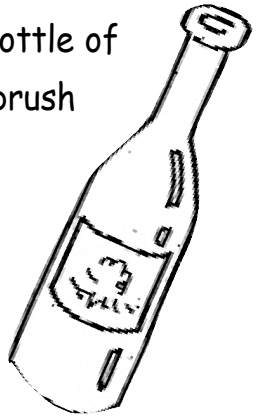
At the jail, Mrs. Hodgson was there. "Someone painted a red line on my new car!" she said.

Mr. McPolin was there. "Someone took a bottle of soda pop from my wagon!" he said.

The principal of the school was there. "Two children played hookey from school today!" she said.

Sam & May's mother was there. "My children are lost!" she said.

City Marshall Bill Bennett came in with Sam & May. "These two children went sledding on Main Street!" he said. "I found a bottle of pop and a red paint brush in their sled."



"My babies!" cried Sam and May's mother.

May shouted, "Mother!" and hid behind her dress. She was afraid of Marshall Bennett.

Marshall Bill Bennett looked very mean. "What shall we do with these two bad children?" he roared.

Mrs. Hodgson said, "They can work for me every Saturday in my jewelry store until they pay for my car," she said.

Mr. McPolin spoke next, "They can pay me for the pop too."

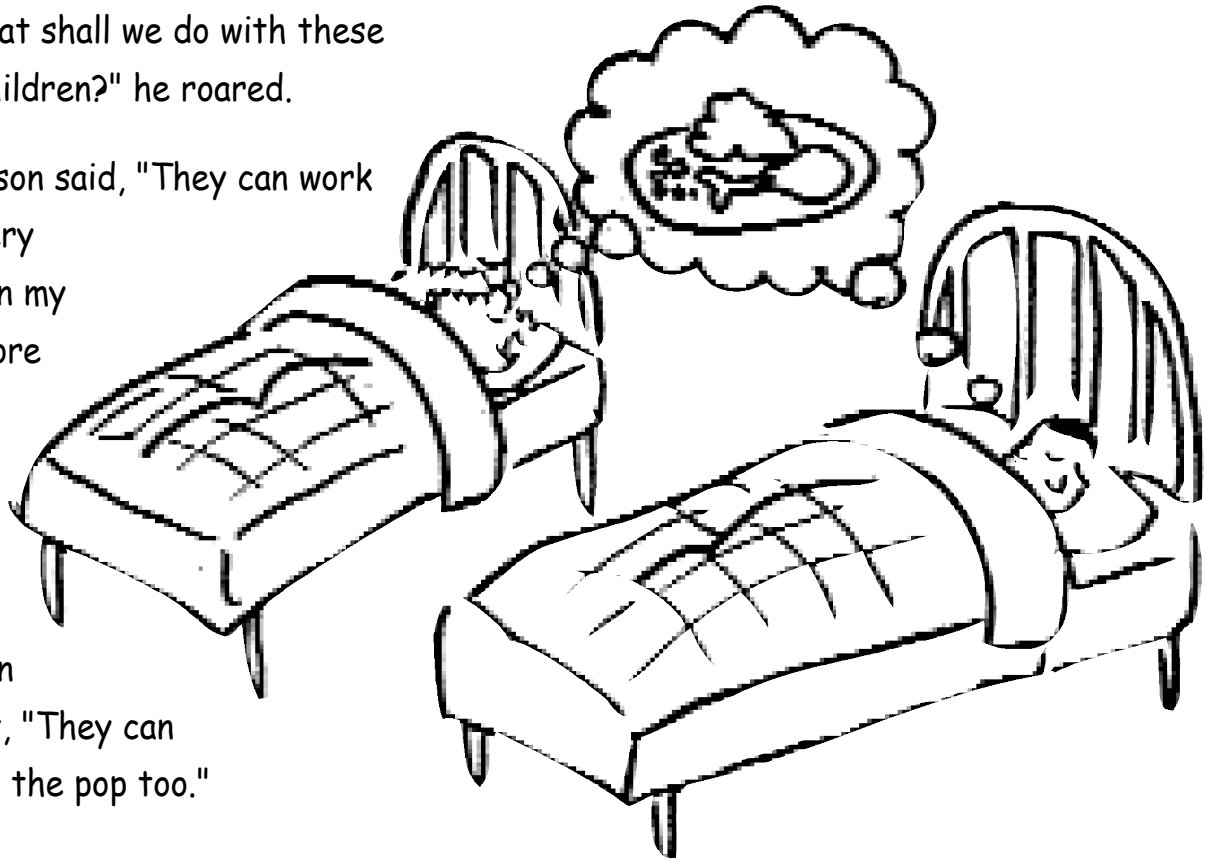
The school principal said, "They can clean the school every day for a month."

Marshall Bennett roared, "If you do these things, you won't have to stay in jail!"

"We promise," May said.

"We're sorry," Sam said.

Sam and May were even more sorry when their father came home from the mine that night. He put them to bed without any supper!



Dear Parent Chaperone -

When I went on school trips with my children, I loved the title of "chaperone." It sounded so sweet, so exalted, so easy. An outing to a museum with all those cute kids — what could be more delightful? Little did I know, I was actually expected to DO something. Now that I'm a curator in a museum myself, I've suddenly found out why. Here are the expectations of chaperones:

- ✔ **Stay with your group.** The children will be going to stations and meeting a new docent every 15 minutes, so your presence is the only constant during the tour.
- ✔ **Help children pay attention** with kind but firm words. Side chatter is distracting to learners.
- ✔ **Sit by a disruptive child** or briefly remove that child from the group. The museum is very small so disruption affects all tour groups, not just yours.
- ✔ If a child must leave for any reason (visiting the bathroom being the most common), please **stay with that child.**

We're very grateful for all your help and suggestions. Have a wonderful tour!

— Lola Beatlebrox, Education Curator, Park City Museum

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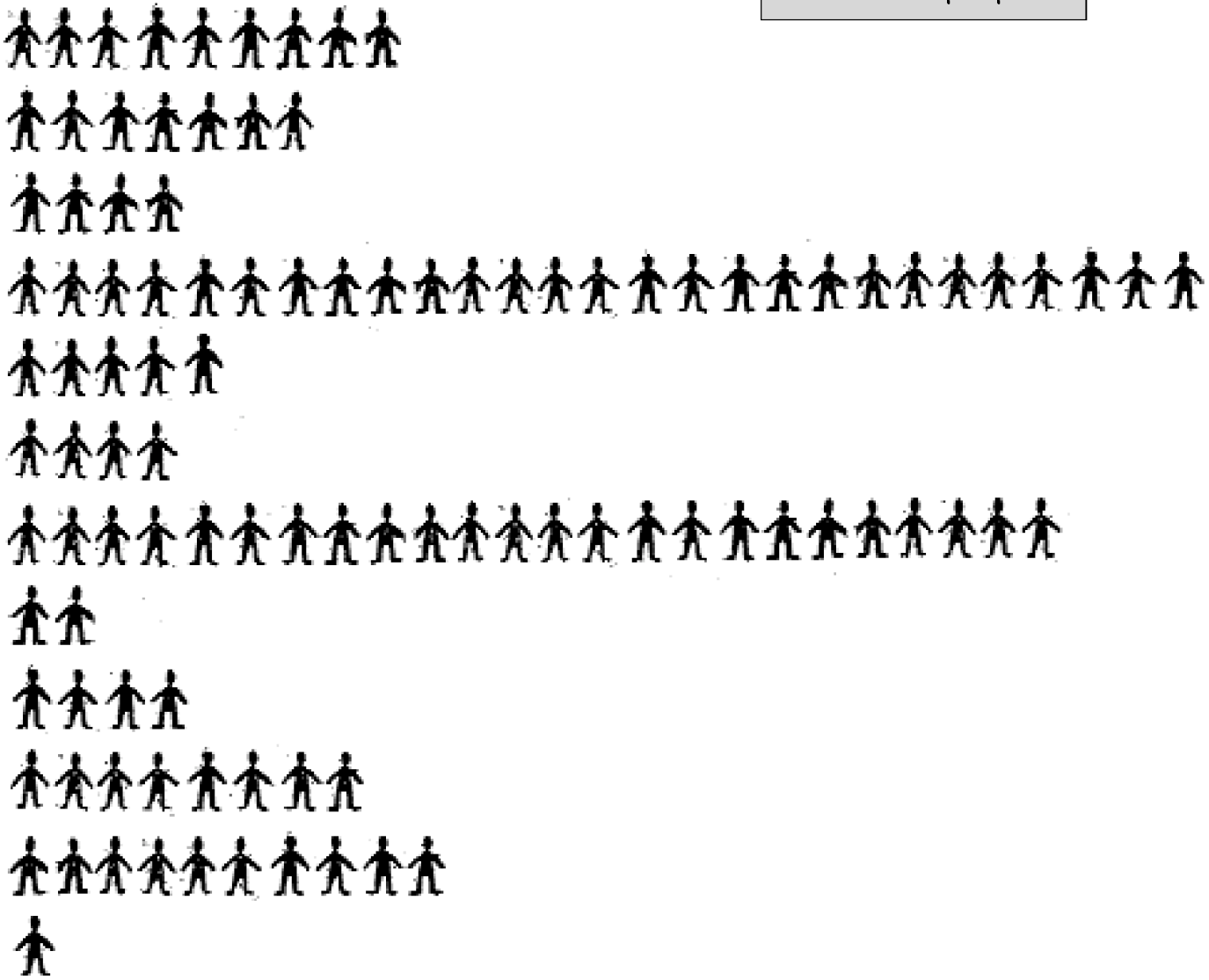
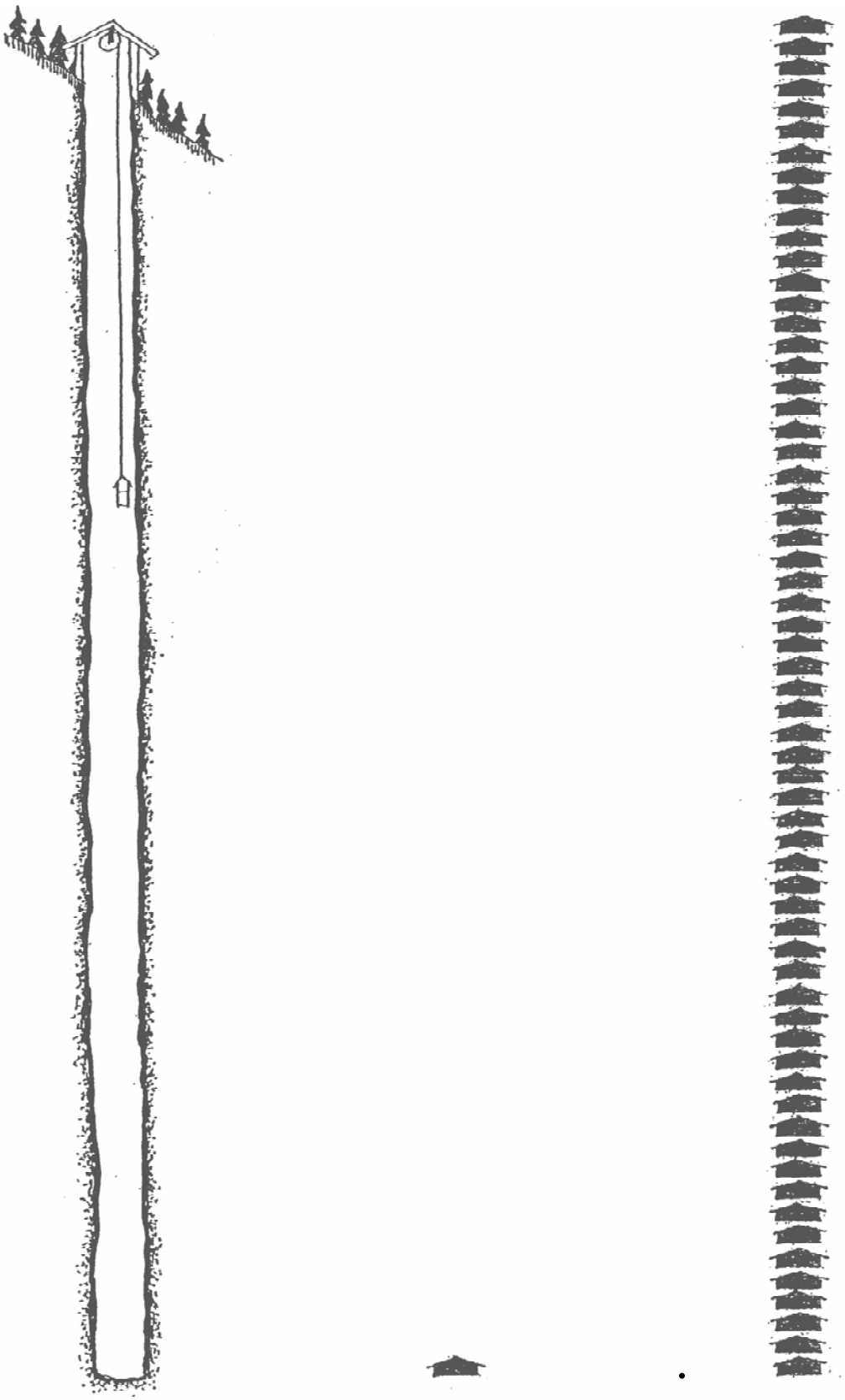
How Many Irish? How Many Swedes?

KEY
= about 10 people



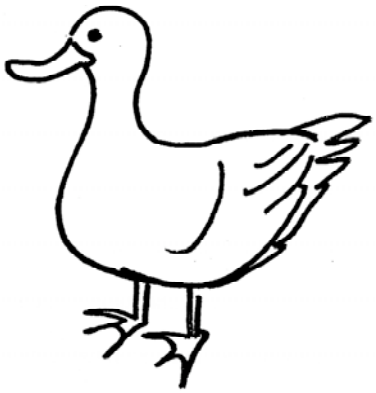
How Many Schools Are In A Mine?

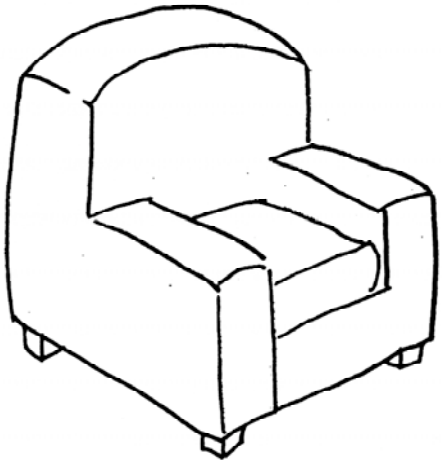


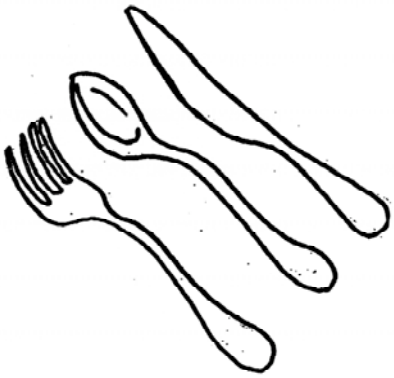
Mine Shaft Your School You

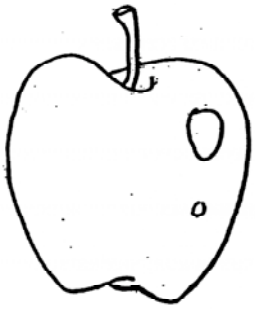
What Comes From a Park City Mine?

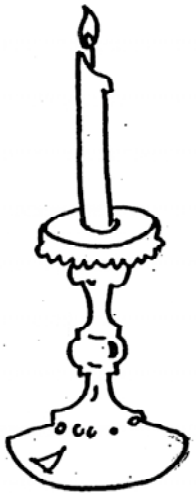
Circle the things made of metal.

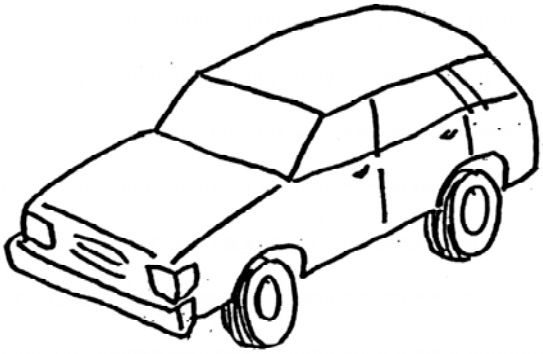




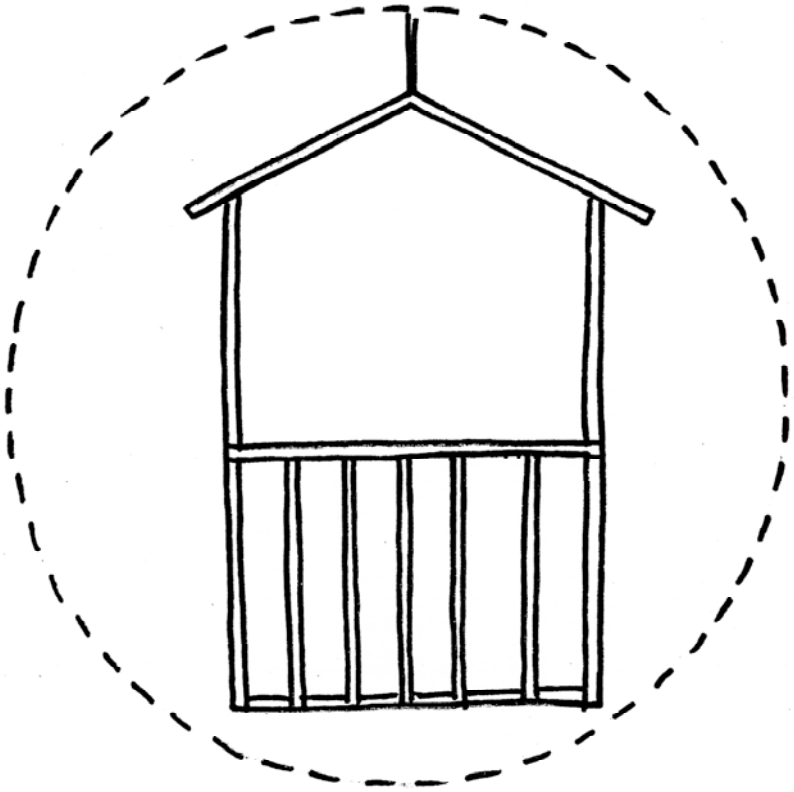








Miner in a Cage



Feedback Form

Thank you for using the curriculum materials for the Park City Historical Society & Museum's 2nd grade program, "Life of a Miner & His Family: 1885-1920." Please take a few moments to fill out this questionnaire, so that we may improve the program for next year. Please indicate whether you taught the lesson or not.

Lesson	Comments
Lesson 1: Where Did Miners Come From & How Did They Get Here?	
Lesson 2: What Did Miners Do?	
Lesson 3: Why Did Park City Have A Jail?	
Lesson 4: Museum Etiquette & The Museum Experience	
How Far Did Miners Travel?	
How Many Irish? How Many Swedes?	
How Deep Is A Mine?	
Do I Use Things That Come From A Mine?	
What Is Ore?	
Discover Trunk Photos & Artifacts	
Write a Miner's Letter Home	
Create a Timeline	
Play Vocabulary Charades	
Make a Moving Picture	
Make Clothespin Dolls	

Write any additional comments on the reverse side of this form. Fold and return this self-mailer to the Park City Museum. **Thank you for your help!!!**

Your name: _____

Address: _____

_____

Telephone: _____

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Lola Beatlebrox
Education Curator
Park City Museum
P.O. Box 555
Park City, UT 84060

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