# The #2 Quincy Shaft-Rockhouse: 9,240 Feet into the Earth

## I. Introduction: 9,240 feet into the earth ...

The Quincy #2 Shaft-Rockhouse was built in a place (just north of Hancock, Michigan) that for a period of over 100 years drew men into the earth to bring back an ore (copper) that was a key ingredient in the development of the Industrial Revolution in the United States.

The Quincy #2 Shaft-Rockhouse, still stands today atop a hill that overlooks one of the most beautiful pieces of land in the midwest section of the United States. The Italians, Finns, Swedes, Slavs, Germans, Irish and Cornish men that entered the Shaft-Rockhouse were engaged in what was the most dangerous profession in the United States for that time period.

This is the story of The Quincy #2 Shaft-Rockhouse and the people that went 9,240 feet into the earth to work there, becoming key players in the development of the United States into an industrial giant.

## II. About this Lesson

**A.** The #2 Quincy Shaft-Rockhouse is located just north of Hancock Michigan. It stands like a giant dinosaur on the ridge of a hill along U.S. Highway 41. Ted Holmstrom, the author of this lesson plan, has lived in the shadows of this structure for the past 15 years. He used the archives of Keweenaw National Historical Park and Michigan Technological University, along with his own collection of photos and historical documents to provide the information presented in this lesson plan.

## B. Where it fits into the curriculum

***Topics:*** This lesson can be used in American history units on the Industrial Revolution and Immigration in late 19th century and the early 20th century
***Time period:*** Late 19th century and early 20th century

**The Development of the Industrial United States (1870-1900)**
**Standard 1**: How the rise of corporations, heavy industry, and mechanized farming transformed the American people.

**Standard 2**: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.

**Curriculum Standards for Social Studies. Thematic Strands**

*Social studies programs should include experiences that provide for the study of culture and cultural diversity.*

*Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.*

*Social studies programs should include experiences that provide for the study of people, places, and environments.*

*Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.*

*Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.*

*Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.*

**C. Objectives for students:**

1. To compare and contrast the ethnic nationalities of the mining captains and the workers of The #2 Quincy Shaft-Rockhouse.

2. To compare and contrast the economic situation of their own states mining activity with that of The #2 Quincy Shaft-Rockhouse.

3. To explain the positive and negative externalities of The #2 Quincy Shaft-Rockhouse on the people that worked in it and the communities that surrounded it.

4. To explain how dangerous it was to work at The #2 Quincy Shaft-Rockhouse and understand the precautions the company took to protect itself and the workers.

**D. Materials for students**
The materials listed below can either be used directly on the computer or can be printed, photocopied, and distributed to students.

1) One map page of **The Lake Superior Copper Region**, that includes maps of; The Great Lakes Region, The Keweenaw Peninsula and The Quincy Mining Company Locality.
2) One map page that shows the **Quincy Mine Location** along with its housing and community structures in 1920.
3) One document, **Quincy Mining Co., Rules and Regulations** for the protection of Employees, 1912.
4) **Ten photos** concerning The #2 Quincy Shaft-Rockhouse;
5) **Two drawings of The #2 Quincy Shaft-Rockhouse** in 1908 both interior and exterior.
6) One **list of the last names of people** that worked in The #2 Quincy Shaft-Rockhouse.
7) One document that explains the Quincy Mining Company (Owner of The #2 Quincy Shaft-Rockhouse) and its history.
8) **Two documents concerning ideas for safety** and good worker supervisor relations.

**E. Visiting the site:**
The #2 Quincy Shaft-Rockhouse is located in Michigan's Upper Peninsula just north of Hancock, Michigan. It is 570 miles from Detroit, Michigan, 425 miles from Chicago, Illinois and 340 miles from Minneapolis, Minnesota.

**Summer Season of the Quincy Mine Hoist Association**
Monday-Saturday: 8:30 a.m. – 7:00 p.m.
Sunday: 12:30 p.m. – 7:00 p.m.

**Spring and Fall**
Hours are limited before and after the peak summer season. For current hours, or to book a group tour, please call (906) 482-3101.

## III. Teaching activities

### A. Getting Started ... Inquiry Questions

1. Where is this place in the U.S. and where did the copper go?

2. Where did the workers come from?

3. What were the safety policies and practices?

4. What else could have been done with The #2 Quincy Shaft-Rockhouse after it closed?

### B. Setting the stage

**Place the document that explains the Quincy Mining Company (Owner of The #2 Quincy Shaft-Rockhouse) and its history in this spot.**

### C. Locating the Site

**Map 1: Lake Superior Copper Region.**

These maps show the region and location of The #2 Quincy Shaft-Rockhouse.

**Map 2: Quincy Mine Location. Housing and community structures.**

This map shows some of the housing and community structures completely or partly owned by the Quincy Mining Company in the 1920s. The #2 Quincy Shaft-Rockhouse operated as part of a complex network of mines, hoist houses, stamp mills, foundries, smelters and railroad lines in Michigan`s Upper Peninsula.

### Questions for Maps 1 and 2

**1.** Locate The #2 Quincy Shaft-Rockhouse on Maps 1 and 2.

**2.** The map key on Map 2 identifies other housing and community structures. How many can you locate that are within 2,000 feet of The

#2 Quincy Shaft-Rockhouse? Why is everything so close to the shaft-Rockhouse?

**3.** The Quincy Mining Company practiced paternalism, (the belief that a company should take care of its workers like a father takes care of his children) what evidence do you see of this in map #2?

**4.** Success in copper mining required markets where products could be sold and transportation to get them there. Use Map 1 to identify routes that might have been used to get the copper to markets. Use the region map key to calculate how far these markets were from The #2 Quincy Shaft-Rockhouse. What means of transportation to carry copper ingots to these markets can you identify on Map 2?

**D. Determining the facts**

1. **Last Names of Quincy Mining Captains:**
   a. Rule, Piper, William's, O`neil, Pelto, Jenkins, Kopp, Coombs, Maunders, Jacobs, Whittle, Kendall. **List found at Michigan Tech University Archives, CCVF - Copper Mines and Mining Companies - Quincy.**

2**. Last Names of Quincy Miners renting company houses in 1919.**
   a. Merilainen, Malinen, Wales, Mikkala, Uusitalo, Harmonen, Jacobson, Laitamaa, Turo, Kauppinen, Pelto, Storvis, Salminen, Paaka, Cliff, Hawkin, Latala, Gustavson, Ruottinen, Reimi, Gustavson, Borlace, Pascoe, Wiivo, Goudge, Massini, Pioponen, Koski, Giusti, Forst, Fleming, Monticello, Ricci, Gimigneni, Kujala, Elonen, Salani, Salani, Marko, Priami, Andretti, Bartino, Anttonen, Johnson, Becia, Stefanic, Johnson, Johnson, Nikula, Kamula, Levonen, Kemppainen, Kotila, Kotila, Kotila, Minehan, Yalkanen, Kemppainen, Crowley, Commings, Saari, Leppaluta, Mattson, Hasett, Moilanen, Kotila, Sullivan, Moilanen, Ruski, Finley, Pelto, Mahon, Brown, Lynch, Pantera, Sefanic, Nikula, Komula, Levanen, Kotila, Kotila, Kangas, Larson, Koski, Busch, Lencioni, Nivala, Marta, Biagi, Hale, McMahn. **List found at Michigan Tech University Archives, CCVF - Copper Mines and Mining Companies - Quincy.**

3. **Quincy Mining Co. , Rules and Regulations for the protection of Employes, 1912; Emil Bell`s copy. (From the private collection of Ted Holmstrom.)**

4. **Killer Phrases Which Chloroform Ideas and Put Men`s Minds to Sleep. (From the private collection of Ted Holmstrom.)**

5. **Some Of The Key Points Of Supervisor-Worker Communications. (From the private collection of Ted Holmstrom.)**

**E. Visual Evidence ...**

**a. Photos**

Looking North from The #2 Quincy Shaft-Rockhouse.1-24--Looking North from No 2 Shaft, No 6 Shaft in backgroun.tif

Looking East from the top of The #2 Quincy Shaft-Rockhouse 1-26--[[No 2 Hoist House and Portage Lake, Looking east from.tif

Looking South from The #2 Quincy Shaft-Rockhouse. - 1-4--Looking South from No 2 Shaft, No 7 Shaft in background.tif

The #2 Quincy Shaft-Rockhouse under construction -Construction Quincy #2--ca 1900--200dpi.tif

The #2 Quincy Shaft-Rockhouse under construction -Construction Quincy #2--Trestles--ca 1900--200dpi.tif

Looking from #6 to The #2 Quincy Shaft-Rockhouse - Looking From No 6 Towards No 2 (John Campbell Coll)--ca 1920.tif

The #2 Quincy Shaft-Rockhouse in winter - Quincy #2--ca 1910--200dpi.tif

The #2 Quincy Shaft-Rockhouse mining captains Mining Captains--Quincy Mining Co--ca 1908--200dpi.tif

The #2 Quincy Shaft-Rockhouse workers Quincy Miners Posing for Camera--ca 1890s--200dpi.tif

The #2 Quincy Shaft-Rockhouse workers clearing snow. Quincy Laborers Removing Snow from RR Tracks--ca 1910s--200d.tif

**b. Illustrations ...**

Illustration of The #2 Quincy Shaft-Rockhouse 1908

Illustration of The #2 Quincy Shaft-Rockhouse interior.

**F. Putting It All Together**

The following activities will help the students apply what they have learned.

**Activity 1: What`s in a Name?**

Many immigrants came to work at The #2 Quincy Shaft-Rockhouse. Find out where they came from. Divide students into groups and have each group take the list of people who lived around The #2 Quincy Shaft-Rockhouse and have them use that list to research on the internet what nationality they think each name represents. Use this web site to find possible nationalities for each name www.ellisisland.org/
(Hint, put the last name for both the first and last names.)

They should then compare and contrast their differences of opinion, first among each person in each group and then among each group as a class. Each group should select a spokesperson and a secretary. The spokesperson will present each groups findings to the class and explain why they picked the nationality they picked for each name and explain why they think there is a difference between the nationalities of the Quincy Mining Captains and the Quincy miners renting company houses.

The secretary will turn in the written results of the group to the teacher. Have each group create a poster about the results of their research to and put them up in the classroom. If possible, take last names from your school and do the same thing.

**Activity 2: Worker Safety at The #2 Quincy Shaft-Rockhouse**
Have the students read the documents, Quincy Mining Co., Rules and Regulations for the protection of Employes, 1912, Killer Phrases Which Chloroform Ideas and Put Men`s Minds to Sleep and Some Of The Key Points Of Supervisor-Worker Communications from the Determining the Facts section of this lesson plan.

Mine safety was always an issue between management and labor. Use the documents mentioned above to explain the externalities of mining for copper. An extranality is an unintended consequence of a decision made by a person, company, or nation. Split the class into groups to discuss externalities from the management side and the workers side.

**Activity 3: Economic History of copper mining.**
Ask students to research copper mining in other parts of the country or world to find out how it resembled or differed from The #2 Quincy Shaft-Rockhouse. Some questions students might investigate include:

l. The #2 Quincy Shaft-Rockhouse is an example of deep-shaft mining that dominated copper mining for many years. Were such mining communities part of the economic history of your state or area?

2. What happens in a mining community when a mine runs out of ore?
a. What industry replaces the mining industry? Are the jobs better or worse in the new industry? Give reasons why.
b. What was the environmental impact of mining then and now?
c. Has the disappearance of the mining industry caused widespread unemployment? How has the community responded?

3. If your community or the nearby area has had a mining industry, determine why it is not running now. If your community or nearby area has an operating mine how much longer will it continue to operate? Even if you do not have a history of local mining, what is your community's economic base today? Is it stable? Ask local politicians and business leaders these questions. Split students into groups and have them present their findings in a video documentary.

**Activity 4: Using Photos and Illustrations to answer questions about The #2 Quincy Shaft-Rockhouse.**

Ask students to answer the following questions by looking at the photos and illustrations of The #2 Quincy Shaft-Rockhouse.

1. Are these photos and illustrations of The #2 Quincy Shaft-Rockhouse and the surrounding area primary source documents or not? Why or why not?

2. The area around The #2 Quincy Shaft-Rockhouse contained what kind of buildings?

3. Compare and contrast the looks of the Mining Captains from the workers in the photos.

4. What is the climate like in this area around The #2 Quincy Shaft-Rockhouse?

**Activity 5: What now?**

The #2 Quincy Shaft-Rockhouse finally stopped production on September 1, 1945. It was never used again to mine copper. What could have been done with The #2 Quincy Shaft-Rockhouse?

Divide students into groups and have each group try to come up with innovative things that could have been done with The #2 Quincy Shaft-Rockhouse after it closed. Each group should select a spokesperson and a secretary. The spokesperson will explain each group's ideas to the class as a whole. The secretary will hand in a written report on what each group came up with. After the presentations are done, have each person in the class vote on which group's idea was best. You cannot vote for your own group. Perhaps give the group with the most votes bonus points.

In conclusion, visit the Keweenaw National Historical Park website and learn how such sites as The #2 Quincy Shaft-Rockhouse are being preserved and interpreted. How is this preservation and interpretation of value to the visitors that come to the area and to people throughout the United States?

**G. Supplementary Resources: Great web sites to help you with your activities.**

www.ellisisland.org/

www.schoolscience.co.uk/content/4/chemistry/cumining/index.html

http://uppermichigan.com/coppertown/main.html

www.geo.msu.edu/geo333/copper.html

www.copper.org/innovations/1998/03/butte.html

www.quincymine.com/quincy_mine.html

http://www.mg.mtu.edu/hist.htm

www.nps.gov/kewe

# Quincy Unit Curriculum
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## Historic Photo List, Source, and Credit

**Photo Title:** 1900 QMC Miners ready to descend in a man-car
**Photo Credit:** Photocopied July 1978. (MTU, Roy Drier Collection) MINERS READY TO DESCEND IN A QUINCY MAN-CAR. C. 1900.
HAER MICH,31-HANC,1-115

**Photo Title**: 1890 QMC underground view of three miners cutting mass copper by hand
**Photo Credit:** Photocopied July 1978. (QMC) UNDERGROUND VIEW OF THREE MINERS CUTTING MASS COPPER BY HAND. C. 1890.
HAER MICH,31-HANC,1-124

**Photo Title:** 1927 Underground chute made by building dry walls through an old stope
**Photo Credit:** Photocopied July 1978. UNDERGROUND CHUTE MADE BY BUILDING DRY WALLS THROUGH AN OLD STOPE. 1927.
HAER MICH,31-HANC,1-129

**Photo Title:** 1915-1920 QMC view from No 2 Shaft-rockhouse looking north
**Photo Credit:** Photocopied July 1978. (QMC) VIEW FROM NO. 2 SHAFT-ROCKHOUSE, LOOKING NORTH TOWARDS NO. 6. C. 1915-1920.
HAER MICH,31-HANC,1-86

**Photo Title:** 1875 QMC workforce assembled behind hoist house
**Photo Credit**: Photocopied July 1978. (QMC) WORK FORCE ASSEMBLED BEHIND THE HOIST HOUSE BETWEEN SHAFTS NO. 3 AND 4; MANY SITTING ATOP THE SNOWSHED OVER A TRAMROAD. C. 1875.
HAER MICH,31-HANC,1-73

**Photo Title:** 1908 No 2 Shaft-rockhouse
**Photo Credit:** Jet Lowe, Photographer, July 1978. EXTERIOR VIEW OF 1908 SHAFT-ROCKHOUSE FROM THE HOIST-HOUSE SIDE.
HAER MICH,31-HANC,1-18

**Photo Title:** 1908 No 2 Shaft-rockhouse construction
**Photo Credit:** Photocopied July 1978. (QMC) CONSTRUCTION OF STEEL-FRAME NO. 2 SHAFT-ROCKHOUSE. 1908.
HAER MICH,31-HANC,1-16

# Black and White Drawings

**The Library of Congress**
**American Memory**
**Historic American Building Survey/Historic American Engineering Record**
**http://memory.loc.gov**