

UPLINK & Michigan K-12 Standards

NOTE: This document was written in April 2023 and is based on the old Michigan social studies standards, which can be found [here](#). We will update it after the new social studies standards are in place.

The Michigan social studies standards stress inquiry and the integration of historical content and skills. What better way to do that than by exploring local history with primary sources? UPLINK contains a wide array of digitized primary sources from 21 different heritage organizations throughout the Upper Peninsula.

In an attempt to make it easier to use our collections in the classroom, we have linked some of the collections in UPLINK to individual social studies standards. We also give a general list of collections that could be useful for history, government, civics, geography, and economics classes. These suggestions are by no means exhaustive! They are intended to help teachers explore how to use UPLINK's collections.

This document focuses on the social studies standards. However, UPLINK could also be used to teach general primary source literacy in ELA classes or to include "Michigan-Specific Contexts" (as suggested by the state science standards) in science classes. If you are an ELA teacher or science teacher who is interested in using UPLINK or Central Upper Peninsula and Northern Michigan University Archives collections, you can contact us at uplink@nmu.edu. We would be happy to assist you! At the end of this document, there is a general list of STEM-related collections.

We do not suggest that teachers allow younger students to use the database by themselves. Not only do younger students not have the technological or reading comprehension skills to use the database effectively, but UPLINK also has collections with items that are not appropriate for younger viewers due to highly racist or otherwise offensive language. Please preview sources before using them with your students!

Although UPLINK has a wide variety of materials, it is only the tip of the iceberg. The vast majority of collections at the Central UP and NMU Archives and at other UPLINK member organizations are not digitized. You can search our processed physical collections in [ArchivesSpace](#). UPLINK staff are happy to assist you with finding physical collections that might be of use, and (pending copyright and other permissions) we can digitize items for your lessons and make them available online. Some of these undigitized collections are listed in the standards below.

If you create lesson plans or worksheets using our collections and are willing to share them, please contact us at uplink@nmu.edu. We would be happy to put them up on our website!

Table of Contents

Social Studies Collections:

[K-2 Social Studies](#)

[3-5 Social Studies](#)

[6-8 Social Studies](#)

[High School Social Studies](#)

[General History Collections](#)

[General Geography Collections](#)

[General Civics and Government Collections](#)

[General Economics Collections](#)

[General Public Discourse, Decision Making, and Civic Participation Collections](#)

STEM Collections:

[Environmental Legislation & Activism](#)

[Extractive Industries](#)

[Conservation & Wildlife Management](#)

[Energy & Transportation](#)

[Scientists & Scientific Research](#)

[Maps and Plans/Scientific Data](#)

K-2 Social Studies

First Grade–History:

1 – H2.0.3 Use historical sources to draw possible conclusions about family or school life in the past. Examples may include but are not limited to: photos, diaries, oral histories, videos, artifacts.

Online sources: The [Red Dust Oral History Collection](#) is an oral history project that was conducted by middle school students at National Mine School between 1983 and 2000. Many of the interviewees talked about their childhood memories of growing up in the UP in the early twentieth century.

Physical sources: The NMU Archives has a collection of [student newspapers](#) from 1916-1922 from the J.D. Pierce Training School, a K-8 school in Marquette.

Second Grade–History

2 – H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.

2 – H2.0.2 Examine different perspectives of the same event in a community and explain how and why they are different.

2 – H2.0.4 Describe changes in the local community over time. Examples may include but are not limited to: types of businesses, architecture and landscape, jobs, transportation, population.

2 – H2.0.5 Describe how community members responded to a problem in the past. Examples may include but are not limited to: natural disasters, factories closing, poverty, homelessness, closing of military bases, environmental issues.

2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources. Examples may include but are not limited to: data gathered from local residents, artifacts, photographs.

Online sources: UPLINK contains historical primary sources from 21 different heritage organizations across the Upper Peninsula. Chances are that there are sources about your community in UPLINK! Try searching across all the collections or browse through collections from a heritage organization near you. UPLINK staff are also happy to assist you with finding items that are relevant to the history of your community! You can contact us at uplink@nmu.edu.

Physical sources: You can search finding aids for collections at the Central Upper Peninsula and Northern Michigan University Archives (and a smattering of collections from other members of UPLINK) [here](#). Keep in mind that many collections do not yet have published finding aids. To learn about these collections, contact the Central Upper Peninsula and Northern Michigan University Archives at archives@nmu.edu.

3-5 Social Studies

Third Grade–History

Because the third grade Michigan History curriculum only goes up to statehood (1837), UPLINK sources are rather limited. However, a few possibilities are listed below:

3 – H3.0.6 Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan.

Online sources: Although it dates from after statehood, this collection of [photographs of artifacts](#) from the Bay Mills Community College Library could be a source on how interaction between Indigenous Peoples and European explorers changed local indigenous technology and art.

Physical sources: On how modern-day archaeologists learn about both pre-contact Indigenous history and culture and early interactions between Indigenous Peoples and Europeans, see the Jim Paquette papers. Paquette is an archaeologist who proved that there were people living in the UP as early as 10,000 years ago. He has also found evidence of contact between Jesuits and Native Americans in Michigan earlier than was previously believed. The NMU archives also has copies on microfilm of several collections from the National Archives that document early interactions (though most are post-statehood), including records from the [Office of Indian Affairs](#), [Henry Schoolcraft](#), [Douglass Houghton](#), [John Pitezel](#) (a missionary in the UP from 1836 to 1861), and [Hannah Bingham](#) (the daughter of a missionary who lived in Sault Sainte Marie in the 1850s).

Third Grade–Geography

3 – G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture, forestry, manufacturing, services and tourism, and research and development, and explain the factors influencing the location of these economic activities.

See the comment just below on 3 – E1.0.3 for sources on economic activity in Michigan related to natural resources. While many of those collections are historical, some are relatively recent.

3 – G4.0.2 Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).

Online sources: The [Italian American oral history collection](#) is a great resource about Italian immigrants in the Upper Peninsula. The [general audio collection](#) from the Central Upper Peninsula and Northern Michigan University Archives contains many interviews about immigration. (Note: not all of this collection is online, though we hope to put more of it online in the near future. To find out what else is in the collection, contact the Central Upper Peninsula and Northern Michigan University Archives at archives@nmu.edu.)

Physical sources: The [Red Dust Oral History collection](#) contains a series of interviews about immigration. As of the writing of this document, they are not online. However, they should be online in the near future.

3 – G4.0.4 Use data and current information about the Anishinaabek and other Indigenous Peoples living in Michigan today to describe the cultural aspects of modern life.

Online sources: No sources on UPLINK are recent enough to be considered “current.” However, outside of UPLINK, the Center for Native American Studies at Northern Michigan University publishes the [Anishinaabe News](#).

Physical sources: For relatively current sources, see the tribal newspaper collections, annual reports from the Sault tribe, and photos of activities and events at the Center for Native American Studies at NMU.

3 – G5.0.1 Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.

3 – G5.0.2 Locate natural resources in Michigan and explain the consequences of their use.

For sources relevant to these two standards, see the comment just below on 3 – E1.0.3.

Third Grade–Economics

3 – E1.0.3 Analyze how Michigan’s location and natural resources influenced its economic development.

Online sources: On mining, see [this list](#) of collections. On logging, see the lumber reports in the [Cleveland-Cliffs Iron Mining Company](#) records. On agriculture and tourism in the Upper Peninsula, see [Cloverland Magazine](#).

Physical sources: For logging sources, see the [Bay de Noquet and Oconto Company records](#) and the [William Bonifas Lumber Company](#) records. On charcoal and chemical production, see the [Cliffs Dow Company](#) records. For economic development in the UP in general, see the Central Upper Peninsula Planning and Development (CUPPAD) Regional Commission records. For maps showing natural resources in Michigan, contact the archives.

Fourth Grade–History

4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan’s major economic activities from statehood to present. Examples of questions may include but are not limited to: What happened? When did it happen? Who was involved? How and why did it happen? How does it relate to other events or issues in the past, in the present, or in the future? What is its significance? Examples of economic activities may include but are not limited to: agriculture, mining, manufacturing, lumbering, tourism, technology, and research.

See the standard directly above for a list of sources on economic activities.

4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.

Online sources: The [Italian American oral history collection](#) is a great resource about Italian immigrants in the Upper Peninsula. The [general audio collection](#) from the Central Upper

Peninsula and Northern Michigan University Archives contains many interviews about immigration. (Note: not all of this collection is online, though we hope to put more of it online in the near future. To find out what else is in the collection, contact the Central Upper Peninsula and Northern Michigan University Archives at archives@nmu.edu.)

Physical sources: The [Red Dust Oral History collection](#) contains a series of interviews about immigration. As of the writing of this document, they are not online. However, they should be online in the near future.

4 – H3.0.4 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continue to affect the location and growth of Michigan cities.

4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same activity or a related activity in the past.

For sources relevant to these two standards, see the comment above on 3 – E1.0.3.

4 – H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. Examples may include but are not limited to: stories, photos, artifacts, oral history, letters.

This standard appears to only be focused on the automobile industry. However, if you are looking for other labor sources:

Online sources: For nineteenth century strikes—There were strikes on the Marquette Iron Range in the 1890s, but relatively few sources survive and none of them are from the point of view of the workers. See the [Cleveland-Cliffs Iron Company](#) annual reports and the [newspaper](#) collections. In the twentieth century, the 1946 iron strike and the 1949 Gossard factory strike in Ishpeming were two major strikes in the Marquette area. The [Red Dust Oral History project](#) has interviews related to the strikes. Not all of these are in UPLINK yet, but they will be soon. The [Marquette Mining Journal](#) also covered both strikes. For other labor sources, see this [general list](#) of collections in UPLINK.

Physical sources: For twentieth-century labor issues and strikes, see the [United Steelworkers of America](#) and the [Ernie Ronn papers](#) on the 1946 iron strike. [Geraldine DeFant's papers](#) cover the 1949 strike at the Gossard factory in Ishpeming. [John Voelker](#) was involved with both strikes as a lawyer. For more recent labor issues (and a general list of labor collections at the NMU Archives), see [here](#).

4 – H3.0.7 Describe past and current threats to Michigan’s natural resources and describe how state government, tribal and local governments, schools, organizations, and individuals worked in the past and continue to work today to protect its natural resources. Examples may include but are not limited to: the Flint water crisis, invasive species, loss of sturgeon and wild rice.

See the Science collections section at the end of this document for collections related to environmental issues.

Fourth Grade–Geography

4 – G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.

4 – G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.

Online sources: The [Italian American oral history collection](#) is a great resource about Italian immigrants in the Upper Peninsula. The [general audio collection](#) from the Central Upper Peninsula and Northern Michigan University Archives contains many interviews about immigration. (Note: not all of this collection is online, though we hope to put more of it online in the near future. To find out what else is in the collection, contact the Central Upper Peninsula and Northern Michigan University Archives at archives@nmu.edu.)

Physical sources: The [Red Dust Oral History collection](#) contains a series of interviews about immigration. As of the writing of this document, they are not online. However, they should be online in the near future.

4 – G5.0.1 Assess the positive and negative consequences of human activities on the physical environment of the United States and identify the causes of those activities.

See the Science collections section at the end of this document for collections related to environmental issues.

Fifth Grade–Integrated US History to 1800

UPLINK has no sources that date from before 1800. However, UPLINK collections could tie into the following standard:

U1.1 Indigenous Peoples’ Lives in the Americas Describe the lives of the Indigenous Peoples living in North America prior to European contact.

5 – U1.4.3 Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.

Online sources: Although it is from the nineteenth and twentieth centuries, this collection of [photographs of artifacts](#) from the Bay Mills Community College Library could be a source on how earlier interactions between Indigenous Peoples and Europeans changed local indigenous culture.

Physical sources: On how modern-day archaeologists learn about both pre-contact Indigenous history and culture and early interactions between Indigenous Peoples and Europeans, see the Jim Paquette papers. Paquette is an archaeologist who proved that there were people living in the UP as early as 10,000 years ago.

6-8 Social Studies

Eighth Grade–Integrated US History to 1900

8 – U4.2.4 Consequences of Expansion

Online sources: On the effects of expansion on Indigenous Peoples, see these [pictures](#) of the St. Mary’s Rapids before, during, and after the construction of the Soo Locks, including photos of Anishinabek fishing in the rapids. These could be used to talk about how the sacred space of the rapids was destroyed to build the locks and how the loss of the rapids also meant a loss of livelihood.

Physical sources: The NMU archives has copies on microfilm of several collections from the National Archives that document the consequences of expansion on Indigenous Peoples, including records from the [Office of Indian Affairs](#), [Henry Schoolcraft](#), [Douglass Houghton](#), [John Pitezel](#) (a missionary in the UP from 1836 to 1861), and [Hannah Bingham](#) (the child of a missionary who lived in Sault Sainte Marie in the 1850s).

8 -- U5.2 Civil War

Physical sources: The Hatch papers at the Central Upper Peninsula and Northern Michigan University Archives contain correspondence between a Civil War soldier and his brother. This collection is on the digitization list and will be available online soon.

8 – U6.1.1 America at Century’s End

Online sources: On policies that affected Native Americans, see the standard directly above this one. On transportation, see [this list](#) of transportation-related collections in UPLINK. On immigration, see the [Italian American oral history collection](#) and the [general audio collection](#). (Note: not all of the general audio collection is online, though we hope to put more of it online in the near future. To find out what else is in the collection, contact the NMU Archives.) On the conditions of industrial workers, see the [Cleveland-Cliffs Iron Mining Company](#) records.

Physical sources: On policies that affected Native Americans, see the standard directly above this one. On transportation, see the numerous railroad map collections at the NMU Archives. On immigration, see the [Red Dust Oral History collection](#). It contains a series of interviews about immigration. As of the writing of this document, they are not online. However, they should be online in the near future. There are sources on the conditions of industrial workers scattered across many collections at the NMU archives, including coroner’s reports, local government records, and newspapers. Contact the archives for more information.

High School Social Studies

High School–US History and Geography

6.1.1 Factors in the American Second Industrial Revolution

Online sources: For the advantages of physical geography in the UP, see the [mining](#) collections, the lumber reports and maps in the [Cleveland-Cliffs Iron Mining Company](#) records, and the agriculture and tourism articles in [Cloverland Magazine](#). On immigration, see the [Italian American oral history collection](#) and the [general audio collection](#). (Note: not all of this collection is online, though we hope to put more of it online in the near future. To find out what else is in the collection, contact the NMU Archives.)

Physical sources: On the advantages of physical geography in the UP, see logging collections such as the [Bay de Noquet and Oconto Company records](#) and the [William Bonifas](#)

[Lumber Company](#) and the [Cliffs Dow Company](#) records for charcoal and chemical production. For maps showing natural resources in Michigan, contact the archives. On immigration, see the [Red Dust Oral History collection](#). As of the writing of this document, the immigration interviews are not online. However, they should be online in the near future.

6.1.2 Labor's Response to Industrial Growth

Online sources: There are relatively few sources on the 1890s strikes on the Marquette Iron Range, and none from the point of view of the workers. See the [Cleveland-Cliffs Iron Company](#) annual reports and the [newspaper](#) collections. On populism, see [this photo](#) of William Jennings Bryan campaigning in the UP.

6.1.4 Growth and Change

Online sources: On transportation, see [this list](#) of collections.

Physical sources: On policies toward Indigenous Peoples, the NMU archives has copies on microfilm of records from the [Office of Indian Affairs](#) from the National Archives.

6.2.2 World War I

Physical Sources: The Hatch papers and the [Maitland](#) papers both have correspondence related to World War I. Both of these collections are scheduled for digitization and will be online in the near future.

6.3.1 Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform.

Online sources: On the poverty sub-element, see the [Ontonagon County Poor House records](#). They document who entered the poor house and why. On immigration, see the [Italian American oral history collection](#). The [general audio collection](#) from the Central Upper Peninsula and Northern Michigan University Archives also contains many interviews about immigration. (Note: not all of this collection is online, though we hope to put more of it online in the near future. To find out what else is in the collection, contact the Central Upper Peninsula and Northern Michigan University Archives at archives@nmu.edu.) On public health, see the

[Marquette County Commission](#) and [Marquette City Commission](#) records. On working conditions and labor practices, see the [Cleveland-Cliffs Iron Company records](#).

Physical sources: On immigration, see the [Red Dust Oral History collection](#) contains a series of interviews about immigration. As of the writing of this document, they are not online. However, they should be online in the near future. On working conditions and labor practices: the Marquette County Coroner's Reports contain many work-related fatalities.

6.3.3 Evaluate the historical impact of the Progressive Era with regard to governmental and industrial reforms.

Online sources: On industrial reform, see the [Cleveland-Cliffs Iron Mining Company](#) annual reports. Sadly, no records exist from Marquette County labor unions for the Progressive Era, but newspapers did cover labor issues and the strikes on the Marquette Iron Range in the 1890s. On governmental reforms in the Progressive Era, see the [Marquette County Commission](#) and [Marquette City Commission](#) minutes.

6.3.4 Women's Suffrage

Physical sources: The [City of Ishpeming](#) records include separate registration ledgers for women from right after the 19th Amendment passed. They could be used to look at how long it took women to register after the passage of the amendment. With some further research, they could also shed light on whether women of different classes were registering at different rates, etc. Another possible collection is the [Marquette County Naturalization records](#). Prior to the 19th Amendment, women's citizenship status was determined by whether their father or husband was a citizen. After the passage of the 19th Amendment, women who had married a non-citizen or were a child of a non-citizen had to naturalize in order to be able to vote even if they had been born in Michigan. There are many naturalization cases for women born in Marquette County.

7.1.1 The Twenties

Online sources: On immigration, see the [Italian American oral history collection](#). The [general audio collection](#) from the Central Upper Peninsula and Northern Michigan University Archives also contains many interviews about immigration. (Note: not all of this collection is online, though we hope to put more of it online in the near future. To find out what else is in the collection, contact the Central Upper Peninsula and Northern Michigan University Archives at archives@nmu.edu.) On the KKK and nativism, see [this interview](#).

Physical sources: On immigration, see the [Red Dust Oral History collection](#) contains a series of interviews about immigration. As of the writing of this document, they are not online. However, they should be online in the near future. On the KKK and nativism, see the general photographic collection. (Contact the NMU Archives for more information.) On Prohibition, see the Marquette County court records for bootlegging cases.

7.1.2 Causes and Consequences of the Great Depression

Online sources: The [Red Dust](#) oral history collection contains many interviews about the Depression. The Depression interviews are not yet online, but they will be soon.

7.1.3 The New Deal Era

Online sources: The [Upper Peninsula Civilian Conservation Corps \(CCC\) collection](#) from the Ontonagon County Historical Society documents CCC camps and projects in the UP.

7.2.2 United States and the Course of World War II

Online sources: The [Red Dust](#) collection and the [general audio collection](#) both have oral history interviews about World War II. The [NMU Alumni WWII Correspondence](#) and the [Delta Sigma Nu](#) scrapbook both contain correspondence from soldiers.

Physical sources: [Muriel Bunker](#) was a WAC from Marquette. Her correspondence is currently being digitized and will soon be available on UPLINK. The Hatch papers and the Robert Paquette papers both also contain World War II correspondence and will be available on UPLINK in the coming months.

7.2.3 Impact of World War II on American Life

Online sources: The [Red Dust Oral History collection](#) is an oral history project that was conducted by middle school students at National Mine School between 1983 and 2000. It includes an entire series of World War II homefront interviews.

7.2.4 Responses to Genocide

Online sources: The [Red Dust Oral History collection](#) is an oral history project that was conducted by middle school students at National Mine School between 1983 and 2000. It contains an interview with a Holocaust survivor who later became a surgeon at Marquette General as well as many interviews about World War II that ask soldiers and civilians how they learned about the Holocaust. Some of the soldiers interviewed either liberated concentration camps or guarded Nazi war criminals before the Nuremberg trials.

Physical sources: [Charles Foreman](#), a Marquette resident who fought in World War II, took photographs of the liberation of concentration camps and later wrote a memoir about his experiences. (This collection is currently scheduled for digitization. Check the UPLINK site to see if it is now online.) The Cohodas Family Holocaust papers contain information about Holocaust memorials, including the campaign to create the Holocaust Memorial Museum. The Olson Library also has a [collection of Holocaust materials](#).

8.1.2 Foreign Policy During the Cold War

Online sources: On foreign policy during the Cold War, see [this interview](#) with David McClintock in which he discusses the Gulf of Tonkin incident and some other foreign policy matters (including briefing JFK on foreign policy). (Note: the audio quality is quite poor.) There are [other interviews](#) with McClintock that might also talk about his involvement with Cold War policy. The [K.I. Sawyer Air Force Base](#) collection shows a local impact of the Cold War. The [Red Dust](#) collection includes interviews with Korea and Vietnam vets. While these are not directly foreign policy related, they show the impact of foreign policy decisions.

8.2.2 Policy Concerning Domestic Issues

On labor issues after World War II, see collections related to the 1946 iron strike in Marquette County and the 1949 H.W. Gossard Company garment workers strike in Ishpeming.

Online sources: The [Red Dust Oral History project](#) has interviews related to the strikes. Not all of these are in UPLINK yet, but they will be soon. The [Marquette Mining Journal](#) also covered both strikes.

Physical sources: The [United Steelworkers of America](#) and the [Ernie Ronn papers](#) cover the 1946 strike. [Geraldine DeFant's papers](#) cover the Gossard strike. [John Voelker](#) was involved with both strikes as a lawyer.

8.2.3 Comparing Domestic Policies

Online sources: On the New Deal, see the [Upper Peninsula Civilian Conservation Corps \(CCC\) collection](#) from the Ontonagon County Historical Society documents CCC camps and projects in the UP. On the Great Society, see sources on the Job Corps in the [Student Protest exhibit](#). (The exhibit is currently its own website. Eventually, it will be integrated into the UPLINK site.) On Reagan: we have no records from national politicians of that era, but topics related to his domestic policies could be found in the records of state and local politicians. See in particular the records of [Dominic Jacobetti](#) and [Pat Gagliardi](#).

8.2.4 Domestic Conflicts and Tensions

Online sources: On Vietnam, see the [Red Dust](#) collection for interviews with Vietnam vets and the [Student Protest exhibit](#) for sources on Vietnam protests at NMU. (The exhibit is currently its own website. Eventually, it will be integrated into the UPLINK site.) On Kent State, see this [interview](#) about an NMU's student's memory of the Kent State shooting. On the American Indian Movement, see the [Nishnawbe News](#). For context about the News and the then-new American Indian Program at NMU, see the [James L. Carter papers](#). On the environmental movement, see the Science section at the bottom of the document for all of the collections documenting environmental issues.

8.3.1 Civil Rights Movement

Online sources: See the [Student Protest exhibit](#) for sources on the Civil Rights Movement at NMU. (The exhibit is currently its own website. Eventually, it will be integrated into the UPLINK site.)

Physical sources: See the [Robert McClellan](#) papers for information about civil rights issues and Black studies at NMU in the 1960s and 1970s.

8.3.3 Women's Rights

Online sources: The [Women's Center Oral History interviews](#) documents the Marquette Women's Center from the 1970s to the present. See also the [Geraldine DeFant](#) collection for an oral history interview with an early women's rights activist in Marquette. The [general audio collection](#) has many interviews that touch on women's issues, and many of the women involved

with the Women's Center were also interviewed for the general audio collection. Some of these interviews are not yet online. Contact the archives for more information.

Physical sources: The [Women's Center records](#) contain more information about the Marquette Women's Center.

8.3.4 Civil Rights Expanded

Online sources: On issues related to civil rights and liberties for Native Americans, see the [Nishnawbe News](#), published by the Organization of North American Indian Students at Northern Michigan University from 1971 to 1983, and the more recent [Anishinaabe News](#), published by the Center for Native American Studies from 2005 to the present.

Physical sources: On LGBT civil rights and liberties, the [Allies/Outlook records](#) document, among many other topics, the fight for domestic partner benefits at NMU. The [Aurora newsletter](#) documents the LGBT community in the UP in the early 1990s and likely includes coverage of political issues. On African American civil rights and liberties issues in the 1970s and 1980s, see the NMU Black Student Union records.

9.1.2 Transformation of American Politics

UPLINK and the NMU archives have relatively few sources on national politics in the late twentieth and early twenty-first centuries, but there are many sources on state and local politics that could be tied to national issues.

Online sources: For local government, see the [Marquette County Commission](#) or [Marquette City Commission](#) minutes.

Physical sources: For national government, see the papers of Bart Stupak. For state and local government in the late twentieth and early twenty-first century, see especially the papers of [Dominic Jacobetti](#), [Charles Varnum](#), Mike Prusi, [Connie Binsfield](#), [Pat Gagliardi](#), [Geraldine DeFant](#), and [Robert Davis](#).

9.2.1 United States in the Post-Cold War World

Online sources: The Red Dust Oral History collection includes a couple of interviews about the [Gulf War](#). The [K.I. Sawyer](#) regional documents collection includes sources on how the closure of the base at the end of the Cold War affected the community.

9.2.2 9/11 and Responses to Terrorism

Online sources: The [general audio collection](#) at the Central Upper Peninsula and Northern Michigan University Archives has oral history interviews about 9/11 and the wars in Iraq and Afghanistan. Only a few of these interviews are currently online. Contact the archives to gain access to the other interviews.

High School Civics

C – 6.1.1 Describe and evaluate the requirements and process for becoming a citizen of the United States.

C – 6.1.2 Explain how the United States has limited and expanded citizenship over time.

Physical sources: The [Marquette County Naturalization records](#) can provide examples of how the naturalization process changed over time as well as case studies of how individual people navigated the naturalization process in Marquette County. In particular, reasons why individuals were denied citizenship might be interesting as well as changes in naturalization laws after the passage of the Nineteenth Amendment, when many women who had been born in Michigan but had married non-citizens had to naturalize in order to be able to vote.

General Social Studies Collections

General History Collections

As a historical database, of course, *any* collection in UPLINK could conceivably be used in a history class. Here are a few general kinds of sources that conceivably could be relevant to many different content standards:

- [Newspapers](#): Local newspapers don't just cover local news! They could be used to see how local media covered national events and issues, social norms and customs in different eras, and much more.
- [Photographs](#): UPLINK has a large number of general photographic collections that document many topics and eras. It's best to get at these through a general keyword search and then limit your results to photographs.
- [Oral Histories](#): Some oral history collections were built around a single topic, but many of our oral history collections are general artificial groups of oral histories

compiled by a single entity or person, such as the Northern Michigan University Archives or the Center for Upper Peninsula Studies. As with the photographic collections, keyword searches and then limiting the results to audio or transcripts could bring up many individual oral histories that are relevant to a topic.

General Geography Collections

Online sources: For interactive historical maps, check out [this collection of maps](#) from Marquette and Baraga Counties. The [Cleveland-Cliffs Iron Company](#) and [Copper Range Company](#) records have regional maps as well as maps and blueprints related to their mines and other operations (including logging operations, railroads, and company towns). Outside of UPLINK, check out the fantastic [Keweenaw Time Traveler](#), an interactive GIS map that links historical data sets to the places they document.

Physical sources: Most of the maps and plans at the Central Upper Peninsula and Northern Michigan University Archives do not yet have public finding aids. Our map collections include plat books, railroad maps, maps from the Central Upper Peninsula Planning and Development (CUPPAD) Regional Commission that document economic development in the Upper Peninsula, and a large general collection of maps and plans. The [Closser Associates Real Estate Appraisal records](#) include photographs and maps from many communities around the Upper Peninsula as well as information about the surrounding community and its economy.

The vast majority of maps at the Central Upper Peninsula and Northern Michigan University Archives have not been digitized. We hope to digitize some of our map collections in the future. In the interim, however, we are happy to digitize individual items if you would like to use them in your classes!

General Civics and Government Collections

Government:

Online sources: The [Marquette City Commission](#) and [Marquette County Commission](#) collections are great sources on municipal government. There are also [smaller government-related collections](#) from a number of organizations across the Upper Peninsula.

Physical sources: The Central Upper Peninsula and Northern Michigan University Archives has collections of government records from the [City of Ishpeming](#), [Onota Township](#), [Ely Township](#), and [many other communities](#) across the central UP. These

collections include meeting minutes, tax rolls, naturalization records, court cases, and more.

Politicians:

Online sources: [Geraldine DeFant](#) served on the Marquette County Commission and was a labor leader and women's rights activist. [George Shiras III](#) was a Congressman who helped to pass some of the first wildlife and conservation laws. [Judge Garfield Hood](#) is a judge for the Keweenaw Bay Indian Community.

Physical sources: Bart Stupak served in the national House of Representatives from 1992 to 2010. [Raymond Clevenger](#) served in the national House of Representatives from 1965 to 1967. Mike Prusi served in the Michigan House of Representatives from 1995 to 2000 and in the Michigan Senate from 2003 to 2010. [Dominic Jacobetti](#) served in the Michigan House of Representatives from 1953 to 1994. [Charles Varnum](#) served in the Michigan House of Representatives from 1966 to 1983. [Pat Gagliardi](#) served in the Michigan House of Representatives from 1982 to 1998. [James Goulette](#) served in the Michigan House of Representatives from 1938 to 1957. [Robert Davis](#) served in the Michigan House of Representatives from 1966 to 1970 and in the Michigan Senate from 1970 to 1978. [Connie Binsfield](#) was the lieutenant governor of Michigan from 1992 to 2000. [John Voelker](#) served as the prosecuting attorney for Marquette County and was a justice on the Michigan Supreme Court. [Howard Swaine](#) served on the Marquette City Commission from 1976 to 1981 and was the mayor of Marquette from 1977 to 1978. The [Women's campaign file](#) contains campaign material for various female candidates for regional and state political office between 1972 and 1995.

Activism and Political Organizations:

Online sources: On labor unions, see this [list of collections](#). For non-political community organizations, see this [list of collections](#).

Physical sources: Political party collections include the [Marquette County Democratic Party records](#), the Marquette County Green Party records, and the [Fred Sabin](#) papers. Sabin was the chairman of the Marquette County Republican Party and was active in politics in the 1950s and 1960s. The archives has too many collections from labor unions to list individually. See [this list](#) for processed collections and contact the archives for information on unprocessed collections. On environmental activism, see the [Citizens to Save Little Presque and Wetmore Landing](#), the [Citizens to Save the Superior Shoreline](#), and the [Upper Peninsula Environmental Coalition](#) as well as the papers of Marquette environmental activist [Julia Tibbitts](#).

General Economics Collections

Many collections in UPLINK and at the Central Upper Peninsula and Northern Michigan University Archives contain financial data, but few are focused solely or primarily on economic issues. Below are a few possibilities if you are looking for examples of economic primary sources:

Online sources: The [Marquette County Commission](#) and [Marquette City Commission](#) records have local government financial and economic reports. The [Cleveland-Cliffs Iron Mining Company](#) annual reports are a good example of corporate economic sources.

Physical sources: The Central Upper Peninsula Planning and Development (CUPPAD) Regional Commission records are a wonderful source on economic development, but the collection is unprocessed. For state and federal economics and appropriations sources, see the list of collections from politicians in the “Civics and Government” section above.

General Public Discourse, Decision Making, and Civic Participation Collections

See also, of course, many of the collections in the “Civics and Government” list above.

Physical sources: The Robert Kulisheck papers contain NMU student answers to the question “What is the biggest problem in America today?” from 1988-2007. They are a great study of what public issues mattered to college students during that era and could be used to talk about public discourse and civic participation.

General STEM Collections:

If you’re interested in teaching about the history of STEM in the Upper Peninsula, consider some of the collections below. UPLINK’s collections are especially strong in the history of environmental science and environmental activism in the Upper Peninsula.

Environmental Legislation & Activism

Online sources: The strongest collections on environmental legislation and activism are, unfortunately, purely physical collections. However, some discussion of environmental

legislation at the local level can be found in the [City of Marquette Commission records](#) and the [County of Marquette Commission records](#).

Physical sources: The Central Upper Peninsula and Northern Michigan University Archives has the papers of the [Citizens to Save Little Presque and Wetmore Landing](#), the [Citizens to Save the Superior Shoreline](#), and the [Upper Peninsula Environmental Coalition](#) as well as the papers of Marquette environmental activist [Julia Tibbitts](#). Many collections from politicians also include sources on environmental issues, wildlife conservation, extractive industries, and natural resources, including the papers of [Dominic Jacobetti](#), [Charles Varnum](#), Mike Prusi, [Howard Swaine](#), [Pat Gagliardi](#), and [Raymond Clevenger](#).

Extractive Industries (Mining, Logging, Etc.)

Many of the collections in the “Environmental Legislation and Activism” section above contain sources on extractive industries and natural resources in the UP as well.

Online sources: On mining, see the [Cleveland-Cliffs Iron Mining Company records](#), the [Copper Range Company records](#), and a smattering of [other small mining collections](#).

Physical sources: For logging sources, see the [Bay de Noquet and Oconto Company records](#) and the [William Bonifas Lumber Company records](#). On charcoal and chemical production, see the [Cliffs Dow Company records](#). (UPLINK also recently received a still-unprocessed collection related to Cliffs Dow that will go online in the future.)

Conservation & Wildlife Management

Many of the collections in the “Environmental Legislation and Activism” section above contain sources on conservation and wildlife management as well.

Online sources: The [George Shiras III papers](#): Shiras was heavily involved with the early conservation movement, including the passage of the first law to protect migratory birds. The collection also contains his correspondence with Theodore Roosevelt, much of it on conservation issues. [Elizabeth Browne Beard Losey papers](#): the first female biologist at Seney Wildlife Refuge in the 1940s. The collection focuses on ornithology and wildlife management. The [Au Train](#), [Escanaba River](#), [Dead River](#), and [Silver Lake](#) collections document hydroelectric projects in the UP and the environmental and wildlife concerns associated with them. The [Upper Peninsula Civilian Conservation Corps collection](#) documents CCC camps in the UP. Among many other projects, the CCC built what became the Seney National Wildlife Refuge.

Physical sources: The [Seney National Wildlife Refuge records](#) contain annual reports from the refuge and logging in the area before the establishment of the refuge.

Energy & Transportation

Many of the collections in the “Environmental Legislation and Activism” section above contain sources on energy policy in the UP as well.

Online sources: The [Au Train](#), [Escanaba River](#), [Dead River](#), and [Silver Lake](#) collections document hydroelectric projects in the UP and the environmental and wildlife concerns associated with them. On transportation, see [this list](#) of collections.

Scientists & Scientific Research

Physical sources: There are many collections from science professors at Northern Michigan University that are not in this list. These are just a few that could be of particular interest. [Bill Robinson papers](#): biologist at NMU who led the project to reintroduce wolves to the Upper Peninsula. [Elizabeth Browne Beard Losey papers](#): the first female biologist at Seney Wildlife Refuge in the 1940s. The collection focuses on ornithology and wildlife management. [Tsu-Ming Han papers](#)—geologist for the Cleveland-Cliffs Iron Company. This collection is scheduled for digitization and will be online soon. A [keyword search](#) for Tsu-Ming Han in the UPLINK database will also bring up interviews with Tsu-Ming Han and his family. Luther West: a biology professor at NMU who was involved with eugenics and ‘scientific’ racism. A [search for his name](#) in the UPLINK database will bring up a few oral history interviews with West and people who knew him. Contact the NMU archives for other sources about West and the recent controversies about the building formerly named after him at NMU.