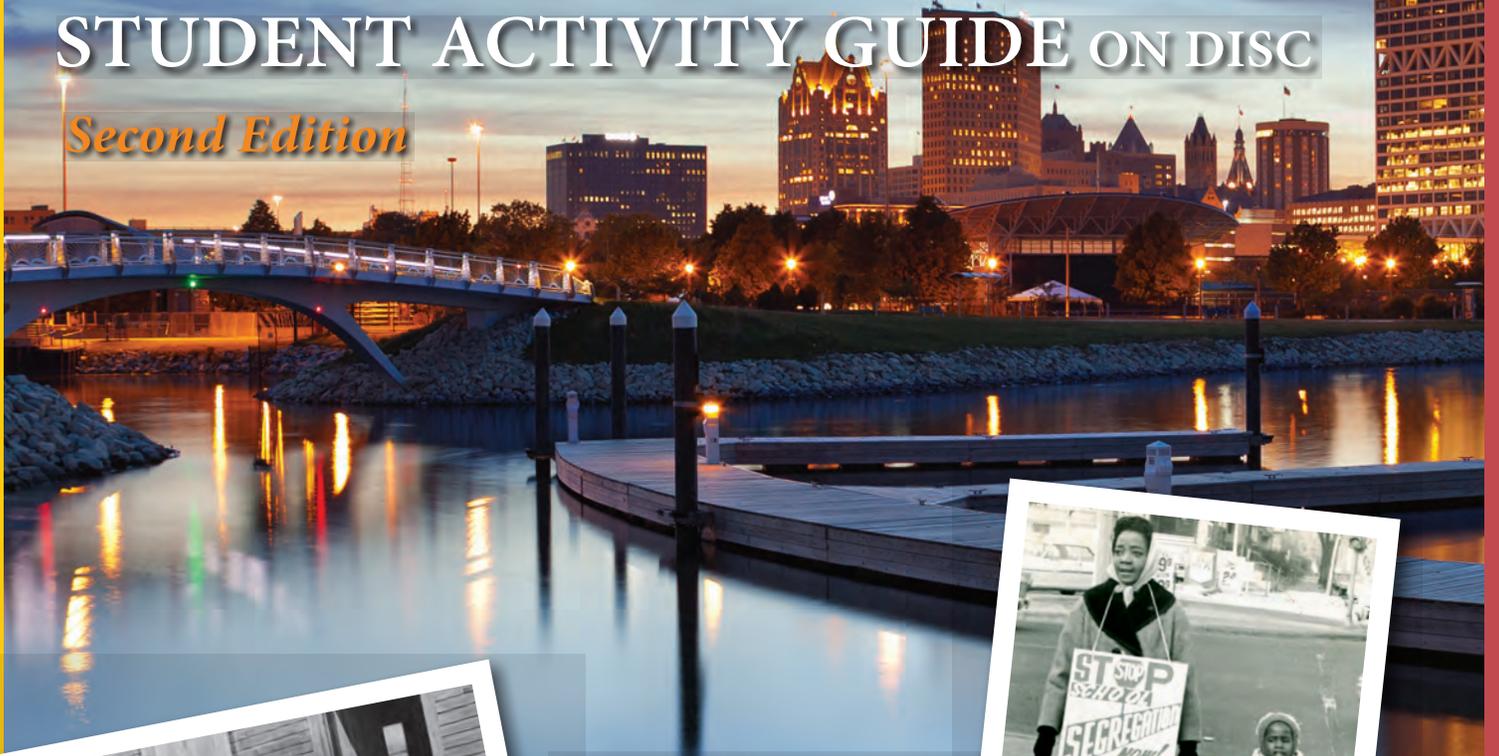


Wisconsin

Our State, Our Story

STUDENT ACTIVITY GUIDE ON DISC

Second Edition



Contents

Chapter 1

Connecting to Our State's Story

- Activity 1.1 Key Word Self-Assessment
- Activity 1.2 Thinking Like a Historian
- Activity 1.3 Primary or Secondary?
- Activity 1.4 Artifact Observations and Questions
- Activity 1.5 Questioning Primary Sources
- Activity 1.6 Chapter 1 Assessment
- Resources Letter to Families
- Chapter 1 Answer Key



Chapter 2

Wisconsin: A Place with a Past

- Activity 2.1 Key Word Self-Assessment
- Activity 2.2 Thinking Like a Historian
- Activity 2.3 Geography Picture Game
- Activity 2.4 The Ice Age Trail
- Activity 2.5 Wisconsin Counties
- Activity 2.6 Wisconsin in the United States
- Activity 2.7 Your Cosmic Address
- Activity 2.8 County, Country, or Continent
- Activity 2.9 Physical Features of Wisconsin
- Activity 2.10 Glacial Lobes and Landscapes
- Activity 2.11 River Systems of Wisconsin
- Activity 2.12 Wisconsin's Physical Regions
- Activity 2.13 A Wisconsin Puzzle
- Activity 2.14 Where Would You Like to Live?
- Activity 2.15 Chapter 2 Assessment
- Chapter 2 Answer Key

Chapter 3

Wisconsin's First People

- Activity 3.1 Key Word Self-Assessment
- Activity 3.2 Thinking Like a Historian
- Activity 3.3 Early Indians Timeline
- Activity 3.4 Reading Photographs for Detail
- Activity 3.5 Paleo-Indian Spear Points

Activity 3.6	Comparing Early Indian Traditions
Activity 3.7	Mapping the Seasons of an Archaic Year
Activity 3.8	Effigy Mounds
Activity 3.9	Chapter 3 Assessment
Resources	Early Indians Timeline Materials Effigy Mound Sites in Wisconsin
Chapter 3	Answer Key

Chapter 4 **The Fur Trade Era: Exploration and Exchange**

Activity 4.1	Key Word Self-Assessment
Activity 4.2	Thinking Like a Historian
Activity 4.3	Indians on the Move
Activity 4.4	Eating Off the Land
Activity 4.5	Making a Birchbark Canoe
Activity 4.6	Comparing Maps
Activity 4.7	Wisconsin's Water-Highways
Activity 4.8	Coming to Green Bay
Activity 4.9	Changes in the Fur Trade
Activity 4.10	A Teenager in the Fur Trade
Activity 4.11	Wisconsin Travel: Then and Now
Activity 4.12	Chapter 4 Assessment
Chapter 4	Answer Key

Chapter 5 **From Indian Lands to Territory to Statehood**

Activity 5.1	Key Word Self-Assessment
Activity 5.2	Thinking Like a Historian
Activity 5.3	Treaty Lands Map of 1825
Activity 5.4	Wisconsin Lead Rush
Activity 5.5	Whose Land? A Story of Black Hawk
Activity 5.6	The Black Hawk War
Activity 5.7	Indian Land Maps
Activity 5.8	Wisconsin Becomes a Territory and Then a State
Activity 5.9	Three Branches of Government
Activity 5.10	Government Word Sort
Activity 5.11	Chapter 5 Assessment
Chapter 5	Answer Key

Chapter 6

Coming to Wisconsin: Immigration and Settlement

- Activity 6.1 Key Word Self-Assessment
- Activity 6.2 Thinking Like a Historian
- Activity 6.3 Family Emigration, Immigration, and Migration History Interview
- Activity 6.4 Push Factors and Pull Factors
- Activity 6.5 John Kroehnke's Journey on the Erie Canal
- Activity 6.6 Charting Immigrant and Migrant Stories
- Activity 6.7 Mapping Immigrant and Migrant Journeys
- Activity 6.8 Cris Plata Scrapbook
- Activity 6.9 Chapter 6 Assessment
- Resources
 - Letter to Families
 - Immigrant Story Interviews Class Summary
 - Immigrant Story Interviews Tally Sheet
 - Supplemental Immigrant Stories:
 - Harrell Family
 - Ragatz Family
 - Moua Family
 - Nattestad Family
 - Kazmerchak Family
 - Rubie Bond

Chapter 6

Answer Key

Chapter 7

Wisconsin and the Civil War

- Activity 7.1 Key Word Self-Assessment
- Activity 7.2 Thinking Like a Historian
- Activity 7.3 Free States, Slave States, 1850
- Activity 7.4 Reading a Fugitive Slave Document
- Activity 7.5 Effects of the Fugitive Slave Act
- Activity 7.6 Sequencing Joshua Glover's Story
- Activity 7.7 Read the Camp Randall Drawing
- Activity 7.8 Causes and Effects Leading to the Civil War
- Activity 7.9 Comparing Recruiting Posters
- Activity 7.10 Cordelia Harvey, the Wisconsin Angel
- Activity 7.11 Chapter 7 Assessment
- Chapter 7 Answer Key

Chapter 8

Lead, Soil, and Sawdust, 1820–1914

- Activity 8.1 Key Word Self-Assessment
- Activity 8.2 Thinking Like a Historian
- Activity 8.3 Learning from a Logger
- Activity 8.4 Charting Changes in Mining, Farming, and Lumbering
- Activity 8.5 Finding the Mines, Farms, and Logging Camps
- Activity 8.6 How Minerals Are Used
- Activity 8.7 Shipping the Iron Ore
- Activity 8.8 Wisconsin Crops Timeline
- Activity 8.9 The Luetscher Farm
- Activity 8.10 Learning from the Census
- Activity 8.11 Wisconsin Dairyland
- Activity 8.12 Wood Products
- Activity 8.13 Chapter 8 Assessment
- Chapter 8 Answer Key

Chapter 9

Transportation and Industry Change Wisconsin

- Activity 9.1 Key Word Self-Assessment
- Activity 9.2 Thinking Like a Historian
- Activity 9.3 Cause, Effect, and Changing Landscapes
- Activity 9.4 The Growth of Railroads
- Activity 9.5 Studying Railroad Photos
- Activity 9.6 Wisconsin's Top Cities: Change and Continuity
- Activity 9.7 Resources and Industry Mind Map
- Activity 9.8 New Industries and Old
- Activity 9.9 Progressives Work for a Better World
- Activity 9.10 Political Cartoons
- Activity 9.11 From Shells to Buttons
- Activity 9.12 Chapter 9 Assessment
- Resources Mind Map (Activity 9.7) Example
- Chapter 9 Answer Key

Chapter 10

Good Times, Hard Times, and Better Times

- Activity 10.1 Key Word Self-Assessment
- Activity 10.2 Thinking Like a Historian
- Activity 10.3 Inventions and How They Changed Our Lives
- Activity 10.4 Wisconsin Roadways
- Activity 10.5 Wisconsin Plank Roads

- Activity 10.6** Being German American during World War I
- Activity 10.7** “Back to Work” and Wisconsin’s State Parks
- Activity 10.8** We’re All Doing Our Part
- Activity 10.9** Recalling Events Interview
- Activity 10.10** Chapter 10 Assessment
- Chapter 10** Answer Key

Chapter 11 **New Opportunities, New Challenges**

- Activity 11.1** Key Word Self-Assessment
- Activity 11.2** Thinking Like a Historian
- Activity 11.3** Interviewing Like a Historian
- Activity 11.4** Charting American Wars since 1950
- Activity 11.5** Suburban Growth Flowchart
- Activity 11.6** Changes in Thinking about the Environment
- Activity 11.7** Aldo Leopold Nature Writing Journal
- Activity 11.8** Sports Fan Interview
- Activity 11.9** Outdoor Life Interview
- Activity 11.10** Ojibwe Spearfishing
- Activity 11.11** Chapter 11 Assessment
- Resources** Letter to Families
- Chapter 11** Answer Key

Chapter 12 **A Place with a Future**

- Activity 12.1** Key Word Self-Assessment
- Activity 12.2** Thinking Like a Historian
- Activity 12.3** Why Save a Place?
- Activity 12.4** A Place to Save
- Activity 12.5** Chapter 12 Assessment
- Activity 12.6** Creating My Own Book Cover
- Chapter 12** Answer Key

Chapter 1

Connecting to Our State's Story

Activities in this Chapter:

1.1: Key Word Self-Assessment

1.2: Thinking Like a Historian

1.3: Primary or Secondary?

1.4: Artifact Observations and Questions

1.5: Questioning Primary Sources

1.6: Chapter 1 Assessment

Resources for this Chapter:

Letter to Families

Letter to Families

Hand out the letter to families, using the English, Spanish, or Hmong version as appropriate. Explain that this letter will introduce some of the ways in which students will learn to think like historians as they study *Wisconsin: Our State, Our Story*. It will also share information about upcoming projects, such as finding artifacts at home and having family interviews. Tell students to bring the letters home to their parents.

1.1: Key Word Self-Assessment

Have students look at the key words listed on page 3 of *Wisconsin: Our State, Our Story*. Hand out 1.1: Key Word Self-Assessment and read the directions aloud. Tell students that, for each word, they should determine the following:

- (a) if the word is one they recognize and can define
- (b) if it is a word they recognize but can't define
- (c) if it is a word they recognize part of
- (d) or if it's a word they do not know at all

Have students mark an X in each appropriate box in the chart.

1.2: Thinking Like a Historian

Begin by handing out copies of worksheet 1.2 to each student, telling students that these are questions that historians might ask themselves as they study the past. Have students read the directions and discuss with them what they are supposed to do. Then have students read each question. Explain that students should keep these questions in mind as they read Chapter 1 of *Wisconsin: Our State, Our Story*. In order to better remember the questions, students should either phrase each one in their own words or take notes that will help them remember it. Tell students to do their writing in the third column of the chart.

1.3: Primary or Secondary?

Teacher Materials

Preparation/Organization The only materials you will need for this activity are copies of the worksheet, as well as pencils for the students to work with. The activity may be done as a whole class, in groups or pairs, or even by individual students. A good way to organize would be to work through one or two items with students. Then, when you are confident that they are ready, turn them loose to complete the page on their own.

Procedure

1. Hand out copies of worksheet 1.3. Then discuss the material at the top of the page. When you are ready, have students begin work on their own.
 2. After students have finished, have them compare answers as a group, having them help one another identify and correct any errors they might have made.
-

1.4: Artifact Observations and Questions

Overview

This activity teaches students about both observation and the role of artifacts in learning about people and their lifeways. It is to be done over at least two days. You may want to divide students into small groups to complete the activity.

During the course of the activity, students will observe and ask questions about various artifacts that they and their classmates bring to class. This process will help students learn more about each other and about the unique culture that each of them brings to the classroom from his or her home.

Objectives

- To help students see that artifacts can convey information and meaning—sometimes quite apart from the original use of the objects
- To reinforce student understanding that artifacts give us insight into someone else's life

Materials

- Paper bag for each student to take home
- Worksheet 1.4, one per student
- Pencils
- Table or student desks on which to display artifacts
- 3 or 4 artifacts that each student brings from home

Procedure

Day 1

1. On the first day, discuss the activity with students, reinforcing the idea that objects can tell us a great deal about the people who owned or used them.
2. Model the activity. Show students a bag of artifacts that you have brought from home. These artifacts should be items that are keys to your personality outside the classroom—kitchen tools, old photographs, or anything else without intrinsic value that happens to reveal your personality and way of life. Display each artifact and ask students why you might have chosen to bring each object.

3. Distribute empty paper bags and ask each student to bring in three or four objects of their own to share with the class. (Remind them to ask permission from adults to bring in the objects.) Tell students to think carefully about the objects they might want to bring. Explain that the items must remain “mysterious”; they should tell something about the student without revealing that person’s specific identity. (Nothing can have a name, address, or other identification on it.)

Day 2

4. After students bring in their artifacts, collect and redistribute the full paper bags to the class, making sure that no student or group receives its own bag. Give each student or small group a copy of the worksheet. Discuss the directions and have students set to work. Circulate around the room providing help to those who have trouble doing this independently.
5. When students have finished, have them share their observations and questions with the whole class. Each student or group should display the artifacts and explain what these objects reveal about the owner.
6. Afterwards, have students who brought the artifacts respond orally to the items on the worksheet, telling the class which observations and interpretations were accurate and which were not. Tell students that this exercise demonstrates how historians use observation and imagination. It also shows students that they already can think like historians.
7. Have students use their History Notebooks to record what they learned about *themselves* by doing this activity.
 - *Were you good observers, studying the objects closely?*
 - *Were you open-minded about seeing different uses or values for the objects?*
 - *Were you able to understand why the owner might have viewed an artifact differently from them?*

Extension

On the chalkboard or on chart paper list each object as it is shared. Ask students to categorize all the objects brought—toys, kitchen utensils, tools, etc. List categories next to objects. Ask students to consider what these suggested categories tell us about the history and lifeways of the members of the class (that many like sports, for example).

1.5: Questioning Primary Sources

Have students turn to pages 10 and 11 in *Wisconsin: Our State, Our Story*. Point out the questions concerning the primary sources. Discuss those questions with students, helping them understand why each question might be raised.

Then hand out worksheet 1.5. Tell students that they will be looking at some other primary sources. Explain that, when they do this, they should ask themselves questions about those sources, just as the historians asked about the sources on pages 10 and 11. Direct students to the map at the top of the page and encourage students to suggest questions they might ask about it. Work with students to frame one or two good questions. Then have students continue on their own, writing their questions in the box next to each source.

1.6: Chapter 1 Assessment

Hand out the worksheet for **Part A** of the chapter assessment. Read the directions aloud and have students answer each question on their own. Follow the same procedure for **Part B**.

Dear Family,

This year for social studies, your child will be reading *Wisconsin: Our State, Our Story*. This textbook is different from other books about Wisconsin history, because it is written to do more than teach Wisconsin history. Each chapter of *Wisconsin: Our State, Our Story* is based on asking questions about the past as well as about the specific information presented in the chapter. We call the framework for inquiry Thinking Like a Historian (TLH).

In Chapter 1, the opening pages introduce the TLH concept with its specific icons or symbols and categories in order to help students to learn how to work with the questions that frame the Big Ideas for each chapter. The TLH questions relate to the five major kinds of inquiry that form the building blocks of historical and critical thinking.

Just so you'll be familiar with TLH, these are the kinds of questions that students will all be learning:

 *Through Their Eyes*—How did people in the past view their world?

 *Cause and Effect*—What were the causes of past events? What were their effects?

 *Turning Points*—How did past decisions or actions affect future choices?

 *Change and Continuity*—What has changed? What has stayed the same?

 *Using the Past*—How does the past help us make sense of the present?

In addition to introducing students to the TLH questioning methodology, Chapter 1 also introduces students to historical evidence: *secondary sources*, like books that historians have written, and *primary sources*, such as letters, diaries, and artifacts (objects made by people), that supply the real evidence of a past event. Students will also learn how historians work with historical evidence to research and write history. Students will be bringing in and sharing 3 or 4 small artifacts from home that have special meaning to them.

Two of the chapters have family interviews, and we'll let you know about them when we get there.

Thanks, as always, for your support. We are really looking forward to students' active role in making Wisconsin history *their* history!

Sincerely,

Estimada Familia:

Este año, para estudios sociales, su hijo leerá *Wisconsin: Nuestro estado, nuestra historia*. Este libro de texto es diferente de otros libros de historia de Wisconsin, porque fue escrito más que para enseñar historia de Wisconsin. Cada capítulo del libro se basa en preguntas sobre el pasado así como información específica presentada en el capítulo. Este tipo de actividad es conocida como Pensar Como un Historiador (THI, por sus siglas en inglés). En el Capítulo 1, las primeras páginas presentan el concepto de THI con íconos y categorías específicas para ayudar a los estudiantes a aprender cómo trabajar con las preguntas que forman las Grandes Ideas para cada capítulo. Las preguntas de THI se relacionan con los cinco mayores tipos de preguntas que forman los bloques de base para el pensamiento crítico.

Para que se familiaricen con el THI, estas son las preguntas que los alumnos aprenderán:

-  *A través de sus ojos*—¿Cómo veían las personas en el pasado el mundo?
-  *Causa y efecto*—¿Cuáles fueron las causas de eventos pasados? ¿Cuáles fueron los efectos?
-  *Punto de cambio*—¿Cómo afectan las decisiones pasadas las elecciones futuras?
-  *Cambio y continuidad*—¿Qué ha cambiado? ¿Qué se ha quedado igual?
-  *Uso del pasado*—¿Cómo ayuda el pasado a tener un mejor sentido del presente?

Además de presentar a los estudiantes a la metodología de preguntas THI, el Capítulo 1 también presenta a los estudiantes a la evidencia histórica y a cómo los historiadores trabajan con histórica para investigar y escribir historia.

Dos de los capítulos tienen entrevistas con la familia y les informaré cuando lleguemos a ese punto.

Como de costumbre, gracias por su apoyo.

Atentamente,

Hawm txug cov tsev neeg,

Lub xyoo rua social studies, koj tug miv nyuas yuav nyeem *Wisconsin: Our State, Our Story*. Phoo ntawv nuav txawv lwm phoo kws has txug keeb kwm Wisconsin vim tas nwg sau tshaaj qhov has txug keeb kwm xib. Txhua chapter ntawm *Wisconsin: Our State, Our Story* yog sau raws le nug txug yaav taag lug hab tej xuv moo nyob huv tej chapter. Peb muab lub moj khaum ua ib lu lug nug, Xaav le ib tug sau keeb kwm (TLH). Nyob huv Chapter 1, thawj nplooj ntawv qha lub tswv yim TLH kws zoo heev hab tej yaam ib caag lug paab cov miv nyuas kawm tas yuav teb lu lug nug le caag ha muab lub tswv yim luj lug sis khuab tau ua ke lug ntawm ib chapter rua ib chapter. Qhov TLH cov lug nug cob cog rua tsib yaam lug nug luj kws xeeb tau kev xaav tseem ceeb.

Yuav paab kuas koj paub TLH zoo ntxiv, cov lug nug nuav yog cov kws cov miv nyuas yuav kawm:

-  *Lug ntawm qhov muag*—Cov tuab neeg dlhau lug saib lub nplaj teb le caag?
-  *Pib hab Xaus*—Tej xim txheej dlhau lug pib le caag? Xaus le caag?
-  *Qhov kawg*—Kev txav txim sab los ua dlhau lug ho tsoo yaav peg suab le caag?
-  *Hloov hab Txuas*—Dlaab tsi tau hloov lawd? Dlaab tsi nyob le qub?
-  *Siv le yaav taag lug*—Yaav taag lug paab peb xaav txug taam sim nuav le caag?

In Ntxiv rua qha cov miv nyuas txug lu lug nug TLH, Chapter 1 tseem qha cov miv nyuas txug tej pov thawj hab kev cov sau keeb kwm khaws tej pov thawj le caag lug tshawb hab sau keeb kwm.

Ob chapters ntawm cov chapters tuab si has txug kev nug cov tuab neeg huv tsev, hab peb le has mej paub thaus peb moog txug ntawd.

Ua tsaug, le txhua zag, rua mej cov kev txhawb.

Hawm txug mej,

Name _____

Date _____

1.1: Key Word Self-Assessment

Put an X in the box that shows how you understand each word.

Key Words	I know this word and can tell what it means.	I recognize this word but don't know what it means.	I know a word like it, or what a part of the word means.	I don't know this word.
history				
historians				
investigate				
evidence				
continuity				
tragedies				
interpret				
evaluate				
primary sources				
historic				
capitol				
secondary sources				
documents				
artifacts				

1.2A: Thinking Like a Historian

Read each question carefully. In the third column, rewrite the question in your own words or write words that will help you remember the question.

Category	Questions	My Own Words/Notes
	How did people in the past view their world?	<hr/>
	What were the causes of past events? What were the effects?	<hr/>
	How did past decisions or actions affect future choices?	<hr/>

Name _____

Date _____

1.2B: Thinking Like a Historian

	<p>How does the past help us make sense of the present?</p>	<hr/>
	<p>What has changed? What has remained the same?</p>	<hr/>

1.3: Primary or Secondary?

Read the box labeled “What are sources?” on page 8 in *Wisconsin: Our State, Our Story*. Remember that **primary sources** come from the time period being studied. **Secondary sources**, such as your textbook, are written in a different time. They tell about earlier events and may contain primary sources. Books or articles written later in time are never primary sources.

Put a P in the blank in front of sources that are primary. Put an S in the blank in front of sources that are secondary.

- _____ 1. Spear points made by early Indians
- _____ 2. Letter home from a World War II soldier
- _____ 3. Church built in 1877
- _____ 4. Encyclopedia entry about Jacques Marquette
- _____ 5. Biography of Abraham Lincoln
- _____ 6. County map printed in 1899
- _____ 7. Recording of a Martin Luther King Jr. speech
- _____ 8. Magazine article written in 2009 with facts about the assassination of Martin Luther King Jr. in 1968
- _____ 9. Book about the Civil War written in 2005
- _____ 10. Your birth certificate
- _____ 11. House designed by Frank Lloyd Wright
- _____ 12. Entry in the diary of Jacques Marquette

Adapted from Sue McFadzen, 4th-grade teacher, Green Bay

Name _____

Date _____

1.4: Artifact Observations and Questions

Think about the artifact you are studying. Then complete the following.

1. Write a brief description of each artifact.

a. _____

b. _____

c. _____

d. _____

2. What does each artifact tell you about its owner?

a. _____

b. _____

c. _____

d. _____

3. What would you like to ask the owner about each artifact?

a. _____

b. _____

c. _____

d. _____

1.5: Questioning Primary Sources

Turn to pages 10 and 11 of *Wisconsin: Our State, Our Story*, and study the questions that historians asked about the primary sources on those pages. What information did they want to learn? Why do you think they wanted to learn this? Ask your own questions about each of these other primary sources.





1.6A: Chapter 1 Assessment

Part A

1. How are historians like detectives?

2. In the table below, draw the symbols and write the names of the **Thinking Like a Historian** categories.

Symbol	Category

3. How is a secondary source different from a primary source?

4. Name three different kinds of primary sources.

a. _____

b. _____

c. _____

Name _____

Date _____

1.6B: Chapter 1 Assessment

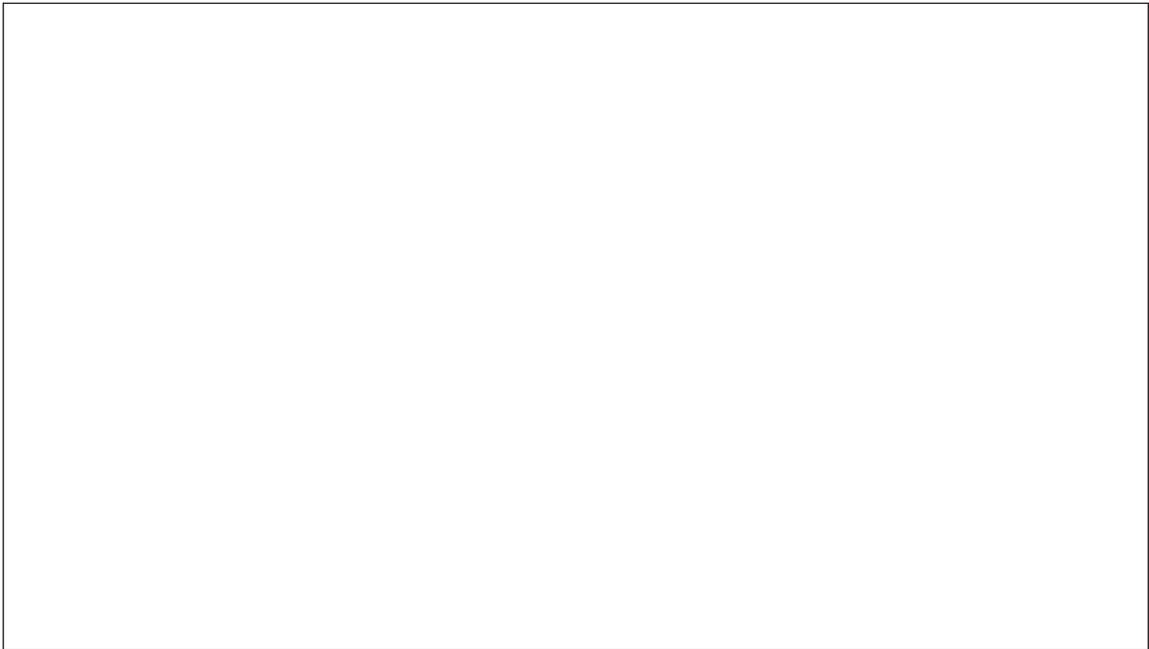
Part B

Answer the following questions.

1. Choose an artifact, image, or document from *Wisconsin: Our State, Our Story* that is a primary source.

a. What page is it on? _____

b. Draw a picture of the source in the box below.



c. What questions do you have about this source? Follow the model on pages 10 and 11 of your textbook to write your questions.

1. _____

2. _____

3. _____

4. _____

Chapter 1

Answer Key

1.1: Key Word Self-Assessment

Answers will vary. Students should fill in one box per key word.

1.2: Thinking Like a Historian

Answers will vary.

Students' charts should resemble the one on page 6 of *Wisconsin: Our State, Our Story*.

1.3: Primary or Secondary?

1. P.
2. P.
3. P.
4. S.
5. S.
6. P.
7. P.
8. S.
9. S.
10. P.
11. P.
12. P.

1.4: Artifact Observations and Questions

Answers will vary. Students should have accurately described the artifacts they observed and asked questions that draw out meaningful answers.

1.5: Questioning Primary Sources

Answers will vary. Responses should be similar to the questions on pages 10 and 11 of *Wisconsin: Our State, Our Story*.

1.6: Chapter 1 Assessment

Part A

1. Historians are like detectives because they investigate by asking questions and gathering evidence to answer those questions.
2.  Through Their Eyes
 -  Cause and Effect
 -  Turning Points
 -  Using the Past
 -  Change and Continuity

3. Primary sources come directly from the past (like old photographs or artifacts). Secondary sources are things like books that include questions historians have already explored.
4. Sample answers: photograph, letter, map, old newspaper article, building, journal

Part B

Answers will vary. Questions should be similar to those on pages 10 and 11 of *Wisconsin: Our State, Our Story*.

Chapter 2

A Place with a Past

Activities in this Chapter:

- 2.1: Key Word Self-Assessment**
- 2.2: Thinking Like a Historian**
- 2.3: Geography Picture Game**
- 2.4: The Ice Age Trail**
- 2.5: Wisconsin Counties**
- 2.6: Wisconsin in the United States**
- 2.7: Your Cosmic Address**
- 2.8: County, Country, or Continent**
- 2.9: Physical Features of Wisconsin**
- 2.10: Glacial Lobes and Landscapes**
- 2.11: River Systems of Wisconsin**
- 2.12: Wisconsin's Physical Regions**
- 2.13: A Wisconsin Puzzle**
- 2.14: Where Would You Like to Live?**
- 2.15: Chapter 2 Assessment**

2.1: Key Word Self-Assessment

Have students examine the key words listed on page 13 of *Wisconsin: Our State, Our Story*. Hand out 2.1: Key Word Self-Assessment and read the directions aloud. Tell students that, for each word, they should determine the following:

- (a) if the word is a word they can recognize and define
- (b) if it is a word they recognize but can't define
- (c) if it is a word they recognize part of
- (d) or if it's a word they don't know at all

Have students mark an X in each appropriate box in the chart.

2.2: Thinking Like a Historian

Hand out copies of worksheet 2.2, telling students that these are questions historians might ask themselves as they study Wisconsin history and geography. Have students read the directions. Then have them read each question carefully. Tell students that they should keep these questions in mind as they read Chapter 2 of *Wisconsin: Our State, Our Story*. Explain that, in order to

better remember the questions, students should either phrase them in their own words or take notes that will make the questions easy to remember. Tell students to do their writing in the third column of the chart.

2.3: Geography Picture Game

Overview

This activity will help students practice their visualization and vocabulary skills.

Materials

- 2.3 Geography Picture Game, several copies for each student
- Pencils

Procedure

1. Project or display the worksheet, explaining that in the left column of the chart there will be a picture. In the middle column there will be a word from Chapter 2 of the textbook that names that picture. In the right column, there will be a definition of that word.
 2. Model the activity using the word *glacier*. First, in the left column of the chart, draw a picture of a glacier. Work with students to help them figure out what it is. Then, when students have identified the word, write it in the middle column of the chart.
 3. Finally, work together as a class to create a definition for *glacier*. Write it in the “It means . . .” column.
 4. Divide students into small groups and give each group a list of words from the chapter. Have students take turns drawing pictures and coming up with definitions for their words.
 5. Possible words might include the list of landforms on page 23 or the glacial landforms on pages 26 and 27 of *Wisconsin: Our State, Our Story*. Other possible words from the chapter include the following: *city, compass rose, tributary, barge, ravine, gorge, volcano, quarry, swamp, coulee, outcrop*.
-

2.4: The Ice Age Trail

Overview

In this activity, students will first map the path of the Ice Age Trail through the counties of Wisconsin. They will then answer questions relating to that trail and to their work.

Materials

- 2.4A and 2.4B The Ice Age Trail, one for each student
- Crayons or colored pencils

Procedure

1. Have students turn to page 15 of *Wisconsin: Our State, Our Story* and examine the map of the Ice Age Trail.
2. Hand out worksheet 2.4A and explain that students are to draw the Ice Age Trail on their maps. Tell them to make it clear which counties the trail passes through. Work with students to get their maps started. Then let them continue on their own.

3. When students have finished drawing, hand out worksheet 2.4B and tell students to answer the questions. Have students discuss their answers and reasoning when they are done.
-

2.5: Wisconsin Counties

Overview

In this activity, students first will locate their home county and its neighboring counties. Then they will answer some questions about their work.

Materials

- Worksheets 2.5A and 2.5B, one for each student
- Crayons or colored pencils

Procedure

1. Project 2.5A, reminding students that this is a map of Wisconsin with the county borders drawn in. Help students locate their home county on the projected map.
 2. Hand out hard copies of 2.5A and have students locate and color their home county. Then have them use a different color for each of the counties surrounding their home county.
 3. When students have finished coloring, hand out 2.5B. Have a volunteer read the directions aloud and tell students to answer the questions. (Work through the beginning of the first item if you think this will help students get started.) Be sure to provide assistance to students having difficulty. When finished, have students discuss their answers as a group.
-

2.6: Wisconsin in the United States

Overview

In this activity, students will develop and demonstrate their understanding of the location of Wisconsin within the Midwest region and within the United States.

Materials

- Worksheets 2.6A and 2.6B, one each per student
- Crayons or colored pencils

Procedure

1. Distribute one copy each of 2.6A and 2.6B to each student. Project or display a copy of 2.6B.
 2. Ask students to read the instructions on 2.6A. Then have a volunteer come up to the map and point to Wisconsin. Work with the volunteer to complete the rest of the instructions.
 3. Have students complete their own maps using the instructions. (Note: If you anticipate that the students may have difficulty with the work, allow them to work in pairs or in small groups.)
 4. If you have time, tell students to color the rest of the map, labeling the other states and using different colors for each region. Have students revise the map key by adding the name and color of each region.
-

2.7: Your Cosmic Address

Teacher Materials

Preparation/Organization The only materials needed for this activity are the two student worksheets for 2.7. The activity may be done with the whole class, small groups of 3 to 5 students, supervised individuals, or individual students working on their own.

Procedure

1. Hand out copies of 2.7A and 2.7B and work with students through the instructions at the top of the first page. (**Note:** If your students live in an area that uses RFD or fire road numbers, make sure they understand how this system relates to the house numbers and street names of other addresses.)
 2. Read and discuss the directions with students, making sure students understand how to do the activity. Complete the first line or two with them. Then give students time to complete the activity on their own. When students have finished, ask volunteers to share their responses, using this as an opportunity to correct errors and reconcile any discrepancies that occur.
-

2.8: County, Country, or Continent

Teacher Materials

Preparation/Organization A globe or a large-scale map of the world as well as the worksheets 2.8A and 2.8B are needed for this activity. The activity may be done by the class as a whole or by small groups, as well as by supervised individual students and those working independently.

Procedure

1. Distribute worksheets 2.8A and 2.8B. Then guide students through Part 1. When you have finished, you may wish to help students make lists of the names (and spellings) of various counties, countries, and continents.
 2. Direct students to Part 2 and help them complete Steps 1 to 3. Make sure that students understand how to follow the line of 45° North Latitude. (**Note:** You might want to have them trace the line with their fingers.)
 3. Have a volunteer read aloud the directions for Step 4. Make sure students understand that they are to continue following the same line of latitude eastward. (**Note:** You might suggest that when students follow 45° North Latitude across a broad expanse, like the Atlantic Ocean, they should place one finger on the first country and then move the finger along the line until they get to the next country.)
 4. Let students do Step 4 on their own. When they have finished, ask volunteers to share their answers, making sure they realize that the next country is France and that it is part of the continent of Europe. Finally, have students complete the remaining step on their own.
 5. You may wish to have students continue further, either on their own or with your guidance. If so, emphasize that as students continue to follow the line of 45° North Latitude they:
 - (a) will pass through many countries.
 - (b) will have to look carefully to determine which countries they pass through.
 - (c) may pass through some countries more than once.
-

2.9: Physical Features of Wisconsin

Overview

Students will color a topographical map to show the lowlands and highlands of Wisconsin, helping them understand the concept of elevation.

Materials

- Worksheet 2.9, one for each student
- Crayons or colored pencils (yellow and green)

Procedure

1. Project or display worksheet 2.9, explaining to students that this map is similar to the one in *Wisconsin: Our State, Our Story* on page 22. Help students understand the difference between lowlands and highlands.
 2. Distribute a copy of the map to each student, having students color the highlands in green and the lowlands yellow.
 3. Use questions to help students apply what they have learned. For example:
 - *What is the land like where we live?*
 - *Do we live in lowlands or highlands?*
 - *In which direction is the nearest other kind of land?*
-

2.10: Glacial Lobes and Landscapes

Overview

In this activity, students will learn how glaciers created Wisconsin landforms during the Ice Age.

Background

Have students reread pages 24 to 27 in *Wisconsin: Our State, Our Story*. Explain that glaciers today, like the glacial sheets of the Ice Age, are usually gritty with rock and dirt that they have picked up. When the ice melts, hills of drift (surface debris of clay, sand, gravel, stones, and boulders)—called *moraines*—are left behind. The glaciers work like giant conveyor belts or escalators, moving huge quantities of drift to their forward edges. Even today, these ridges, formed during the Ice Age, trace the path of glaciers in Wisconsin.

Glacial lake basins are another Ice Age feature. They tend to be flat, former lake bottoms. They have sandy soils that in recent times proved good for growing potatoes. The glacial ice sheets stripped most of northern Wisconsin of its fertile soils. Meltwaters then moved the soils to southern Wisconsin, making a huge difference in the agricultural potential of the two regions.

Materials

- Worksheets 2.10A and 2.10B, one copy of each for each student
- Scissors for students
- Glue sticks or paste
- Optional: Completed map from 2.9: Physical Features of Wisconsin

Procedure

1. Project or display 2.10A pointing out how the lobes of glacial ice pushed from north to south.
 2. Ask a volunteer to come up and locate the largest ice sheet, the Green Bay Lobe.
 3. Project or display 2.10B. Point out Green Bay and the Kettle Moraine on the map, explaining that these were left behind by the Green Bay Lobe.
 4. Hand out copies of worksheets 2.10A and 2.10B to students. Tell students to cut out all six of the lobes on the Glacial Lobes map and paste them on the Glacial Landscapes map. Point out that Wisconsin's largest inland lakes (such as Lake Winnebago) are the remnants of larger glacial lakes.
 5. Ask students what other Wisconsin landforms probably were formed by glaciers. (Possible answers: the Great Lakes, many small lakes and wetlands in the northern part of the state.) Connect to the types of landforms formed by glaciers by pointing to the pictures on pages 26 and 27 of *Wisconsin: Our State, Our Story*.
 6. If you have time: In their History Notebooks have students write about various landforms in their community, discussing how these features might have been formed by the action of glaciers.
-

2.11: River Systems of Wisconsin

Overview

Students will become familiar with the names and locations of the state's six major rivers: St. Croix River, Chippewa River, Black River, Wisconsin River, Wolf/Fox River, and Rock River.

Materials

- 2.11: River Systems of Wisconsin, one for each student
- Pencils

Procedure

1. Project or display worksheet 2.11 and explain to students that they will be locating and naming the state's six major rivers. Write the names of these rivers on the board.
 2. Lead a discussion about these rivers, asking questions about which river is located closest to students' hometown, which river(s) students have seen or heard about, which river is the longest, which river is the furthest north, and so on.
 3. Hand out copies of 2.11 to students. Tell them to locate the state rivers using the map on page 29 of *Wisconsin: Our State, Our Story*. Then have students label those rivers on their own maps.
 4. Conclude by asking students to sum up what they have learned. Have them use their History Notebooks to record any questions they might have about the state's rivers.
-

2.12: Wisconsin's Physical Regions

Overview

In this activity, students will become familiar with the names and locations of the state's five physical regions.

Materials

- 2.12: Wisconsin's Physical Regions, one for each student
- Crayons or colored pencils

Procedure

1. Direct students to the map on page 30 of *Wisconsin: Our State, Our Story*. Work with students to identify each of the five regions.
2. Distribute copies of the worksheet. Have students fill in the names of the regions. When they have finished, have students refer back to page 30 of their textbook and use it to make sure that they have labeled their maps correctly.
3. Follow up by asking students to identify the region in which they live. Ask them to describe some physical features of the region, based on their own experience or what they read on pages 31 to 35 in *Wisconsin: Our State, Our Story*.

2.13: A Wisconsin Puzzle

Teacher Materials

Preparation/Organization Students will need both the worksheets for 2.13: A Wisconsin Puzzle and reference materials containing information about Wisconsin's physical regions. (Works such as *Learning from the Land* and *Working with Water* are good for this.) Students will also need scissors, paste, and additional paper or poster board. You will need to form five groups. The activity is best done by groups of three to five students. (**Note:** There are several worksheets involved in the activity. You might wish to have one or more students help you prepare these in advance.)

Procedure

1. Divide students into five groups and assign each group a specific Wisconsin region. Pass out the appropriate map (2.13A–E) to each group and direct students to the research materials you have gathered.
2. Explain that each group will study the vegetation, soil, minerals, and other characteristics of its assigned region. Tell students that they will find information in the research materials you have provided, such as *Wisconsin: Our State, Our Story* and other books about Wisconsin, such as *Learning from the Land: Wisconsin Land Use* and *Working with Water: Wisconsin Waterways*.
3. Have each group appoint one “scribe” to fill in the chart/key at the bottom of that group's map.
4. Tell students to conduct their research, reminding the scribes to fill in the charts/keys with the information that is found. When students have finished, have each group illustrate its map with symbols to represent the information. Then have students draw symbols in the key to show what their pictures represent. For example, if the vegetation of a region is prairie grass, students can draw tufts of grass. If the region is hilly, they can draw hills. If the soil is sandy, they can make diagonal lines. If the region has a great deal of a certain kind of mineral, students can make up a symbol—such as black squares for lead—for that mineral. (**Note:** You might wish to point out that some regions may have more than one type of vegetation, mineral, soil, etc. Explain that students should list all of those types and put the symbols in the areas in which each type is found.)
5. Make a photocopy of each completed regional map and have each group *carefully* cut out its region from the photocopy.

6. Provide the class with a piece of poster board or a large piece of paper and have the groups work together to assemble the “jigsaw” pieces into one large map. (**Note:** Have students begin in the northern part of the state with the Lake Superior Lowland and then work south.) When the pieces are properly arranged, have students paste them to the paper or poster board.
 7. Distribute a copy of 2.13F to each student and have students fill in information for the region they studied.
 8. Form new small groups, with each group containing at least one representative from each of the five regions. Ask students to present information about their regions to the other members of their group. As presenters do this, have the other students fill in their charts with the information provided.
 9. Finally, have students turn in their completed charts for assessment.
-

2.14: Where Would You Like to Live?

Teacher Materials

Preparation/Organization Students will need worksheets 2.14A–F. They will also need a sheet of ruled paper for writing a short assessment paragraph. This activity is best done in groups of 3 to 5 students, followed by a class discussion and an individual writing assignment.

Procedure

1. Form groups of 3 to 5 students and have students imagine that each group represents a different pioneer family coming to Wisconsin about the year 1840. Explain that at that time period there were few people to advise settlers about where to live. Pioneers had to make decisions solely on the information they saw on different maps.
2. Distribute one copy of worksheet 2.14A to each group. Have students discuss with one another how they might use the information on the map to help choose a good place to live. Ask questions such as: *Would you want to live on the banks of one of these rivers? Which one? What benefits would this have? What problems might arise?*
3. Have students discuss these issues with the members of their group. Next have one student in each group use a pencil to lightly mark the place the group has chosen to settle. Then have students work together to answer the questions at the bottom of 2.14A. Have a second “scribe” write in the group’s responses.
4. Now distribute the “Soil Types of Wisconsin” map (worksheet 2.14B). Ask students what information this map shows. Tell the groups to consider how the new information might change their choice of a place to live. Why? When students have finished their discussion and marked a new location to settle, have them work together to answer the questions at the bottom of 2.14B.
5. For the “Vegetation of Wisconsin” map (worksheet 2.14C) ask students if they would rather live where there are lots of trees or where there is prairie. Why? Have them discuss the pros and cons of each location with the members of their groups. As they discuss the issues, have them mark their new location on the map and answer the questions, just as they did with the first two maps.
6. Have students repeat the same procedure for the next two maps, “Minerals Mined in Wisconsin” (2.14D) and “Growing Seasons of Wisconsin” (2.14E).

7. When students have completed the maps, have each group place all of their maps side by side. Point out that groups may have changed their choices as they learned new information. Have each group review the pros and cons of the different places chosen.
 8. Have each group mark the overall “best” choice for settlement on the blank map of Wisconsin (2.14F). Invite groups to compare where they chose to settle. Discuss the choices with the class as a whole, having groups explain the reasoning behind their decisions.
 - *Did all groups choose to live in approximately the same place?*
 - *What factors proved important in each group’s decision?*
 - *How did the members of the group decide which factors were more important than others?*
 9. As a class, discuss the following:
 - *How would people today choose where to live?*
 - *Would people today find this same information important?*
 - *What other information would people of today find important?*
 10. Conclude by having each student write a short paragraph about how this activity helped him or her think about the different ways in which land was and can be used.
-

2.15: Chapter 2 Assessment

Hand out copies of **Part A** of the chapter assessment. Begin by reading the directions for **Part A** aloud. Make sure students understand what to do, and then have them answer each question on their own. Follow the same procedure for **Part B**. If necessary, for item 2, allow students to refer to their maps for 2.12: Wisconsin’s Physical Regions.

2.1: Key Word Self-Assessment

Put an X in the box that shows how you understand each word.

Key Words	I know this word and can tell what it means.	I recognize this word but don't know what it means.	I know a word like it, or what a part of the word means.	I don't know this word.
geography				
landscape				
topography				
environment				
region				
physical boundaries				
political boundaries				
cartographers				
Equator				
hemisphere				
compass rose				
Prime Meridian				
longitude				
latitude				
landforms				
waterways				
habitats				
geology				
natural resources				

2.2A: Thinking Like a Historian

Read each question carefully. In the third column, rewrite the question in your own words or write words that will help you remember the question.

Category	Questions	My Own Words/Notes
	<p>What major turning points shaped the area that we see and live in today?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>How does our landscape reflect these changes?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>How do our waterways reflect these changes?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____

Date _____

2.2B: Thinking Like a Historian

 	<p>How did our waterways influence where people settled and where cities grew?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
  	<p>What features of a Wisconsin region attracted people to settle and live there?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____

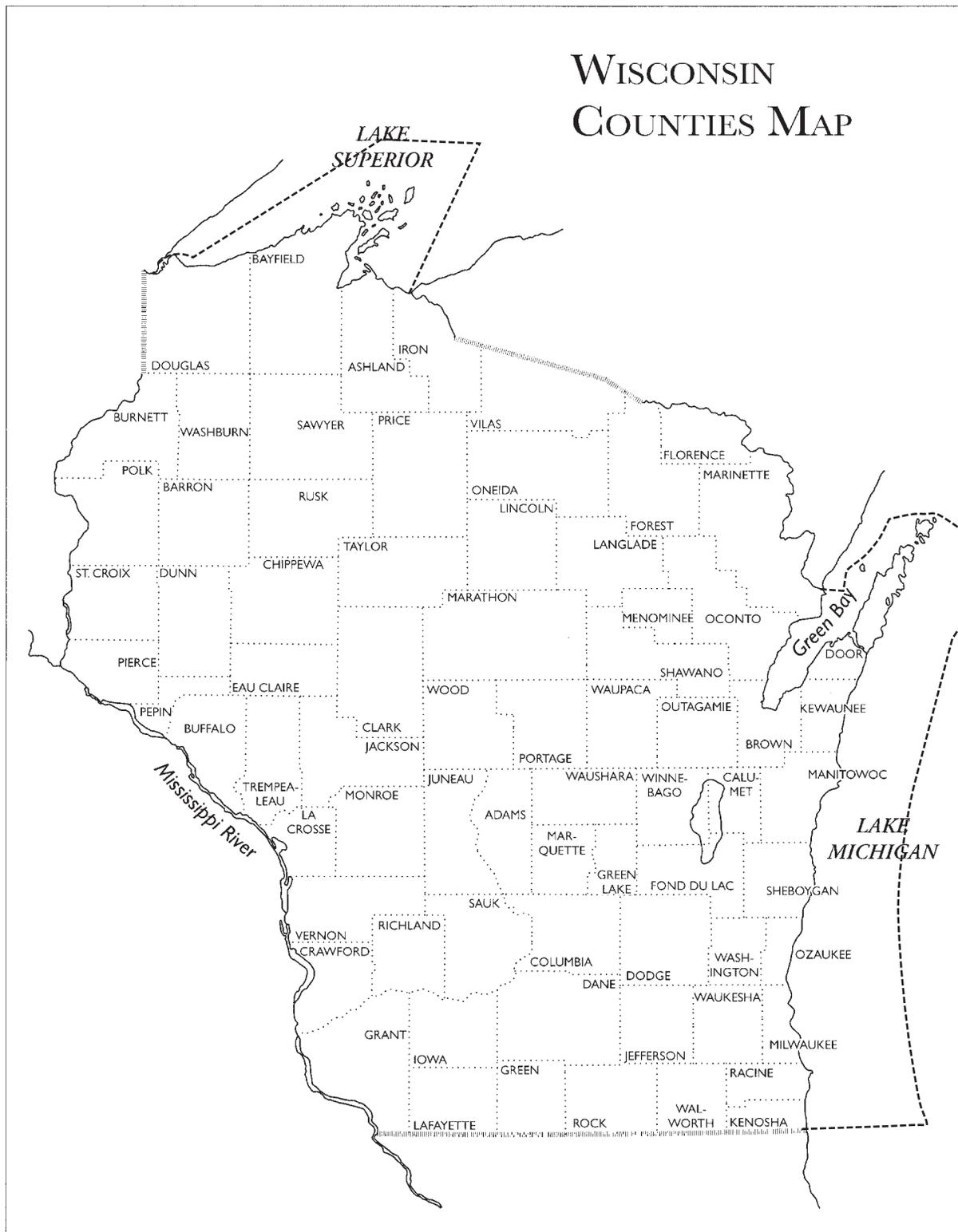
Date _____

2.3: Geography Picture Game

Draw a picture of a key word in the first column. Write the word in the second column when your teammate guesses correctly. Then write a definition for the word in the third column.

It Looks Like...	Word	It Means...

2.4A: The Ice Age Trail



Name _____

Date _____

2.4B: The Ice Age Trail

After you have drawn the Ice Age Trail on page 2.4A, answer the questions below.

1. What path does the Ice Age Trail show?

2. In which county is the western end of the Ice Age Trail?

3. In which county does the Ice Age Trail meet Green Bay?

4. Describe the place on the map where the Ice Age Trail splits in two.

2.5A: Wisconsin Counties



Name _____

Date _____

2.5B: Wisconsin Counties

After you have colored in your county on page 2.5A, answer the questions below.

1. What are the names of the counties neighboring your county?

2. Use the compass rose to describe where your county is located in Wisconsin.

3. Use the compass rose to describe your county's location in relation to its neighboring counties.

Name _____

Date _____

2.6A: Wisconsin in the United States

On the map “Regions of the United States,” do each of the following. Then check off each box on this page as you complete that task.

1. Write “Wisconsin” on the state of Wisconsin and color the state red. Fill in the map key to match.
2. Write the names of Wisconsin’s neighboring states on those states and color them orange. Fill in the map key to match.
3. Write the names of the other Great Lakes states and color them yellow. Fill in the map key to match.
4. Fill in the names of the Plains states in the Midwest Region and color those states pink. Fill in the map key to match.
5. Write the names of the Great Lakes, and color the Great Lakes light blue. Fill in the map key to match.
6. On the map write the name of the river that forms much of the western border of Wisconsin.

2.6B: Wisconsin in the United States

Regions of the United States

Key

- Wisconsin
- Wisconsin's Neighboring States
- Great Lakes States
- Plains States
- Great Lakes

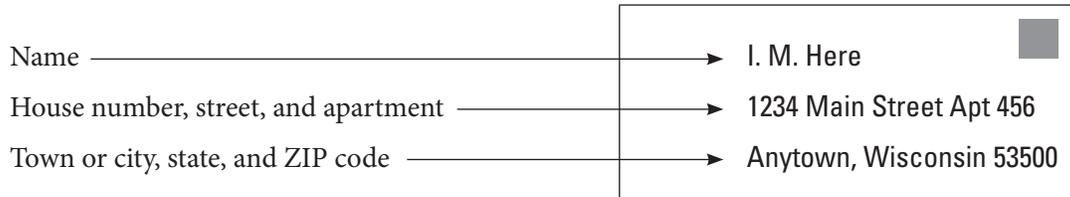
0 300 miles
0 300 kilometers

Name _____

Date _____

2.7A: Your Cosmic Address

When you see your address on something that comes in the mail, it usually looks like this:



If you think about it, though, there is more to where you live than this. You also have a **cosmic address**. It includes your county and your country. It also includes your continent (North America, South America, etc.), as well as the hemispheres in which you live (Northern or Southern, Eastern or Western) and your planet.

Fill in the following to write your complete, cosmic address:

- Name _____
- Street number _____ Street name _____ Apt. _____
- Village or City _____
- County (NOT country) _____
- State (abbreviated) _____
- Zip code _____
- Country (NOT county) _____
- Continent _____
- Hemispheres _____
- Planet _____

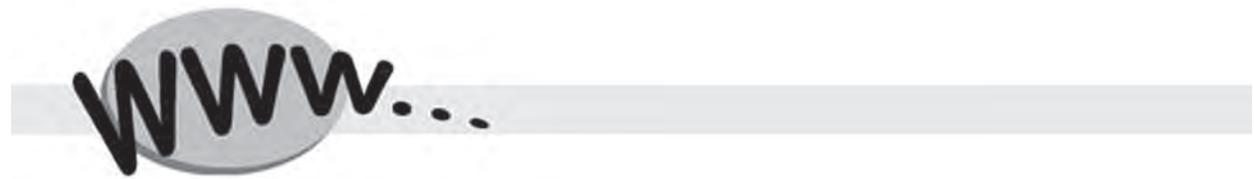
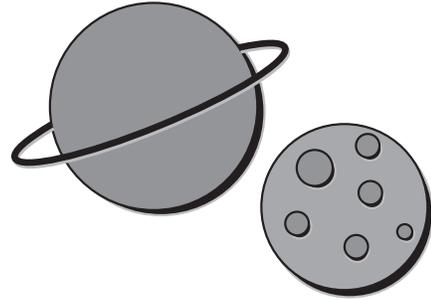
Name _____

Date _____

2.7B: Your Cosmic Address

Here are some more interesting facts about your cosmic address.

- The Earth is one of the eight planets in our solar system.
- Our solar system is one of more than 100 billion star systems in the Milky Way Galaxy.
- The Milky Way is one of the largest of about 30 galaxies in the Local Group of galaxies.
- The Local Group lies near the outskirts of the Local Supercluster, which is also called the Virgo Supercluster.



To learn even more about your cosmic address, take a look at this website:

- <http://www.atlasoftheuniverse.com/>

2.8A: County, Country, or Continent

Part 1

County . . . country . . . continent . . . the words sound a lot alike. How are a county, a country, and a continent different?

1. A **county** is a part of a state. Wisconsin has 72 counties.

Which Wisconsin county do you live in?

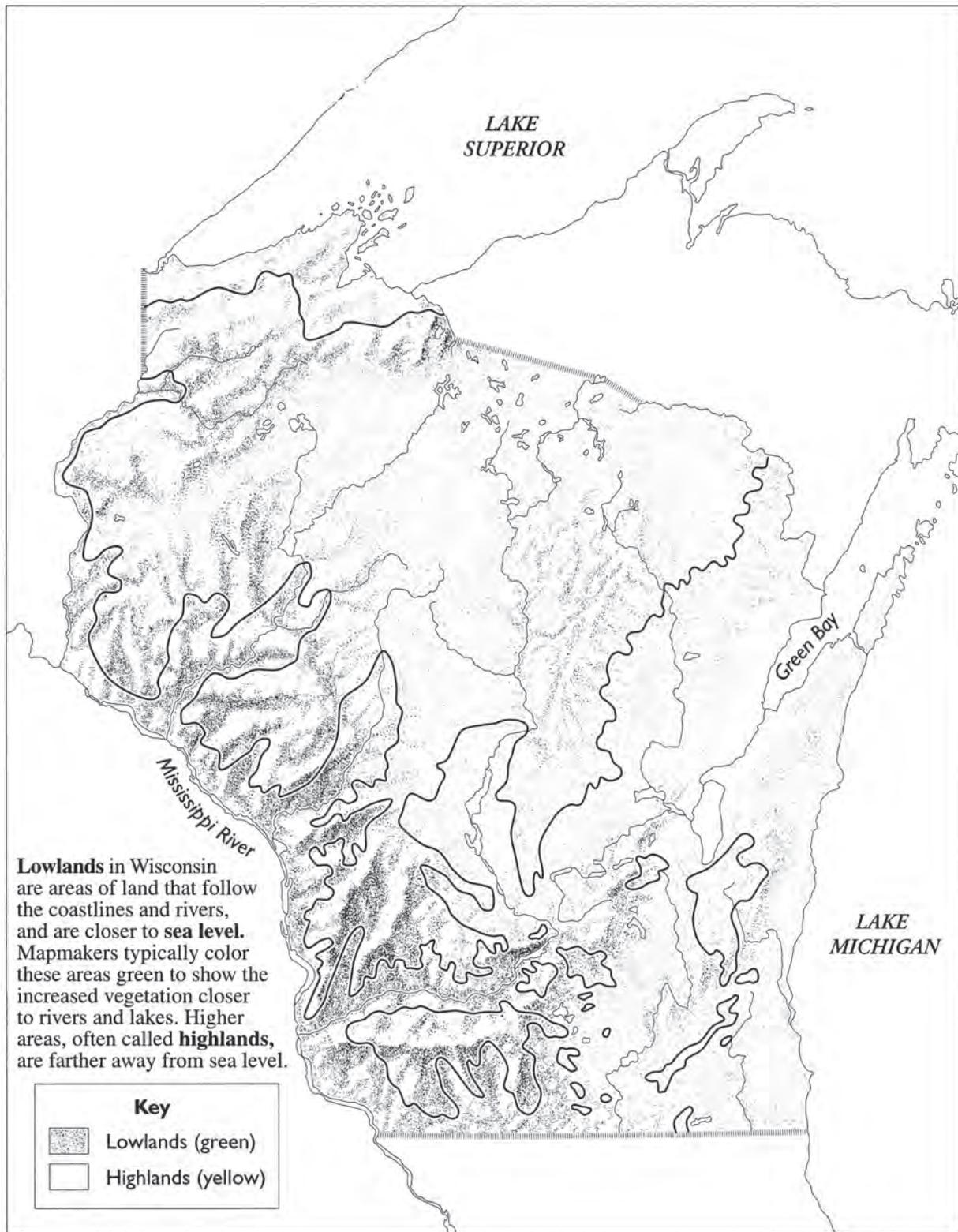
2. On page 17 of *Wisconsin: Our State, Our Story*, you learned that a **country** has both physical and political boundaries. A **physical boundary** is something like a range of mountains, a river, or even an ocean that separates one area from another; a **political boundary** is a human-made border of some kind. The United States has both physical and political boundaries with its neighbors.

Name one country **other than** the United States.

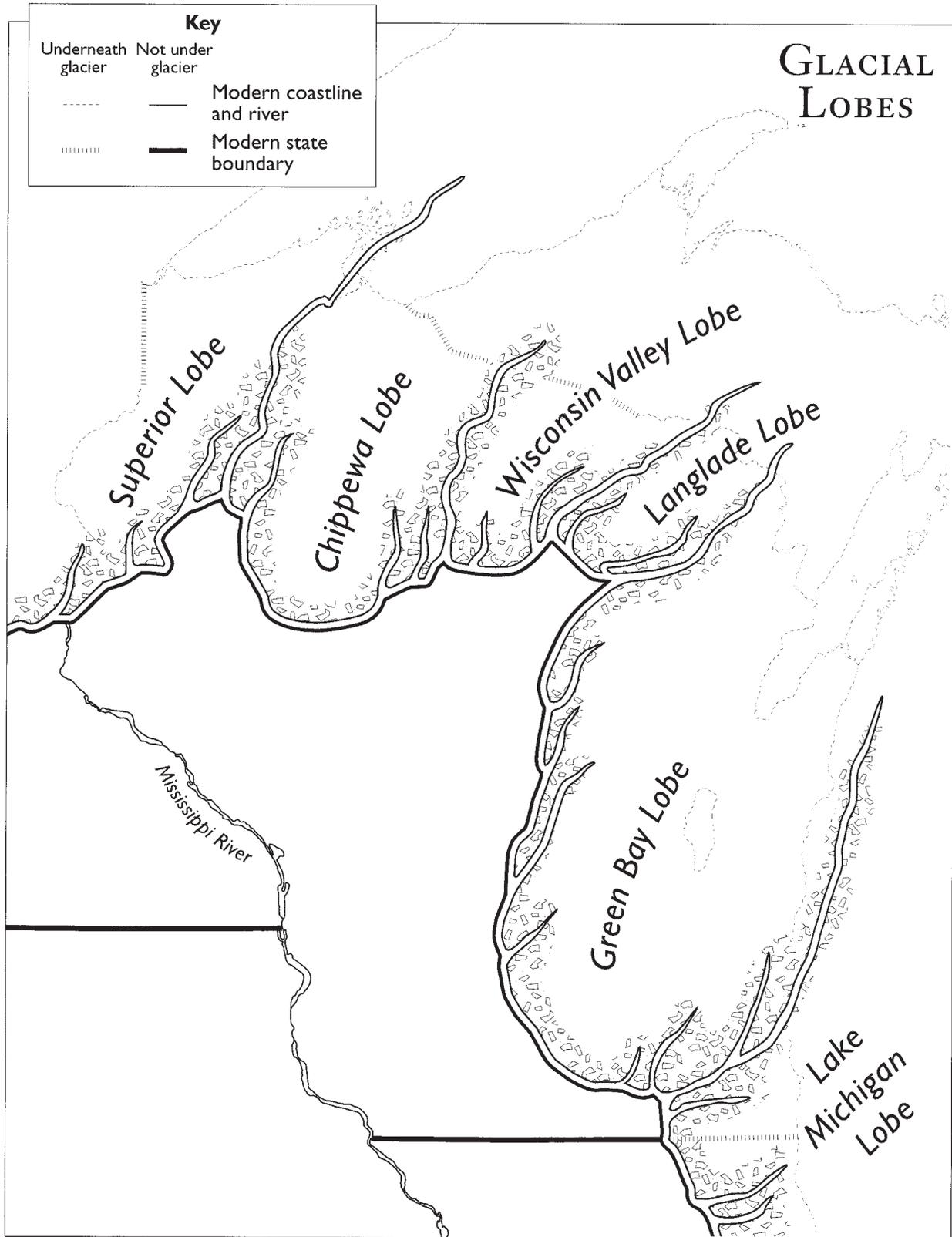
3. A **continent** is a much larger land mass. Usually, several countries make up a continent. For example, the countries of Canada and the United States of America are part of the continent of North America. So are other countries—such as Mexico, Belize, Guatemala, Honduras, El Salvador, Costa Rica, and Panama.

Name one continent **other than** North America.

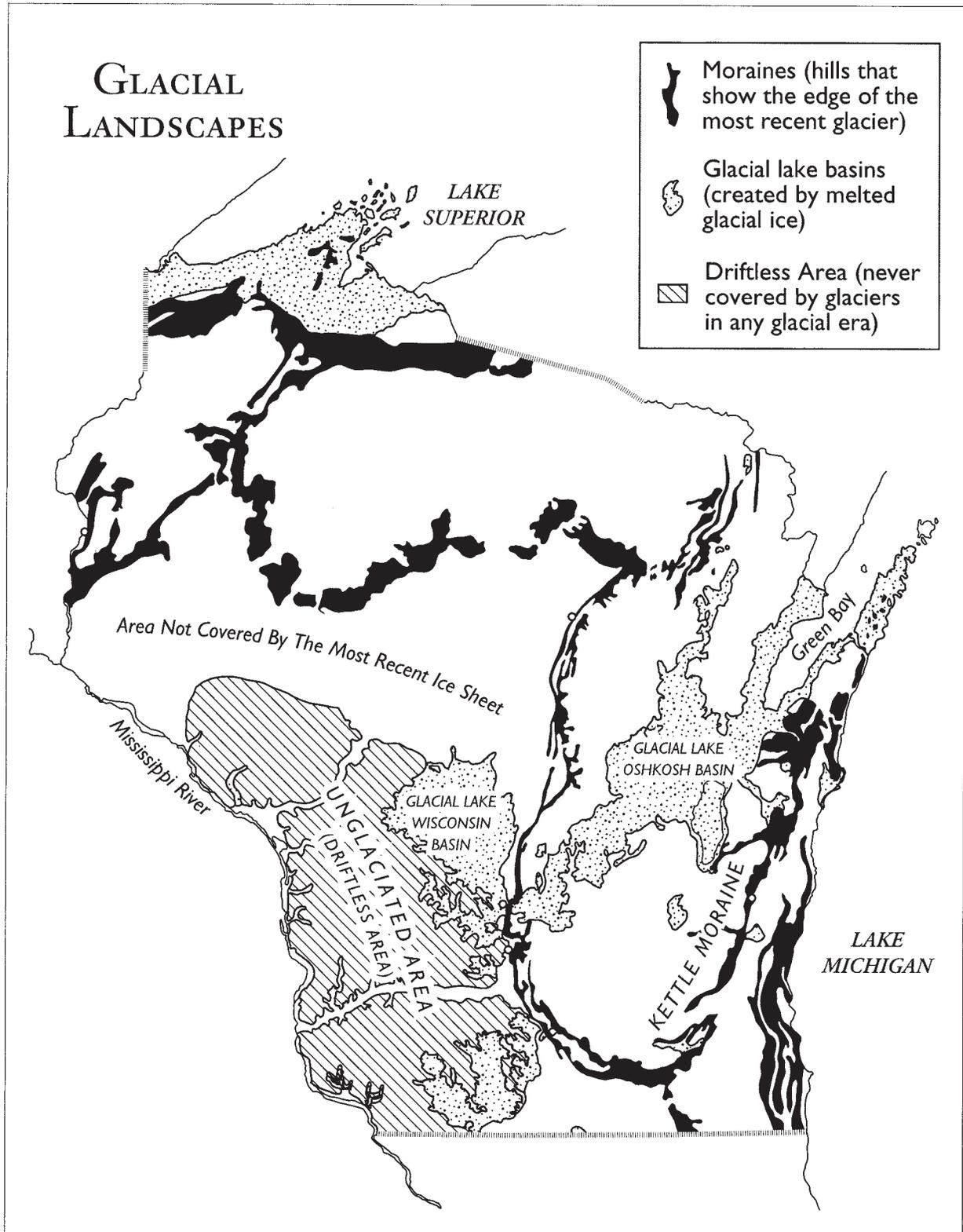
2.9: Physical Features of Wisconsin



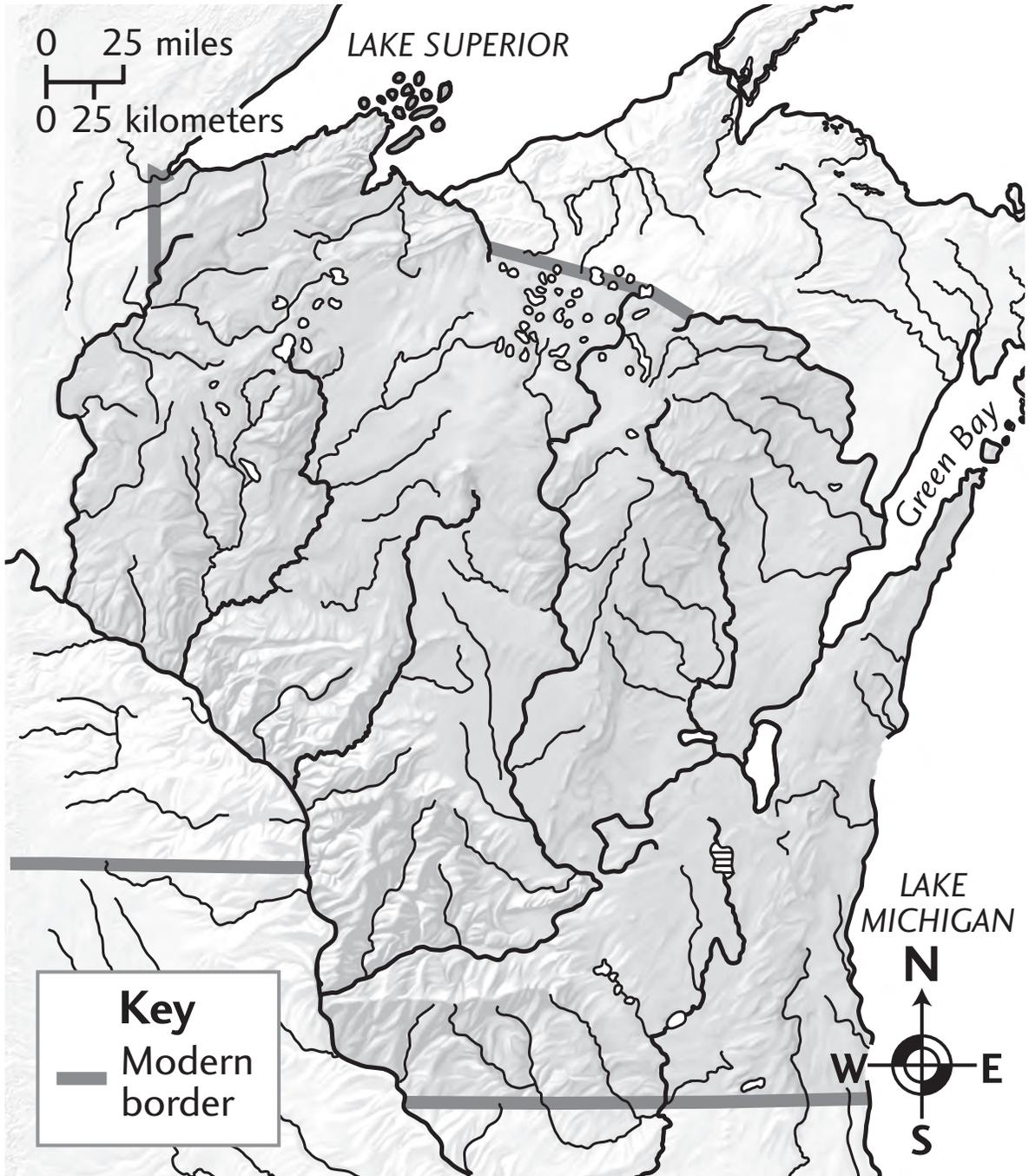
2.10A: Glacial Lobes and Landscapes



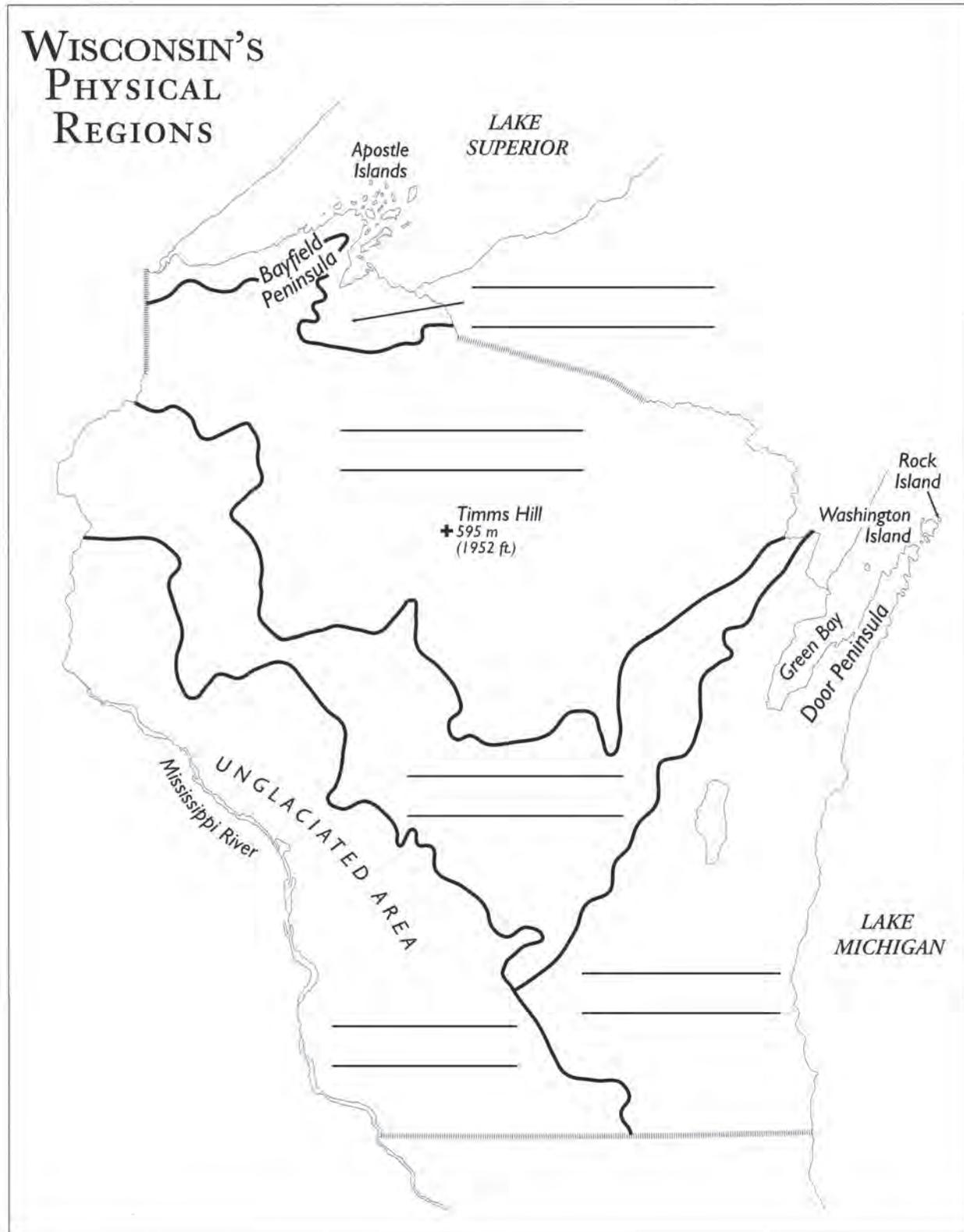
2.10B: Glacial Lobes and Landscapes



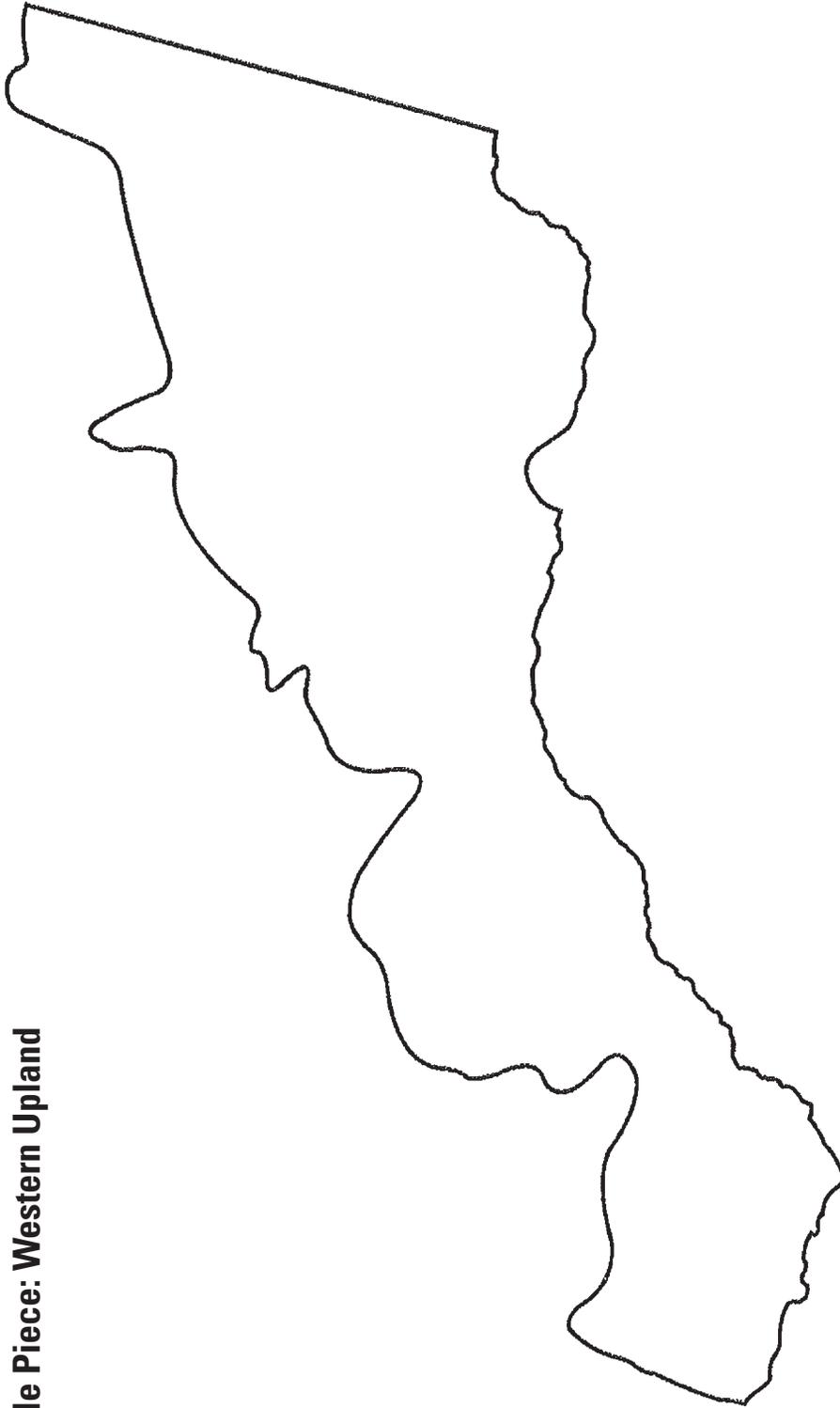
2.11: River Systems of Wisconsin



2.12: Wisconsin's Physical Regions



2.13A: A Wisconsin Puzzle



Puzzle Piece: Western Upland

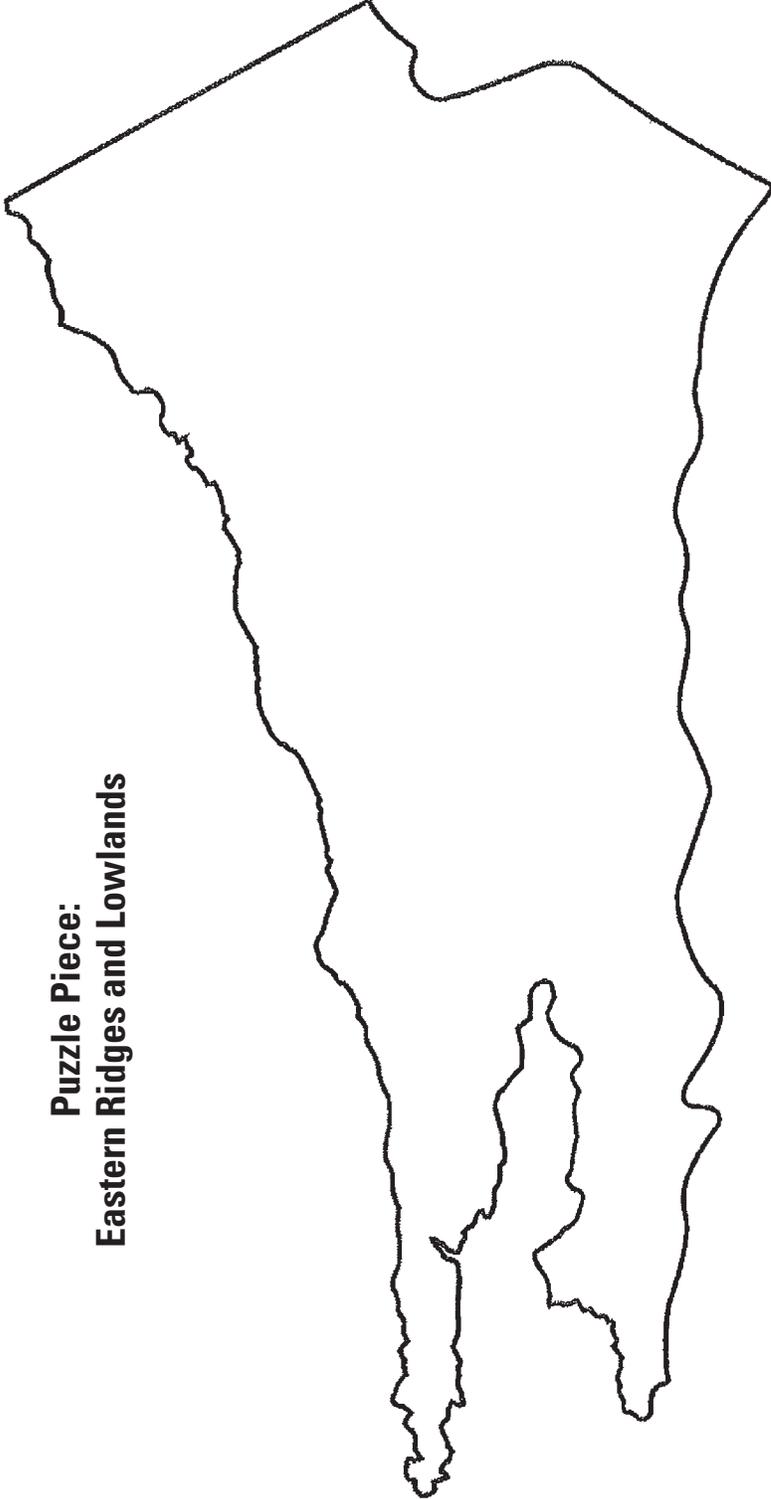
Directions: Fill in information and symbols in the map key below. Then put symbols on the map piece.

KEY

Region	Vegetation	Topography	Soil Type	Minerals	Other
Western Upland					

2.13B: A Wisconsin Puzzle

Puzzle Piece: Eastern Ridges and Lowlands



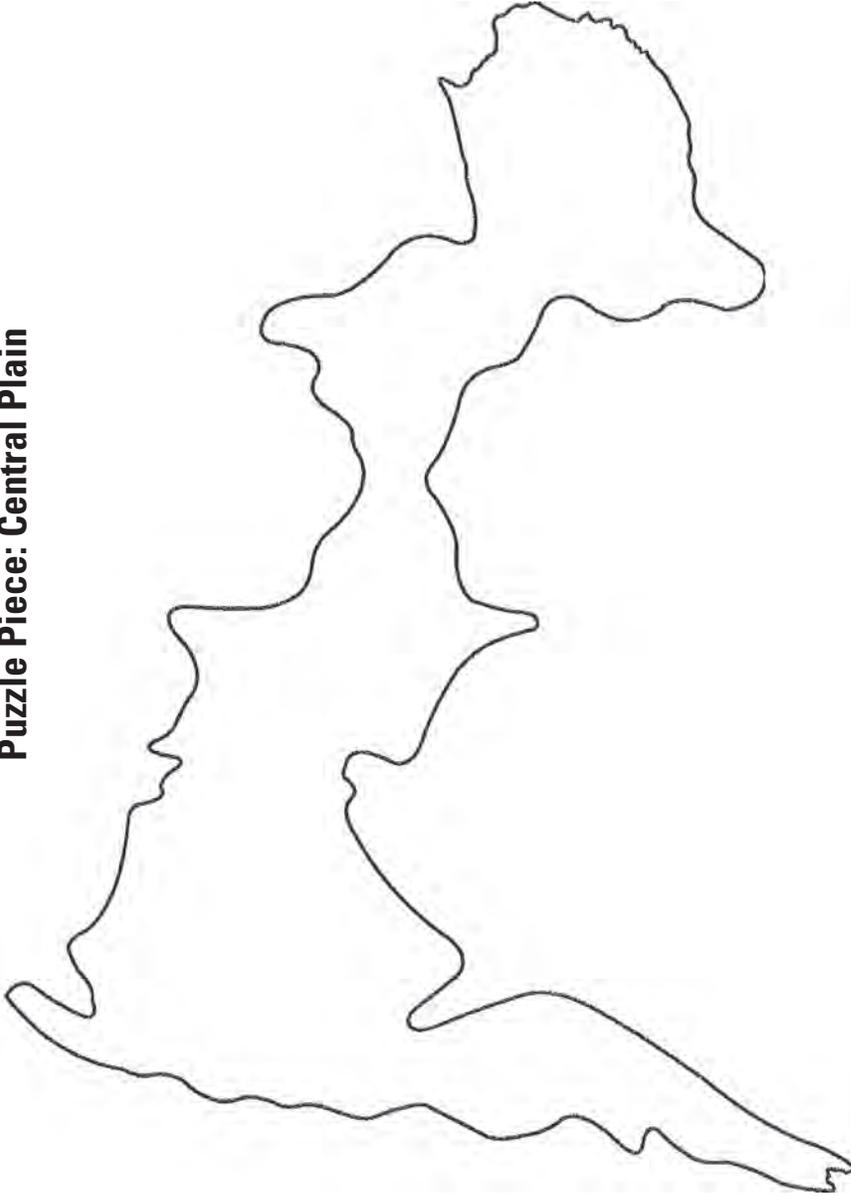
Directions: Fill in information and symbols in the map key below. Then put symbols on the map piece.

KEY

Region	Vegetation	Topography	Soil Type	Minerals	Other
Eastern Ridges and Lowlands					

2.13C: A Wisconsin Puzzle

Puzzle Piece: Central Plain



Directions: Fill in information and symbols in the map key below. Then put symbols on the map piece.

KEY

Region	Vegetation	Topography	Soil Type	Minerals	Other
Central Plain					

Name _____

Date _____

2.13D: A Wisconsin Puzzle

Puzzle Piece: Lake Superior Lowland



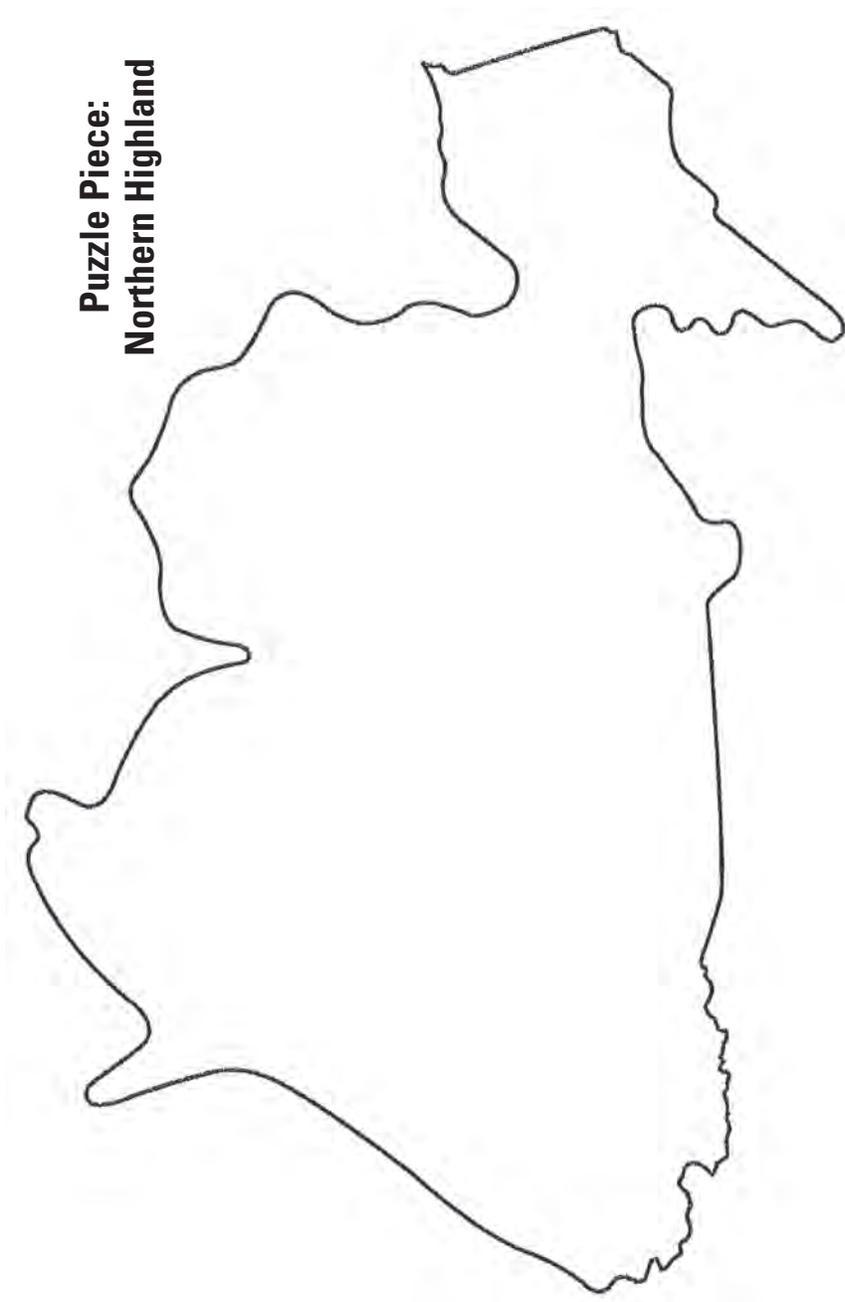
Directions: Fill in information and symbols in the map key below. Then put symbols on the map piece.

KEY

Region	Vegetation	Topography	Soil Type	Minerals	Other
Lake Superior Lowland					

2.13E: A Wisconsin Puzzle

**Puzzle Piece:
Northern Highland**



Directions: Fill in information and symbols in the map key below. Then put symbols on the map piece.

KEY

Region	Vegetation	Topography	Soil Type	Minerals	Other
Northern Highland					

Name _____

Date _____

2.13F: A Wisconsin Puzzle

Physical Regions of Wisconsin Chart

Region	Vegetation	Topography	Soil Type	Minerals	Other
Western Upland					
Eastern Ridges and Lowlands					
Central Plain					
Lake Superior Lowland					
Northern Highland					

2.14A: Where Would You Like to Live?

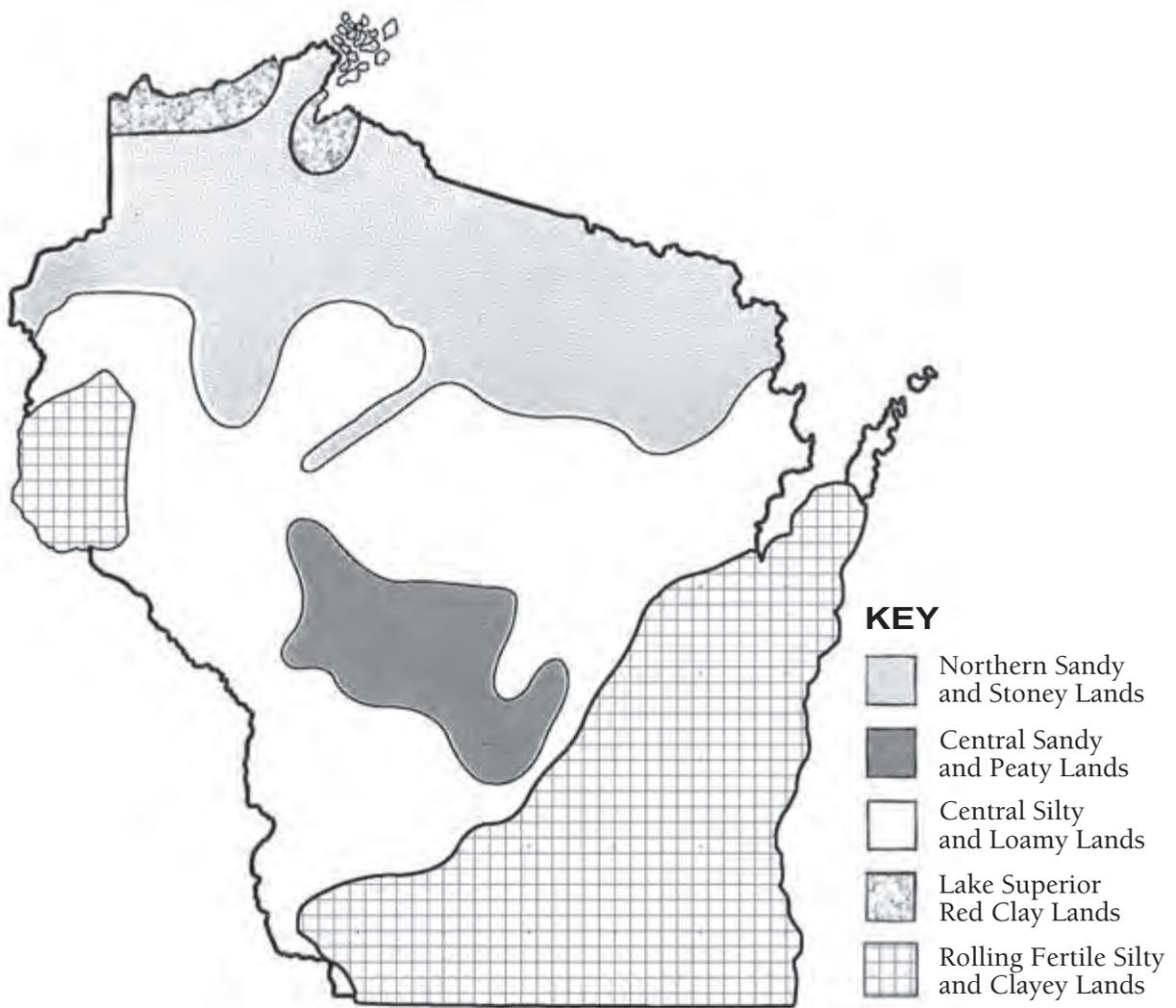
Rivers of Wisconsin



1. Where would you like to live? Explain your choice. Mark the place with an X.

2. What additional information would help you make a better decision?

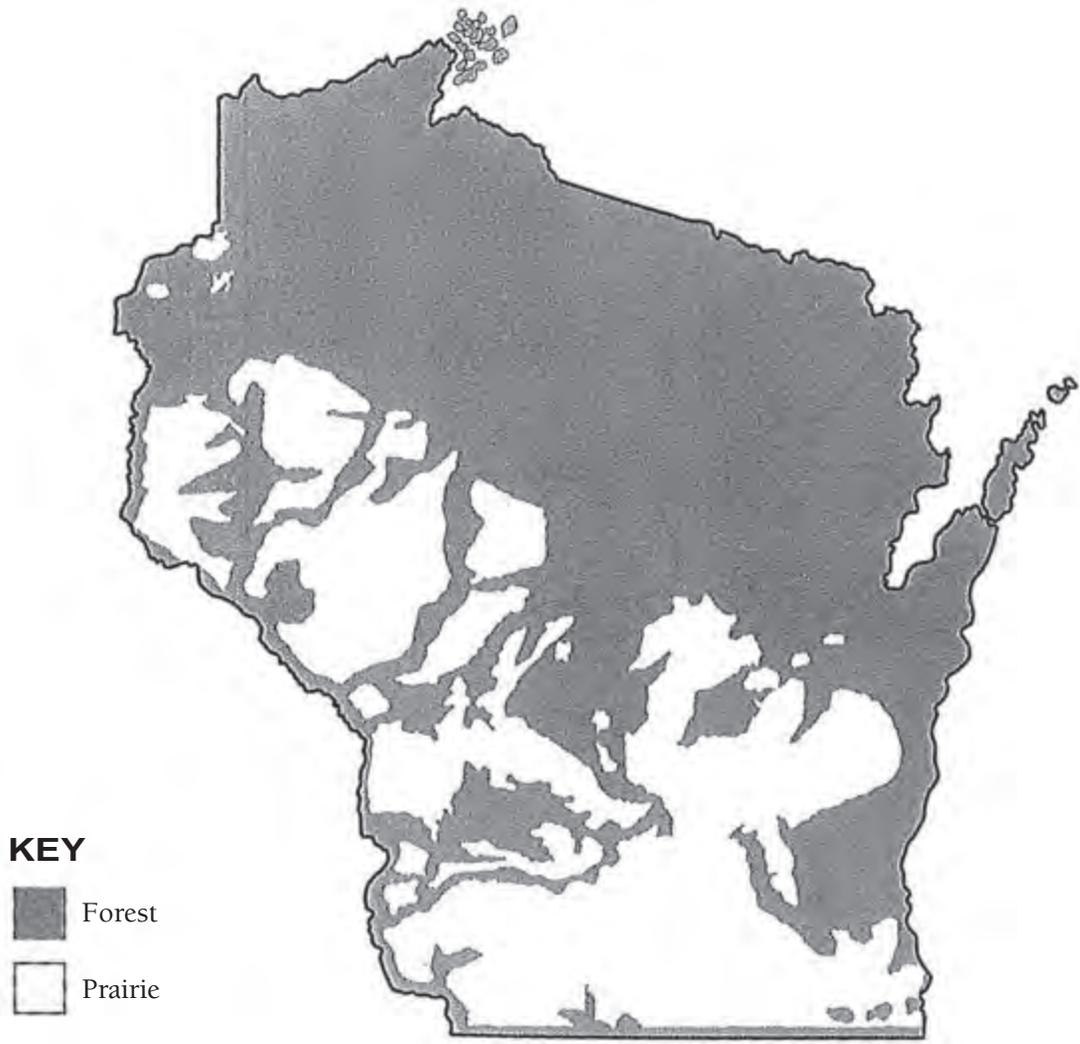
2.14B: Where Would You Like to Live? *Soil Types of Wisconsin*



1. Where would you like to live? Explain your choice. Mark the place with an X.

2. What additional information would help you make a better decision?

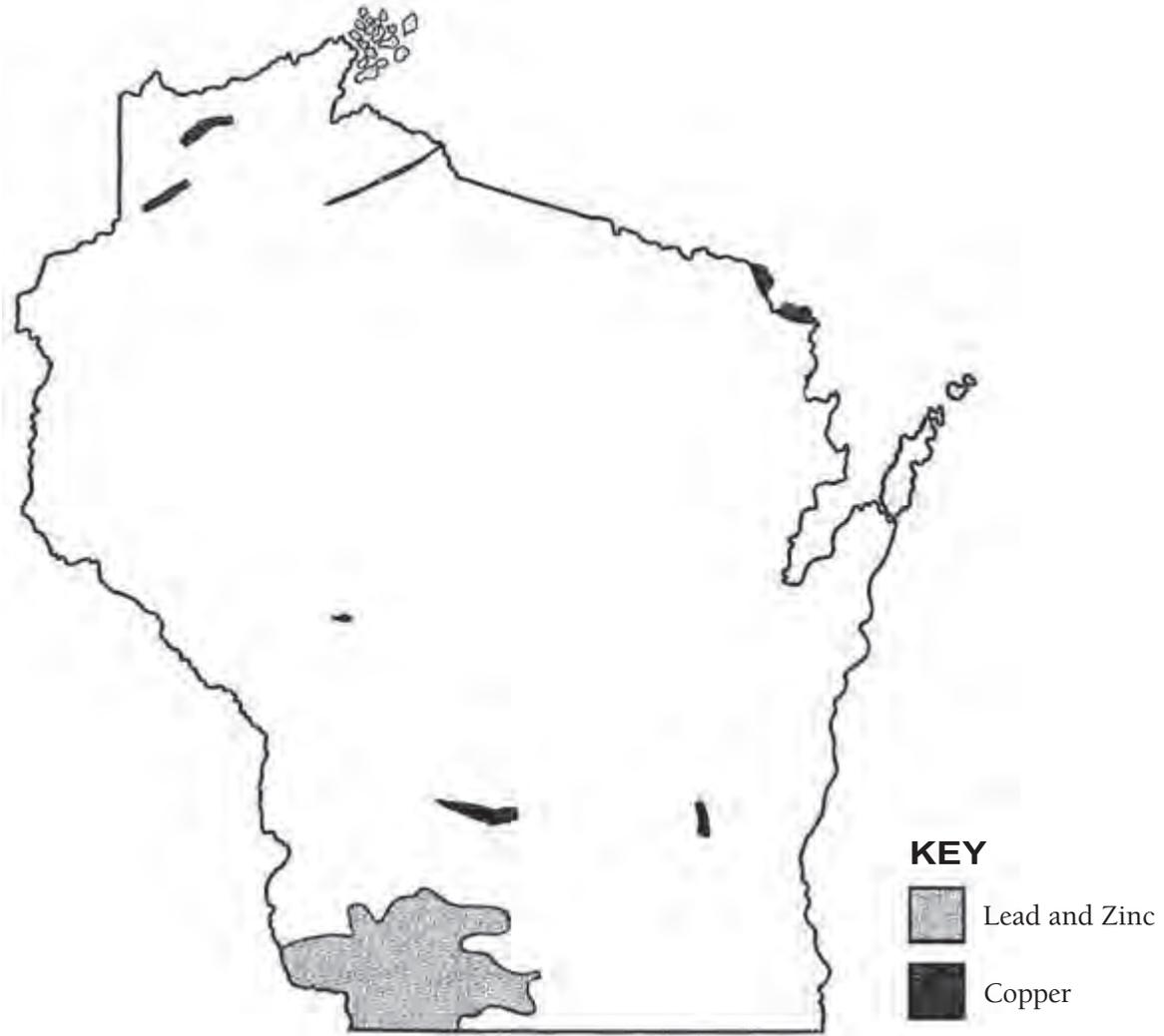
2.14C: Where Would You Like to Live? *Vegetation of Wisconsin, Before 1850*



1. Where would you like to live? Explain your choice. Mark the place with an X.

2. What additional information would help you make a better decision?

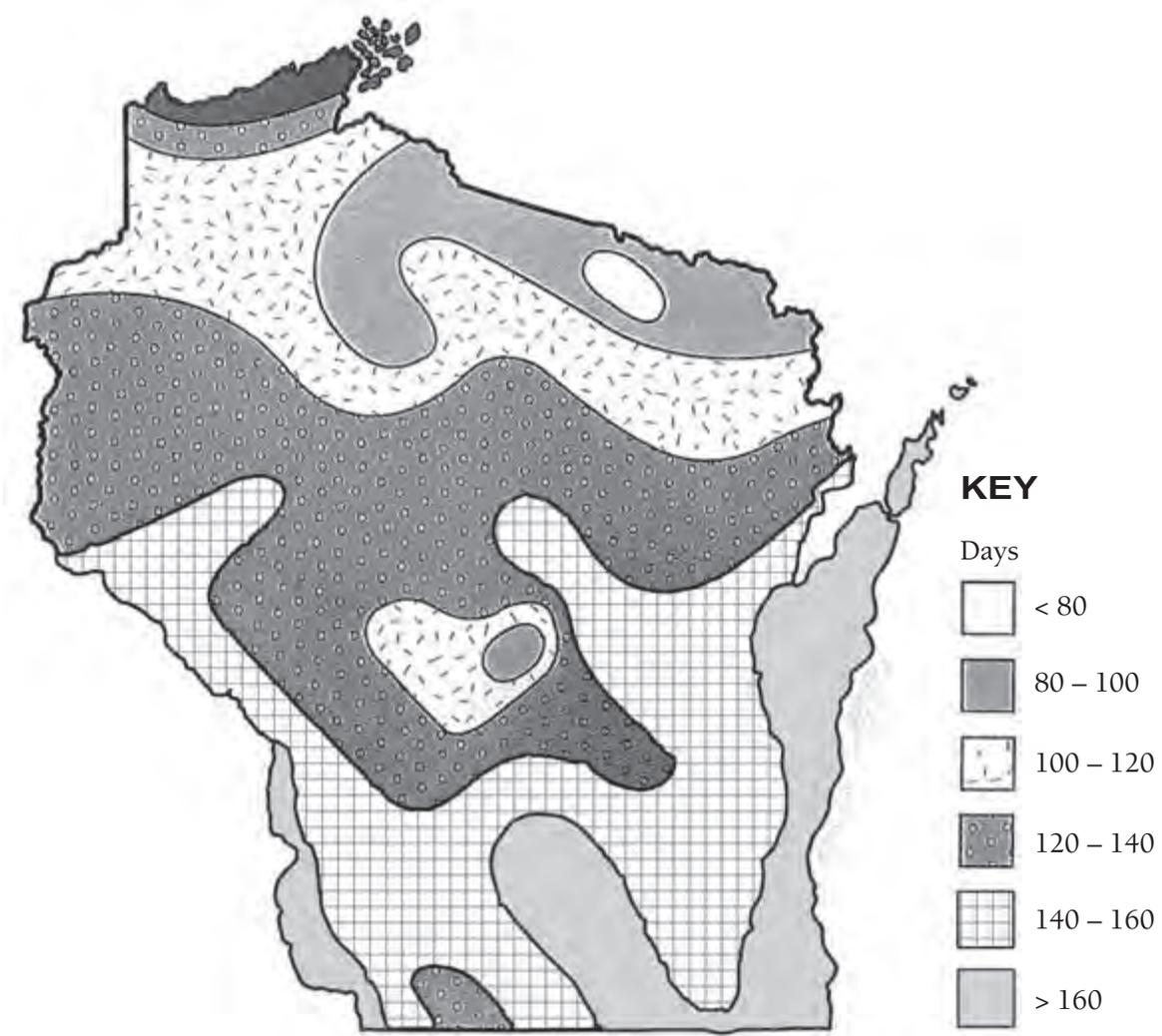
2.14D: Where Would You Like to Live? *Minerals Mined in Wisconsin*



1. Where would you like to live? Explain your choice. Mark the place with an X.

2. What additional information would help you make a better decision?

2.14E: Where Would You Like to Live? *Growing Seasons of Wisconsin*



1. Where would you like to live? Explain your choice. Mark the place with an X.

2. What additional information would help you make a better decision?

Name _____

Date _____

2.14F: Where Would You Like to Live?
Blank Map of Wisconsin



Name _____

Date _____

2.15A: Chapter 2 Assessment

Part A

1. Why is the Ice Age Trail important?

2. Write the letter of the correct definition next to each word.

- | | |
|------------------|--|
| _____ elevation | a. a ridge or long hill that was once the side or edge of a glacier |
| _____ hemisphere | b. a defined area of a place that has common features |
| _____ region | c. the area of land that drains into a waterway |
| _____ glacier | d. the detailed description of physical features of an area |
| _____ topography | e. the height of land above sea level |
| _____ moraine | f. fine particles of soil washed along by flowing water to settle at the bottom of a river or lake |
| _____ silt | g. a giant sheet of ice formed in mountain valleys or near the North or South poles |
| _____ watershed | h. half a sphere |

2.15B: Chapter 2 Assessment

Part B

1. Look through your Geography Picture Game and select three words. Write those words in the space provided here, along with their definitions in your own words, and your drawing.

Word	It means...	It looks like...
a.		
b.		
c.		

2. Write the name of the physical region next to its description.

Lake Superior Lowland, Northern Highland, Central Plain, Western Upland, Eastern Ridges and Lowlands

- a. _____ includes an unglaciated area.
- b. _____ includes Washington Island.
- c. _____ is the largest of the state's five regions.
- d. _____ includes the Apostle Islands.
- e. _____ is in the middle of the state.

Chapter 2

Answer Key

2.1: Key Word Self-Assessment

Answers will vary.

2.2: Thinking Like a Historian

Answers will vary.

2.3: Geography Picture Game

Answers will vary.

2.4: The Ice Age Trail

2.4A: Check to make sure students have drawn their maps correctly.

2.4B:

1. The Trail shows the southern edge of the last glacier in the state.
2. Polk County
3. Door County
4. The path splits in the southern part of the state, near the Wisconsin River (Adams, Waushara, and Marquette Counties).

2.5: Wisconsin Counties

Answers will vary depending on where your school is located. Sample answer for Dane County:

1. Rock, Jefferson, Dodge, Columbia, Sauk, Iowa, and Green Counties
2. My county is in the southern part of the state.
3. Dane County is north of Green and Rock Counties, west of Jefferson and Dodge Counties, south of Columbia and Sauk counties, and east of Iowa County.

2.6: Wisconsin in the United States

Check to make sure students complete the work correctly.

2.7: Your Cosmic Address

Student answers will vary, but each student should have filled in each line of his or her cosmic address. Make sure students understand that their cosmic addresses include two hemispheres—in this case, Northern and Western.

2.8: County, Country, or Continent

Part 1: Answers will vary.

Part 2: Students should begin to trace the line in the United States (North America) and then continue to Canada (North America). After students cross the Atlantic Ocean they should move on to France (Europe) and then through the northern part of Italy (Europe). Students following the line of 45° North Latitude beyond this will cross through the following countries in Europe: Croatia, Romania, Ukraine, and Russia. In Asia they will cross through Kazakhstan, China, Mongolia, and Japan.

2.9: Physical Features of Wisconsin

Check to make sure the work is done correctly.

2.10: Glacial Lobes and Landscapes

Check student work for accuracy.

2.11: River Systems of Wisconsin

Observe students to verify that they are carrying out the activity correctly.

2.12: Wisconsin's Physical Regions

Observe students to make sure the work is done correctly.

2.13: A Wisconsin Puzzle

Student charts should contain the following information:

- Lake Superior Lowland—Vegetation: forests, mostly pine and birch; Topography: flat near Superior and Ashland, then sloping gently toward the southern shore of Lake Superior; Soil Type: clay; Minerals: sandstone for use in building construction.
- Northern Highland—Vegetation: forests; Topography: hilly, with ridges and valleys; Soil Type: sand and stone; Minerals: copper.
- Central Plain—Vegetation: plains with some forest; Topography: mostly low-lying land with some tall cliffs; Soil Type: silt and loam; Minerals: copper.
- Western Upland—Vegetation: plains, marshes, and some forests; Topography: ridges and coulees (deep valleys), hills; Soil Type: silt and loam, fertile silt and clay; Minerals: lead and zinc.
- Eastern Ridges and Lowlands—Vegetation: plains and forests; Topography: limestone ridges separated by lowlands; Soil Type: fertile silt and clay; Minerals: copper.

2.14: Where Would You Like to Live?

Answers will vary. Students should, however, be able to support their decisions with reasons and explanations.

2.15: Chapter 2 Assessment*Part A*

1. The Ice Age Trail is important because it helps people understand Wisconsin's geography and history.
2. e. elevation, h. hemisphere, b. region, g. glacier, d. topography, a. moraine, f. silt, c. watershed

Part B

1. Answers will vary. Be sure the definition in the second column goes with the word and the drawing.
2. a. Western Upland
b. Eastern Ridges and Lowlands
c. Northern Highland
d. Lake Superior Lowland
e. Central Plain

Chapter 3

Wisconsin's First People

Activities in this Chapter:

3.1: Key Word Self-Assessment

3.2: Thinking Like a Historian

3.3: Early Indians Timeline

3.4: Reading Photographs for Detail

3.5: Paleo-Indian Spear Points

3.6: Comparing Early Indian Traditions

3.7: Mapping the Seasons of an Archaic Year

3.8: Effigy Mounds

3.9: Chapter 3 Assessment

Resources for this Chapter:

Early Indians Timeline Materials

Effigy Mound Sites in Wisconsin

3.1: Key Word Self-Assessment

Have students look at the key words listed on page 39 of *Wisconsin: Our State, Our Story*. Hand out a copy of 3.1: Key Word Self-Assessment to each student and read the directions aloud. Tell students that, for each word, they should determine the following:

- (a) if the word is a word they can recognize and define
- (b) if it is a word they recognize but can't define
- (c) if it is a word they recognize part of
- (d) or if it's a word they don't know at all

Have students mark an X in each appropriate box in the chart.

3.2: Thinking Like a Historian

Hand out 3.2: Thinking Like a Historian for this activity, one copy of each per student. Tell students that these are questions historians might ask themselves as they study Wisconsin's ancient past. Have students read the directions. Then have them read each question carefully. Tell students that they should keep these questions in mind as they read Chapter 3 of *Wisconsin: Our State, Our Story*. In order to better remember the questions, students should phrase each question in their own words or take notes that will help them remember it. Tell students to do their writing in the third column of the chart.

3.3: Early Indians Timeline

This activity has two parts. First, make a copy of the teacher page for this activity (included in the resources that accompany these instructions) and cut apart the rectangles. Enlarge the rectangles as much as possible on a copier, but keep the rectangles proportional to the length of time of each era in the timeline. (For example, the longest era—the Archaic, which lasted 5700 years—could be enlarged to 17" wide on 11" x 17" paper. If kept to scale, the other rectangles would then measure: Paleo, 10.5" in length; Woodland, 7"; Mississippian, 1"; and Oneota, 2".) Modify the rectangles to approximate these measurements but still be readable, but be sure to emphasize how long each time period is in relation to the others.)

When you have finished, post the rectangles on a bulletin board and have students help you determine the correct order of the rectangles. The finished timeline should resemble the one on pages 38 and 39 of *Wisconsin: Our State, Our Story*.

Next, hand out one copy per student of 3.3: Early Indians Timeline and read the directions aloud. Tell students that they will have to do a little math in order to complete this activity. Have students look at the timeline on pages 38 and 39 of *Wisconsin: Our State, Our Story*, explaining that this activity will help students see exactly how long each group of early Indian peoples lived in Wisconsin. Tell students they might want to use a separate sheet of paper as a worksheet as they do the math for this activity. If you wish, do the first item with students. Then have them read and answer the remaining questions on their own.

3.4: Reading Photographs for Detail

Have students look at the photo of archaeologists on page 43 of *Wisconsin: Our State, Our Story*. Give each student a copy of the worksheet for this activity and have students read the directions. As they answer the questions, tell students that they can use this method when examining any photo in the book, emphasizing that this will help them better understand what they see in photographs.

3.5: Paleo-Indian Spear Points

Teacher Materials

Preparation/Organization In addition to worksheets 3.5A–C, you will also want to have handy both a map of the United States and several centimeter rulers. (Alternatively, you can supervise students in making their own centimeter rulers from strips of paper.) Students can work in pairs or as either supervised or unsupervised individuals.

Procedure

1. Provide each student or student pair with a set of the activity sheets.
2. Projecting the worksheets, model completing the information needed for Spear Point A. Begin by showing students how to use a centimeter ruler to measure Spear Point A on worksheet 3.5A. When you have determined the length of the spear point, direct students as you and they fill in its length (9.7 cm) on worksheet 3.5B.
3. Help students identify the composition of Spear Point A, calling attention to the key at the bottom of 3.5A as well as the names of the various materials (found at the bottom of worksheet 3.5C).

When students have finished, direct them as you and they fill in the name of the material (Indiana Hornstone) on 3.5B.

4. Finally direct students to the paragraphs at the top of 3.5A, having volunteers take turns reading the information aloud. When they have finished, guide students to recognize that this particular spear point is fluted.
5. Help students use this information to decide whether Spear Point A is Early or Late Paleo-Indian. Make sure they understand that fluted points are from the early, rather than late, period.
6. Direct students to the map on 3.5C and help them determine that Spear Point A is most likely from a quarry in what is now southern Indiana and Illinois. Direct students as they fill in this information on 3.5B.
7. When students have finished working through this example with you, have them complete the work with the remaining spear points on their own. (**Note:** Depending upon how quickly students grasp the concepts involved, you might want to break this activity into three parts: spear length, stone type, and location.)
8. After students have finished their work, have them submit their finished pages for assessment. You may choose to assess student work yourself, or you might wish to have students exchange papers and do the assessment as a group.
9. After assessing student work and returning it to the students, discuss student findings. Focus the discussion on what students can infer from these findings about the lifeways of the particular Paleo-Indians. For example, students might infer:
 - *Because these Paleo-Indians needed spear points, they were probably hunters.*
 - *The spear points the Paleo-Indians made were not all alike.*
 - *Because their spear points came from quarries that were quite distant from the areas in which they lived, these Paleo-Indians either traveled widely or were able to trade with other Paleo-Indians who lived far away.*

3.6: Comparing Early Indian Traditions

This activity is designed to be done while students read pages 44 to 53 of *Wisconsin: Our State, Our Story*. For the activity you might want to divide students into small groups. Hand out a set of worksheets 3.6A and 3.6B to each student and have students read them over. Then have students read pages 44 to 53 in their textbooks, filling out the chart as they read. If you choose to make this a group activity, have each group choose one of the Indian traditions and fill out the corresponding column in the chart. When students have finished, have them come together to share information and tell each other about the various Indian traditions.

3.7: Mapping the Seasons of an Archaic Year

Overview

This activity gives students the opportunity to “see through their eyes” and imagine how Archaic people lived. Students will work in small groups to confront some of the decisions Archaic people faced when they needed to find the best place to live for a season.

Objectives

- To help students understand that Archaic Indians needed to use the same thinking skills that we do in order to make decisions that helped them survive
- To help students develop their historical imaginations as they use their own thinking skills to plan the journeys they would make during the course of the year
- To give students the opportunity to explain the choices that they made

Materials

- 3.7A, one copy per student or group
- 3.7B, one per student or group
- 3.7C, one per group
- Scissors, glue sticks, pencils, map colors (optional)

Procedure

1. Divide students into small groups and explain that this activity will allow them a chance to think “through the eyes” of Archaic Indians. Project worksheet 3.7A. Remind students that Archaic people camped at different sites depending on the season. Tell students that, in this activity, they will be choosing seasonal campsites, just as Archaic people did long ago. Explain that the chart will help their decision-making, since it tells them which places were best during each of the four seasons. Model some questions students might ask themselves as they attempt to make these decisions. For example:
 - *Which environment might provide both stone and shelter?*
 - *What food would be near that site?*
 - *What natural resources would be needed?*
 - *How do I find these answers?*
2. Display or hand out copies of 3.7B and 3.7C. Review the map key, distance key, and symbols to make sure that all groups understand the visual clues.
3. Ask students to use the information on the chart to help them plan their journey. Have them cut out and glue the seasonal symbols in the places on the map that the group agrees would be best for each season. Each group should choose one member to act as the scribe in writing down the reasons for the group’s decisions. Have the scribe record the ideas on 3.7C.
4. If you have time, have groups pair and share or have each group report its decisions and reasons. Then discuss the results with the class.

3.8: Effigy Mounds

Background Information to Share Most effigy mound sites are found in Wisconsin, and most are within the southern half of the state. A few sites are found in Iowa, Minnesota, and Illinois. Mound sites tend to be clustered together near large rivers, lakes, or springs. There seem to be more mound sites in western and south central Wisconsin than in southeastern Wisconsin. Because there are no lakes in the Driftless Area of western Wisconsin, most mound sites in the region cluster near large rivers. In southeastern Wisconsin, where the melting and retreating glaciers created many lakes, mound groups are spread out across the landscape.

Most mounds were probably used to bury the dead, and current archaeological theories seem to agree that the shapes of the mounds represent totems, or animals symbolizing specific lineages or clans. The mounds were probably built in the warmer months, by groups of people who spent winters dispersed into small groups. Each summer they would gather together to visit and cooperatively collect the resources they needed in order to survive the next winter. Mound-building was probably one way that the stress of the gathering was reduced. People would work together not only to bury the dead, but to create a tangible symbol of their identity.

Later Native people living in Wisconsin continued to use effigy mound sites as cemeteries, as places to store food or special tools, and as places to grow food. Some effigy mound sites contain the remains of what might be houses or places where people held dances and ceremonies.

Preparation/Organization Materials for this activity include a map (“Effigy Mound Sites in Wisconsin,” found in the supplemental resources for this chapter) and eight worksheets. Each student will need a copy of pages 3.8A–C and 3.8H. Half the groups will need copies of 3.8D–E and the other half will need copies of 3.8F–G.

Procedure

1. Have student volunteers take turns reading aloud worksheet 3.8A. Share as much of the “Background Information to Share” above as you wish. Hand out worksheet 3.8B and have students answer questions based on their reading of worksheet 3.8A. Then project the map of “Effigy Mound Sites in Wisconsin.” Explain that each dot on the map represents one place where mounds are found. Ask:
 - *What are some Wisconsin counties that have a lot of effigy mounds?*
 - *Are the mounds evenly distributed over the landscape, or do they clump together in certain places?*
 - *Which places contain the most mounds?*
2. Help students understand that effigy mounds are more prevalent in the southern part of Wisconsin. Then explain that students will be conducting an archaeological survey to find information about effigy mounds that have been mapped in Grant County (in southwestern Wisconsin) and Milwaukee County (in southeastern Wisconsin).
3. Tell students that they will be working in small groups of two to four students to determine the frequency of animal types (and other forms) of mounds in one of the two counties. Half the groups will be analyzing mound maps in Grant County; the other half will be working with mound maps of Milwaukee County. Afterwards, the groups will compare and contrast their results and analyze the data they obtained.
4. Divide students into groups and pass out copies of the tally sheets (3.8C) to each group.
5. Distribute the mound group maps for either Grant or Milwaukee County (3.8D–E or 3.8F–G) to each group. Examine the maps with students and ask the following:
 - *Can you identify which animals are represented? (Some are easy to identify, but others might be seen in different ways by different people.)*

Students should be able to identify a number of animals by looking at the site maps and matching up types with those on the tally sheets. Most of the species that are identified will be native to the Upper Midwest, but some mounds might look like elephants, horses, or

other non-native animals. Mound identification is subjective, but if it comes up you might want to discuss why it is unlikely that Wisconsin effigy mound builders would make mounds that resemble elephants, camels, or kangaroos—even if the mounds might resemble those animals to us today.

6. Direct students back to 3.8C and point out that the columns on the tally sheet correspond to the mound types. Tell students that they will be tallying the data by site and then totaling the numbers. Then each individual student will graph the findings. Monitor students as they work.
7. Pass out a copy of 3.8H to each student. Have each student make a bar graph using the data from his or her tally table. Some students may wish to use rulers to make the bars as accurate as possible. Then form student pairs with one student from a Milwaukee County group and one from a Grant County group. Point to the space at the bottom of the graphs and ask each student to write at least one sentence describing the differences between their graphs.
8. When students have finished writing their sentences, reconvene the whole group and discuss the student findings. Help students understand the following:
 - *There are more bear mounds in Grant County, while Milwaukee County contains more turtle and panther mounds.*
 - *Both areas have a lot of bird mounds, although more bird mounds are found in the west than in the east.*
 - *As you go from west to east, the frequency of bear mounds drops and the frequency of turtles and panthers rises.*
 - *Archaeologists are still trying to answer questions about the mounds, and some things still remain mysteries.*

Enhancement You might wish to use one or more of the following enhancement activities.

- In the Teacher's Guide to *Learning from the Land: Wisconsin Land Use*, the effigy mounds activity on pages 20 to 26 gives students the experience of constructing a salt-dough topographical map model of the Arboretum effigy mound group in Madison.
- In *Mapping Wisconsin History*, pages 17 to 19 and 25 to 27, the effigy mounds activities provide in-depth interactive exploration of the effigy mound group found on the northeastern shore of Lake Mendota near Madison.
- *Water Panthers, Bears, and Thunderbirds* elaborates on this activity, extending it to five counties and adding more integrated elements.

3.9: Chapter 3 Assessment

Hand out copies of 3.9: Chapter 3 Assessment to students. Read the directions for **Part A** aloud and have students complete the items. Provide assistance as needed. Follow the same procedure for **Part B**.

Early Indians Timeline

Oneota, 1000–1630 AD

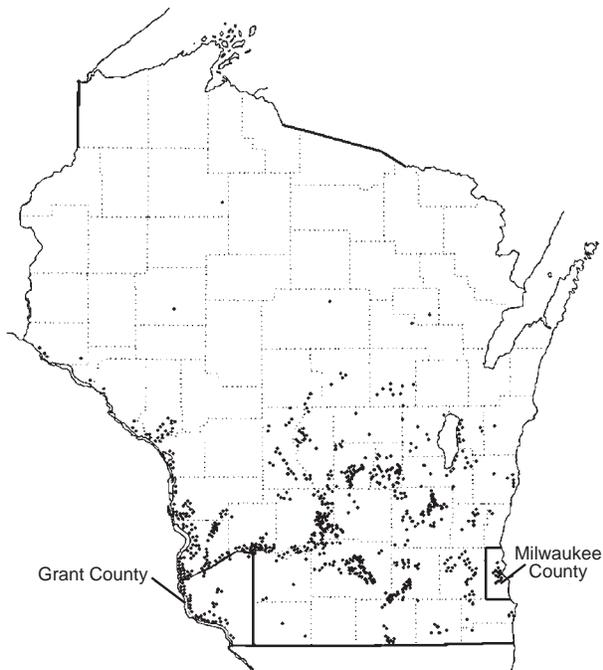
Mississippian, 1000–1200 AD

Woodland, 800 BC –1630 AD

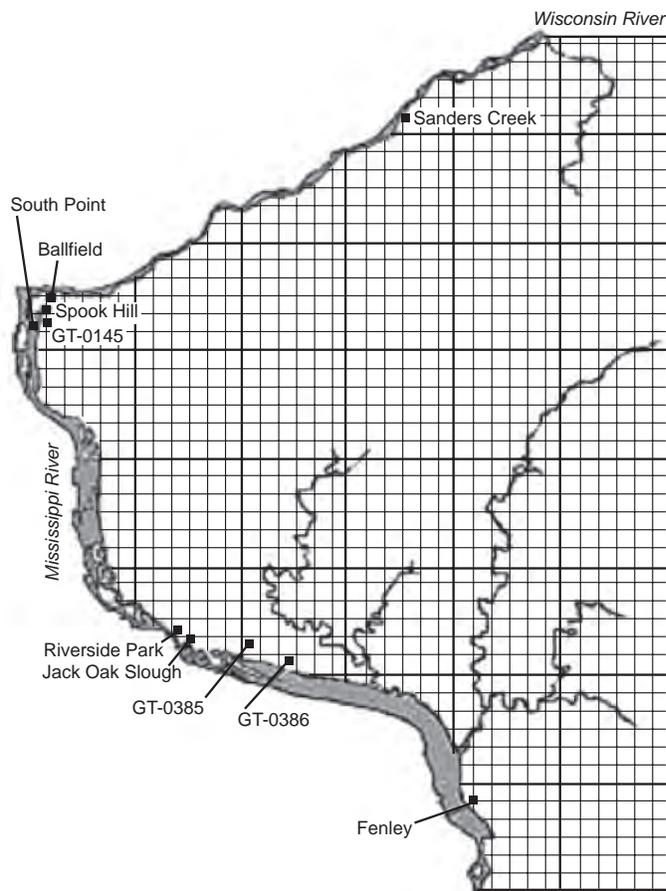
Archaic, 6500–800 BC

Paleo, 12,000–6,500 BC

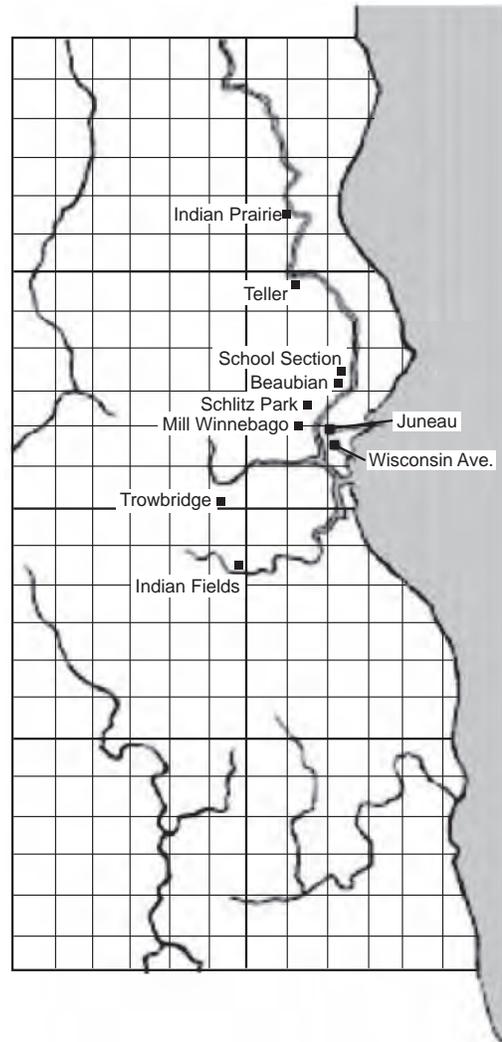
Effigy Mound Sites in Wisconsin



Grant County Effigy Mound Sites



Milwaukee County Effigy Mound Sites



Name _____

Date _____

3.1: Key Word Self-Assessment

Put an X in the box that shows how you understand each word.

Key Words	I know this word and can tell what it means.	I recognize this word but don't know what it means.	I know a word like it, or what a part of the word means.	I don't know this word.
ancestors				
adaptation				
elders				
sacred				
clan				
descendants				
oral tradition				
archaeology				
sites				
pottery				
excavate				
preserve				
mastodons				
extinct				
survive				
cultivate				
effigy mounds				
ceremonies				
longhouses				
communicate				

3.2A: Thinking Like a Historian

Read each question carefully. In the third column, rewrite the question in your own words or write words that will help you remember the question.

Category	Questions	My Own Words/Notes
	How did the earliest people in Wisconsin live?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	How did the lives of Wisconsin Indians change as the climate changed?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

3.2B: Thinking Like a Historian

	<p>What kinds of changes in the lives of Wisconsin Indians were so large that archaeologists see them as turning points?</p>	<hr/>
 	<p>What kinds of things did Wisconsin Indians do thousands of years ago that we still do today?</p>	<hr/>

Name _____

Date _____

3.3: Early Indians Timeline

Look at the timeline on pages 38 and 39 of *Wisconsin: Our State, Our Story* and answer the questions below.

1. What two sets of letters do you see next to the years? _____ and _____
2. Which set of letters tells you that something happened within approximately the last 2,000 years? _____
3. Which letters tell you that something happened before that? _____
4. Which date on the timeline is farthest in the past from right now? (Be sure to include the letters.) _____
5. What are the dates during which the Paleo people lived? _____
6. How long did the Paleo people live in Wisconsin? (Hint: Subtract the last date from the first.) _____ years
7. How long were the Archaic people in Wisconsin? (Hint: Use the same method you used for Question #6.) _____ years
8. How long were the Woodland people in Wisconsin? (Hint: Add the bc and ad years together.) _____ years
9. The Mississippian and Oneota peoples lived in Wisconsin only in the ad time period. How long were the Mississippian people here? (Hint: Subtract the smaller number from the larger number.) _____ years

3.4A: Reading Photographs for Detail

Look at page 43 of *Wisconsin: Our State, Our Story*. At the top of the page is a photo that shows archaeologists at work at the Apple Branch site in Lafayette County. Read the actions below. Check off each action when you complete it.

_____ 1. Read the caption next to the photo two or three times. This will help you understand what the book's authors want you to look at.

_____ 2. Next, look at the picture to find details that go with the caption.

_____ 3. Make an inventory of what is in the photo. Be sure to include the people, objects, and activities.

People: _____

Objects: _____

Activities: _____

_____ 4. Ask yourself these questions about the photo:

a. What is each person in this photo doing?

b. What are the people wearing?

c. How is the clothing you see in the photo different from or the same as the everyday clothing you wear?

d. What is happening in the photo?

e. What are the people in the photo doing that you might do or like to do?

Name _____

Date _____

3.4B: Reading Photographs for Detail

_____ 5. Take some notes about what you learned from this photo. To get started, complete these sentences:

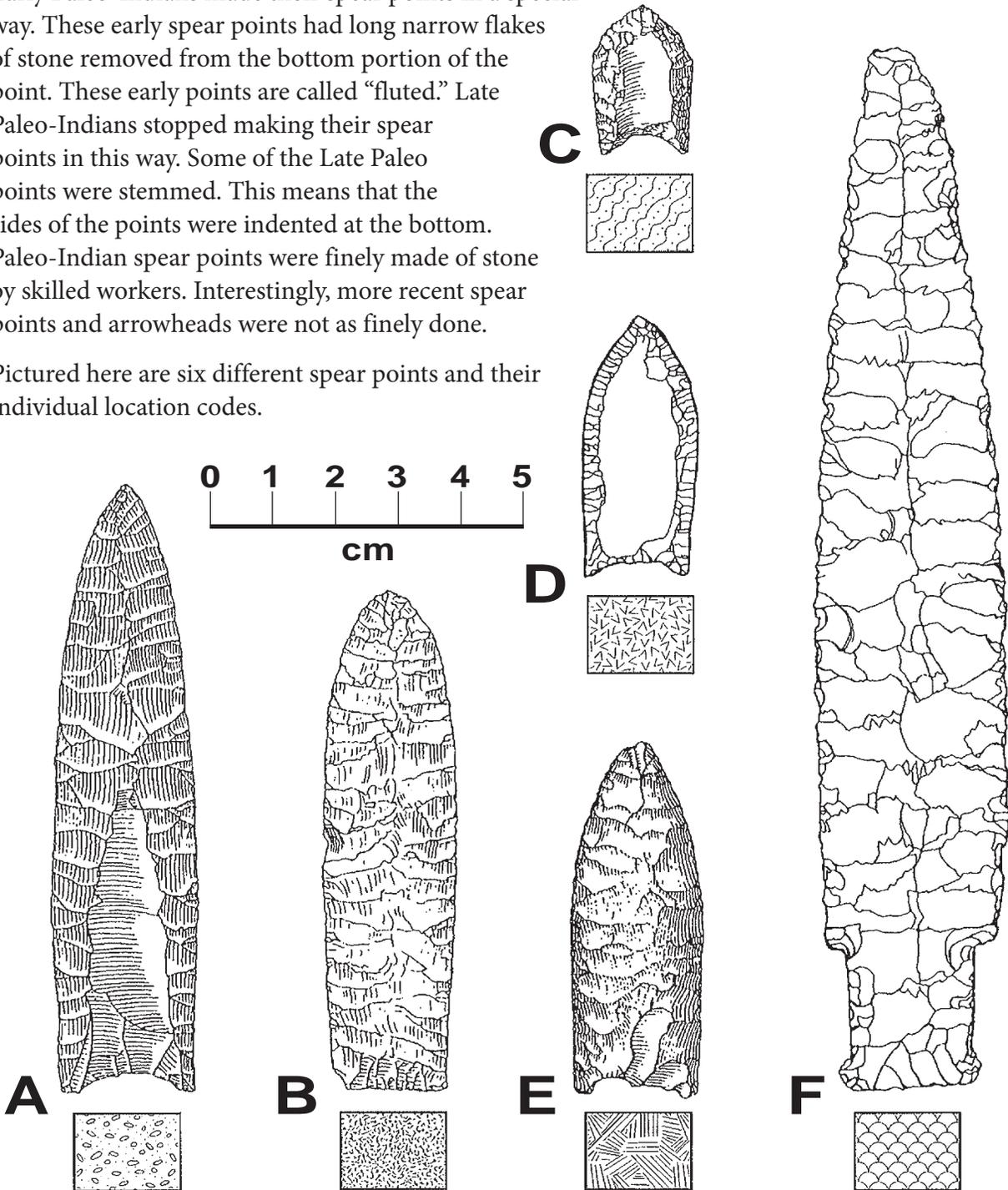
a. Today I read a photo at school. This photo shows. ...

b. From it I learned that...

3.5A: Paleo-Indian Spear Points

Early Paleo-Indians made their spear points in a special way. These early spear points had long narrow flakes of stone removed from the bottom portion of the point. These early points are called “fluted.” Late Paleo-Indians stopped making their spear points in this way. Some of the Late Paleo points were stemmed. This means that the sides of the points were indented at the bottom. Paleo-Indian spear points were finely made of stone by skilled workers. Interestingly, more recent spear points and arrowheads were not as finely done.

Pictured here are six different spear points and their individual location codes.



3.5B: Paleo-Indian Spear Points

Spear Point Description

Point A



Early Paleo-Indian or Late Paleo-Indian (*circle one*)

Length _____ centimeters Type of stone _____

In what state or states can you find this type of stone? _____

Point B



Early Paleo-Indian or Late Paleo-Indian (*circle one*)

Length _____ centimeters Type of stone _____

In what state or states can you find this type of stone? _____

Point C



Early Paleo-Indian or Late Paleo-Indian (*circle one*)

Length _____ centimeters Type of stone _____

In what state or states can you find this type of stone? _____

Point D



Early Paleo-Indian or Late Paleo-Indian (*circle one*)

Length _____ centimeters Type of stone _____

In what state or states can you find this type of stone? _____

Point E



Early Paleo-Indian or Late Paleo-Indian (*circle one*)

Length _____ centimeters Type of stone _____

In what state or states can you find this type of stone? _____

Point F



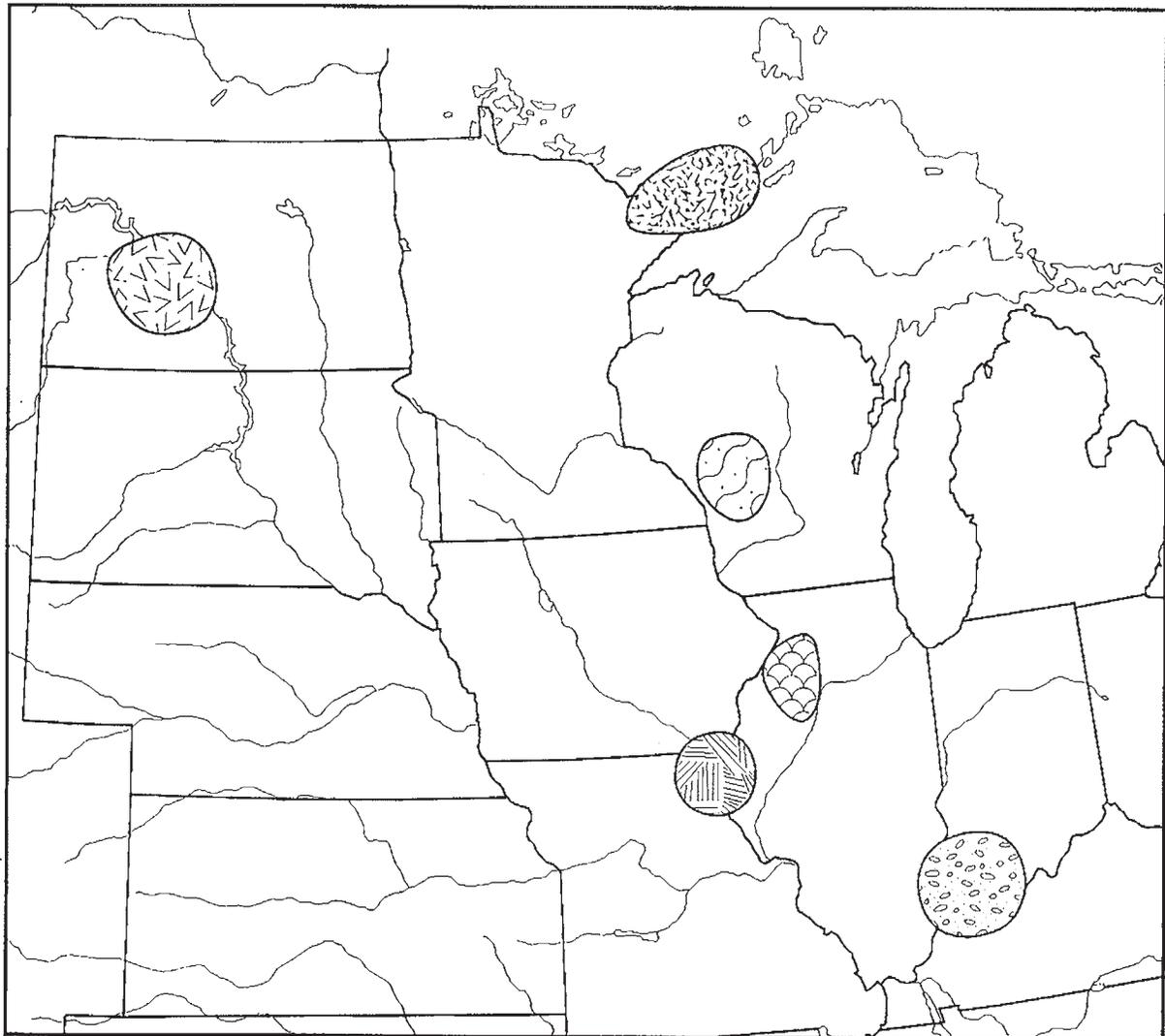
Early Paleo-Indian or Late Paleo-Indian (*circle one*)

Length _____ centimeters Type of stone _____

In what state or states can you find this type of stone? _____

3.5C: Paleo-Indian Spear Points

Some Quarry Sites in the Upper Midwest



Often times Early and Late Paleo-Indian spear points were made from types of rock whose sources were located far away from where the points were eventually found. This map shows six sources of rocks used by Paleo-Indians in Wisconsin. Match the codes on the key below with the codes noted on Points A, B, C, D, E, and F on the “Paleo-Indian Spear Points” worksheet.

Write your answers on the “Spear Point Description” worksheet.

- | | | |
|---|---|---|
|  Taconite |  Hixton Quartzite |  Burlington Chert |
|  Knife River Chalcedony |  Moline Chert |  Indiana Hornstone |

3.6A: Comparing Early Indian Traditions

Fill in the chart below as you read about early Indian traditions in Wisconsin.

	Paleo-Indians	Archaic Indians
Who were they?		
When did they live in Wisconsin?		
Where do we find evidence of their lives?		
What did they eat?		
How did they hunt?		
What tools and other objects did they make?		
What kinds of homes did they live in?		
Why are they important to remember?		

3.6B: Comparing Early Indian Traditions

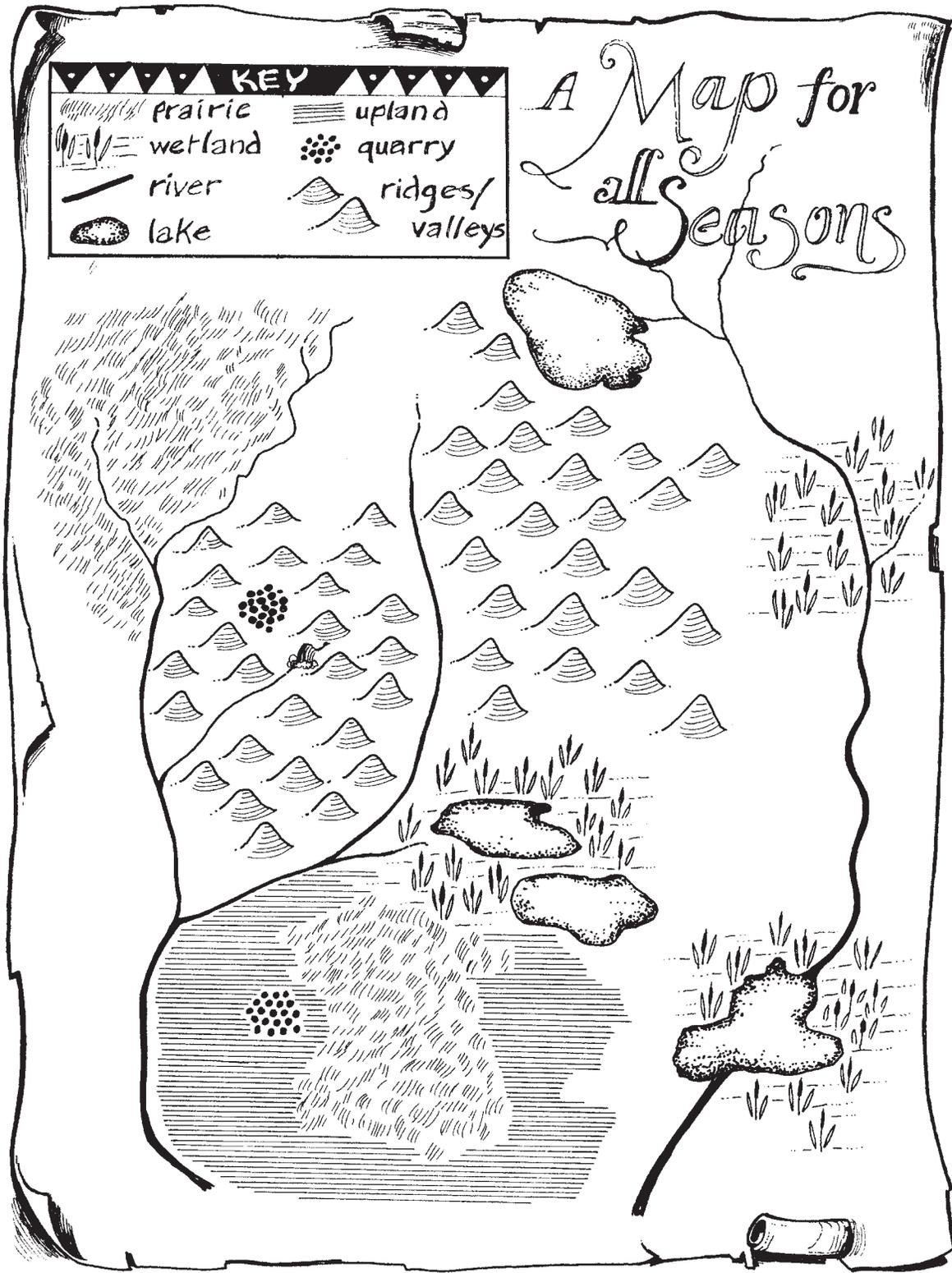
Who were they?	Woodland Indians	Mississippian Indians	Oneota Indians
When did they live in Wisconsin?			
Where do we find evidence of their lives?			
What did they eat?			
How did they hunt?			
What tools and other objects did they make?			
What kinds of homes did they live in?			
Why are they important to remember?			

3.7A: Mapping the Seasons of an Archaic Year

Seasons Chart

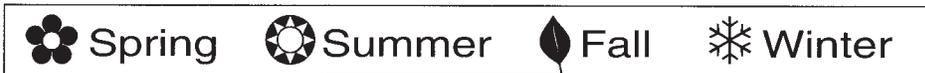
 Spring		 Summer		 Fall		 Winter	
Resources	Environment	Resources	Environment	Resources	Environment	Resources	Environment
turtles	river, wetlands	turtles	river, wetlands	deer	uplands, wetlands, ridges/valleys	deer	uplands, wetlands, ridges/valleys
mussels	river	mussels	river	beaver	river	beaver	river
fish	river	fish	river	goose	river, wetlands	cottontail	wetlands, prairie
goose	river, wetlands	bison	prairie	mussels	river		
basswood fiber	river/valleys and uplands	goose	river, wetlands	acorns	ridges/valleys and uplands		
black willow	river bottomland	black willow	river bottomland	raspberries	ridges/valleys and uplands		
cattail tubers	wetlands, river bottomland	chokecherries	ridges/valleys and uplands	black willow	river bottomland		
		greenbrier tubers	ridges/valleys and uplands/ bottomland	chokecherries	ridges/valleys and uplands		
				walnuts	ridges/valleys and uplands		

3.7B: Mapping the Seasons of an Archaic Year



0 10
MILES

Seasonal Symbols



Name _____

Date _____

3.7C: Mapping the Seasons of an Archaic Year

Student Answer Sheet

Winter Where we set up camp _____

Why we made this choice _____

Spring Where we set up camp _____

Why we made this choice _____

Summer Where we set up camp _____

Why we made this choice _____

Fall Where we set up camp _____

Why we made this choice _____

3.8A: Effigy Mounds

For many hundreds of years, the Native peoples of Wisconsin built large mounds out of rock and dirt. The first mounds were simple shapes like cones, domes, or thick lines like a fat pencil. Just over one thousand years ago, people began to build effigy mounds shaped like people and animals.

Archaeologists used to dig into the mounds to see what was inside them. This is not done anymore. We know from past digs that most mounds contain human remains. American Indians descended from the effigy mound builders do not want these remains disturbed. New technology lets people search mounds using ground-penetrating radar (GPR) without digging into them. Protecting the mounds helps preserve part of the Wisconsin story.

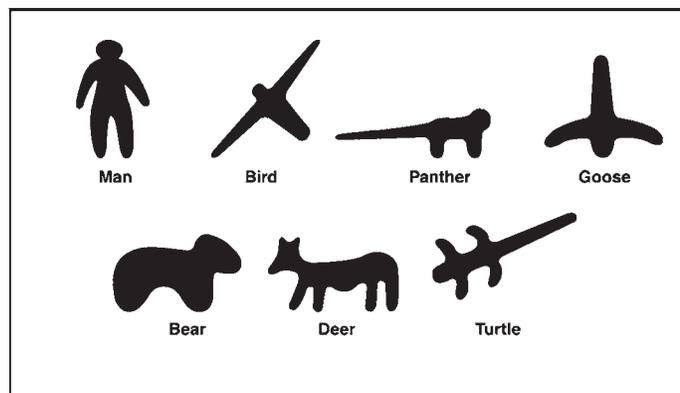
Some mounds contain charcoal, ashes, animal bone, shell, or rock. Sometimes people were buried in the mounds with arrows, pottery, pipes, stone tools, or shell jewelry. Most effigy mounds are gone now. They were destroyed to make room for roads, farm fields, or houses. Luckily, people made maps of many places where effigy mounds once were. We can learn about the people who built the mounds by using these maps.

The most common mound types are birds, bears, and long-tailed creatures that some people identify as panthers. Most animal mounds are shown from the side. When they are shown from the top, with all four legs sticking out, people call them “turtles,” even though they don’t look very much like turtles at all. Bird and animal effigy mounds most likely refer to spirits as well as actual animals. American Indians have many stories about the different animals and spirits the mounds represent.

Native peoples divided the universe into Upper and Lower Worlds. Birds lived in the Upper World. Animals and spirits called “Underwater Panthers” lived in the Lower World. Clans in Native societies were divided the same way. Sometimes they even lived in separate parts of the same village.

The Ho-Chunk people have identified some mounds as “Thunderbirds” and “Water Panthers.” “Thunderbirds” were huge birds that lived in the sky. They made thunder with their wings and shot lightning out of their eyes. “Water Panthers” were creatures that lived below the ground. They also lived in deep lakes, rivers, and springs. They had sharp claws, very long tails, and horns on their heads. Water Panthers and Thunderbirds fought all the time. But even though they didn’t like each other, both had to exist to keep the Earth in harmony and balance.

Bird mounds are usually found higher up than animal mounds. Sites that contain more than one effigy mound usually have one bird mound and one animal mound. Even if a site contains many bird mounds or animal mounds, it usually contains one or two mounds of the opposite type. The builders probably felt that both kinds of mounds were needed in order to maintain balance between the Upper and Lower Worlds.



Name _____

Date _____

3.8B: Effigy Mounds

Effigy Mounds

Read the information about effigy mounds. Then complete the items below.

1. Effigy mounds come in many shapes. Draw four of them.

a. _____

c. _____

b. _____

d. _____

2. Why did archaeologists stop digging into mounds?

3. Why were so many effigy mounds destroyed?

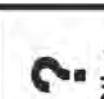
4. In what ways do effigy mounds show the universe divided into Upper and Lower worlds?

5. Draw an effigy mound on a separate piece of paper. Label it. On that paper, tell whether it belongs to the Upper or Lower world.

3.8C: Effigy Mounds

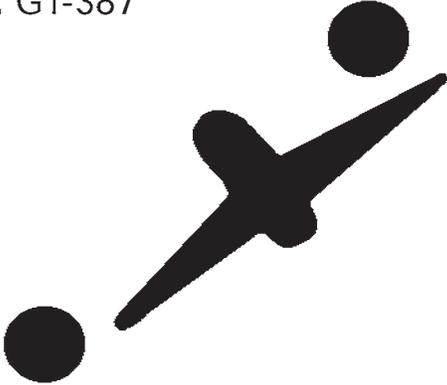
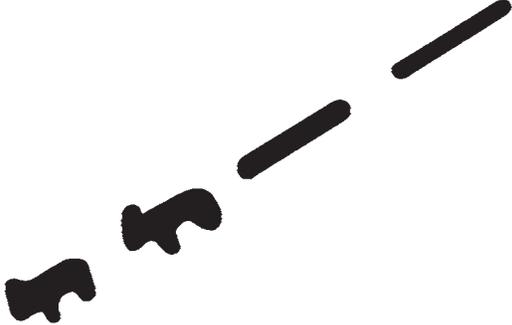
Mound Group Tally Sheet: County _____

1. Write the name of the site on your tally sheet next to the number for that site.
2. Place tally marks in the appropriate column for each effigy mound type at that site. Not all effigy mound types will be represented.
3. Place totals for each column at the bottom of the page.

Site Name	 Bird	 Goose	 Panther	 Turtle	 Animal	 Bear	 Mink	 Conical	 Linear	 Other
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
TOTALS										

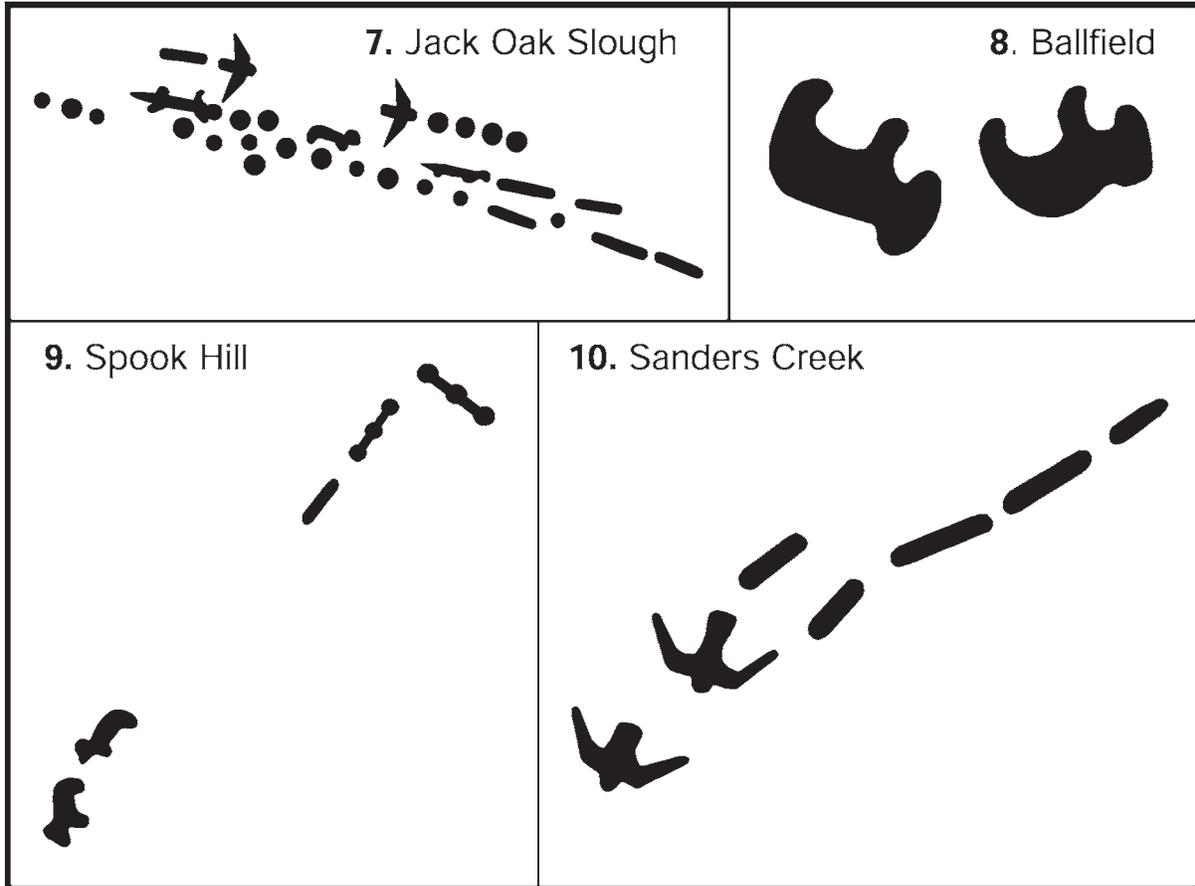
3.8D: Effigy Mounds

Grant County Mound Group Maps

<p>1. GT-387</p> 	<p>2. GT-148</p> 	
<p>3. South Point</p> 	<p>4. Fenley</p> 	<p>5. Riverside Park</p>  <p>6. GT-385</p> 

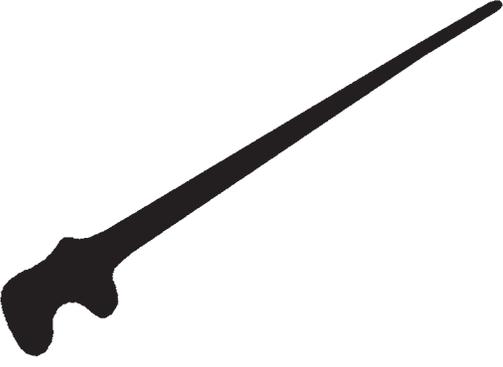
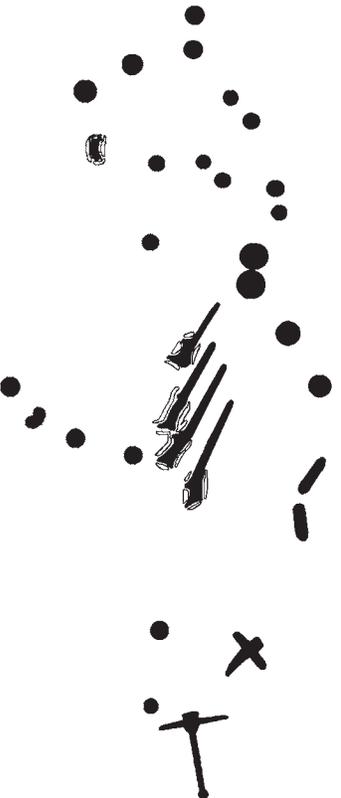
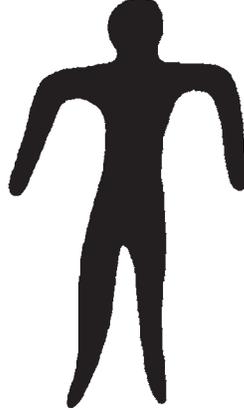
3.8E: Effigy Mounds

Grant County Mound Group Maps



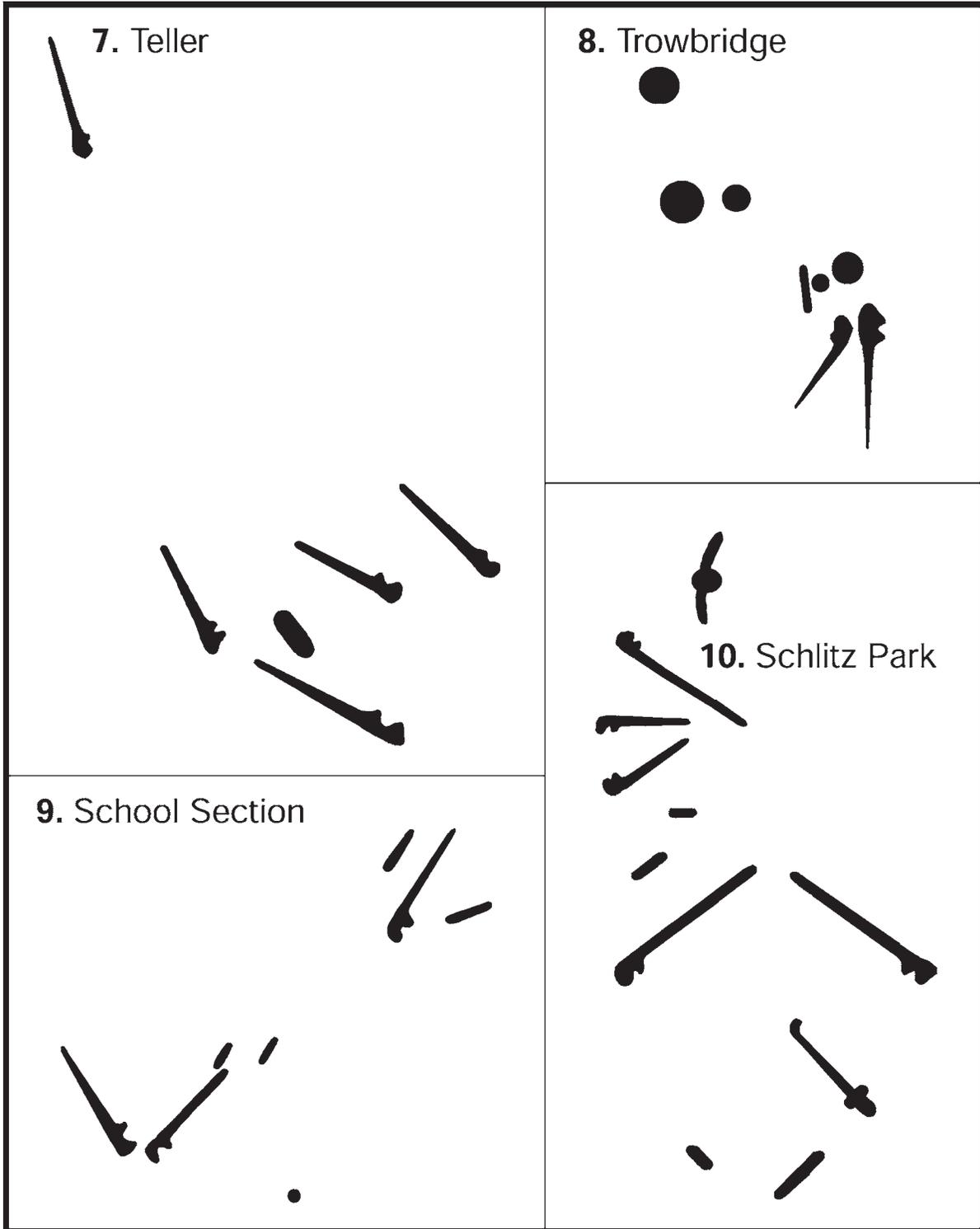
3.8F: Effigy Mounds

Milwaukee County Mound Group Maps

<p>1. Beaubian</p> 	<p>2. Indian Fields</p> 	
<p>3. Indian Prairie</p> 	<p>4. Juneau</p> 	<p>5. Mill Winnebago</p> 
<p>6. Wisconsin Avenue</p> 		

3.8G: Effigy Mounds

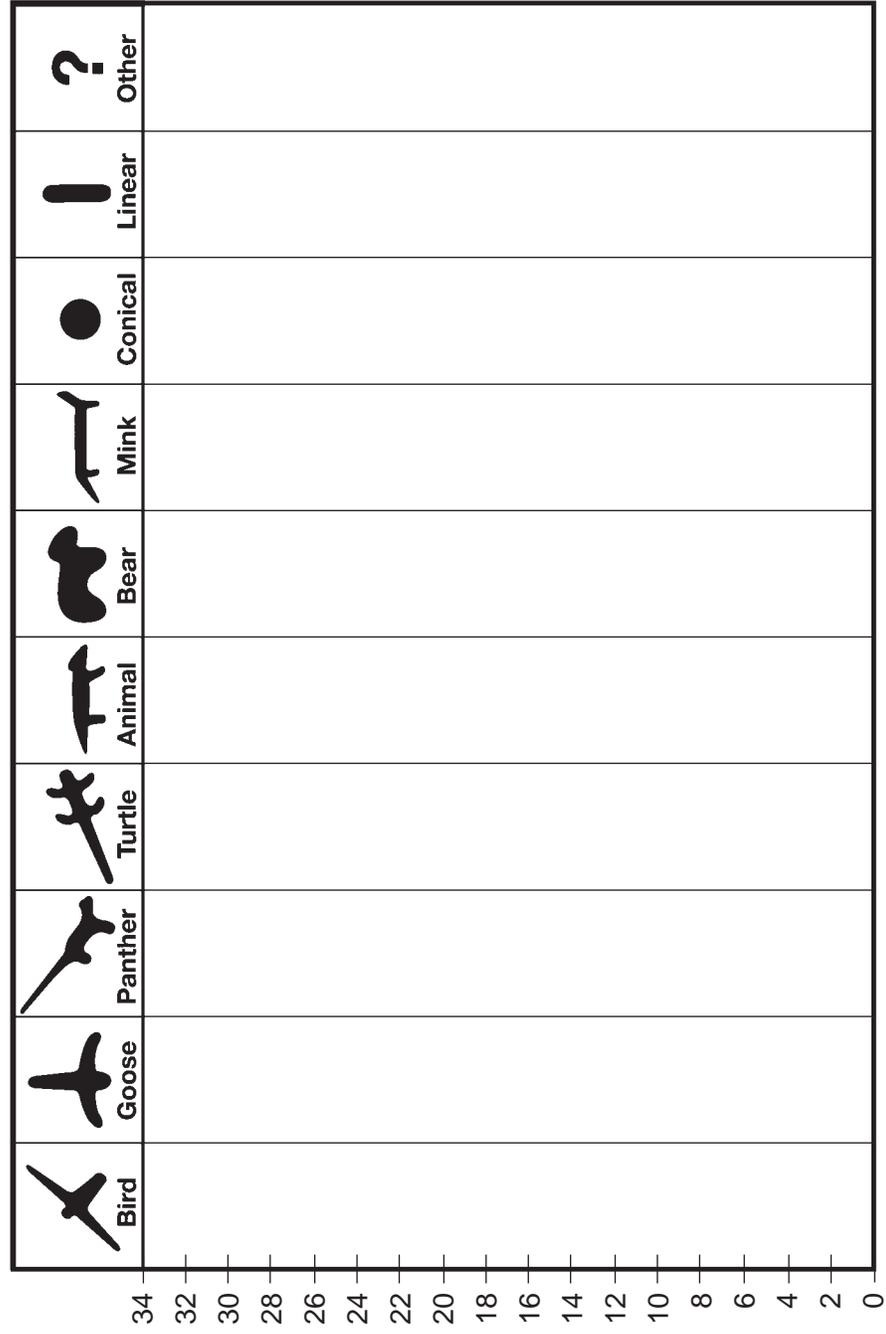
Milwaukee County Mound Group Maps



3.8H: Effigy Mounds

Mound Group Graph Sheet: County _____

1. For each kind of mound, draw a bar that corresponds to your tally sheet.
2. Fill in your conclusion after you have completed the bar graph.



I found that _____

3.9A: Chapter 3 Assessment

Part A

1. Use the correct key words from page 39 in *Wisconsin: Our State, Our Story* to complete the following sentences:

a. The earliest people in Wisconsin changed their ways of life to _____ changes in the climate. This is called _____.

b. To learn about the first groups of people living in Wisconsin, people dig, or _____, to find the things they left behind. This type of study is called _____.

c. The Mississippians held _____ on the top of their platform mounds. From the evidence uncovered at _____ such as Aztalan, we know that they added clamshells to their _____.

d. Some families of the Oneota people lived in _____ in which several families could live together.

2. Use your **Comparing Early Indian Traditions** chart and your textbook to write the answer to these Thinking Like a Historian questions:

a. How did the lives of Wisconsin Indians change as the climate warmed?

b. What kinds of things did Wisconsin Indians do thousands of years ago that we still do today?

Name _____

Date _____

3.9B: Chapter 3 Assessment

Part B

1. What are two different ways in which we learn about Wisconsin?

a. _____

b. _____

2. If you could be a Native American from any of the Paleo, Archaic, Woodland, Mississippian, or Oneota periods of time, which would you be? Why?

Chapter 3

Answer Key

3.1: Key Word Self-Assessment

Answers will vary.

3.2: Thinking Like a Historian

Answers will vary.

3.3: Early Indians Timeline

1. BC and AD
2. AD
3. BC
4. 12,000 BC
5. 12,000–6500 BC
6. 3,500 years
7. 5,700 years
8. 2,430 years
9. 200 years

3.4: Reading Photographs for Detail

3. People 4; objects: 2 sifting tables/trays, 2 shovels, 3 yellow sandbags, 3 excavation pits; activities: digging, sifting, and looking at excavation pit.
4. Answers will vary. Possible answers:
 - a. digging, sifting, or examining an excavation pit.
 - b. Jeans, shorts, orange vests.
 - c. They are dressed like me except for the vests.
 - d. Archaeologists are examining an excavation site.
 - e. No. I am not an archaeologist.
5. Answers will vary. Possible answers:
 - a. archaeologists at an excavation site.
 - b. archaeologists have to carefully look at everything to find small artifacts.

3.5: Paleo-Indian Spear Points

Point A: Early Paleo-Indian; 9.7 cm; Indiana Hornstone; Indiana, Illinois.

Point B: Late Paleo-Indian; 7.9 cm; Taconite; Minnesota.

Point C: Early Paleo-Indian; 2.3 cm; Hixton Quartzite; Wisconsin.

Point D: Early Paleo-Indian; 4.2 cm; Knife River Chalcedony; North Dakota.

Point E: Late Paleo-Indian; 5.6 cm; Burlington Chert; Iowa, Illinois, Missouri.

Point F: Late Paleo-Indian; 16.6 cm; Moline Chert; Illinois.

3.6: Comparing Early Indian Traditions

Answers may vary. Sample below:

Who were they?	Paleo-Indians	Archaic Indians	Woodland Indians	Mississippian Indians	Oneota Indians
When did they live in Wisconsin?	12,000–6500 BC	6500–800 BC	800 BC–1630 AD	1000–1200 AD	1000–1630 AD
Where do we find evidence of their lives?	Dunn County Site (Western Upland), Boaz Mastodon Site (Central Plain)	Crow Hollow Site (Western Upland)	Murphy Site (Eastern Ridges and Lowlands)	Aztalan (Eastern Ridges and Lowlands)	Dambroski site (Central Plain)
What did they eat?	deer, elk, mammoths, mastodons, berries, and nuts	deer, elk, rabbits, birds, clams, nuts	deer and other animals, nuts, wild rice	deer and fish, farmed crops like corn and squash	corn, beans, squash, turtles, sturgeon, catfish, perch, wild rice, deer, bobcats
How did they hunt?	spears	spears	bows and arrows	bows and arrows	bows and arrows
What tools and other objects did they make?	spear points	spear points, sharpening stones, scrapers	bows and arrows, pottery, grinding stones	clay pots, arrows, tools for sewing and gardening	pottery, axes, arrows
What kinds of homes did they live in?	rock shelters	rock shelters, houses away from the wind	keyhole houses	houses	longhouses
Why are they important to remember?	they are the ancestors of Native people today	they adapted to new environment with new tools	they made their living and viewed the world differently from their ancestors	brought new traditions	ancestors of Ho-Chunk and other Indian nations

3.7: Mapping the Seasons of an Archaic Year

Answers will vary. Students should have reasons that are well thought out. Sample answer: We will live in the ridges and valleys in winter because there will be shelter to keep us warm and deer to hunt.

3.8: Effigy Mounds

3.8B:

- Answers will vary. Students should include any four of the following: man, bird, panther, goose, bear, deer, or turtle.
- to respect the wishes of the American Indians who are descended from the mound builders

3. to build roads, cornfields, or houses
4. Woodland Indians divided the universe into the Upper World—where birds live—and the Lower World—where animals and fish live. Effigy mounds and even some tribes with bird and animal names were separated.
5. Answers will vary. Make sure students have labeled what animal the mound represents and whether it belongs to the Upper or Lower World.

3.8C:

Grant County Tally Sheet

Sites	Bird	Goose	Panther	Turtle	Animal	Bear	Mink	Conical	Linear	Other
GT-387	1	0	0	0	0	0	0	2	0	0
GT-148	0	0	0	0	0	2	0	0	2	0
South Point	0	0	0	1	0	1	0	2	0	0
Fenley	0	0	0	0	0	1	0	0	1	1
Riverside Park	1	0	0	0	0	0	0	0	1	0
GT-385	0	0	0	0	0	1	0	0	0	0
Jack Oak Slough	2	0	0	1	1	1	0	20	6	0
Ballfield	0	0	0	0	0	2	0	0	0	0
Spook Hill	0	0	0	0	0	2	0	0	1	2
Sanders Creek	2	0	0	0	0	0	0	0	5	0
Grant County Totals	6	0	0	2	1	10	0	24	16	3

Milwaukee County Tally Sheet

Sites	Bird	Goose	Panther	Turtle	Animal	Bear	Mink	Conical	Linear	Other
Beaubian	0	0	1	0	0	0	0	0	0	0
Indian Fields	0	0	2	0	0	0	0	7	3	0
Indian Prairie	0	2	4	0	0	1	0	21	2	1
Juneau	1	0	2	0	0	0	0	0	1	0
Mill Winnebago	1	0	0	0	0	0	0	0	0	0
Wisconsin Avenue	0	0	0	0	0	0	0	0	0	1
Teller	0	0	5	0	0	0	0	0	1	0
Trowbridge	0	0	2	0	0	0	0	5	1	0
School Section	0	0	3	0	0	0	0	1	4	0
Schlitz Park	1	1	5	0	0	0	0	0	4	0
Milwaukee Totals	3	3	24	0	0	1	0	34	16	2

Check students' bar graphs. Bar heights should match the totals found in the tally sheets above.

3.9: Chapter 3 Assessment*Part A*

1. Key Words
 - a. survive, adaptation
 - b. excavate, archaeology
 - c. ceremonies, sites, pottery
 - d. longhouses
2. Answers may vary. Possible answers:
 - a. People adapted to the new environment by hunting and gathering new food and making new tools to do new tasks.
 - b. They made crafts like pottery and baskets, they worked on farms with tools, they lived in houses with their families.

Part B

1. oral tradition and archaeology
2. Answers will vary. Students should be able to support their choices with facts and data.

Chapter 4

The Fur Trade Era: Exploration and Exchange

Activities in this Chapter:

- 4.1: Key Word Self-Assessment**
- 4.2: Thinking Like a Historian**
- 4.3: Indians on the Move**
- 4.4: Eating Off the Land**
- 4.5: Making a Birchbark Canoe**
- 4.6: Comparing Maps**
- 4.7: Wisconsin's Water-Highways**
- 4.8: Coming to Green Bay**
- 4.9: Changes in the Fur Trade**
- 4.10: A Teenager in the Fur Trade**
- 4.11: Wisconsin Travel: Then and Now**
- 4.12: Chapter 4 Assessment**

4.1: Key Word Self-Assessment

Have students look at the key words listed on page 59 of *Wisconsin: Our State, Our Story*. Hand out worksheet 4.1 and read the directions aloud. Tell students that, for each word, they should determine the following:

- (a) if the word is one they recognize and can define
- (b) if it is a word they recognize but can't define
- (c) if it is a word they recognize part of
- (d) or if it's a word they do not know at all

Have students mark an X in each appropriate box in the chart.

4.2: Thinking Like a Historian

Begin by handing out copies of worksheet 4.2. Have students read the directions. Then discuss with them what they are supposed to do. Explain that they should phrase each question in their own words or take notes to help them remember it. Remind students to do their writing in the third column of the chart. Emphasize that they should keep these questions in mind as they read Chapter 4 of *Wisconsin: Our State, Our Story*.

4.3: Indians on the Move

For **Part A**, have students look at the map “Native People in the Time of Exploration” on page 62 in *Wisconsin: Our State, Our Story*. Discuss the map together, helping students identify the areas in which various Native Peoples lived and from where they came. Hand out worksheet 4.3A and read the directions aloud, making sure students understand the activity. Have students finish the graphic organizer, reminding them to use the map and text on pages 62 and 63 as sources of information.

For **Part B**, hand out worksheet 4.3B and have students answer the “push” and “pull” questions using information found on pages 62 and 63 of *Wisconsin: Our State, Our Story*.

4.4: Eating Off the Land

Teacher Materials

Preparation/Organization Students will work with their own copies of worksheets 4.4A and 4.4B for this activity, so you should make copies of these pages beforehand. Enrichment activities include work with Gordon Regguinti’s *The Sacred Harvest* and Sally M. Hunter’s *Four Seasons of Corn*. If you choose to do either or both of these activities, you will need copies of those works to share with students. Another enrichment activity (worksheet 4.4C) involves preparing Native foods. You may wish to have students prepare these foods with you or as an at-home assignment with adult supervision. If you do this activity in school, you will need to assemble the ingredients ahead of time and make arrangements to have an appropriate space and the necessary equipment on hand.

Procedure

1. Review with students that the tribal people living in Wisconsin developed different ways of life depending upon where they lived.
2. Pass out copies of the worksheet 4.4A, explaining that the Ojibwe are also known as the Chippewa and that the Ho-Chunk are also known as the Winnebago.
3. Project or display the worksheet, having students follow along on their own copies. Read the Ojibwe and Ho-Chunk names for January and February aloud. Then have students take turns reading aloud the remaining months.
4. When you have finished, ask students to think about the objects, animals, and activities described in the names for each month. Ask:
 - *Did the Ojibwe live in northern or southern Wisconsin? How could you tell?*
 - *Did the Ho-Chunk live in northern or southern Wisconsin? What helped you decide this?*
 - *What do the names of the months tell us about Ojibwe and Ho-Chunk’s ways of life?*
5. Give students copies of the worksheet 4.4B. Then divide the class into groups of 3 to 4 students and give them time to study the map.
6. Remind students of the maps they used for Activity 2.14 (“Where Would You Like to Live?”), having students use the maps as references. For each tribal area, ask:
 - *What rivers were there?*
 - *What was the soil like?*
 - *What kinds of vegetation were there?*
 - *What minerals were present?*
 - *What was the growing season like?*
7. Have students write the data on their maps in the appropriate areas.
8. When they have finished, have students share and discuss their findings.

Enrichment You might want to do one or more of the following for enrichment:

- Read Gordon Regguinti's *The Sacred Harvest* to the class. As you read, have students pay attention to the season when wild rice is harvested and to the importance of wild rice to the Ojibwe. After reading the book, talk with the class about these points.
- Read aloud *Four Seasons of Corn*, by Sally M. Hunter. Discuss questions similar to those posed for *The Sacred Harvest*. Have students pay close attention to the seasonal activities that Hunter describes and to the importance of corn to the Winnebago (Ho-Chunk).
- Have students prepare Native foods. Worksheet 4.4C provides recipes for two such foods. One of the recipes contains corn, a southern Wisconsin staple, and the other recipe contains wild rice, a northern Wisconsin staple. The foods can be prepared ahead of time or made as a class activity. (For example, the soup can be made by someone at home or, alternatively, it can be prepared in the morning and then allowed to simmer in a slow cooker during the day.)

4.5: Making a Birchbark Canoe

Teacher Materials

Preparation/Organization Students will work with their own copies of worksheets 4.5A and 4.5B for this activity, so be sure to make copies of these pages beforehand. You will also want to have colored pencils or crayons, scissors, and paste available. Optional materials for an enrichment activity include vegetable oil and tubs of water. After initial work with the whole class, students should be divided into small groups or allowed to work on their own. (**Note:** It is a good idea to make a sample canoe of your own beforehand that you can use as a model for students.)

Procedure

1. After students have read Chapter 4 of *Wisconsin: Our State, Our Story*, conduct a discussion about birchbark canoes. Use the following questions to stimulate and guide the discussion:
 - *What were birchbark canoes used for?*
 - *What advantages did birchbark canoes have over dugout canoes?*
 - *Why were birchbark canoes so popular?*
2. Tell students that they will be making their own models of birchbark canoes. Explain that this will be a simple paper model but that it will have the same shape as a real birchbark canoe.
3. Pass out the worksheet 4.5A. Read through the directions with the class.
4. Pass out the worksheet 4.5B, as well as crayons or colored pencils, scissors, and paste. Model following the directions to construct a canoe. Then have students make their own canoes, reminding them to follow the directions and to proceed one step at a time. Provide students with assistance as they work.
5. When students have finished, give them time to share their work. Then discuss the completed canoes, pointing out the shape and design. Also encourage students to discuss the desirable properties of birchbark canoes:
 - *Made from materials that were readily available.*
 - *Could be mended easily if damaged.*
 - *Could be easily carried over areas of water that were impassable for one reason or another (too shallow, too many rapids, waterfalls, etc.).*

Enrichment You might wish to extend the activity by giving students a chance to actually float their model canoes in water. First have students paint the outside of the canoes with a coating of vegetable oil. Allow time for the oil to dry. Then fill tubs with water and have students try to float their canoes.

4.6: Comparing Maps

Hand out copies of worksheet 4.6. Ask students if they have ever tried making a map of a continent. Point out that it is difficult to get the shapes and sizes right if you can't get far enough off the ground to see what you are drawing. Explain that Jolliet had that problem. In his time, there were no modern tools, such as airplanes or satellites, to help get a bird's-eye view of the land. Tell students that they will examine Jolliet's map and decide just how right or wrong he was in his map. Have students read the directions on the worksheet. Then ask them to compare the maps. Tell them to write one specific positive comment about Jolliet's map and one specific suggestion for improvement. To make the activity more clear, you may want to read the following examples out loud:

Example of a positive comment:

Jolliet did a good job with the shape of the East Coast. I like the hook at the northeast edge and the peninsula at the southern end.

Example of suggestion for improvement:

Lake Ontario could be much thinner. It should look more like a wide area of the St. Lawrence River instead of an oval.

4.7: Wisconsin's Water-Highways

With students, read aloud "How did explorers travel to Wisconsin?" on page 64 in *Wisconsin: Our State, Our Story*. Review and discuss the map on that page. Introduce the term **portage**, and make sure that students understand what it means. Hand out copies of worksheets 4.7A and 4.7B. Tell students that, in this activity, they will be exploring water-highways within the state of Wisconsin. Read aloud the directions on worksheet 4.7A. Direct them to the directions for Route 1 on worksheet 4.7B and work with students to mark the first two steps on their maps. Then have students complete the activity on their own. Follow the same procedure for Route 2, helping students with the initial step(s) and giving them time to complete the route on their own. Then, when students have finished **Part A**, have them answer Questions 1 and 2 in **Part B**.

4.8: Coming to Green Bay: Making a New home

This is a two-day activity that introduces students to using primary source materials. As they work, students also will come to understand how Elizabeth Fisher Baird, dealt with her loneliness in early Green Bay.

Materials

- Worksheets 4.8A–C, one copy per student
- History Notebooks
- Crayons or colored pencils

Day 1

Have students reread pages 70 and 71 (“Bringing Cultures Together) in *Wisconsin: Our State, Our Story*. Review and discuss Elizabeth Baird’s life, explaining that when she came to Green Bay, in 1824, she was just 14 years old and was newly married. Explain that, years later, she wrote her memories of her life. These memories were published as a series of short articles in the Green Bay newspaper, the *State Gazette*. Tell students that they will be reading an excerpt from Elizabeth Baird’s memoirs.

Hand out copies of worksheets 4.8A and 4.8B. Read the excerpt aloud with the class, pointing out the definitions that can help students with new vocabulary. Then hand out worksheet 4.8C. Work through the first item with the students. Then tell students to answer the remaining questions using information from Elizabeth’s memoir. Remind them to use complete sentences when writing their answers. When they have finished, have students share and discuss their answers.

Day 2

Ask students to do some reflective writing about Elizabeth Baird in their History Notebooks. Have them think about the following questions as they write:

- *What questions would you ask Elizabeth if you could meet her?*
- *How do you think you would have reacted to experiences like the ones Elizabeth had in Green Bay?*

Conclude the activity by encouraging students to sketch, in their History Notebooks, a scene they might imagine while reading Elizabeth’s memoir (e.g., the floor plan of the house, Elizabeth’s husband riding off, the little cow being coaxed to the door). Have students write captions for their sketches. Ask them to share their pictures and captions with the class. Later, put the pictures on the board for display.

4.9: Changes in the Fur Trade

Have students reread pages 72 and 73 (“From French to British Control”) in *Wisconsin: Our State, Our Story*. Then hand out worksheet 4.9: Changes in the Fur Trade, telling students to complete the sentences. Explain that the information they need for this is found on pages 72 and 73 of their textbook.

4.10: A Teenager in the Fur Trade

Explain to students that they are about to get an insider’s view of what it was like to work in the fur trade. They will see it through the eyes of George Nelson, a teenager who signed on as a clerk with the XY Company in 1802 when he was just 15 years old. His job was at the Folle Avoine district in far northern Wisconsin, where he kept the records at the trading post. He spent his first

season at a post on the Yellow River, a few miles from the St. Croix River, where he and his men built their own cabin.

Hand out copies of worksheets 4.10A and 4.10B. Read the pages aloud with the class, explaining that young Nelson's spelling, capitalization, and punctuation are not standard, making his journal harder to read. As you read aloud, help students with parts that are difficult to understand. Point out that some unfamiliar words are defined at the bottom of the page.

Next hand out copies of worksheet 4.10C. Work through the first item with students. Then have them complete the rest of the page on their own. Tell students to answer the questions using information from George Nelson's journal. Remind them to use complete sentences when writing their answers.

4.11: Wisconsin Travel: Then and Now

Teacher Materials

Preparation/Organization Students will work in pairs for this activity, and each pair will need its own copy of worksheets 4.11A–C. Optional for each student pair are a standard Wisconsin highway map and a piece of string. A copy of “Notes from *A Canoe Voyage up the Minnaw Sotor*” (worksheets 4.11D–E) will be needed for any student doing that particular enrichment activity.

Procedure

1. Begin by reviewing the basic map skills needed for the activity, including the parts of a map (compass, rose, scale, key) and cardinal directions (N, S, E, W, SE, SW, NE, NW).
2. Then divide the class into pairs. Hand out a copy of worksheet 4.11B to each pair and project or display it for the class. Discuss the features of the map.
3. Discuss early river travel as described in Chapter 4 of *Wisconsin: Our State, Our Story*. Ask:
 - *Why was river travel so important to early Wisconsin people?*
 - *Why didn't people travel on highways the way they do now?*
4. Explain that, historically, Wisconsin people used the rivers and waterways to travel; when they had to travel from one river or waterway to another, they used short overland trails called *portages*. On worksheet 4.11B have students identify places where portages would have been made.
5. Tell students to imagine that they are early French fur traders at the trading post in Green Bay, Wisconsin. Remind students that they would have gone by water *all the way* from the Atlantic to Green Bay. (Have each pair find Green Bay on the map.) Explain that they now need to travel to the trading post in Prairie du Chien for a rendezvous. (Have students find the town of Prairie du Chien on the map.)
6. Give students time to discuss the travel routes with their partners. Then hand out worksheet 4.11A. Have students work in their pairs to complete the river route, describing it on the activity sheet. Guide students as they give directions for travel, making sure they include the rivers they travel, the direction(s) they are traveling (south, north, southeast, etc.), and any portages.
7. Repeat the mapping activity using worksheet 4.11C. Have students trace the route modern travelers would take between these same two places. Guide students as they give directions for travel and write them in on worksheet 4.11A. Make sure that students include the

highways they will be using and the directions they will be taking. (**Note:** As an optional activity, you might have students calculate the *approximate* distance traveled, using string and a map scale.)

8. With the class as a whole, compare and contrast the two routes, stressing that although land travel is fast today, it was difficult and time-consuming in the past. Explain that speed was one of the reasons why traders used water routes to move heavy goods and furs.
9. Have students complete the third part of worksheet 4.11A. Suggest that partners review their sheets with each other before handing in the pages for assessment.

Enrichment You might try any of the following:

- Have students compare the speed of river travel and road travel, assuming that a canoe travels at about 5 miles per hour and a car at 60 miles per hour. What does this tell us about travel then and now?
- Interested students can find out how to get from their hometowns to Prairie du Chien and to Green Bay. Have students plan their routes on a highway map, using the Internet and other sources to find information about the cities through which they will pass. Students can then compile a list of helpful information sources (including websites) and turn it in with their map routes.
- Have students read about early river travel from an authentic primary source, an edited portion of *A Canoe Voyage up the Minnaw Sotor* by George William Featherstonhaugh (worksheets 4.11D–E). This work was written in 1835 and published in 1847. Though it will be challenging for even the best reader, the text will provide an interesting and valuable glimpse of life in a distant time. (**Note:** The complete text can be found at the website www.library.wisc.edu/etext/WIReader/Contents/Voyage.html.)
- Use some of the lessons from the United States Geological Survey to teach more about maps and map skills. Visit their website for educators, www.usgs.gov/education.html, or their main website, www.usgs.org. You can also call and order materials at 1-888-ASK-USGS.

4.12: Chapter 4 Assessment

Hand out copies of worksheets 4.12A–B. Read the directions aloud and have students complete each item on their own. Then hand out copies of worksheets 4.12C–D for **Part B** and repeat the procedure.

Name _____

Date _____

4.1: Key Word Self-Assessment

Put an X in the box that shows how you understand each word.

Key Words	I know this word and can tell what it means.	I recognize this word but don't know what it means.	I know a word like it, or what a part of the word means.	I don't know this word.
exchange				
fur trade				
straits				
pelts				
rendezvous				
mixed ancestry				
cede				
translate				
clients				
memoirs				
collections				
decades				
forts				
surrendered				
colonists				
independent				
federal				
portage				
agents				
resented				

4.2B: Thinking Like a Historian

	<p>What kinds of changes in the fur trade in Wisconsin were so large that historians see them as turning points?</p>	<hr/>
	<p>How are exploration and exchange still part of what we do today?</p>	<hr/>

4.3A: Indians on the Move

Part A

Indian people were on the move in the early 1600s. Study the map “Native People in the Time of Exploration” and the text from pages 62 and 63 in your textbook. Then complete this graphic organizer to show which native people were here already, and which moved in from the north, from the northeast, and from the southeast. Finally, tell what pushed them from other places and pulled them here.

Moved into Wisconsin from the north _____ _____ _____	Moved into Wisconsin from the northeast a) _____ b) _____ c) _____	Moved into Wisconsin from the southeast a) _____ b) _____ c) _____ d) _____
Here already a) _____ b) _____ c) _____		

4.3B: Indians on the Move

Part B

People move for a reason. Usually they are pushed from a place or pulled to another place, or both.

1. What is the main thing that pushed all these different Indian people away from where they had lived before?

2. List five things Indian people found in Wisconsin to pull them here.

a) _____

b) _____

c) _____

d) _____

e) _____

Name _____

Date _____

4.4A: Eating Off the Land

Ojibwe and Ho-Chunk Calendars

Month	Ojibwe	Ho-Chunk
January	Big Spirit Month	First Bear Month
February	Snow Crusted Month	Last Bear Month
March	Broken Snowshoe Month	Breeding Month of Raccoon
April	Maple Sugar-making Month	Month When Fish Become Visible
May	Flower Month	Drying of the Earth Month
June	Strawberry Month	Cultivating Month
July	Blueberry Month	Corn Tasseling Month
August	Wild Ricing Month	Corn Popping Month
September	Shining Leaf Month	Elk Whistling Month
October	Falling Leaf Month	Month When Deer Paw the Earth
November	Freezing Month	Deer Breeding Month
December	Little Spirit Month	Month When Deer Shed Their Horns

Chart adapted from Dave Thorson, *The Wisconsin Environmental Science Activity Notebook*, Down to Earth Publications, 1995.

4.4B: Eating Off the Land
Tribal Lands



4.4C: Eating Off the Land

Recipes

Anishinabe Manomin Naboob (Wild Rice Soup)

3–4 pounds of chicken, partridge, or venison	1/2 pound wild rice, washed and cleaned
1 medium onion, chopped	2 cups chopped carrots
2 teaspoons salt	2 cups chopped celery
2–3 quarts of water	2 cans chicken broth (optional)

1. Fill a large stockpot with the meat, onion, salt, and water. Boil until stock had formed.
2. Add wild rice and vegetables. Cook until rice and vegetables are done, adding more water to cover ingredients if necessary.
3. For more flavor, add 2 cans broth when adding rice and vegetables.

Yield: 5 quarts (20 one-cup servings)

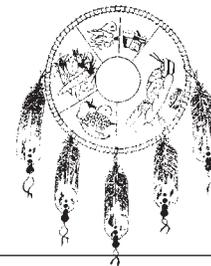
From: Joe Chosa, Lac du Flambeau Ojibwe

Corn Casserole

1 can whole kernel corn, drained	2 eggs, slightly beaten
1 can cream style corn	1/2 cup melted margarine
8-ounce package easy cornbread mix	1 cup sour cream

1. Preheat oven to 330°.
2. In bowl, mix together all ingredients, adding sour cream last.
3. Pour into greased casserole dish. Bake 1 hour.

From: Vera Denny, Ho-Chunk



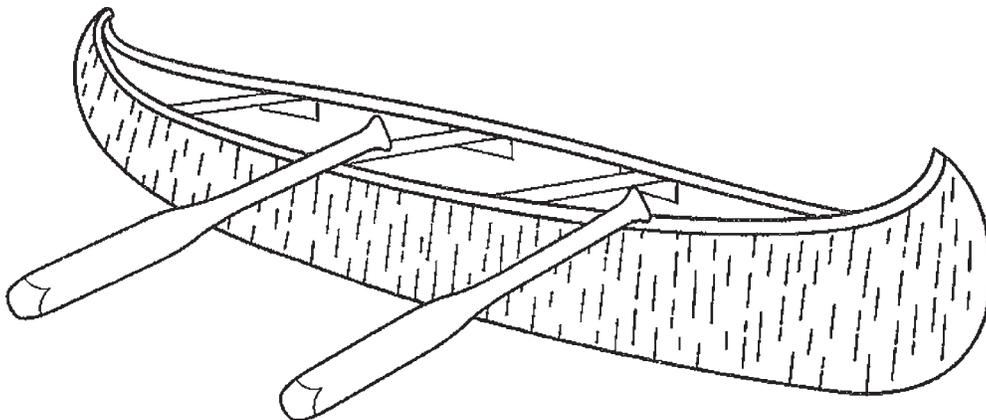
Recipes taken from: *Tribal Cooking: Traditional Stories and Favorite Recipes*, Minwanjigewin Nutrition Project, Great Lakes Inter-Tribal Council, Inc., 1996.

4.5A: Making a Birchbark Canoe

Birchbark Canoe Directions

1. Use the canoe cut-out pieces on the next page and **color** the canoe pieces:
Interior (*inside*) of the canoe hull: Brown
Cross braces (*thwarts*): Brown
Paddles: Brown with Red or Yellow tips
Exterior (*outside*) of canoe hull: White
2. **Cut out** the hull. Put a thin line of glue on the edge of the bow (*front*) and press the ends together. Do the same thing with the stern (*back*) of the hull. It should start to look like a canoe.
3. **Cut out** the middle cross brace (*the longest one*) and **fold** the tab on the dotted line.
4. Put a drop of glue on each dot and press to the inside middle of the hull.
5. **Cut out** the two end cross braces and **fold** each tab on the dotted line.
6. Put a drop of glue on each dot. Place one brace near the bow and place one near the stern.
7. **Fold** each paddle over on the dotted line and **glue** the paper together.
8. When the glue has dried, **cut out** the paddle shapes. **Glue** paddles to the outside of the canoe, or place them inside the canoe.

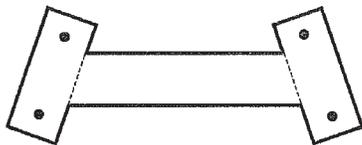
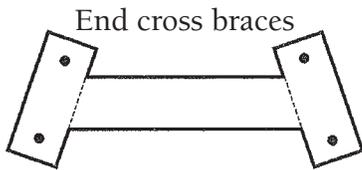
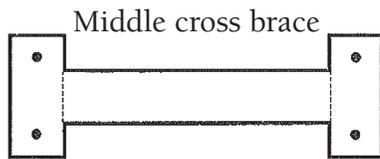
This is what your finished birchbark canoe will look like!



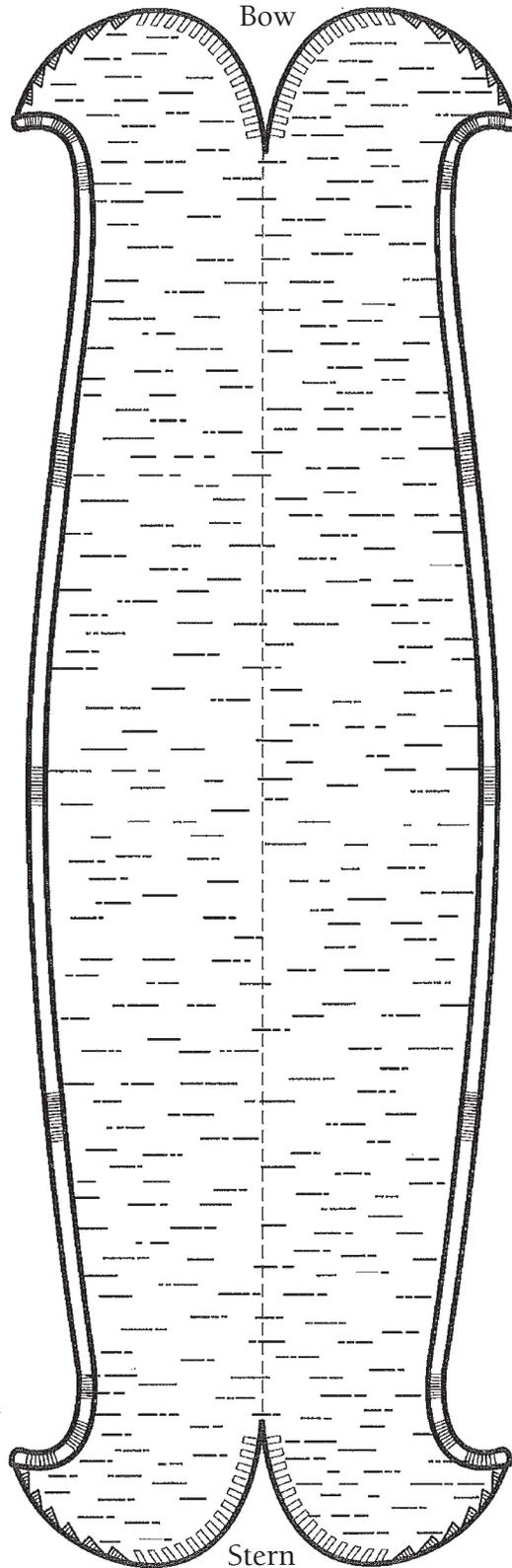
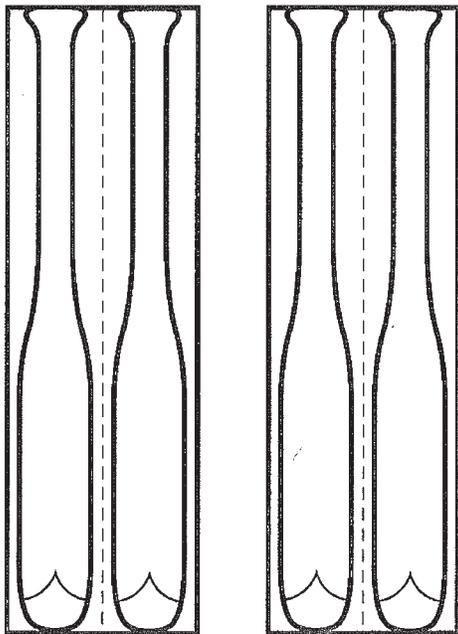
4.5B: Making a Birchbark Canoe

Birchbark Canoe Cut-out Activity Sheet

Cut out all pieces of the canoe. Fold on all dotted lines.

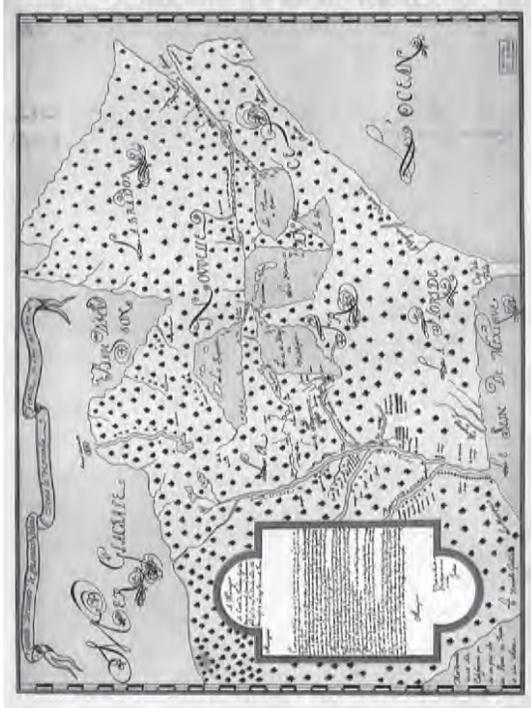


Paddles



4.6: Comparing Maps

Look at the two maps below. Compare Jolliet's map, on the left, to the modern-day map of the United States that is beside it. On the lines below, write one positive comment about Jolliet's map. Then write one suggestion for an improvement Jolliet might have made.

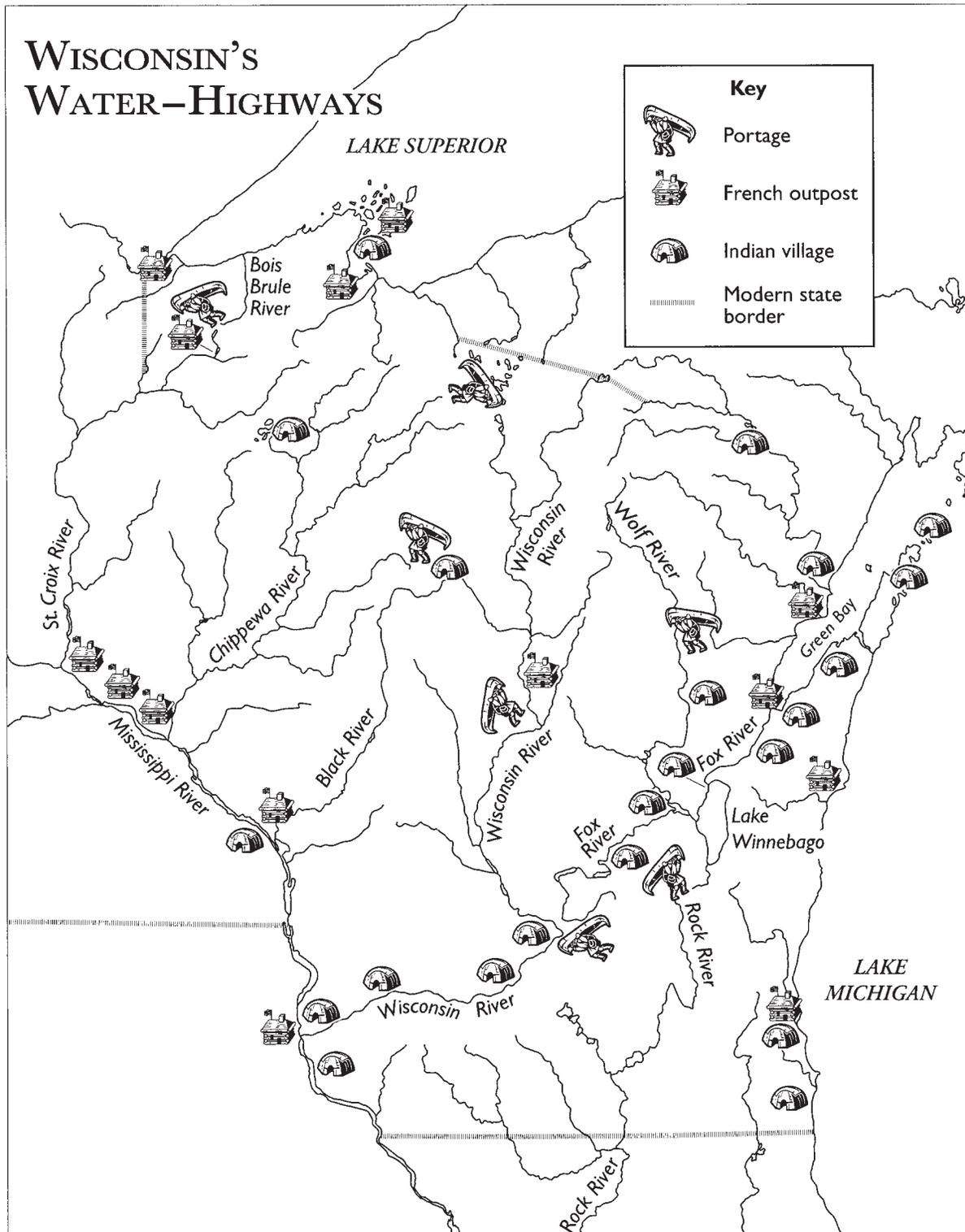


Positive Comment: _____

Suggestion for Improvement: _____

4.7A: Wisconsin's Water-Highways

Look at the map and the route directions on the next page. Use different colors to trace the two main routes to the Mississippi River, one from Lake Michigan and one from Lake Superior. Next, color and count the Indian village symbols. Then, color and count the French outpost symbols.



Name _____

Date _____

4.7B: Wisconsin's Water-Highways

Part A

Route 1:

- a. From Lake Michigan, go to Green Bay.
- b. Follow the Fox River to Lake Winnebago.
- c. Then, take the Fox River to Portage.
- d. Now, take the Wisconsin River to the Mississippi River.

Route 2:

- a. From Lake Superior, travel up the Bois Brule River to its source.
- b. Now, portage over to the St. Croix River.
- c. Follow it south to the Mississippi River.

Part B

1. How many Indian villages did you find along the way? _____
2. How many French outposts did you find? _____

4.8A: Coming to Green Bay: Making a New Home

An excerpt from Elizabeth Baird's memoirs

The morning following our arrival we set out to what was to be our home. The footpath from the house to the river and along its edge was one way, but we preferred going through the woods. . . .

. . . A large two-story double log house with two smaller houses were all that were left of the old Fort [Fort Smith] buildings . . . the large house, the only one to be **procured** at this place, my husband had rented in the previous June. This house was built in the usual manner that army **officer's quarters** were: a large hall through the middle, with one large room on each side and a fireplace in each. Upstairs there was a narrow hall, with two bedrooms, one on each side, each with its fireplace.

At the rear of the main building a narrow hall, divided in the middle, ran crosswise, and from these halls the housekeeper entered her own kitchen that was entirely separate from the other. We chose the south side of this house.

We found our goods had arrived, but no servant was to be procured, so we set about making ourselves as comfortable as we could. In those days there were no markets, no bakeries, no one who sold cooked food in any form. Everyone had to do their own cooking, which was all very well for those who knew how, but only think of the **plight** of those who did not!

All we had brought with us, besides our groceries, was a barrel of flour, a jar of butter and a keg of salted white fish. We knew enough to soak the fish over night, but never thought of **scaling** it to have it ready for morning. So that had to be done when I ought to have been making biscuits And then the next important question was "how should I cook the fish?" In these days I should have boiled it; but I thought I must **broil** it. Having always been a **petted child**, being an only one, my education in the housekeeping line was no better than in any other.

We lived alone in the large house nearly two months. My husband's place of business was some two miles away. I was alone all day, not a human being near me. As I did not talk English, speaking only a few words, and understanding it as little, conversation with my neighbors was not interesting to me and I did not seek them as I would have done had they spoken French. **In consequence** my life was very **solitary**. My husband would mount his horse directly after breakfast and I did not see him again until near evening. But, housekeeping was new and difficult for me and there was little time left to fret. That I shed many tears I cannot deny. . . .

procured Obtained, gotten	officer's quarters Homes for Army officers	plight Bad situation
scaling Taking the scales off	broil To cook over a direct flame rather than boiling, which is to cook in hot water	petted child A spoiled child; a child who was given everything and never had to do any work or take care of herself
in consequence As a result	solitary Alone, lonely	

4.8B: Coming to Green Bay: Making a New Home

I have said there was not a human being near me. However, I had the companionship of a dear little cow that we had brought from Mackinac. And many was the time I coaxed her to remain by the kitchen doorway by feeding her, that I might have some breathing thing near me. Let me say more of this **mute** companion of mine: I believe she was as lonely as her kind can be, she was so gentle and kind. At my Mackinac home the maid who milked made a great pet of her, so much so that the little creature never opposed my milking her. My husband was an Irishman and of course never milked a cow. This poor little cow was afraid of the **hoards** of cattle and horses that were permitted to **roam** at will about the country. In fact, we were living on the edge of a vast wilderness. There were very few people in the place, and in this **vicinity** was scarcely any **cultivation of the soil**. There were no fences except on the west side of the river and which served as a dividing line between the narrow farms. Often the **drove** of cattle and horses would come up to the shady side of the house so that one did not like to venture out. The little cow, too, would remain in her stable. . . .

mute Silent	hoards Huge numbers	roam To move around	vicinity Area	cultivation of the soil Gardening, farming, or plowing	drove A herd of animals moving together
--------------------	----------------------------	----------------------------	----------------------	---	--

Name _____

Date _____

4.8C: Coming to Green Bay: Making a New Home
Student Answer Sheet

Read Elizabeth Baird's memoirs, and then answer the questions below using complete sentences.

1. According to Elizabeth's memoirs, what was the Green Bay settlement like in 1824?

2. Describe Elizabeth's new house.

3. What new things did Elizabeth learn that she didn't know how to do before?

4. How did Elizabeth cope with being alone all day?

Name _____

Date _____

4.9: Changes in the Fur Trade

Complete the following sentences using the information on pages 72 and 73 in your textbook.

1. Before 1763, the _____ controlled the Wisconsin fur trade.
2. The British wanted to take control of the French _____ and _____.
3. Between 1756 and 1763, the _____ and _____ fought for control of the trading forts and water highways in the Midwest, and _____. This series of battles became known as the _____.
4. After 1763, French soldiers and leaders returned to _____.
5. Many French _____ stayed in Wisconsin. They shipped bundles of furs to _____ trading companies.
6. Newcomers came to Wisconsin as word spread about the rich _____, prairies, and _____.

4.10A: A Teenager in the Fur Trade

Excerpt from My First Years in the Fur Trade by George Nelson, a Teenage Fur Trade Clerk

Middle of November, 1802—Lost on the Way Back from a Trading Mission!

[Smith, the more experienced trader, and young George Nelson had gone down the St. Croix River, then up the Kettle River, and wanted to take a shortcut over land rather than paddle up the St. Croix to get home.]

The weather, the day before, was very cold & Snowy. There was ice in many places, & it formed also on our paddles: But this day it was more pleasant.

When we had reached a certain part of the St. Croix, on our return, Smith proposed we should leave our Canoe & cut through the angle to the house that he said was not about 6 or 7 miles distant. “If you are sure you will not lose yourself I am willing enough.” We accordingly carried our canoe into the woods, bundled up our things & off we went. He was a Smart walker, but extremely impatient & rough. As he complained a great deal of the weight of his load, though I had one too, & within a few pounds my load was as heavy as his, to **pacify him**, I took his gun too, which was extremely **cumbersome**. But the country was level & but little “under brush”. The sun shone beautifully. We halted two or three times after long walks, to rest a little; finally as it was getting dark, we had to encamp. We were lost! We had nothing to eat, for the little meat we had we left at the canoe: “it is not worth while to **embarrass** ourselves with it, as we would soon get home”.

The next morning we awoke with four or five inches of Snow upon the ground, & of course a good share on our blankets. We shook it of bundled up & away we went. Shortly after we **fell** upon a low grassy flat, through which meandered a fine little brook covered with ice and Snow. In true military “neck or nothing” style we plunged in, nearly up to our breasts, Scrambled up the opposite bank, & walked on. After about an hour, we fell upon two tracks *quite fresh!* We followed Smartly to *overtake* them. In a few minutes we came to our own fire we had so lately left! Smith was furious. Off we set again, & at furthest half an hour after we again came to our fire! Smith was **humbled**. “Stay here, and wait for me, said he, I will go out in another [direction] & see if I can fall upon anything whereby I may recognize our position.”

pacify him Make him calm	cumbersome Awkward and heavy	embarrass Burden
fell To come upon	humbled Humiliated	

Name _____

Date _____

4.10B: A Teenager in the Fur Trade

We had not eaten since noon before; but I was neither hungry nor faint. I lamented & Sighed. He was about half an hour absent. O, how glad I was when I saw him (p. 68) return! "Let us go, I know now where we are: We took quite a wrong course." Off we set again, & walked, & walked. We came upon a high sand bank. "What is this? Where are we?" All of a Sudden as one just awoke from his sleep. "Oh I know now where we are: this is river La Coquille [Shell or Clam River] & we have been quite near home." We turned back, & for some time actually retraced our steps. We soon after got home. My joy was full indeed, but I doubt if I thanked God, so extremely thoughtless was I.

Edited by Laura Peers and Theresa Schenck, *My First Years in the Fur Trade* (St. Paul: Minnesota Historical Society Press, 2002). Used with permission.

Name _____

Date _____

4.10C: A Teenager in the Fur Trade

A Teenager in the Fur Trade: Student Answer Sheet

Read the excerpt from George Nelson's journal, and then answer the questions below using complete sentences.

1. In what year did George Nelson write this section of his journal?

2. What is the main activity or event he wrote about?

3. Who took part in this activity?

4. What was the weather like on the day Nelson got lost?

5. What did George and Smith discover when they followed the fresh tracks?

6. How did George feel after he returned home?

Name _____

Date _____

4.11A: Wisconsin Travel: Then and Now

Then: Wisconsin Rivers

What river route will you take from Green Bay to Prairie du Chien? Give directions for travel and trace the route on your map. Name the waterways that will help you reach Prairie du Chien, and circle the places that you have to portage your canoe.

Now: Wisconsin Highways

What route will you take from Green Bay to Prairie du Chien? Give directions for travel and trace the route on your map. Name the highways over which you need to travel, and name some of the main cities that you will drive through to reach Prairie du Chien.

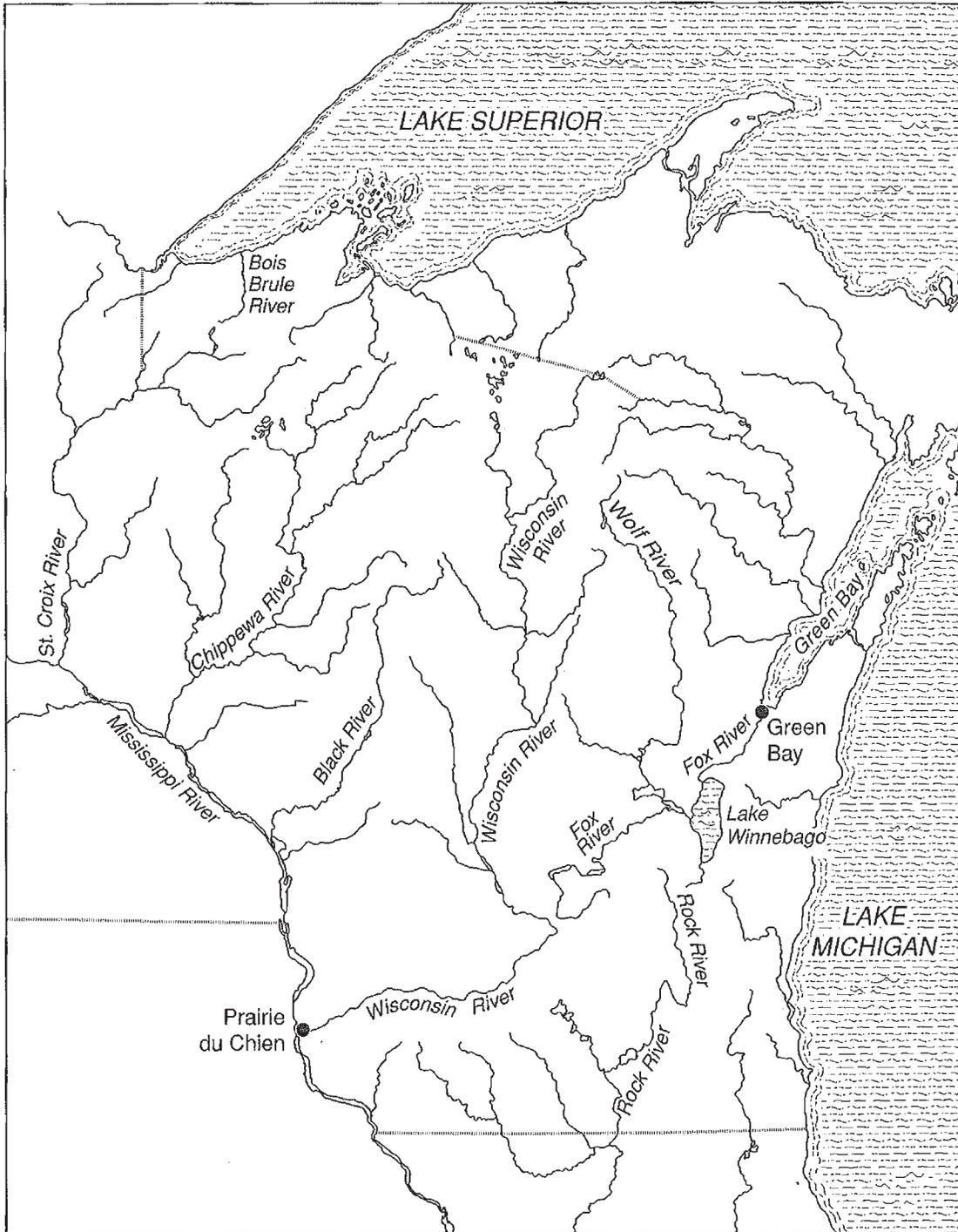
Then and Now

In what ways are the river route and highway route the same?

In what ways are the river route and highway route different?

4.11B: Wisconsin Travel: Then and Now

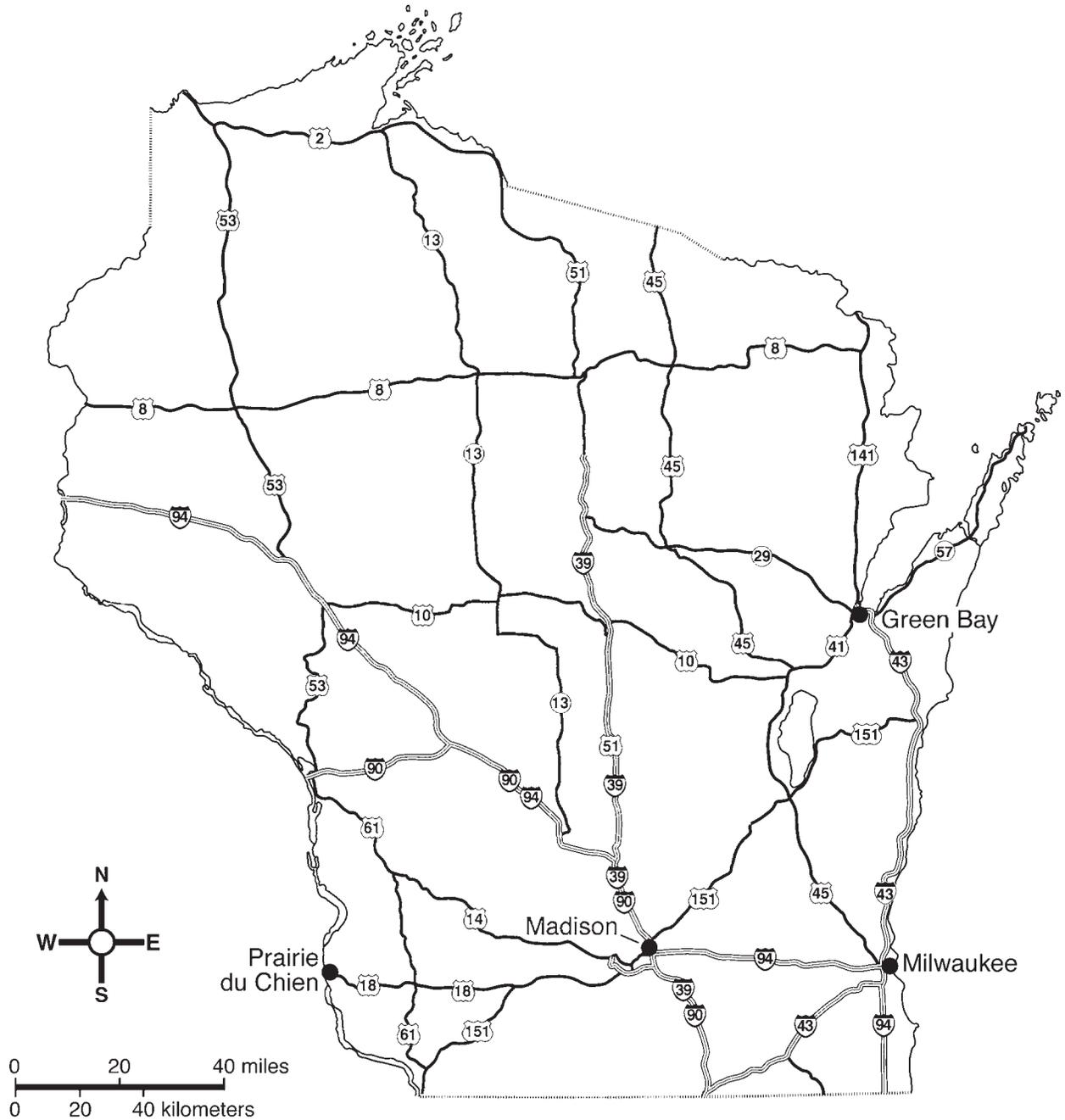
Wisconsin Rivers Map



Map by: Amelia Janes/Mike Gallagher, Midwest Educational Graphics

4.11C: Wisconsin Travel: Then and Now

Wisconsin Highways Map



Map by: Amelia Janes/Mike Gallagher, Midwest Educational Graphics

4.11D: Wisconsin Travel: Then and Now

Notes from *A Canoe Voyage up the Minnay Sotor*

by George William Featherstonhaugh (Fan shaw), written in 1835

The following passages are from Chapter 19. We begin at the portage between the Fox and Wisconsin Rivers near Ft. Winnebago:

Turning my back upon the waters that flow into the Atlantic, I crossed the portage, and advanced to those that empty themselves into the Gulf of Mexico. The portage was a dead flat of black mud and sand, measuring exactly 2650 paces: it took me exactly twenty-eight minutes to walk across it. The canoe and luggage were conveyed to the shore of the Wisconsin in an ox-cart, and launched upon the river as soon as we reached it. It was a powerful black-looking stream . . . with broad sand-beaches. . . . After struggling so many days as we had against the current of Fox River . . . it was exceedingly gratifying to find ourselves, on one of the most lovely mornings imaginable, carried down stream by a strong current. . . .

At 4 p.m. we passed a picturesque-looking mass of horizontal sandstone, extending with some interruptions for about a mile, distant probably about forty miles from the portage; and at half-past five, observing a comfortable place, near to an ancient abandoned Indian village, I made, to the great joy of the men, the signal for landing. . . .

My rest was a good deal disturbed by the mosquitoes, who had taken possession of the tent; and although I was up early, we could not start for a dense fog that was upon the river. I therefore amused myself looking at the deserted wigwams near us. They were formed with nine poles, about twelve feet high, fixed into the ground in a circle, about two feet apart from each other, and their tops bent to a point and fastened together. These poles were strengthened with others interwoven round them, and the whole covered with birch bark. An Indian house of this kind . . . and with a small fire in the middle, is comfortable in the coldest weather, the smoke escaping through a hole where the poles meet. The fog began to clear away at 7 a.m., and we resumed our voyage. . . .

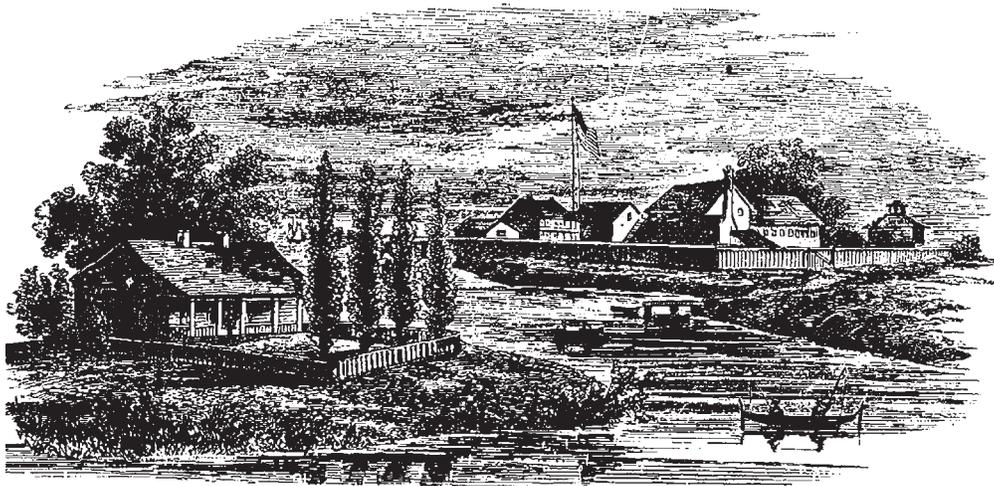
Soon we passed a fine stream coming in from the right bank. The country here was remarkably beautiful, the slopes of the banks gracefully wooded. . . . For a distance of about three miles the escarpments were about 250 feet [in] height, the rock every now and then jutting out. . . . I observed, too, that . . . the sandstone had been favourable to Indian talent, the figures of deer, men, and horses—sometimes well executed—being cut into it, and sometimes painted with a red bole. The swallows had availed themselves of the softness of the rock by picking holes in it, and building their nests there in innumerable quantities. . . .

August 31 . . .

Having made a hearty breakfast we got afloat again, and about 1 p.m. observed a small prairie on the right bank with some Indian mounds. . . . About 2 p.m. the river began to widen, and we were rapidly approaching the point of its confluence with the Mississippi. I could already perceive the lofty right bank of that famous stream at the end of the vista. . . . At half-past 3 p.m. we bade adieu to the charming Wisconsin, and to the enjoyment of floating upon a favourable current, having

4.11E: Wisconsin Travel: Then and Now

entered upon the broad surface of the Mississippi . . . and all our force was wanted to contend against the force of the descending stream. . . . We soon came in sight of Prairie du Chien, an extensive level bottom or prairie, closed in to the east by a strong rocky bluff, which was no doubt once the bank of the river. A new scene now presented itself; there was a respectable-looking military post, cattle grazing, a village, and evidences of a settled population, to which I had been for some time a stranger.



Name _____

Date _____

4.12A: Chapter 4 Assessment

Part A

1. Use the Key Words on page 59 of *Wisconsin: Our State, Our Story* to complete the following sentences:
 - a. Around 1500, Europeans started traveling to North America. One hundred years later, many French traders and British _____ lived in what is now the United States.
 - b. French traders would meet Indians at the _____ at Prairie du Chien.
 - c. The _____ was an _____ system in which the French and Indians traded animal pelts for goods and information.
 - d. The battles between the French and British for control of trading _____ and water-highways were known as the French and Indian War.
 - e. The _____ U.S. government sent _____ to work with the Indians in Wisconsin.
 - f. The word “_____” means to carry canoes and goods a short distance over land.

Name _____

Date _____

4.12B: Chapter 4 Assessment

2. Answer these questions.

a. What Native Peoples moved into Wisconsin from the northeast?

_____, _____, and

b. What drew Native Peoples to Wisconsin? List three things that “pulled” them to the area.

(1). _____

(2). _____

(3). _____

c. Why were portages important during the Fur Trade Era?

d. Who controlled the Wisconsin fur trade before 1763? _____

Name _____

Date _____

4.12C: Chapter 4 Assessment

Part B

Use your textbook to write the answers to these Thinking Like a Historian questions:

	<p>How did early explorers find their way in Wisconsin?</p> <hr/>
	<p>How did the lives of Wisconsin Indians change because of the fur trade?</p> <hr/>

Chapter 4

Answer Key

4.1: Key Word Self-Assessment

Answers will vary. Students should fill in one box per key word.

4.2: Thinking Like a Historian

Answers will vary.

4.3: Indians on the Move

Part A

Here already:

- a. Eastern Dakota
- b. Menominee
- c. Ho-Chunk

Moved into Wisconsin from the north: Ojibwe

Moved into Wisconsin from the northeast:

- a. Odawa
- b. Mesquakie
- c. Potawatomi

Moved into Wisconsin from the southeast:

- a. Kickapoo
- b. Potawatomi
- c. Mascouten
- d. Sauk
- e. Miami

Part B

1. Possible answers: Conflict; the Indian people were pushed by Europeans who came to North America; Native peoples were caught up in the conflicts Europeans had between themselves; Native peoples warred amongst themselves over land once the Europeans began pushing Indians out of their homelands; the Indians moved west to avoid the conflict.
2. Possible answers: good land for farming; good hunting for deer, bear, moose, and buffalo; good fishing; good places to gather wild rice and berries; good opportunities to trade tools and jewelry.

4.4: Eating Off the Land

Step 4 Students should sense that the month names used by the Ojibwe imply that they lived in a colder, more northern climate than the Ho-Chunk. Students should also sense that the names of the months indicate that the Ho-Chunk were more corn-centered in their activities, since several month names focused on the cultivation, harvesting, and eating of corn. The Ojibwe, in contrast, do not exhibit such a strong focus on a single crop, but instead seem more oriented toward gathering foods from the wild.

Step 6 Students should recognize most of the following elements:

Ojibwe Lands: Rivers include White, Bad, St. Croix, Namekagon, Flambeau, Wisconsin; Soil types include Lake Superior Red Clay, Northern Sandy and Stony; Vegetation includes prairie and mostly forest; Minerals include a small amount of copper; Growing seasons include less than 80 days, 80–100 days, 100–120 days, 120–140 days, and 140–160 days.

Dakota Lands: Rivers include Black, Trempealeau, Chippewa, Red Cedar, St. Croix; Soil types include Rolling Fertile Silty and Clayey, Central Silty and Loamy; Vegetation includes forest and mostly prairie; Minerals include a tiny amount of copper; Growing seasons include 120–140 days and 140–160 days.

4.5: Making a Birchbark Canoe

Student canoes will vary in quality.

4.6: Comparing Maps

Answers will vary, but students should be aware of how Jolliet’s map is less accurate in terms of the actual landforms shown.

4.7: Wisconsin’s Water-Highways

Part A

Route 1:

Check student maps for accuracy. The route should run the western coast of Lake Michigan north to Green Bay, then west and south along the Fox River to the portage (in South Central Wisconsin) across to the Wisconsin River, and then down the Wisconsin to the Mississippi.

Route 2:

Check student maps for accuracy. The route should run south from the southern shore of Lake Superior along the Bois Brule River, then using the portage, over to the eastern branch of the St. Croix River, then down that branch to the main stream of the St. Croix until it reaches the Mississippi.

4.8: Coming to Green Bay: Making a New Home

Day 1

1. Possible answers include: People had to provide all their own food because there were no markets, bakeries, or people who sold cooked food in any form; herds of cattle and horses roamed into people’s yards and stood by their houses; there was very little farming because there were very few people living in the area; there was scarcely any cultivation of the soil; there were no fences except on the west side of the river, which served as a dividing line between the narrow farms.
2. Possible answers include: Elizabeth’s new house was a large 2-story double log house with a large hall in the middle, a large room on each side of the hall, and a fireplace in each of the large rooms; upstairs was a narrow hall with a bedroom on each side, and a fireplace in each bedroom; at the rear of the downstairs there was a narrow hall that ran crosswise of the large middle hall. It led to a kitchen on each side.
3. Possible answers include: Elizabeth had to learn how to cook and how to keep a house; she had to learn how to feel comfortable being alone in the house because she had no maid and her husband worked away from home.

- Possible answer: Elizabeth coped with being alone by keeping busy, taking care of her new house, learning how to cook, and making friends with the small milk cow that they had brought with them.

Day 2

Answers will vary.

4.9: Changes in the Fur Trade

- French
- trading forts; posts
- French/British; British/French; Canada; French and Indian War
- France
- fur traders; British
- forests; water-highways

4.10: A Teenager in the Fur Trade

- George Nelson wrote this part of his journal in the year 1802.
- George wrote about getting lost on the way home from a trading mission.
- George Nelson and a companion named Smith took part in this activity.
- It was very cold and snowy the day before, but the weather was more pleasant on the day they got lost.
- They discovered their own campfire. They realized that they had been walking in circles.
- George was very happy to be home, but he worried that he hadn't thanked God for helping him return safely.

4.11: Wisconsin Travel: Then and Now

Then: From Green Bay, go southwest down the Fox River, through Lake Winnebago, and continue southwest down the Fox River. When the Fox starts to loop back to the northeast, portage to the Wisconsin River and continue in a southwesterly direction down the Wisconsin all the way to Prairie du Chien.

Now: From Green Bay, go southwest on Route 41, passing intersections for Routes 45 and 10. At the southern end of Lake Winnebago, take Route 151 southwest to Madison. There, take Route 18 west to Prairie du Chien.

Then and Now: The river and highway routes are the same in that they both are primarily in a southwestern direction. They differ in that the highway route today goes through towns and cities and goes somewhat farther south than the old river route. The highway route also takes considerably less time.

4.12: Chapter 4 Assessment

Part A

- colonists
 - Rendezvous
 - fur trade; exchange
 - forts
 - federal; agents
 - portage

2. a. Odawa, Meskwaki, Potawatomi
- b. Answers will vary. Possible answers include: good land for farming; good hunting for deer, bear, moose, and buffalo; good fishing; good places to gather wild rice and berries; good opportunities to trade tools and jewelry
- c. Portages allowed trappers and traders to get between rivers and other waterways, which helped them move furs from place to place
- d. France

Part B

Answers will vary.

Chapter 5

From Indian Lands to Territory to Statehood

Activities in this Chapter:

- 5.1: Key Word Self-Assessment**
- 5.2: Thinking Like a Historian**
- 5.3: Treaty Lands Map of 1825**
- 5.4: Wisconsin Lead Rush**
- 5.5: Whose Land? A Story of Black Hawk**
- 5.6: The Black Hawk War**
- 5.7: Indian Land Maps**
- 5.8: Wisconsin Becomes a Territory and Then a State**
- 5.9: Three Branches of Government**
- 5.10: Government Word Sort**
- 5.11: Chapter 5 Assessment**

5.1: Key Word Self-Assessment

Have students look at the key words listed on page 81 of *Wisconsin: Our State, Our Story*. Hand out copies of the 5.1: Key Word Self-Assessment and read the directions aloud. Tell students that, for each word, they should determine the following:

- (a) if the word is one they recognize and can define
- (b) if it is a word they recognize but can't define
- (c) if it is a word they recognize part of
- (d) or if it's a word they do not know at all

Have students mark an X in each appropriate box in the chart.

5.2: Thinking Like a Historian

Begin by handing out copies of pages 5.2A and 5.2B to each student, telling students that these are questions historians ask themselves as they study the past. Have students read the directions and discuss with them what they are supposed to do. Then have students read each question. Explain that students should keep these questions in mind as they read Chapter 5 of *Wisconsin: Our State, Our Story*. In order to better remember the questions, students should phrase each one in their own words or take notes that will help them remember it. Tell students to do their writing in the third column of the chart.

5.3: Treaty Lands Map of 1825

Have students look at the map entitled “Indian Treaty Lands 1825” (page 82 in *Wisconsin: Our State, Our Story*). Hand out copies of worksheet 5.3 and read the directions aloud. Have students complete the map key by coloring in the boxes next to the names of the Indian Nations. (They should match the colors they use to those on the map in their textbooks.) Then have students complete the map by coloring in the Indian lands and labeling them.

5.4: Wisconsin Lead Rush

Begin by handing out copies of pages 5.4A and 5.4B. Have students turn to *Wisconsin: Our State, Our Story* on pages 86 and 87. Tell students that they will be identifying main ideas, subtopics, and details for this section, “Living on the Lead Frontier.” Use the completed graphic organizer on worksheet 5.4A to discuss the meaning of the terms *topic*, *subtopic*, and *detail* and to show how to add these to the web. Next, read pages 86 and 87 with students. Then ask students to fill in the blank boxes in the graphic organizer on worksheet 5.4B. Remind them to use information found on pages 86 and 87. Be sure to provide help to students if they need assistance.

5.5: Whose Land? A Story of Black Hawk

Teacher Materials

Preparation/Organization It will take several days to complete the full activity, since students will need several rehearsal sessions before carrying out their performance. Depending upon time constraints, you might want to devote some time for the preparations each day for a week or so. (**Note:** If you and students wish, you might want to invite other classes or even friends and families to the performance.) In terms of organization, it should not be difficult to get the whole class involved in the production, since there are 16 actors and also directors, set designers, stagehands, and prop masters. You will want to have enough copies of pages 5.5A–J for all students involved. A number of readily available or easily made items will also be needed:

- two chairs
- a desk
- a large cloth sack
- a blanket
- an inkwell (or similar object)
- a long sheet of paper
- several sheets of writing paper
- life-size drawing of several corn stalks
- shovel or garden hoe (or two broomsticks)
- map of the United States

Procedure

1. Select those students who will be actors and inform students of the parts they will be playing. Also assign students to jobs as directors, set designers, prop masters, and stagehands.
2. Hand out scripts to those who will be acting, highlighting their parts for them. Also give out copies of the script to students who will be helping you direct, designing and making sets, preparing props, and serving as stagehands. The chart below will help you organize the cast and crew of the play.

3. Work with those students who will be performing, helping them learn and practice their parts. Students need not memorize their parts, but they should still know the words well enough to read them smoothly and to convey the appropriate emotion and intonation. Also work with the students who will be preparing the set and creating the props for the play, making sure that they create the correct materials and have everything ready.
4. Meanwhile, have the class review and discuss pages 88 and 89 of *Wisconsin: Our State, Our Story* to refresh students' memories about the events involved in the story of Black Hawk.
5. When it is time for the performance, pass out scripts to anyone in the audience.
6. Have actors assume their places and begin the performance.
7. Afterwards, elicit student responses to gauge whether the play helped them more fully understand the Black Hawk War and its aftermath.

Character	Student(s)
Narrator	
Black Hawk	
Antoine Le Clair, interpreter	
Keokuk	
Neapope	
White Cloud, a Ho-Chunk man	
Sauk Woman 1	
Sauk Woman 2	
Fisherman 1	
Fisherman 2	
Sauk Brave 1	
Sauk Brave 2	
General Edmund P. Gaines	
Daniel Johnson (settler)	
Tim Johnson (settler)	
Went Howards (settler)	
Assistant Directors	
Set Designers	
Prop Masters	
Stagehands	

5.6: The Black Hawk War

After students have read pages 88 and 89 in *Wisconsin: Our State, Our Story*, hand out worksheet 5.6 The Black Hawk War. Tell students that they will be identifying and summarizing the main events that led to the Black Hawk War. Read the directions aloud. Remind students

that they may use both words from the book and their own words to describe what happened. Work through the first box (“How did the Treaty of 1804 lead to conflict?”) with students, modeling how to identify the consequences of the treaty and the events to which it led. Then have students complete the rest of the page on their own. Provide students with any assistance they need as they work. When they have finished, review students’ work with them, discussing the information they have put in each box.

5.7: Indian Land Maps

Hand out 5.7A–B Indian Land Maps. Explain that worksheet 5.7A shows maps that students have seen in this chapter of *Wisconsin: Our State, Our Story*. Explain that these maps will help students answer the questions on worksheet 5.7B. Direct students to 5.7B and work through the first item with them. Then have students complete items 2–10 on their own. Remind them to use the maps to answer the questions.

5.8: Wisconsin Becomes a Territory and Then a State

This activity has two parts.

Part A

Begin by handing out 5.8A Wisconsin Becomes a Territory and Then a State. Tell students that these are sentences about how Wisconsin became a territory of the United States. Have them read the directions and then fill in the blanks using information from pages 92 and 93 of *Wisconsin: Our State, Our Story*.

Part B

Hand out 5.8B Wisconsin Becomes a Territory and Then a State. Have students complete the sentences about how Wisconsin became a state. Remind students to use information from pages 94 and 95 of their textbook to answer the questions.

5.9: Three Branches of Government

Part A

Hand out 5.9 Three Branches of Government. Have students turn to *Wisconsin: Our State, Our Story* on pages 96 and 97. Then read aloud the directions for **Part A** at the top of the page, talking with students about what they are supposed to do. Remind them to write the words from the Word Bank under the correct branches of government.

Part B

Direct students to **Part B** and have them complete the sentences that tell what each branch of government does.

5.10: Government Word Sort

Teacher Materials

Preparation/Organization Students may work on this activity in small groups or on their own. Be sure to prepare enough copies of worksheet 5.10 for each group or individual to have one.

Procedure

1. Remind students that there are special words that we use when we talk about government. Explain that these are not necessarily difficult words to learn or to remember; they are just specialized words that we need to know.
 2. If you are having students work in small groups, form those groups now. Otherwise, tell students that each of them will be sorting words into categories, using special words about government.
 3. Distribute copies of worksheet 5.10. Then have students take turns reading the words aloud. Briefly discuss the differences between similar terms, such as *capital/capitol* and *legislative/legislator*.
 4. Have students read the directions with you. When you are sure that students understand what to do, have them complete the activity. If necessary, allow students to use pages 90 to 97 of *Wisconsin: Our State, Our Story* or its glossary to find word definitions.
 5. When students have finished, have them discuss the categories they created. Make sure they explain their reasoning so that others can benefit from their work.
-

5.11: Chapter 5 Assessment

Hand out pages 5.11A–B of the Assessment for Chapter 5. Read the directions aloud and have students complete each sentence on their own. Then direct them to item 8 on worksheet 5.11B. Remind students of the Thinking Like a Historian questions in Activity 5.2. Then guide them to answer the first question. When they have finished, have students complete the remaining items on their own. Then hand out 5.11C. Again, read the directions aloud. Then have them complete the page on their own.

Name _____

Date _____

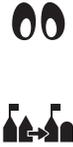
5.1: Key Word Self-Assessment

Put an X in the box that shows how you understand each word.

Key Words	I know this word and can tell what it means.	I recognize this word but don't know what it means.	I know a word like it, or what a part of the word means.	I don't know this word.
land use				
homeland				
negotiate				
frontier				
militia				
massacred				
survey				
townships				
territory				
governor				
legislature				
capital				
citizens				
representatives				
territorial assembly				
delegates				
taxes				
constitution				
democracy				
executive				
judgments				

5.2A: Thinking Like a Historian

Read each question carefully. In the third column, rewrite the question in your own words or write words that will help you remember the question.

Category	Questions	My Own Words/Notes
	How did Native people's ideas about land use affect their understanding of treaty making?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	How and why did lead mining in the early 1800s change life in Wisconsin?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	In what ways was the Black Hawk War a turning point for Wisconsin?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	How did the signing of treaties affect Wisconsin Indians?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____

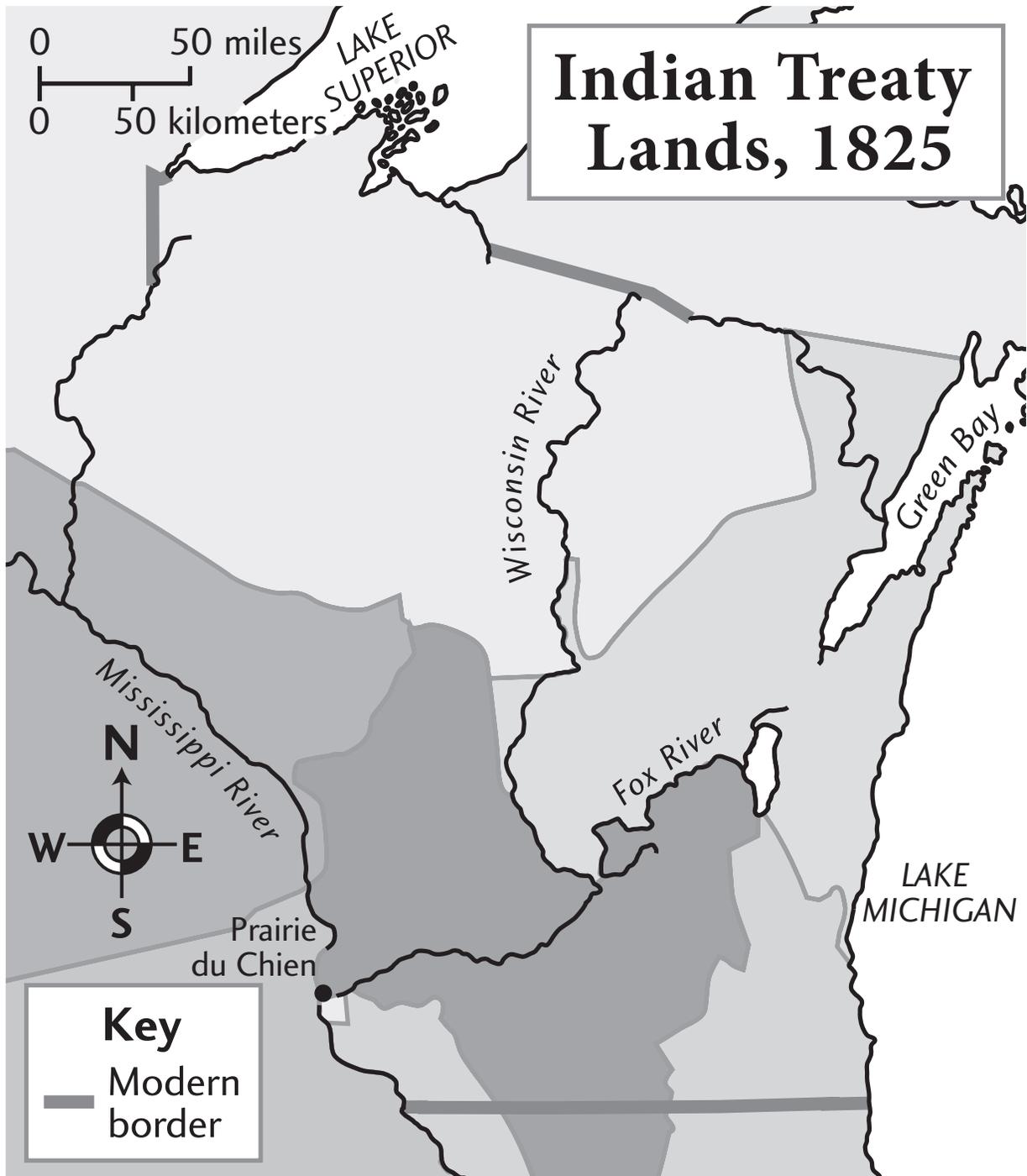
Date _____

5.2B: Thinking Like a Historian

	How did the signing of treaties affect new settlers?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
 	Why did Wisconsin become a territory?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
 	How did Wisconsin become a state?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
 	How did our state constitution define the way our government still works today?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

5.3: Treaty Lands Map of 1825

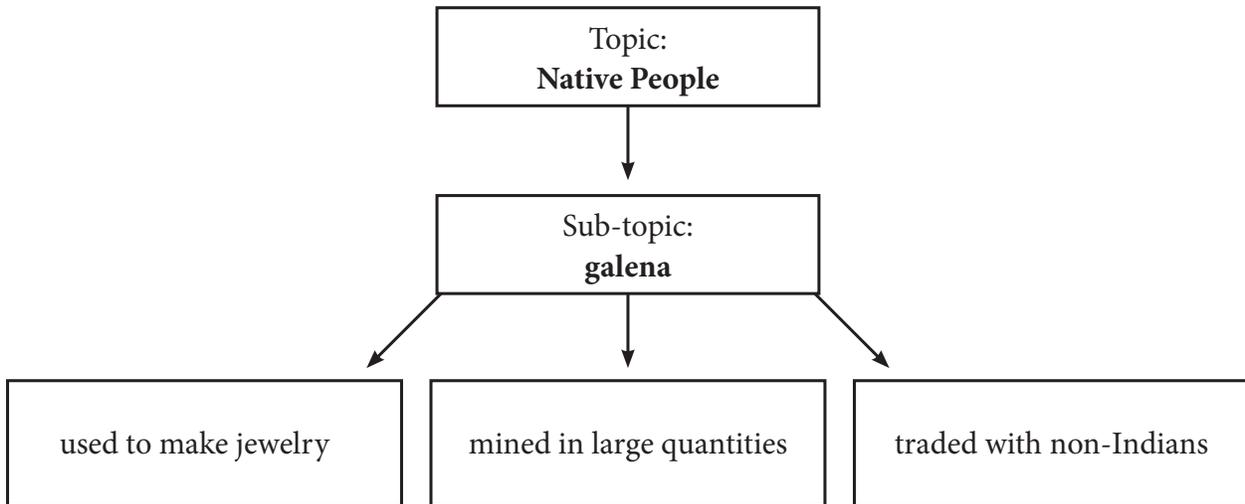
Select colors for the map key to match those on the map on page 82 of *Wisconsin: Our State, Our Story*. Then color in the Indian lands and label them with the names of the Indian Nations that lived there.



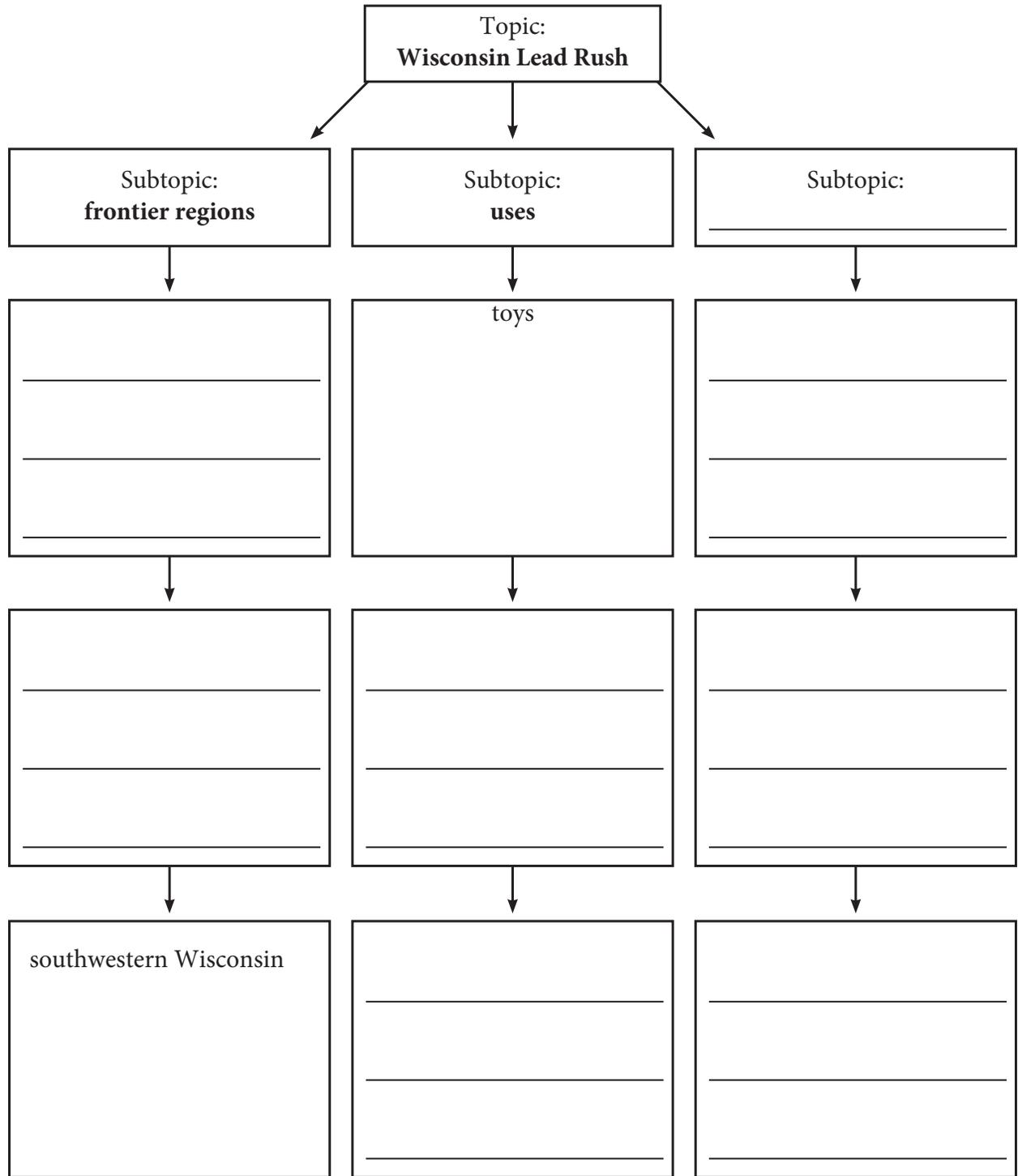
5.4A: Wisconsin Lead Rush

Fill in the blank boxes in the Wisconsin Lead Rush web on 5.4B. Use the information on pages 86 and 87 of *Wisconsin: Our State, Our Story*. Some of the boxes have been filled in for you.

Here is an example of a web that has already been completed.



5.4B: Wisconsin Lead Rush



5.5A: Whose Land? A Story of Black Hawk

This play tells the story of Black Hawk in prison, following his surrender. There he recalls several events that explain the clash between the Native and the non-native worldviews. Anne Jordan wrote the first version of this play that appeared in *Wisconsin Indians since 1634*, which was published in 1976. Then the play was included in *Wisconsin History on Stage*.

SCENE 1

Narrator: There is an old Indian story about American settlers. It says they are like a spot of raccoon grease on a blanket. At first the spot is small. But do not be fooled. It will spread and cover the whole blanket.

In the early 1830s settlers were moving into the land that is now Wisconsin and Illinois. They came to build farms, to trade, or to work in lead mines. They thought of the land as rich and new. But it was not new. For thousands of years, many groups of American Indians have lived, hunted, planted fields of corn, and buried their dead here. They had developed many traditions that made life good.

Black Hawk was a proud leader of a band of Sauk people. As an old man, he wanted to tell the story of his life. Antoine (**An twon**) Le Clair, who spoke both English and Sauk, wrote it down. Many things Black Hawk says in this play were taken from his book. The play is about to begin. There, I see the old warrior fast asleep. (*Exit*)

(*Setting: Night. On the left, two chairs face each other. On one chair is an inkwell, quill pen, and some paper. Black Hawk is asleep on a blanket in front of the chairs. In the center back is a long piece of paper, rolled up. On the right is a picture of several corn stalks. To the right of that is a desk.*)

Sauk Brave 1 sneaks softly into the cornfield. He glances around. Then he begins to fill an imaginary sack with ears of corn. A settler, Went Howards, rushes in.)

Howards: Thief! Come back! (*The settler reaches for an imaginary weapon and the brave turns to run. Just then Black Hawk wakes.*)



5.5B: Whose Land? A Story of Black Hawk

Black Hawk: STOP! *(The two actors freeze. Black Hawk rubs his face.)* Mr. Le Clair! *(Le Clair enters from the left—turning on the light. When the light comes on, the actors are gone.)*

Le Clair: Yes, what is it?

Black Hawk: I've dreamt again of the things that have happened to my people. Please, let us continue with my story. *(He wraps himself in his blanket.)*

Le Clair: Of course. *(He picks up his pen and sits down.)* I'm ready. Begin.

Black Hawk: I want people to know about the village where I grew up. *(He crosses to the roll of paper and spreads it out so that it cuts the stage in half from front to back.)* Imagine that this is the wide Mississippi. Just at the place where the Rock River flows into it was Saukenuk (**Saw**k uh nuk), our village. *(He gestures toward the right side of the river. Le Clair writes.)*

Le Clair: I understand.

Black Hawk: Here we had our cornfields, 800 acres, worked by our women. *(As he speaks, two Sauk women enter from the right. They begin to hoe the fields. Black Hawk does not see them.)*

Here, several fine springs broke from the earth. These springs supplied us with good water. We fished at the rapids of the Rock River. *(As he speaks, two men enter and begin to fish.)* Sauk women harvested corn, beans, pumpkins, and squash. Our children never cried from hunger. In the distance were our rich hunting grounds, which we visited each winter.

Le Clair: How long had the Sauk people lived there?

Black Hawk: Our village was more than 100 years old. The bones of our forefathers and friends had found rest there. I lived at Saukenuk for 64 years.

Le Clair: *(Reading)* In the fall, Indians played games, raced horses, and feasted. Women brought in the harvest. Traders bartered supplies for pelts. The winter hunt began. Sometimes the old people spent the winter with the traders.

Black Hawk: After the winter hunt, we gathered maple sugar and feasted. Then we returned to our village in time for planting the corn. So the years rolled by happily. I grew to be an old man. *(Women and fishermen exit.)*

Le Clair: *(Continues to read from his papers.)* But these times were not to last. One winter while the Sauk were at the hunting grounds, settlers moved into Saukenuk. *(Daniel Johnson and his son Tim enter right. They begin to work the fields.)*

Tim: The ground is not hard. It is easy to dig here.

5.5C: Whose Land? A Story of Black Hawk



An oil portrait of Black Hawk by George Catlin

Dan: That's because Indians planted these fields for many years.

Tim: Aren't they coming back?

Dan: No. The United States made a treaty with some of the Sauk people. Our government owns the land now. This year it was opened to settlers. The Sauk people have been told not to come back.

Tim: Look! Here comes a man! (*Enter Went Howards*)

Dan: Hello! My name's Dan Johnson. (*Offers hand*)

Howards: (*Shaking hands*) And I'm Went Howards. I'm going to register for some of this land. I could put a fence along through here. (*Motions with hand*)

Dan: Not here. I've chosen this land to fence. You must find another place. (*Three leave the stage.*)

Black Hawk: Imagine! These men quarreled among themselves about dividing our land. For three years my people worked sadly beside the settlers. The settlers were unhappy that we had come back. We looked at our village with sadness and anger.

(*As Black Hawk speaks, the Sauk enter from the right: Keokuk, Neapope, women, braves, and the Ho-Chunk, White Cloud. Then, General Gaines enters. He sits at the desk.*)

5.5D: Whose Land? A Story of Black Hawk

General: Sauk warriors!

Black Hawk: (*Angry and scowling*) I am Black Hawk.

Keokuk: And I am Keokuk (**Kee** o kuk). (*The settlers continue to work behind.*)

General: (*Firmly*) You have been asked many times to leave this village. And still you are here.

Black Hawk: The Great Spirit gave us this land. Why should we leave our fields?

General: Because your chiefs sold this land in 1804.

Black Hawk: (*Angrily*) No! That was not a true treaty. Under our law, chiefs cannot sell land without a vote of the tribe. They cannot make decisions that affect our people.



Keokuk, a Sauk-Fox Chief

General: You yourself signed a treaty to sell these lands. I did not come here to beg you to leave. I came to remove you. I will do it peacefully if I can. If not, I will force you off! You have two days to leave.

Keokuk: Let me talk to our people.

Black Hawk: I do not wish to go!

Woman 1: Nor do I. These cornfields belong to us.

Woman 2: We women work to soften the earth for the seed. Our corn is in the soil. How can we leave it before it is ready to harvest? How will our people survive through the winter?

5.5E: Whose Land? A Story of Black Hawk

General: The government will send your people food and supplies after you move to the lands west of the Great Mississippi. There is nothing more to be said. You have two days. (*Exit General. Settlers continue to work.*)

Black Hawk: We knew soldiers were on their way to Saukenuk. So, during the last night, we crossed the Mississippi. (*All Sauk people cross over, then sit in a large circle near Black Hawk and Le Clair.*) We signed a treaty agreeing never to return. The white chief promised us corn in place of the corn we had left growing in our fields. But it was not enough. At night, braves went to take corn at Saukenuk. (*Sighing*) That is how I came to dream of my people stealing their own corn!

Le Clair: (*Reading from his notes*) But even across the river, things were not peaceful. The land seemed strange, harder to work. We missed our villages and our fields. The Sauk people still felt the control of the Americans over their lives. I grew restless. (*Black Hawk joins the circle.*)

Black Hawk: (*Thinking, pauses*) We have abandoned our lands and village to strangers.

Keokuk: Don't you know how many Americans are there? Don't you know that it is useless to fight them?

White Cloud: (*Whispering in Black Hawk's ear*) Other tribes have sent word. They will help you fight the Americans.

Neapope: (*In Black Hawk's other ear*) I have talked with the British. They will help you fight!

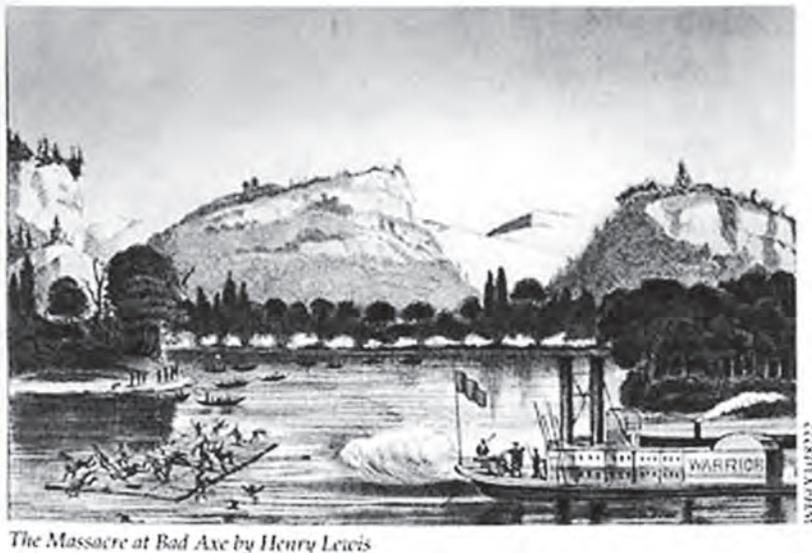
White Cloud: (*Whispering*) The white soldiers only want to scare you!

Black Hawk: Keokuk, braves, do you hear our friends?

Keokuk: Do not listen to these lies. If you go back, you will bring sorrow to your people. We must find another way.

Black Hawk: These ways will not work. I will go back peacefully. Those who choose, can join me. (*The tribe splits. Neapope, White Cloud, and women side with Black Hawk. The others exit left with Keokuk.*)

5.5F: Whose Land? A Story of Black Hawk



The Massacre at Bad Axe by Henry Lewis

Black Hawk: About one thousand people came with me. We crossed the Mississippi and traveled to our old village. We went in peace, but we were met by men with firearms. (*All exit to the right except Black Hawk and Le Clair. Black Hawk sits.*) I told my people that we would go back across the river peacefully. There was no use in going on without food.

Le Clair: (*Reading*) I sent a party of braves to the soldiers with a white flag. But the soldiers attacked them, killing three braves. All of my followers expected to be killed. There were several hundred soldiers. But we won! (*Le Clair stops writing.*)

Narrator: This is how Black Hawk's attempted surrender caused the first battle of the war. Now Black Hawk and his people had to move on. To distract the soldiers from the women, children, and old people, Black Hawk sent out warriors to attack and collect food.

The main group of Sauk continued north, then west, toward the Mississippi. They grew weary. The old and the weak began to die. Perhaps they could find safety across the Mississippi. But the soldiers kept coming. There were several battles.

Finally the Sauk reached the place where the Bad Axe River flows into the Mississippi. Just as they began to cross, the soldiers fell on them. Hundreds of men, women, and children were killed. Black Hawk and some others escaped, then peacefully surrendered. The painful journey ended in loss and great sadness. (*Exit*) (*Black Hawk and Le Clair sit listening.*)

Black Hawk: (*Tired*) The struggle is over. (*Sadly*) I am afraid, however, that in a few years, the Americans will begin to drive our people away from where they now make their homes. (*He notices the sun is rising.*) The sky is turning red.

Name _____

Date _____

5.5G: Whose Land? A Story of Black Hawk

Le Clair: Yes, it is almost morning.

Black Hawk: Put your things away. We can talk more later. *(Le Clair puts his paper and pen on the chair. He goes out, turning off the light. Black Hawk spreads out his blanket and lies down.)*

Narrator: *(With map of the United States)* Black Hawk lived to see his people sell 400 square miles of their land in Iowa to pay debts. He stood off to the side during the ceremony. The following year the Sauk people sold more than one million acres of land to the government. Black Hawk did not live to see his people trade their remaining land for land in Kansas *(Points)*, and then for land in Oklahoma *(Points)*. The Sauk Nation had to move because of the settlers—as Black Hawk had feared.

5.6: The Black Hawk War

Finish the sentence in each box to summarize what led to the Black Hawk War.

1. The treaty of 1804 _____

2. In 1829, _____



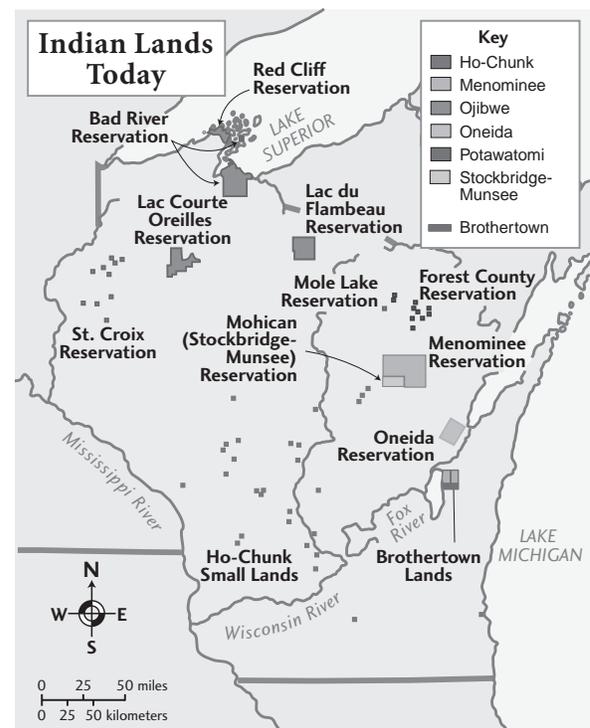
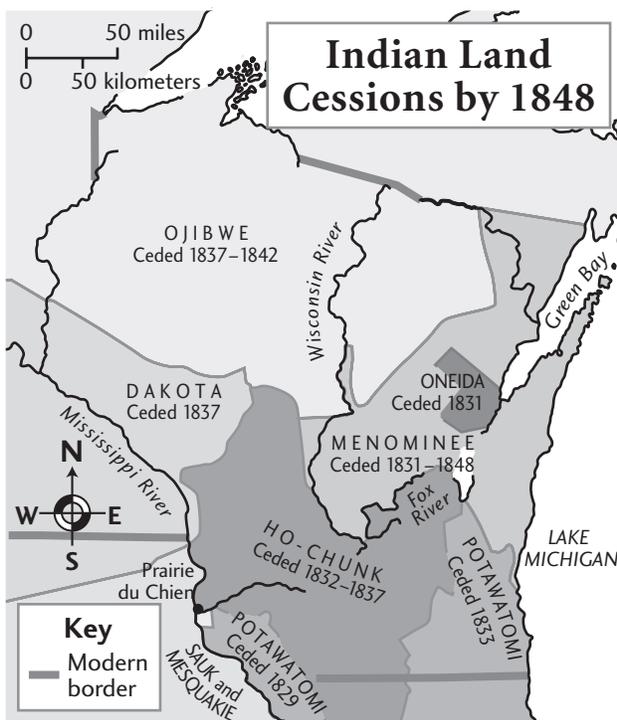
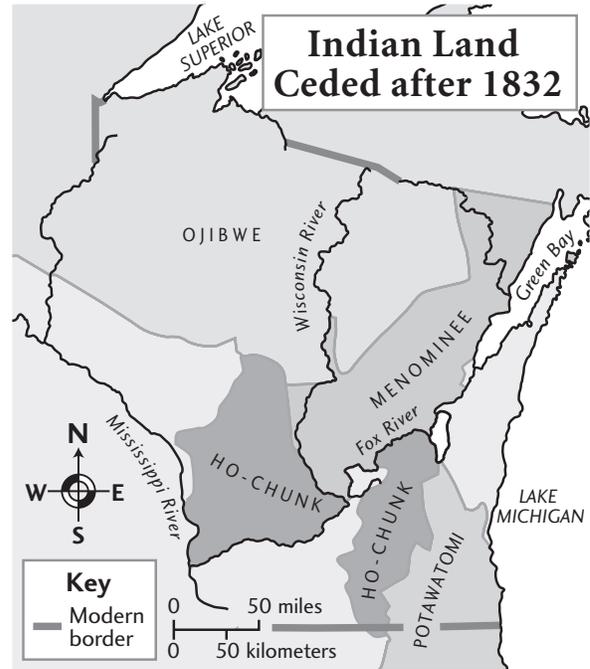
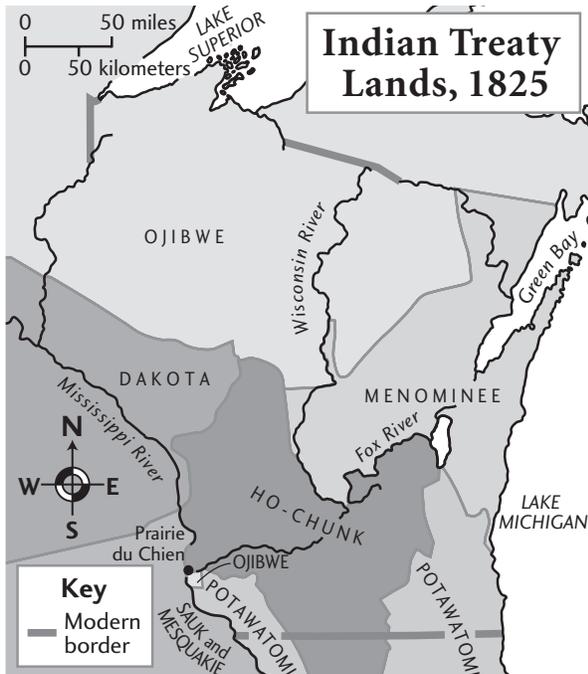
3. In the summer of 1832 _____

4. Black Hawk saw _____



5.7A: Indian Land Maps

Answer the questions about Indian lands by using the maps below.



Name _____

Date _____

5.7B: Indian Land Maps

1. Which Indian nation occupied the most land in 1825?

2. In 1825, which nation lived in both the eastern and western parts of the state?

3. In 1825, which nation had lands on both sides of the Mississippi River?

4. Compare the maps of 1825 and 1832. Which Indian nation had disappeared from Wisconsin by 1832?

5. Compare the maps of 1825 and 1832. Which nation had its land divided into two parts?

6. Which Indian nation ceded the western part of its land in 1829?

7. Which Indian nation was the last to cede their land?

8. Today, which nation occupies the most land in Wisconsin?

9. Which nation has land nearest the Wisconsin River today?

10. Which Indian nations appear on the Indian Lands Today map, but not on the other maps?

Name _____

Date _____

5.8A: Wisconsin Becomes a Territory and Then a State

Part A: Wisconsin Becomes a Territory

Complete the following sentences using the information on pages 92 and 93 of *Wisconsin: Our State, Our Story*.

1. Wisconsin became a U.S. territory when there were enough _____
_____ for the U.S. government to recognize it as a territory.
2. In 1836, President Andrew Jackson appointed _____
_____ as governor.
3. Governor Dodge called a meeting of the first territorial _____
at Belmont, which he had selected as the _____
_____.
4. None of the _____ people were part of the territorial government.
5. _____ bought land and convinced territorial leaders to make
Madison the capital of the Wisconsin Territory.

Name _____

Date _____

5.8B: Wisconsin Becomes a Territory and Then a State

Part B: Wisconsin Becomes a State

Complete the following sentences using the information on pages 94 and 95 of *Wisconsin: Our State, Our Story*.

1. Becoming a state meant that Wisconsin could _____
_____.
2. Settlers could not _____ in national elections.
3. Wisconsin became a state when the population grew large enough, and its citizens wrote a
_____.
4. A constitution defines _____.
5. On May 29, 1948, Wisconsin became _____
_____.

Name _____

Date _____

5.9: Three Branches of Government

Part A

Write each word from the word bank under the correct branch of government.

Word Bank			
Assembly	law-making	legislators	judgments
Governor	execute	Supreme Court	Senate

1. LEGISLATIVE BRANCH	2. EXECUTIVE BRANCH	3. JUDICIAL BRANCH
a. _____	a. _____	a. _____
b. _____	b. _____	b. _____
c. _____		
d. _____		

Part B

Next, finish the sentences below to tell what each branch of government does.

1. The legislative branch _____

2. The executive branch _____

3. The judicial branch _____

Name _____

Date _____

5.10: Government Word Sort

Cut out these words. Then sort them into categories that make sense to you. Make sure you can explain why you sorted them that way. Remember, there is no one right way to do this word sort.

capital	capitol	citizen
delegate	elect	executive
federal	governor	judicial
legislative	legislator	represent
representative	senator	state
territory	township	vote

Name _____

Date _____

5.11A: Chapter 5 Assessment

Part A

Use the Key Words on page 81 in *Wisconsin: Our State, Our Story* to complete the following sentences.

1. After 1815, new groups of people moved into Wisconsin's lead region, which was then considered the _____.
2. When Black Hawk and his people crossed the Mississippi to go back to their homelands, they saw Illinois _____ troops.
3. As Black Hawk's people tried to swim across the Bad Axe River, soldiers on a gunboat _____ many of them.
4. After the Black Hawk War, many Indians in Wisconsin had to cede their _____ to the U.S. government.
5. Belmont was the first _____ of the Wisconsin _____.
6. Wisconsin _____ had to write a constitution before Wisconsin could become a state.
7. The _____ is the chief executive of the _____ branch of the Wisconsin state government.

5.11B: Chapter 5 Assessment

8. Use your textbook to write the answers to these Thinking Like a Historian questions:

	<p>a. In what ways was the Black Hawk War a turning point for Wisconsin?</p> <hr/> <hr/> <hr/>
	<p>b. How did the signing of treaties affect Wisconsin Indians?</p> <hr/> <hr/> <hr/>
	<p>c. How did the signing of new treaties affect new settlers?</p> <hr/> <hr/> <hr/>
	<p>d. How did our state constitution define the way our government still works today?</p> <hr/> <hr/> <hr/>

Name _____

Date _____

5.11C: Chapter 5 Assessment

Part B

1. What were three uses for Wisconsin lead?

a. _____

b. _____

c. _____

2. Summarize the main events that led to the Black Hawk War. Be sure to put them in the right order. Use your Black Hawk War page to help you.

3. Name the three branches of Wisconsin government and tell what each does.

a. _____

b. _____

c. _____

4. What is tribal sovereignty?

Chapter 5

Answer Key

5.1: Key Word Self-Assessment

Answers will vary.

5.2: Thinking Like a Historian

Answers will vary.

5.3: Treaty Lands Map of 1825

Students' maps should be similar to the map on page 82.

5.4: Wisconsin Lead Rush

Answers will vary. Responses should reflect information found on pages 86 and 87 of *Wisconsin: Our State, Our Story*.

5.5: Whose Land? A Story of Black Hawk

Activity does not include an answers portion.

5.6: The Black Hawk War

1. The treaty of 1804 warned the Sauk people that the US government expected them to move.
2. In 1829, the government ordered the Sauk people to move across the Mississippi River.
3. In the summer of 1832, Black Hawk and his people returned to their homeland and found settlers living there.
4. Black Hawk saw non-Indian settlers already living on their homelands and harvesting their fields.

5.7: Indian Land Maps

1. Ojibwe
2. Potawatomi
3. Dakota
4. Dakota
5. Ho-Chunk
6. Potawatomi
7. Menominee
8. Ojibwe
9. Ho-Chunk
10. Mohican (Stockbridge-Munsee)

5.8: Wisconsin Becomes a Territory and Then a State

Part A: Wisconsin Becomes a Territory

1. non-Indian people living there
2. General Henry Dodge

3. legislature; territorial capital
4. Native
5. James Duane Doty

Part B: Wisconsin Becomes a State

1. raise money through taxes
2. vote
3. constitution
4. the rights and responsibilities of citizens
5. the 30th state in the United States

5.9: Three Branches of Government

Part A

1. Legislative Branch
 - a. Assembly
 - b. law-making
 - c. Legislature
 - d. Senate
2. Executive Branch
 - a. Governor
 - b. execute
3. Judicial
 - a. Supreme Court
 - b. judgments

Part B

1. The legislative branch creates laws for everyone in the state to follow.
2. The executive branch executes all the laws of the state.
3. The judicial branch solves problems that come up as people disagree on what the law means.

5.10: Government Word Sort

Accept all reasonable answers. The following categories and words are likely student responses:

How to Participate in the Government: *elect, represent, vote.*

Branches of Government: *executive, judicial, legislative.*

Levels of Government: *federal, state.*

People Involved in the Government: *citizen, delegate, governor, legislator, representative, senator.*

Places Related to the Government: *capital, capitol, territory, township.*

5.11: Chapter 5 Assessment

Part A

1. frontier
2. militia
3. massacred
4. homeland
5. capital; territory
6. citizens

7. governor; executive
8. Answers will vary.

Part B

1. Answers will vary but should include several of the following: shot for guns, pipes, weights, paint.
2. Summaries will vary, but should include such points as the following: The treaty of 1804 warned the Sauk people that the US government expected them to move. In 1829, the government ordered the Sauk people to move across the Mississippi River. In the summer of 1832, Black Hawk and his people returned to their homeland and found settlers living there. The Illinois militia troops were guarding the settlers, and they shot and killed some of Black Hawk's scouts.
3.
 - a. The legislative branch creates laws for everyone in the state to follow.
 - b. The executive branch executes all the laws of the state.
 - c. The judicial branch solves problems that come up as people disagree on what the law means.
4. Answers will vary but should say something about tribes having the right to govern themselves or negotiate with the United States as a sovereign government.

Chapter 6

Coming to Wisconsin: Immigration and Settlement

Activities in this Chapter:

6.1: Key Word Self-Assessment

6.2: Thinking Like a Historian

6.3: Family Emigration, Immigration, and Migration History Interview

6.4: Push Factors and Pull Factors

6.5: John Kroehnke's Journey on the Erie Canal

6.6: Charting Immigrant and Migrant Stories

6.7: Mapping Immigrant and Migrant Journeys

6.8: Cris Plata Scrapbook

6.9: Chapter 6 Assessment

Resources for this Chapter:

Letter to Families

Immigrant Story Interviews Class Summary

Immigrant Story Interviews Tally Sheet

Supplemental Immigrant Stories:

- **Harrell Family**
- **Ragatz Family**
- **Moua Family**
- **Nattestad Family**
- **Kazmerchak Family**
- **Rubie Bond**

6.1: Key Word Self-Assessment

Have students look at the key words listed on page 101 of *Wisconsin: Our State, Our Story*. Hand out copies of the worksheet and read the directions aloud. Tell students that, for each word, they should determine the following:

- (a) if the word is a word they can recognize and define
- (b) if it is a word they recognize but can't define
- (c) if it is a word they recognize part of
- (d) or if it's a word they don't know at all

Have students mark an X in each appropriate box in the chart.

6.2: Thinking Like a Historian

Hand out copies of 6.2A and 6.2B for this activity, telling students that these are questions historians might ask themselves as they study Wisconsin's past. Have students read the directions. Then have them read each question carefully. Tell students that they should keep these questions in mind as they read Chapter 6 of *Wisconsin: Our State, Our Story*. In order to better remember the questions, students should phrase each question in their own words or take notes that will help them remember it. Tell them to do this writing in the third column of the chart.

6.3: Family Emigration, Immigration, and Migration History Interview

Overview

Tell students that almost every family in Wisconsin has its own coming-to-Wisconsin story. It can be a story of immigration that took place hundreds of years ago or of migration from another state that took place just last month. Each of these stories is unique. But each contains common elements such as leaving, journeying, and settling. Tell students that, in this activity, they will interview their own friends and/or family members about their immigrant ancestors. Emphasize that sharing these experiences will help each student connect his or her own family stories with the immigrant stories of classmates. It will also help them connect to the family stories that are discussed in Chapter 6 of the textbook.

Materials

- Letter to Families (one per student). Use the English, Spanish, or Hmong version as appropriate.
- 6.3: Family Emigration, Immigration, and Migration History Interview, one copy of each per student stapled to a piece of loose-leaf paper (for notes that don't fit on this sheet)
- Immigrant Story Interviews Class Summary, for the teacher to chart all the interview results. You could project this or copy it onto a large piece of butcher paper and affix it to the wall for whole-class observation and discussion.
- Immigrant Story Interviews Tally Sheet, one for the teacher to project or display
- Optional: Large world map so that individual students can mark their families' journeys with push pins and thread

Procedure

1. Explain to students that they are going to be reading about emigration, immigration, and migration. If these terms seem unfamiliar to students, remind students that they worked with the related words *immigration*, *migration*, and *emigrate* in 6.1: Key Word Self-Assessment. Discuss what these words mean.
2. Tell students that they will be collecting "Coming to Wisconsin" stories from friends and families. After they do this, they will compare and contrast their stories with their classmates and with those found in Chapter 6 of *Wisconsin: Our State, Our Story*.
3. Pass out the Letters to Families using the alternate language letters where appropriate. Explain that students should share these letters with family members and/or friends.
4. Hand out copies of worksheets 6.3A–B. Help students choose a family friend or a member of their family to interview. Explain that students will ask the questions found on the worksheets. Stress that students should fill in the answers to all of the questions they can, leaving blank parts of the worksheet for which they do not obtain information.

5. Assign a deadline by which all interviews must be completed and brought to class. Monitor progress as the deadline approaches.
6. When students finish, display or project the Immigrant Story Interviews Class Summary and Tally Sheet and use data from the student interviews to complete the charts. You may wish to create a completed copy of the Class Summary sheet to display for your students as you progress through the chapter.
7. When you are done, you can utilize the tally and summary charts to review and discuss what students have learned. As you talk with students, reinforce the concept that the people of Wisconsin come from many different places.

If you have time: Students can use a personal digital recording device such as a cell phone or camera to record their interviews. Set time aside for students to share their interviews with the class.

6.4: Push Factors and Pull Factors

This activity uses three of this Student Activity Guide’s supplemental stories of families who made Wisconsin their home but could be adapted to include any other immigrant stories. Students will be introduced to the push/pull model of immigration and have an opportunity to compare their own family stories with those in this activity. This will give them insight into how to read the biographies they will encounter in Chapter 6 of the student edition of *Wisconsin: Our State, Our Story*. Subsequent activities in this Student Activity Guide will provide additional ways to look at immigrant experiences and further use the push/pull model.

Background

At some point, all people who come from another land or from one part of a country to another make a difficult decision: if and when they should abandon their familiar ways of life and make a new life somewhere else. That decision usually is based on factors that are pushing and/or pulling the individual. For example, someone might be “pulled” to seek better opportunities, “pushed” to leave hunger and hardship behind, “pulled” by the fact that family members have already relocated to a particular place, or “pushed” by discrimination or injustice. Often, of course, a combination of factors becomes the turning point in an emigrant’s or a migrant’s life.

Materials

- 6.4: Push Factors and Pull Factors, one per student
- Nattestad, Kazmerchak, and Bond stories (included in the resources section of this chapter), the number of copies dependent upon classroom organization
- Pencils

Procedure

1. Hand out 6.4: Push Factors and Pull Factors and tell students that they will be reading about three families, two of whom came to Wisconsin from Europe and one from the state of Mississippi. Students will be arranging these families’ reasons for leaving (“Push Factors”) and for coming (“Pull Factors”). They will fill in charts to show what they have done. Remind students that they gathered information like this about their own friends and/or families in activity 6.3: Family Emigration, Immigration, and Migration History Interview. Explain that, later, students will add information about those friends or family members to this chart.
2. Decide upon the format for sharing stories that works best for your class, allowing students to work independently or arranging them in small groups. You might also have a more

- directed session, with the whole class using one story. You could then divide students into groups for the other two stories.
3. Hand out copies of the three immigration stories and have students read the family stories. (You might want to have students take turns reading the stories aloud for oral language practice.)
 4. Using the information in the immigrant stories they have been assigned, have students decide on the “Push Factors” for leaving and the “Pull Factors” that led people to come to Wisconsin. Tell them to write those points on 6.4 Push Factors and Pull Factors.
 5. Ask students to think about some of the difficulties immigrants and migrants might encounter after their arrival in their new homes. (Language barriers, new jobs, new schools, new neighborhoods, new foods, new transportation challenges may be some answers). Have students discuss how these challenges might affect newcomers and how these people might overcome those difficulties.
 6. After students finish, have them discuss their worksheets.
 7. At a later time, have students complete the bottom part of their worksheets with information about their own families.
-

6.5: John Kroehnke’s Journey on the Erie Canal

Teacher Materials

Preparation/Organization. This activity allows for flexible classroom management. You can allow students to work on their own, either supervised or unsupervised, or in small groups. Alternatively, you could work on the activity as a whole class, having different students read the diary entries aloud before the group answers the questions.

Procedure

1. Remind students that many immigrants came to Wisconsin during the first half of the nineteenth century. (**Note:** If you are going to have students work in groups, now is the time to form the groups.) Then distribute worksheets 6.5A–C and have a volunteer read aloud the three paragraphs at the top of the first page.
 2. Discuss the first passage and its three questions. Help students understand what is being described and then guide them in formulating their answers.
 3. Once students have shown that they can read the material and answer the questions, have them continue with the other passages and questions, working individually, in small groups, or as a whole class.
 4. When students have finished, reconvene the class and discuss the responses. Pay particular attention to any answers that students could not find or got “wrong,” working with them to find correct responses.
-

6.6: Charting Immigrant and Migrant Stories

Overview

On these worksheets students will chart the stories of immigrant families. Included in the Student Activity Guide are several immigrant stories (Harrell, Ragatz, Moua, Nattestad, Kazmerchak, and Bond) to supplement those in the student edition of *Wisconsin: Our State, Our Story*. Interested students can read longer versions of two of these immigration stories in *They Came to Wisconsin*

by Julia Pferdehirt (Wisconsin Historical Society Press, 2003). You may wish to have the entire class study each story, especially as you introduce how to use the worksheets, or assign particular stories to certain students or to certain student pairs or groups.

At-level students can use this chart “as is” for each family they study. For below-level students or English language learners, you may want to simplify or modify the chart.

The completed charts will show students who each family was, where that family came from, how it traveled, and how it later adjusted to life in its new homeland.

Background

Once families made the decision to leave their homelands, they had to figure out exactly how they would manage the trip. They had to raise money for their journeys and then find a way to get to their new homes. These journeys sometimes were dangerous—and always were difficult.

Materials

- Worksheets 6.6A–C, the number of copies depending on classroom organization (one set for each story, the individual, group, or pair charts); one copy of each page for teacher to project or display
- Copies of immigrant stories (included in this chapter’s teacher pages), the number of copies depending on classroom organization

Procedure

1. Explain to students that they will be reading and learning about the journeys made by different families that came to Wisconsin. Next, students will be using charts to organize information about these people and their journeys.
2. You may choose to lead the class through one of the stories. Display or project the text of the story, reading aloud as students follow along. Then, with the class’s guidance, underline information about the following: the names of the family and its members, when the family left its homeland, where the family came from, how it traveled, and why it made the journey. Then have students look for and underline information about the family’s life after their arrival—how they made a living, where they lived, what language they spoke, and so on. (Emphasize that students might not be able to find all of this information in the story.) Follow the same procedure for other stories, ceding more and more control to the students, making copies of some of the stories for them to underline at their desks.
3. Hand out copies of worksheet 6.6A and read the directions aloud. Fill in the first line of the chart on 6.6A with the name of the first family you introduced and guide students to complete the rest of the page with the appropriate information. Help students see how the underlining they did in the story helps them identify the information that goes into each part of the chart. Continue in the same way with worksheets 6.6B and 6.6C until you have completed a full, three-page chart for that family’s story. (**Note:** To help students identify push/pull factors, encourage them to find statements or hints in the text and read them aloud. Take a few suggestions and add them to your chart.)
4. Follow the same basic procedure with the stories of other families, but gradually turn over more and more responsibility for completing the charts to the students themselves. Remind students that, as they work, they should keep referring to the text and their underlinings for hints about the information that goes in the chart.

5. When students have finished, guide them in a general discussion of what they have learned from the activity. Help them understand the different push and pull factors that led each family to Wisconsin, as well as the different situations and hardships each family faced.
-

6.7: Mapping Immigrant and Migrant Journeys

Overview

Like 6.6: Charting the Journeys, this activity makes use of the many immigrant stories provided in this Student Activity Guide as well as the student edition of *Wisconsin: Our State, Our Story*. Marking these families' journeys on world and US maps will help students develop their map and geography skills. It also will help students better comprehend just how long and difficult the journeys of immigrant and migrant families could be.

Materials

- 6.6A–B: Mapping the Journeys, the number of copies depending upon classroom organization; one copy for teacher to project or display
- Crayons or colored pencils

Procedure

1. Have students look over their charts from 6.6: Charting the Journeys as these charts will make their task easier. If you have not used the charts in Activity 6.6, students may be able to complete this activity by just reading the stories or looking at the maps in Chapter 6 of their textbooks.
 2. Tell students to get out colored pencils or crayons. Hand out both the US and world maps (worksheets 6.7A–B).
 - Model mapping Richard Thomas's story (or a story of your choice) on a projector or interactive whiteboard. Start by drawing a line on the world map from Cornwall, England to New York City, NY. Then draw a line from New York to Mineral Point, WI.
 - If students ask for more details about Richard Thomas's journey, tell them that we are not sure about Thomas, but that we know that most Cornish people who came to Wisconsin during this period made their way first to Ohio and from there overland to Galena, Illinois, before continuing by land to Mineral Point.
 3. To conclude, ask students to reflect on the charts from Activity 6.6 and the map they have just completed. Ask questions such as:
 - *How did the map work help you better understand the journey Richard Thomas made?*
 - *Did you notice what part of England he came from?*
 - *Did you notice what part of Wisconsin he settled in and how close or far that is from us?*
 - *Did you notice where New York is compared to where Wisconsin is?*
 - *When you worked with the maps, which references did you find most useful?*
 - *Which part of the chart did you find easiest to fill out?*
 - *Which part was hardest?*
 - *Which part made you think most about what it was like to be an immigrant?*
 - *What do you think you will remember most about the Richard Thomas story?*
 4. Continue with the remaining stories, having each student, pair, or group complete as many maps as you wish.
-

6.8: Cris Plata Scrapbook

Teacher Materials

Preparation/Organization Students can work on this activity on their own or in small groups. You will need enough copies of worksheets 6.8A–E for each student or group.

Procedure

1. Remind students that Cris Plata is a Mexican-American musician. Explain that in this activity students will be working with scrapbook pictures from Cris's childhood and youth.
 2. Hand out the worksheets to each student or group. Then read the directions with the students, making sure that they understand exactly what they are to do. When they are ready, let them begin.
 3. Circulate and make sure students are not having difficulties with the activity. Remind students that, if they wish, they can refer to pages 116 and 117 of *Wisconsin: Our State, Our Story* for information about Cris and his life.
 4. When students have finished, discuss the pictures and captions with the class as a whole. Have students explain why they think each caption goes with its picture.
 5. Direct students to Part 2 on worksheet 6.8E and give them time to write their paragraphs about Cris's childhood. When they have finished, let students read their paragraphs aloud.
-

6.9: Chapter 6 Assessment

Hand out copies of worksheets 6.9A–B. Read the directions aloud and have students answer each question on their own. Follow the same procedure for worksheet 6.9C.

Dear Family,

In this chapter of *Wisconsin: Our State, Our Story*, your child will be learning about immigration to the state. Every child will be interviewing family members to learn more about his/her own family's story.

The most important vocabulary words for the chapter are variants of the word, immigration. You can help your child remember what each means.

- **immigrate** (im mi grayt): To move to a new country to settle and live there
- **immigration** (im mi gray shun): Moving to a new country to settle and live there
- **immigrant** (im i gruhnt): A person from one country who moves to settle permanently in another
- **migrate** (mahy greyt): To move from one state or region to another within the same country
- **migrant** (mahy gruhnt): A person who moves from one state or region to another within the same country
- **emigrate** (em i greyt): To leave one's country to settle in a new one

Of course, each family's story is unique, and so is each family's definition of "family." Please know that "family" may include people who are not related by blood, such as friends, neighbors, and colleagues. Some families know a great deal about their histories, while others know very little. Please share your family's story with your child as you are interviewed. Thanks so much for your cooperation.

Sincerely,

Estimada Familia:

En este capítulo de *Wisconsin: Nuestro Estado, Nuestra Historia*, su hijo aprenderá sobre inmigración en el estado. Cada niño entrevistará a miembros de la familia para saber más sobre su propia historia familiar.

El vocabulario más importante para este capítulo se relaciona con la palabra inmigración. Usted puede ayudar a su hijo a recordar el significado de esas palabras.

- **immigrate** (**im** mi grayt): Mudarse de un país para establecerse y vivir en otro
- **immigration** (im mi **gray** shun): Mudarse de un país para establecerse y vivir en otro
- **immigrant** (**im** i gruhnt): Persona de un país que se muda para establecerse permanentemente en otro
- **migrate** (**mahy** greyt): Mudarse de un estado o región a otro dentro del mismo país
- **migrant** (**mahy** gruhnt): Persona que se muda de un estado o región a otra
- **emigrate** (**em** i greyt): Irse del propio país para establecerse en otro

Por supuesto, cada historia familiar es única, así como lo es cada definición de “familia.” Tome en cuenta que la “familia” puede incluir a personas que no tienen nexos consanguíneos, tales como amigos, vecinos y colegas de trabajo. Algunas familias saben mucho sobre su historia, mientras que otros saben muy poco. Comparta la historia de su familia con su hijo. Muchas gracias por su ayuda.

Atentamente,

Hawm txug cov tsev neeg,

Nyob chapter nuav huv *Wisconsin: Peb lub xeev, Peb le keeb kwm*, koj tug miv nyuas yuav tau kawm txug kev thoj nam tuaj rua huv xeev. Txhua tug miv nyuas yuav nrug cov neeg huv nwg tsev thaam txug keeb kwm ntawm nwg tsev neeg.

Qhov tseem ceeb tshaaj plawg ntawm chapter nuav yog kev sau lu lug, immigration. Koj yuav tau paab kuas koj tug miv nyuas ncu lub ntsab lug ntawm tej lu ntawd.

- **immigrate** (**im** mi grayt): Tsiv tawm ntawm yug lub teb chaws moog yoog hab nyob lwm lub
- **immigration** (**im** mi **gray** shun): Tawm yug lub teb chaws moog yoog hab nyob lwm lub
- **immigrant** (**im** i gruhnt): Tug tuab neeg kws tawm nwg lub teb chaws moog yoog hab nyob lwm lub
- **migrate** (**mahy** greyt): Hloov ib lub xeev moog nyob ib lub los ib thaaj chaw moog rua ib thaaj huv teb chaws
- **migrant** (**mahy** gruhnt): Tug tuab neeg kws hloov ib lub xeev moog nyob ib lub los ib thaaj chaw moog rua ib thaaj huv teb chaws
- **emigrate** (**em** i greyt): Tsiv tawm ntawm yug lub teb chaws moog yoog lwm lub

Tseeb heev, keeb kwm ntawm ib tsev neeg twg yeej nyag muaj nyag, hab tsi taag le, lu lug tsev neeg tseem sis txawv rua lu lug “tsev neeg” qeeg. Thov ncu ntsoov tas tej zag “tsev neeg” yuav muaj cov neeg kws tsi sis koom roj ntsaav nyob huv, xis le phooj ywg, neeg huv zog, hab khub laj kaam. Qee tsev neeg paub nwg le keeb kwm zoo heev, kuas ib txha tsuas paub miv ntsiv xib. Thov qha koj tsev neeg keeb kwm rua koj tug miv nyuas thaus nwg nrug koj sis thaam. Ua tsaug rua koj txuj kev koom teg.

Thov hawm,

Immigrant Story Interviews Class Summary

Student Interviewer	Homeland of Ancestor	Year Ancestor Arrived in WI	Reasons Ancestor Left Homeland		Things that Surprised Ancestor about WI	Most Difficult Thing about living in WI
			Push Factors	Pull Factors		

Immigrant Story Interviews Tally Sheet

When Did They Travel?	
17 th century (1600s)	
18 th century (1700s)	
19 th century (1800s)	
20 th century (1900s)	
21 st century (2000s)	

How Did They Travel?	
Ship or boat	
On foot	
On horseback	
In horse or ox-drawn wagon	
Train	
Car	
Airplane	
Other	

In What Groups Did They Travel?	
Alone	
As a family	
With family/others	

They Traveled from:	
Canada	
Mexico	
South America	
Southeast Asia	
Europe	
Elsewhere in the US	
Africa	
Other	

Where Did They First Arrive?	
New York	
Other East Coast port	
California	
Texas	
Midwestern city	
Wisconsin (city or rural Wisconsin)	
Other	

The Harrell Family

In 1940, George Harrell and his family left the farm where they were sharecroppers in Pontotoc, in northern Mississippi. They traveled on the bus to Memphis, Tennessee, where one of George's grandfathers worked in a sawmill making baseball bats. The Harrells lived in Memphis for two years while George's father worked at the sawmill. Then the family decided to move to Beloit, Wisconsin, where George's family already had relatives. There were good jobs there at Fairbanks-Morse Foundry, and the company was willing to hire African American men, although they had to do the hardest and dirtiest work. In the winter of 1942, the family took the train from Memphis to Chicago and from there to Beloit. George's father went to work for Fairbanks-Morse, and George began kindergarten in the fall of 1943.

The Ragatz Family

In 1842, Oswald Ragatz (ruh **gatz**) and his family made the long and tiring journey to Wisconsin from Tamins, Switzerland in the center of Europe. They came to Sauk City, Wisconsin, in search of a better life and more opportunities. First they traveled by horse and wagon from Tamins to Le Havre (**Pahv** ruh), on the northern coast of France. There they boarded a ship that took them to New Orleans. From there, they took a steamboat up the Mississippi until they reached Galena, Illinois. Then they once again traveled by wagon, this time to Sauk City, Wisconsin.

The Moua Family

In 1976, Mayhoua Moua (mI **oo** ah **moo** ah) emigrated with her family from Thailand (**tI** land) in Southeast Asia. They first traveled to Hong Kong, on the eastern coast of China. From there they flew to Minneapolis, Minnesota. Then they took another, smaller plane to Watertown, South Dakota. They lived in Webster, South Dakota, for a little while, but they missed being around their family. Because of this they moved to Atwater, California, to pick vegetables and be closer to some relatives. Then they moved to Minneapolis, Minnesota, where they were closer to other family members and where Mayhoua's father was able to find a better job. Finally, they moved to Milwaukee, where Mayhoua and her family at last felt at home.

Name _____

Date _____

Ole and Ansten Nattestad Leave Norway for a Better Life

Brothers **Ole** (oh lee) and **Ansten Nattestad** (on sten nah tih stahd) worked on a rocky little farm in Norway. They did not own the land. But they had to work all day every day, summer and winter, milking, hauling, plowing, and planting, barely making enough to live.

Every spring they borrowed money from the landowner to plant seed. They ended up paying back even more than they borrowed. They must have wondered, *what kind of life is this?*

In the fall of 1836, the brothers crossed the mountains to buy sheep in the seaside city of **Stavanger** (Stuh vahng ur). “We heard much talk about a country which was called America,” Ansten later wrote. “This was the first time we heard this word.” After Ole and Ansten returned home, they talked and wondered. Could it possibly be true that in America landowners could not say where you would have to work and how you could make a living? Could they believe the stories of cheap land and fair laws?

This talk turned into a case of “America fever.” During the 1800s, this America fever spread from country to country across Europe. First people heard stories or read letters describing America as a wonderful land. Then people began to dream of going. They sold most of their possessions and used the money to buy tickets to cross the Atlantic Ocean. Many thousands came to Wisconsin. The Nattestad brothers were two of them.

Name _____

Date _____

Steven and Valentine Kazmerchak Leave Hunger and Hardship behind in Prussia

The **Kazmerchak** (**kaz** mur chak) brothers, Steven and Valentine (**vaw**l uhn teen), worked for a wealthy landowner in **Prussia** (**prush** uh), which was once a country but is now a part of Germany and Poland. Like the Nattestads in Norway, they worked hard, but owned nothing of their own—not their homes, their land, animals, nor even the wild deer in the nearby forests.

They grew wheat to fill the landowner’s already full barns. When the long hours in the landowner’s fields were over, Steven and Valentine farmed their own small garden. They ate only potatoes, cabbage, peas, and tough black bread. The landowner used the wheat the Kazmerchaks harvested to make flour for his own family’s soft, white bread.

The Kazmerchak brothers had no animals to pull the heavy drag they used to smooth the land for planting their garden. They had to take turns chaining themselves to this large piece of equipment that they borrowed from the landowner. The landowner leaned on this stone fence and watched the brothers’ struggle. Fifty years later in Kewaunee, Wisconsin, Steven Kazmerchak still remembered the landowner’s face and his own angry feelings. He wrote, “That fellow just stood there and watched us . . . watched us . . . like a couple of animals! . . . That was what started us for America.”

Name _____

Date _____

Rubie Bond's Family Escapes Injustice and Cruelty in Mississippi

Rubie Bond was only ten years old in 1917 when she and her family left for Wisconsin. They migrated from **Pontotoc** (**pon** tuh tok), Mississippi. Like the Nattestads in Norway and the Kazmerchaks in Prussia, Rubie's father and grandfather did not own the farms where they worked. They worked as sharecroppers. Each year, Rubie's father seemed to owe the landowner more of the crop than he could sell to feed his own family.

Rubie's whole family had to work for cruel Mr. Stegall. Rubie never forgot how Mr. Stegall treated her blind Grandma Carolyn. Because she was blind, she could not work, and Mr. Stegall refused to let her remain on his property. Sixty years later in Beloit, Wisconsin, Rubie still remembered how it "broke my mother's heart. I was my grandmother's favorite grandchild and I never saw her again."

When Rubie's family left to work on another farm, Mr. Stegall let the family carry away only the clothes they were wearing. But Rubie's father did not want to remain a sharecropper forever. One day he heard about jobs in Wisconsin. A man from Beloit was looking for strong African American men who were willing to work hard. He promised sharecroppers good jobs. Rubie's parents wanted a better life for their family. They packed what they could and took the train to Beloit.

Name _____

Date _____

6.1: Key Word Self-Assessment

Put an X in the box that shows how you understand each word.

Key Words	I know this word and can tell what it means.	I recognize this word but don't know what it means.	I know a word like it, or what a part of the word means.	I don't know this word.
immigration				
migration				
refugees				
ethnic				
heritage				
invention				
emigrate				
apprentice				
slavery				
integrated				
homestead				
equipment				
invaded				
ghetto				
concentration camps				
migrant workers				
veterinarian				
refugee camp				
sponsor				
factors				

6.2A: Thinking Like a Historian

Read each question carefully. In the third column, rewrite the question in your own words or write words that will help you remember the question.

Category	Questions	My Own Words/Notes
	<p>In what ways did events that were happening where people were living push them to leave or move away? In what ways did opportunities in Wisconsin pull newcomers to the state?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>How did newcomers keep traditions they brought with them? How did newcomers adapt to their new homes and environments?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

6.2B: Thinking Like a Historian

	<p>What were the turning points in the lives of the people you read about in this chapter?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>How are the experiences of those who moved to Wisconsin long ago similar to those of people who moved here more recently? How are they different?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>How did the strengths that people brought with them help them adapt to and survive in Wisconsin?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____

Date _____

6.3A: Family Emigration, Immigration, and Migration History Interview

Ask the following questions of a friend or a member of your family. When you need to write a **list**, write it on lined notebook paper. Attach it to your interview afterwards.

1. Did you or members of your family migrate to Wisconsin from another state? Where did they come from?

2. Did you or members of your family immigrate to Wisconsin from another country? Where did they come from?

3. What are the names of family members who came to Wisconsin, and how are they related to you? (**Make a list.**)

4. When did your family come here?

5. How did your family travel: by boat, on foot, by car, by train, by plane, or in some other way?

6. Why did your family move from their home regions or countries? (**Make a list.**) Write “push” next to the “push” reasons. Write “pull” next to the “pull” reasons.

Name _____

Date _____

6.3B: Family Emigration, Immigration, and Migration History Interview

7. If your family emigrated from another country, where in the United States did they first arrive?

8. Why did your family settle where they did in Wisconsin?

9. What do you know about the following parts of the lives of the family members who first moved to Wisconsin?

- a. How did they first make a living here?
- b. What holidays did they celebrate?
- c. What foods did they eat on those holidays? (**Make a list.**)

10. Does anyone in the family speak the language of the country your family came from? If so, which language is it? Do you speak it?

11. What do you think surprised your immigrant family members most about Wisconsin when they first arrived here? (**Make a list.**)

12. What do you think was the most difficult thing about being in Wisconsin for these people compared to where they came from? (**Make a list.**)

Name _____

Date _____

6.4: Push Factors and Pull Factors

Think about the stories of the Nattestad, Kazmerchak, and Bond families. Then decide which factors might have been “pushing” them to leave their homes and which factors might have been “pulling” them to live in Wisconsin.

Families	Push Factors	Pull Factors
Ole and Ansten Nattestad		
Steven and Valentine Kazmerchak		
Rubie Bond		
My family or my ancestors		

6.5A: John Kroehnke's Journey on the Erie Canal

John O. Kroehnke (**kron** key) and his family were among the many immigrants who traveled west through the Erie Canal during the first half of the 1800s. In late March 1848, they left their home in northern Germany to immigrate to Wisconsin. They sailed across the Atlantic Ocean, arriving in New York on May 11. Then they sailed up the Hudson River to reach the Erie Canal.

John Kroehnke kept a journal that describes their trip through the Erie Canal. Their boat was a barge that was pulled by two horses that walked on a path alongside the waterway. In his journal Kroehnke describes the towns and the passing sights and gives readers a feeling for what the experience was like.

Read each passage from John Kroehnke's journal. Then answer the questions about what you learned from each entry.

Passage 1

Sunday, May 1. The canal boats have different sizes, ours was about 50 feet long and about 15 feet wide, all have a flat floor. . . . In front is the cabin, where our wives and children were . . . and the rest of us prepared our beds in the main-room on boxes, which, of course, were not very comfortable. . . . Soon we drove into a water lock. We all were kind of suspicious. After the lock-doors had been closed behind us valves in the front lock were opened, the water ran into our part and we were lifted up until we reached the level of the front part of the canal. When this was finished, the front doors were opened and we could continue. We were still going through 7 or 8 more water locks which **elevated** [lifted] us about 10 to 12 feet.

1. What was the size of the boat? _____
2. Where did the men sleep? _____
3. How did people feel as they went into the first lock? _____

Passage 2

Monday, May 15. Today we did not advance very much since the traffic on the canal is big and we have to stop every time another boat is meeting us. Sometimes it took us more than half an hour to get enough space to continue our voyage. The boats going in the same direction as we did, [west] into the land, had a few passengers with them, most of the things they carried were . . . manufactured goods . . . and iron goods, railroad trucks, nails and agricultural tools. The boats going in [the] opposite direction had salted meat,

6.5B: John Kroehnke's Journey on the Erie Canal

bacon in barrels, flour, corn, wheat, roof shingle, boards, all kinds of wood, coal, wool, skin and living pigs, etc.

4. What was one complaint about traveling by boat? _____

5. How did the things being carried west differ from those carried east? _____

Passage 3

Wednesday, May 17. Our trip brought us through cities and villages, through plains and hilly parts of the country, pretty big fruit trees just blossoming were a joy for our eyes. . . . We saw sometimes small . . . snakes and heard, for the first time, the sound of “bull-frogs.” . . . The tone of them is almost as deep as the one of a bull and that is why they are called bullfrog. . . . Smaller frogs could be found here very numerous, they were quacking with a lighter voice. . . . We thought first that they were bird[s]. . . .

6. What sights and sounds of nature did John Kroehnke enjoy on May 17? _____

Passage 4

Thursday, May 18 to Sunday, May 21. My diary has not been written during these days because of the always new appearing sights there is no time to write. . . . In spite of the fact that we could have made the trip in 36 hours going by train, we were glad to have chosen the canal-trip, because the trip was much more interesting. Usually the deck of the canal-boat is occupied with people. Are we meeting a bridge—and we are meeting a lot of them—the marines are calling: “High bridge” or “low bridge.” Did we meet a high bridge it was sufficient only to bend down, but did we meet a low bridge we had to lie down on the deck. Sometimes we **promenaded** [walked] beside the boat, especially when the speed was low. The horses and their leaders are changing every 6 to 8 hours. Sometimes it is fun to watch when the boats are stopped because of the fact that each of them wants to be the first one and they are piling up and delay the whole trip. A couple of days ago our rope was cut by a similar occasion. There was a lot of swearing and they almost started a fight. If two boats meet one lowers his rope and lets the other one pass over it.

Name _____

Date _____

6.5C: John Kroehnke's Journey on the Erie Canal

7. What did people do while they waited for the boat to go through a lock or when the boat went very slowly? _____

8. What did people on deck do when the sailors yelled, "High bridge"? _____

9. What did people on deck do when the sailors yelled, "Low bridge"? _____

10. What happened to the sailors' tempers when there was a boat pile-up and long delays? _____

The Rest of the Story

Some of the people from the canal boat, including John Kroehnke, took the train to Niagara Falls. From there they went on to Buffalo, New York, where they met up with the canal boat. At Buffalo the Kroehnkes stayed one more night on the canal boat. Then they boarded a steamboat to cross three Great Lakes—Lake Erie, Lake Huron, and Lake Michigan. They arrived in Sheboygan, Wisconsin, in late May, months after leaving their home in Germany.

From Sheboygan they traveled overland, going northwest about twenty miles to New Holstein in Calumet County, where they were to establish a farm. It was a long journey to a new life. Soon after his arrival John Kroehnke filed papers on 360 acres near Lake Winnebago. Kroehnke remained on this farm at least until 1850. The next ten years are undocumented by diaries, but in 1861 the coverage resumed, and he was a painter living in Sheboygan. Prior to this move Kroehnke's first wife had died. In Sheboygan he married his second wife, Gretchen, with whom he had six more children, four of whom survived to adulthood.

Name _____

Date _____

6.6A: Charting Immigrant and Migrant Stories

Fill out this chart for each migrant or immigrant story you study. You won't need all the lines for each family.

1. Who Came to Wisconsin?

Family name: _____
People who came: _____ _____ _____ _____ _____
When? _____ (year)

Name _____

Date _____

6.6B: Charting Immigrant and Migrant Stories

The Journeys

Family Name: _____

Where? How?	Why?
Where did the person move from? How did they travel? From home place of: _____, _____ To _____, _____ How? _____	Why did the person or family move? What were the reasons? Push or pull? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Name _____

Date _____

6.6C: Charting Immigrant and Migrant Stories

Adapting to a New Life (How They Lived)

Family Name: _____

Occupation (work)	Shelter (house description) in Wisconsin	First Language
In home place _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____	
In Wisconsin _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____	Other Languages

6.7A: Mapping Immigrant and Migrant Journeys

United States Map

Directions: Draw a line to show each family's journey. Complete the map key to show which colored line goes with which family.

Line Color	Family

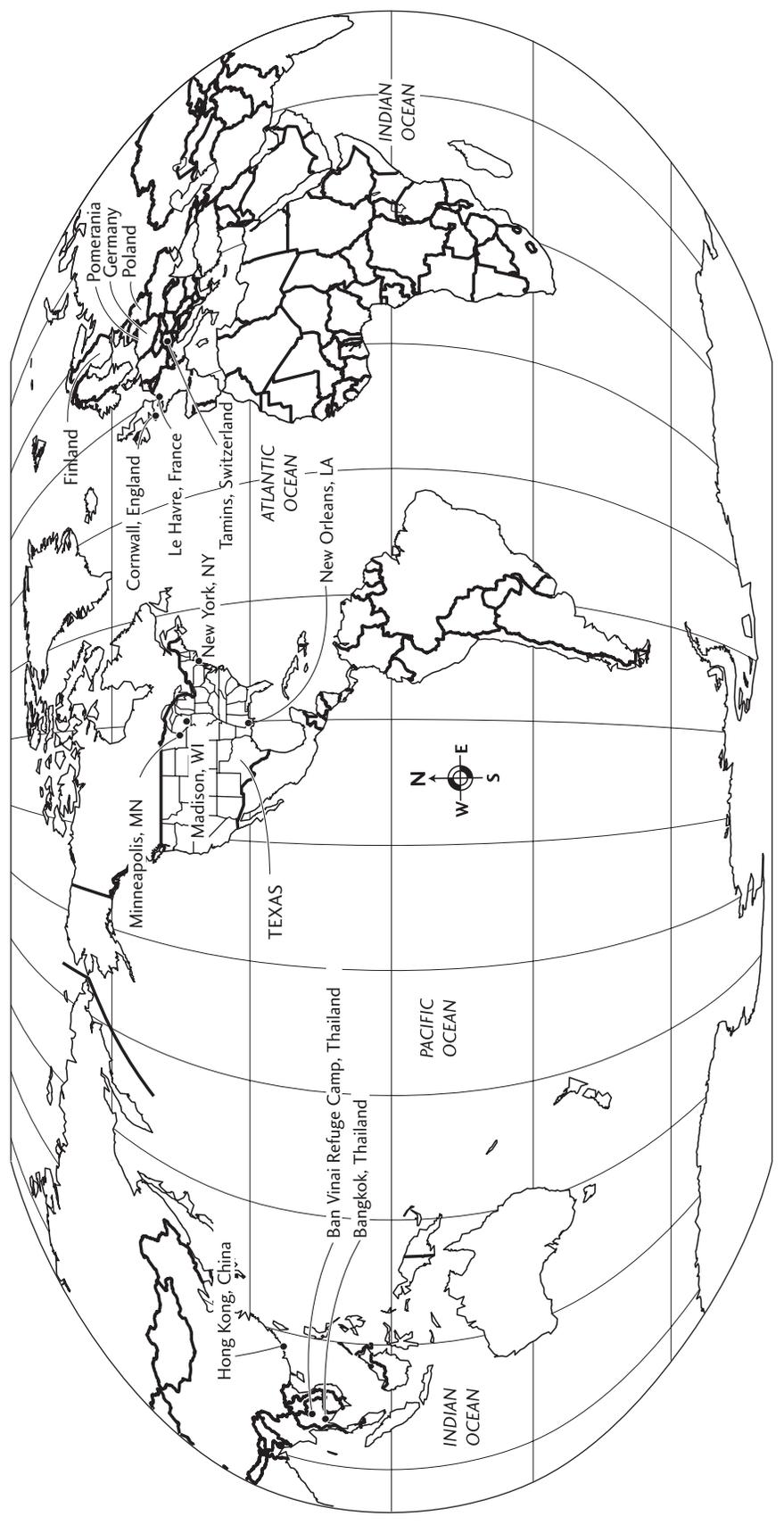
6.7B: Mapping Immigrant and Migrant Journeys

Three Journeys World Map

Directions: Draw a line to show each family's journey. Complete the map key to show which colored line goes with which family.

Key	
Line Color	Family

Three Journeys



6.8A: Cris Plata Scrapbook

Part 1

Cut out captions on 6.8D. Then match the correct caption with each photo. Paste the caption next to the correct photo.

Picture 1



Picture 2



Name _____

Date _____

6.8B: Cris Plata Scrapbook

Picture 3



Picture 4



6.8C: Cris Plata Scrapbook

Picture 5



Picture 6



Name _____

Date _____

6.8D: Cris Plata Scrapbook

Cris with his BB gun in West Texas, 1960.

Cris poses with his parents for a photo in 1957, in San Antonio, Texas.

Cris stands in bus door in a tomato field, near Tipton, Indiana.

Cris sits on top of a tractor in a cotton field, in 1960, West Texas.

One of Cris's older brothers stands with his long cotton sack in a cotton field in West Texas, in the 1960s.

Cris and one of his brothers stand near their rented home in Paducah, Texas, about 1963.

6.9A: Chapter 6 Assessment

Part A

1. Using Essential Vocabulary

Complete each statement below with one of the key words.

immigrate emigrate refugee migrate Holocaust

- a. Rosa Goldberg Katz thought that she was very lucky to have survived the _____.
- b. Mai Ya was born in a _____ camp in Thailand.
- c. When someone moves to Wisconsin from another state, we say that he or she chose to _____ here.
- d. Richard Thomas chose to _____ *from* Cornwall *to* Mineral Point.

2. Push and Pull Factors

On the chart below, list at least three ways that people were *pushed* to come to Wisconsin and at least three ways that people were *pulled* to come to Wisconsin.

Push Factors	Pull Factors
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Name _____

Date _____

6.9C: Chapter 6 Assessment

Part B

What I Want to Remember

Write a paragraph of at least five sentences telling what you want to remember from the chapter. You may include a drawing if you wish.

Chapter 6

Answer Key

6.1: Key Word Self-Assessment

Answers will vary.

6.2: Thinking Like a Historian

Answers will vary.

6.3: Family Emigration, Immigration, and Migration History Interview

Answers will vary.

6.4: Push Factors and Pull Factors

Families	Push Factors	Pull Factors
Ole and Ansten Nattestad	<ul style="list-style-type: none"> • Didn't own land in Norway • They worked all day every day but barely made enough to live • Had to borrow money from the landowner each year and pay back more than they borrowed • Landowner told them where to work 	<ul style="list-style-type: none"> • Heard stories describing America as a wonderful land • Could own their own land and be their own bosses • Heard that land was cheap and the laws were fair
Steven and Valentine Kazmerchak	<ul style="list-style-type: none"> • Owned nothing • Had to chain themselves to the drag to smooth the soil while landowner watched them like they were animals; this made Steven feel very angry • Lived so much more poorly than the landowner, eating only potatoes, cabbage, peas, and tough bread 	<ul style="list-style-type: none"> • Hope that America would be better than what they were experiencing in Prussia
Rubie Bond	<ul style="list-style-type: none"> • They seemed to owe the landowner more of the crops than they could use and sell to support the family • The landowner forced Rubie's grandmother to leave the property when she couldn't work because of blindness • They could only take their clothes when they left to work on another farm 	<ul style="list-style-type: none"> • Heard of jobs in Beloit, WI, and employer who was looking for strong African American men • Wanted a better life for the family
My family or my ancestors	Answers will vary.	Answers will vary

6.5: John Kroehnke's Journey on the Erie Canal

Answers will vary somewhat. Accept reasonable answers.

1. 50 ft. × 15 ft.
2. On boxes in the main room.
3. They were suspicious when they went into the first lock.
4. They complained about having to stop every time they meet another boat.
5. Things carried west were manufactured goods, equipment, and tools. Things carried east were more likely to be raw materials: meat, grains, lumber, coal, wool.
6. John Kroehnke enjoyed seeing and hearing blossoming fruit trees, snakes, bullfrogs, and other frogs that sounded like birds.
7. While people waited for the boat to go through a lock, or when the boat went very slowly people explored the surrounding area or walked along beside the boat.
8. People on deck bent down when sailors yelled, "High bridge!"
9. People on deck lay flat on the deck when sailors yelled, "Low bridge!"
10. When there was a boat pile-up and long delays, sailors got very grouchy and began swearing at each other and even cut each other's tow-ropes.

6.6: Charting Immigrant and Migrant Stories

Answers will vary somewhat. Sample charts are shown.

Thomas Family:

Richard Thomas settled in Wisconsin in 1842. Parents Sampson & Susanna Thomas, Richard's sister, Richard's brother-in-law, and their child came later.

Where? How?	Why?
Home: Cornwall, England To: New York, NY How? by ship To: Mineral Point, WI How? text doesn't say	Parents believed their children would have better opportunities to make a living and own land in the US (push) Many other Cornish immigrants were settling in Mineral Point. (pull)

Occupation	Shelter?	Language
In home place: Stonemason In Wisconsin: Stonemason and builder. Quarried stone, built small stone cottages for his family and for neighbors and a large stone mansion for a richer merchant in town.	Lived in house he built along with his parents, his sister, her husband and child, and his business partner James Carbis, James's wife and son (7 adults, 2 children in 4 rooms).	English

Greene Family:

John Greene, his wife Lillie Smith Greene, children Hardy and Thomas, and their grandchildren settled in Wisconsin in 1863.

Where? How?	Why?
Home: Virginia To: St. Charles Co., MO How? text doesn't say To: Bloomington, WI (1863) How? on foot and by train To: Pleasant Ridge, WI (1864) How? text doesn't say	Slavery (push) WI not a slave state/freedom from slavery (pull) Civil War (push) Need to keep family together (push) Freedom to keep family together (pull) New opportunities for the family (pull)

Occupation	Shelter?	Language
In home place: Slave. In Wisconsin: Rented farm land or helped other farmers. After 5 years they bought their own farm property. They and their white neighbors built a small log school.	Probably a farmhouse on their property in Pleasant Ridge.	English

Xiong Family:

Mai Ya Xiong, her parents, 2 younger brothers, and 2 younger sisters settled in Wisconsin in 1987.

Where? How?	Why?
Home: Laos To: Ban Vinai refugee camp, Thailand How? on foot To: Madison, WI How? airplane	War, danger to Hmong people after US left Vietnam (push) Refugee (push) No future in crowded refugee camp (push) More opportunity and plenty of food in WI (pull) Uncle in WI was family's sponsor. (pull)

Occupation	Shelter?	Language
In home place: small child In Wisconsin: Student. After high school she went to the University of Wisconsin–Milwaukee and graduated with a degree in Marketing.	Family of 2 parents and 5 kids shared an apartment with her uncle who had come earlier.	Hmong

6.7: Mapping Immigrant and Migrant Journeys

Check student maps for accuracy. Sample journeys are described.

Thomas Family

Journey begins in Cornwall, in the west of England, goes across the Atlantic Ocean to New York, New York, and from there to Mineral Point, Wisconsin.

Greene Family

Journey begins in Virginia, then goes west to St. Charles County, in Missouri, and then north, first to Bloomington, Wisconsin, and then to Pleasant Ridge, Wisconsin.

Xiong Family

Journey begins either in Laos, where the family originally came from, or in Thailand, where they spent time in a refugee camp. It then goes across the Pacific to Madison, Wisconsin.

6.8: Cris Plata Scrapbook*Part 1*

Picture 1 Cris sits on top of a tractor in a cotton field, in 1960, West Texas.

Picture 2 Cris stands in a bus door in a tomato field, near Tipton, Indiana.

Picture 3 Cris and one of his brothers stand near their rented home in Paducah, Texas, about 1963.

Picture 4 One of Cris's older brothers stands with his long cotton sack in a cotton field in West Texas, in the 1960s.

Picture 5 Cris poses with his parents for a photo in 1957, in San Antonio, Texas.

Picture 6 Cris with his BB gun in West Texas, 1960.

Part 2

Answers will vary. Accept all reasonable paragraphs.

6.9: Chapter 6 Assessment*Part A*

1. a. Holocaust
b. refugee
c. migrate
d. emigrate/immigrate
2. Answers will vary. Sample answers: Push Factors: Can't find work in home country, war, famine. Pull Factors: Moving closer to family, better-paying jobs, land could be bought and owned.
3. Answers will vary. Sample answer: Family: Thomas. Reason: My family emigrated to Wisconsin from Cornwall to find better jobs and became miners.

Part B

Answers will vary. Make sure students have written five sentences. Samples: People came to Wisconsin from all over the world. Some came because they were pushed by war or hardship at home. Some were pulled by better jobs or to be closer to family. I thought Rosa Katz's story was the most interesting because she was very brave. The people that moved to Wisconsin from other places helped change Wisconsin.

Chapter 7

Wisconsin and the Civil War

Activities in this Chapter:

7.1: Key Word Self-Assessment

7.2: Thinking Like a Historian

7.3: Free States, Slave States, 1850

7.4: Reading a Fugitive Slave Document

7.5: Effects of the Fugitive Slave Act

7.6: Sequencing Joshua Glover's Story

7.7: Read the Camp Randall Drawing

7.8: Causes and Effects Leading to the Civil War

7.9: Comparing Recruiting Posters

7.10: Cordelia Harvey, the Wisconsin Angel

7.11: Chapter 7 Assessment

7.1: Key Word Self-Assessment

Have students look at the key words listed on page 123 of *Wisconsin: Our State, Our Story*. Hand out 7.1: Key Word Self-Assessment and read the directions aloud. Tell students that, for each word, they should determine the following:

- (a) if the word is a word they can recognize and define
- (b) if it is a word they recognize but can't define
- (c) if it is a word they recognize part of
- (d) or if it's a word they don't know at all

Have students mark an X in each appropriate box in the chart.

7.2: Thinking Like a Historian

Hand out copies of worksheets 7.2A and 7.2B to each student, explaining that these are the kinds of questions historians ask themselves as they study the past. Have students read the directions and talk with them about what they are supposed to do. Then have students read each question. Explain that students should keep these questions in mind as they read Chapter 7 of *Wisconsin: Our State, Our Story*. In order to better remember the questions, students should phrase each one in their own words or take notes that will help them remember it. Tell students to do their writing in the third column of the chart.

7.3: Free States, Slave States, 1850

Display or project worksheet 7.3A and hand out copies of this map and worksheet 7.3B to students. Read the directions aloud. Point to each state on the map and have volunteers say if it is a free or a

slave state. Have students color the free states blue and the slave states gray and fill in those colors on the map key. Then have students fill in the chart on 7.3B, listing which states were free states and which were slave. Students can turn to page 124 of *Wisconsin: Our State, Our Story* for help with this. When the chart is complete, ask: *Were most of the free states in the North or in the South?* Help students see that slavery was an issue that divided the North and South during the 1850s.

7.4: Reading a Fugitive Slave Document

Teacher Materials

Preparation/Organization Students will work with their own copies of the worksheets, so you will need to prepare a sufficient number of copies of 7.4A and 7.4B. You can allow students to work as a whole class, in small groups, or on their own, either supervised or unsupervised.

Procedure

1. Remind students that they have seen this document before, both at the very beginnings of their textbooks (in Chapter 1) and on page 125 of Chapter 7.
 2. Have a volunteer read aloud the newspaper clipping on worksheet 7.4A, making sure that students understand who the people are, what events have transpired, and what the issues might be.
 3. Have students read the directions at the bottom of 7.4A and make sure that they understand what to do.
 4. Give students time to complete the answers to their questions. Make yourself available to provide help as needed while students work.
 5. When students finish the questions on both pages, have them exchange or hand in their work for assessment.
-

7.5: Effects of the Fugitive Slave Act

Hand out worksheet 7.5: Effects of the Fugitive Slave Act. Have students turn to *Wisconsin: Our State, Our Story* on page 125. Work with students to use the content on this page to complete the chart.

7.6: Sequencing Joshua Glover's Story

Overview

This activity teaches students how inferring can help them to get to deeper levels of what they read. Allow for two days for the activity to give students enough time for drawing and sharing. Divide the class into teams of three. Teams will work together to create visual images to match the sequence of events in the Joshua Glover story. Each student in a group will draw four events from the story in panels (like a comic strip). Then the teams will compare their completed sequenced drawings.

Materials

- Worksheets 7.6A–B
- Pencils
- Colored pencils, thin-tipped markers, or crayons

Procedure

Day 1

1. Tell students that they will be working in teams of three to make comic strips of Joshua Glover's story. (Remind students that the story is in *Wisconsin: Our State, Our Story*, pages 125 and 126.) Divide the students into their teams. Explain that, as illustrators, their job will be to infer, or imagine, how the events may have looked to someone watching them unfold. Have students look closely at the visual materials in the textbook to help them.
2. Hand out worksheet 7.6A, giving one copy to each team. Read the directions aloud. Assign a number (1, 2, or 3) to each student illustrator in each team. Have the students write their names in the appropriate boxes on worksheet 7.6A. Then have students silently read their assignments from those boxes. Encourage questions, and make sure that students understand what to do.
3. Give each student a copy of worksheet 7.6B. Have each student write his or her name and team name on the back of the sheet. Explain that each box represents one of the events in their assignment. Have students write the numbers of their events in the small boxes. Tell students to be sure to put the events in the correct sequence.
4. Tell students to begin working on their drawings using information they find on pages 125 and 126. Circulate and provide help as needed.

Day 2

5. Have students complete their drawing assignments. Then tell them to record the completion date on their tracking sheets.
6. Display student's work so that they can see how differently they imagined the sequence of the events in the story. Have teams compare their work and discuss how they imagined the events differently.
7. Watch *Wisconsin Biographies: Joshua Glover and the End of Slavery* (<https://youtu.be/mT0vF2W8aMU>). Have students discuss the differences between their work and the short video.

7.7: Read the Camp Randall Drawing

Have students turn to page 129 in *Wisconsin: Our State, Our Story*. Have them look at the drawing by Louis Kurz at the top of the page. Explain that by looking closely, or “reading,” picture details, viewers can imagine what life might have been like for the people in the picture.

Hand out the worksheet. Make sure that students understand the directions. Then have them look at the picture and answer the 5Ws + H questions in the chart. Finish the activity by asking students to write one or two of their own questions about life as a trainee at Camp Randall.

7.8: Causes and Effects Leading to the Civil War

Have students turn to *Wisconsin: Our State, Our Story* on pages 128 and 129. After students have read these pages, hand out worksheet 7.8. Read the directions aloud and have students write at least one effect next to each cause.

7.9: Comparing Recruiting Posters

Teacher Materials

Preparation/Organization Prepare enough copies of pages 7.9A–D for each student to have his or her own copy. You will also need your own copies of these pages to display or project. This is an excellent opportunity for students to work in pairs, but they can also work as a whole class, in small groups, or individually. Students may work under your direct supervision or on their own.

Procedure

1. With the whole class, discuss the fact that governments need to recruit people to join the military. Remind students that today we see such ads frequently on television or on billboards, and that these advertisements urge men and women to sign up for military service. Ask students to describe some of these ads, giving them time to discuss how the ads try to persuade people that joining the military would be a good idea.
2. Help students understand that during the Civil War modern communications—such as television, radio, and the Internet—had not yet been invented. Instead, putting up advertising posters throughout the community was one way to attract people’s attention and convince them to join the military.
3. Tell students that in this activity they will examine two different posters and try to determine to whom the posters were trying to appeal. Explain that students will do this by completing charts and making comparisons.
4. Display or project the two posters (worksheets 7.9A and 7.9B). Work through the posters with students, making sure they understand that on 7.9B there is a translation of the original, German-language poster.
5. Have students begin to answer the questions on their charts (worksheets 7.9C and 7.9D). Put into effect your chosen classroom organization, either directing students through the activity or allowing them to work on their own, in small groups, in pairs, or individually. One recommended way of working is to begin with a supervised activity and then, as students seem to grasp what they are to do, gradually release responsibility.
6. When students have finished with their charts, discuss their responses with them. Make a point of showing students precisely where to find the relevant pieces of information on the posters. If necessary, guide students through the inferences needed in order to form the appropriate answers.

7.10: Cordelia Harvey, the Wisconsin Angel

Background

Cordelia Harvey, sometimes called the “Wisconsin Angel,” is known for three activities that she took up after her husband drowned on a trip to see Wisconsin troops: she visited hospitals where Wisconsin soldiers were dying; she petitioned President Lincoln for military hospitals in the North; and she ran the Soldiers’ Orphans’ Home after the war. In this activity, students will have a chance to review and analyze an edited version of her letter to Governor Salomon about the conditions of the Wisconsin soldiers she visited in the South.

Materials

- Pages 7.10A and 7.10B, 1 copy for each student
- Highlighters or yellow colored pencils

Procedure

1. Display or project Cordelia Harvey's letter (worksheets 7.10A and 7.10B) to Governor Salomon. Decide if students will work independently or in pairs. Distribute copies to each individual or pair. Read the letter aloud as students follow along. Make sure students are able to understand the notations in the text and any unfamiliar vocabulary words.
 2. Tell students that they will reread the letter, looking for words and phrases they believe Cordelia Harvey used to appeal to the governor's emotions and sympathies. Explain that these statements were intended to get the governor to agree with Mrs. Harvey's point of view.
 3. Using a projector or interactive whiteboard, model highlighting words and phrases in the letter. As you read, stop at each emotion-packed word or phrase and underline it, asking students why that word or phrase would appeal to the governor's sympathies and emotions. Then have students highlight the word or phrase on their worksheet.
 4. Have students work through the rest of the letter on their own, finding more emotion-packed phrases and underlining or highlighting them. Circulate to help students who are having a difficult time.
 5. Afterwards, encourage students to share the parts they highlighted and to explain why they chose them.
 6. When students have finished, lead a class discussion about why Cordelia Harvey's letter-writing was so effective in getting her point across.
-

7.11: Chapter 7 Assessment

Hand out the worksheet 7.11A of the chapter assessment. Read the directions aloud and have students answer each question on their own. Follow the same procedure for worksheet 7.11B.

Name _____

Date _____

7.1: Key Word Self-Assessment

Put an X in the box that shows how you understand each word.

Key Words	I know this word and can tell what it means.	I recognize this word but don't know what it means.	I know a word like it, or what a part of the word means.	I don't know this word.
labor				
fugitive slaves				
compromise				
abolitionists				
political party				
secede				
recruits				
enlisted				
rural				
segregated				
mascot				
memorial				
petition				
orphanages				
veteran				
secession				
amendment				
monuments				

Name _____

Date _____

7.2A: Thinking Like a Historian

Read each question carefully. In the third column, rewrite the question in your own words or write words that will help you remember the question.

Category	Questions	My Own Words/Notes
00	How did many people living in Wisconsin in the mid-1800s view slavery and the South?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
↻ ↘	What effect did Joshua Glover and the Fugitive Slave Act have on Wisconsin?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

7.2B: Thinking Like a Historian

 	<p>How did the Civil War affect those who stayed in Wisconsin?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
 	<p>What was life like for a Wisconsin soldier in the Civil War?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
 	<p>How did the outcome of the Civil War affect Wisconsin and the United States?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____

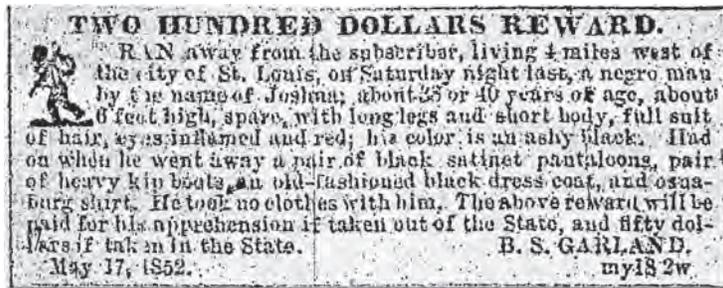
Date _____

7.3B: Free States, Slave States, 1850

Look at the map with your teacher. Fill in the chart below to show which states were slave states and which states were free states in 1850.

Free States 1850	Slave States 1850
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	

7.4A: Reading a Fugitive Slave Document



TWO HUNDRED DOLLARS REWARD.



RAN away from the subscriber, living 4 miles west of the city of St. Louis, on Saturday night last, a negro man by the name of Joshua; about 38 or 40 years of age, about 6 feet high, spare, with long legs and short body, full suit of hair, eyes inflamed and red, his color is an ashy black. Had on when he went away a pair of black satinet pantaloons, pair of heavy kip boots, an old-fashioned black dress coat, and osna-burg shirt. He took no clothes with him. The above reward will be paid for his apprehension if taken out of the State, and fifty dollars if taken in the State.

B. S. GARLAND.

May 17, 1852

my18 2w

You might recognize this newspaper notice from page 125 of your textbook. You also saw it on page 11, in Chapter 1 of that book. It helped you understand how historians think about history. Now that you have read more about the issue of slavery and Joshua Glover, you can better answer the questions that came up in Chapter 1. Write your answers to the questions below.

1. Who was B. S. Garland? _____
2. Why do you think Garland might have owned a slave? _____

3. Where did B. S. Garland live? _____

Name _____

Date _____

7.4B: Reading a Fugitive Slave Document

4. Why was B. S. Garland willing to pay a reward? _____

5. Why did this notice appear in a newspaper? _____

6. How does this newspaper notice help us understand what was going on in Missouri in 1852?

7. What does this newspaper notice have to do with Wisconsin history? _____

7.5: Effects of the Fugitive Slave Act

After you have read page 125 of *Wisconsin: Our State, Our Story*, work with your teacher to complete the chart on this page. In column A, list the effects the Fugitive Slave Act had on escaped slaves. In column B, list the effects it had on Northerners. In column C, list the effects it had on slave owners.

A Effects on Escaped Slaves	B Effects on Northerners	C Effects on Slave Owners
1. _____ _____ _____ _____	1. _____ _____ _____ _____	1. _____ _____ _____ _____
2. _____ _____ _____ _____	2. _____ _____ _____ _____	2. _____ _____ _____ _____
	3. _____ _____ _____ _____	

Name _____

Date _____

7.6A: Sequencing Joshua Glover's Story

Use this page to track your team's work. Write the illustrators' names in the boxes.

Illustrator #1	Illustrator #2	Illustrator #3
Name:	Name:	Name:
Assignment: 1. In 1852, Joshua Glover escaped from a farm in Missouri. 2. The Underground Railroad helped Joshua Glover reach Racine. 3. Glover worked for 2 years in Racine. 4. Slave owner Benammi Garland and two others hunted for Joshua Glover.	Assignment: 5. Benammi Garland took Joshua Glover by wagon to a jail in Milwaukee. 6. Angry abolitionists made plans to free Glover. 7. Sherman Booth made a powerful speech to a crowd of abolitionists in Milwaukee. 8. The crowd broke down the jail doors and freed Glover.	Assignment: 9. Abolitionists moved Glover around SE Wisconsin to keep him safe. 10. Finally abolitionists returned Glover to Racine. 11. Glover escaped to Canada on a steamboat from Racine. 12. Glover lived a free man in Etobicoke, Canada, for the rest of his life.

Name _____

Date _____

7.6B: Sequencing Joshua Glover's Story

Drawing Joshua Glover's Story

Use the boxes below to draw Joshua Glover's story. Put the number of the event in the small box in the top left of each panel.

<div style="border: 1px solid black; width: 60px; height: 60px; margin-bottom: 10px;"></div>	<div style="border: 1px solid black; width: 60px; height: 60px; margin-bottom: 10px;"></div>
<div style="border: 1px solid black; width: 60px; height: 60px; margin-bottom: 10px;"></div>	<div style="border: 1px solid black; width: 60px; height: 60px; margin-bottom: 10px;"></div>

Name _____

Date _____

7.7: Read the Camp Randall Drawing

Answer the 5Ws + H questions below about the drawing of Camp Randall on page 129 of *Wisconsin: Our State, Our Story*. Try to think of more than one answer for each question. When you have finished, write three questions you have about life as a trainee at Camp Randall.

Who do you see?	
What do you see?	
When does it take place?	
Where does it take place?	
Why does it happen?	
How are the men learning to be soldiers?	

My Questions

1. _____

2. _____

3. _____

7.8: Causes and Effects Leading to the Civil War

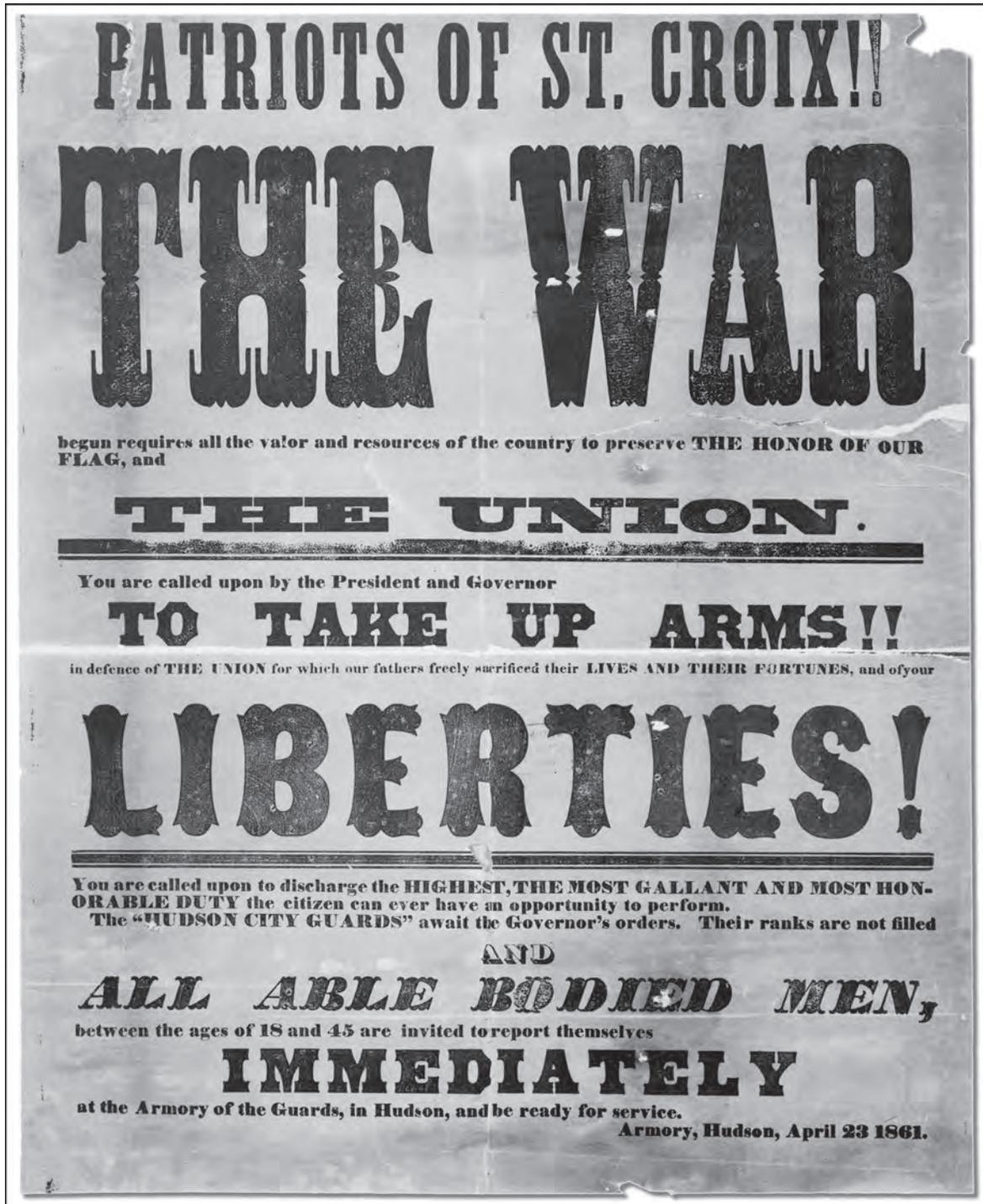
Read pages 128 and 129 in *Wisconsin: Our State, Our Story* to find an effect of each cause listed below. Write the effects on the lines.

	CAUSE	→	EFFECT
A	Abraham Lincoln is elected president.	→	
B	South Carolina secedes from the Union.	→	
C	In April 1861, shots were fired between the North and the South.	→	
D	President Lincoln calls for troops from all Union States.	→	
E	Governor Randall wants all Wisconsin troops trained.	→	

1. What was the primary cause of the Civil War? _____

7.9A: Comparing Recruiting Posters

Poster 1



7.9B: Comparing Recruiting Posters

Poster 2

English Translation of German Poster

Asking for Recruits

for the

26th Regiment
Wisconsin Volunteers!!

United States Bounty: \$402 for
veterans who are honorably discharged!
\$302 for new recruits!

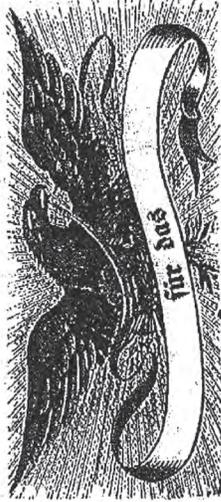
27 dollars and a month's pay in advance will be paid when the
troops
are mustered into service. Pay and board begin on the day of
enlistment.

Every German should join this regiment.

Recruiting Office: Four doors above City
Hall, on East Water Street, 7th Ward, Milwaukee

Original German Poster

Rekruten Verlangt



26. Regiment

wisc. Volunteers!!

Ver. Staaten Bounty: \$402 für ehrenhaft
aus dem Dienst entlassene Veteranen!

\$302 für Neue Rekruten!

27 Dollars und eine Monats-Lohnung im Voraus werden
bezahlt, wenn die Mannschaft in den Dienst gemustert wird.
Lohnung und Verpflegung beginnt vom Tage der Auserwählung.

**Jeder Deutscher sollte sich diesem Regi-
mente anschließen.**

Rekrutierungs-Office: Vier Thüren oberhalb der Stadt-
Halle, an Wasserstraße, 7. Ward, Milwaukee.

Name _____

Date _____

7.9C: Comparing Recruiting Posters

Comparing the Posters

Question	Poster 1	Poster 2
1. To whom does the poster appeal?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2. In what part of Wisconsin would someone be likely to see this poster?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3. What words or pictures jump out at you?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

7.9D: Comparing Recruiting Posters

Question	Poster 1	Poster 2
4. What makes this poster appeal to a possible recruit?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
5. What reasons does the poster give for joining the army?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
6. How are these posters alike?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
7. How are these posters different?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____

Date _____

7.10A: Cordelia Harvey, Wisconsin the Angel

On the letter below, underline or highlight words and phrases that would appeal to the governor's sympathies and emotions.

Cape Girardeau (Missouri)
Sept. 19, 1862

Gov. Salomon:

The 1st Wis. **Cav.** [Cavalry] are here & not over one hundred & fifty men able to do duty, & they look like the ghosts of their former selves.

More than one hundred men are in the Hospital closely packed in small badly **ventilated** [with little air] rooms. They are sick and dying of almost every disease that fresh is heir to.

Their only nurses are the **convalescent patients** [patients who are getting better], who go pale and tottering through the rooms—do all they can, but some get sick again. This **regiment** [usually 400–1000 men or 10 companies] has only one **surgeon** [doctor who can do operations]. The first **Ass't** [assistant, helper] has gone home, the second is here sick.

In camp there are one hundred & seventy sick. . . .

Major Torry has just returned from Helena with a part of the regiment.

Twenty five sick ones were sent to St Louis because they could not be got into the Hospital here. Nineteen were crowded in. Three died coming up the river—their names were **Wm. Spenser Co. G. Appleton** [William Spenser, Company G, Appleton]—Rollo Co. B. & Charles Kilts Co. K. Eagle, Wis. One died yesterday. I have not been able to get his name. Just before they started Ira Adams Co. K. &—Scofield Co. I. died. Others are dead and dying whose names I have not been able to learn.

Yesterday I went up to camp with the Surgeon. And there on the grass & about one tent lay more than one hundred men waiting for him.

I spoke to Major Terry who only keeps up by his iron will & **Quinine** [a drug used to treat the disease malaria which causes chills and fevers]. He will die unless he comes home. He told me he would not leave his men yet, but must bye & bye. He is growing weaker every day.

I had been talking but for moments when the surgeon came up & said Major have you a horse to sell? I said Doct how are the poor men? & he replied oh there is another Doct taking care of them. This "other Doct" was a **Lieut.** [Lieutenant] in one of the companies & knows very little about medicine I am told by one of the **Capts** [Captains].

The boys expect so much from the state now I am here to tell you about it. & I believe they will not be disappointed.

The sick men are like children some of them are only boys, & say oh My Mother! My Mother! Can't I go home Mrs. Harvey? Some try to look brave, but the lip quivers. One strong large framed Man said to me "Your husband has gone I wish we were all with him." I have passed

Name _____

Date _____

7.10B: Cordelia Harvey, Wisconsin the Angel

through scenes that I trust will give me strength for future action. I am very well & am glad I came. Will you send us four strong men for nurses & one or two good Doctors....

When the history of this regiment is known the English language will fail to express the **indignation** [anger] of the people over the destruction of some of the noblest men that ever our state sent into the service. Not destroyed for their Countries good but sacrificed to the caprices, whims & wickedness of a madman.

Yours very truly
Mrs. L. P. Harvey

Name _____

Date _____

7.11B: Chapter 7 Assessment

Part B

1. Complete the following sentences:

a. Some people in Wisconsin were upset about the Fugitive Slave Act because _____

b. The Underground Railroad was a _____

c. The Republican Party was formed to _____

2. Look at the photo of Cordelia Harvey on page 134 of *Wisconsin: Our State, Our Story*.
Complete the caption:

Cordelia Harvey was known as the “Wisconsin Angel” because _____

3. In what ways was the Civil War a turning point for the United States?

Chapter 7

Answer Key

7.1: Key Word Self-Assessment

Answers will vary.

7.2: Thinking Like a Historian

Answers will vary.

7.3: Free States, Slave States, 1850

Free States in 1850	Slave States in 1850
1. Wisconsin	1. Missouri
2. Iowa	2. Arkansas
3. Illinois	3. Louisiana
4. Michigan	4. Texas
5. Indiana	5. Kentucky
6. Massachusetts	6. Tennessee
7. Ohio	7. Mississippi
8. Pennsylvania	8. Alabama
9. New York	9. Georgia
10. Vermont	10. Florida
11. New Hampshire	11. South Carolina
12. Maine	12. North Carolina
13. Connecticut	13. Virginia
14. New Jersey	14. Maryland
15. Rhode Island	15. Delaware
16. California	

7.4: Reading a Fugitive Slave Document

1. B. S. Garland is the owner of the fugitive slave.
2. Judging by his clothing, Joshua might have been Garland's butler or house servant.
3. Four miles west of St. Louis.
4. Garland thought the slave was valuable and he wanted Joshua back. Garland probably had paid a large amount of money for the slave.
5. The notice appeared so that readers would be on the lookout for the fugitive slave.
6. The notice helps modern readers know that slavery was widespread and well-supported, since Garland could count on the efforts of his neighbors to try to get the slave back. It also helps us understand that there was little hope for fugitive slaves to escape, since the whole countryside would be looking for them.

7. The notice was related to Wisconsin history because this particular fugitive slave eventually made his way to Wisconsin. Beyond this, it was events and situations like this that set the stage for the Civil War, which was a bloody chapter in Wisconsin history.

7.5: Effects of the Fugitive Slave Act

Answers may vary. Sample answers:

A Effects on Escaped Slaves	B Effects on Northerners	C Effects on Slave Owners
1. Slaves were hunted in the North.	1. Many Northerners were furious about the law.	1. Slave owners were glad that Northerners had to respect slave owners' rights to their property.
2. Slaves were returned to their owners.	2. They became criminals when they helped runaway slaves.	2. Slave owners could more easily get their "property" back.
	3. More Northerners became abolitionists.	

7.6: Sequencing Joshua Glover's Story

Answers will vary.

7.7: Read the Camp Randall Drawing

Answers will vary. Possible answers:

Who do you see?	Civil War soldiers in blue uniforms; soldiers on horseback
What do you see?	white buildings (barracks), train, open area with trees
When does it take place?	daytime, Civil War, before soldiers went to war
Where does it take place?	soldiers are training for war; Madison, WI; training area at Camp Randall
Why does it happen?	to train soldiers for war; soldiers want to free slaves and keep the country together
How are the men learning to be soldiers?	marching, drilling, obeying orders

1–3. Possible questions:

How long did the soldiers drill each day?

What did they do during training?

Why are single soldiers placed out beyond the marching soldiers?

What did they eat?

How early did they have to get up, and when did they go to bed?

How long did they train at Camp Randall before they went to war?

What was the purpose of each of the buildings that are shown?

Where did they eat?

Where were the horses kept?

7.8: Causes and Effects Leading to the Civil War

Answers may vary. Possible answers:

1. Southerners were upset. Southerners worried about the future of slavery.
2. The Southern states formed their own government called the Confederacy.
3. The Civil War began.
4. Many men in Wisconsin volunteered.
5. The state created Camp Randall where Wisconsin troops could be trained.

7.9: Comparing Recruiting Posters

1. Poster 1: “Patriots” of St. Croix County. Poster 2: German-born or German-speaking men.
2. Poster 1: St. Croix County (Hudson, WI). Poster 2: Milwaukee, WI.
3. Poster 1: THE WAR; LIBERTIES; The Union; Take Up Arms. Poster 2: Eagle picture; 26th Regiment, Wisc. Volunteers.
4. Poster 1: Patriotism; defense of country. Poster 2: Desire to be with others of similar backgrounds; possibly a need for money, since many immigrants were poor.
5. Poster 1: Preserve the honor of our flag; defend the Union for which fathers died; discharge the most gallant and honorable duty. Poster 2: Earn \$402 for veterans or \$302 for new recruits; earn \$27 and a month’s pay in advance; receive pay and board (room and meals) from day of recruitment.
6. Answers will vary; accept reasonable responses.
7. Answers will vary; accept reasonable responses.

7.10: Cordelia Harvey, the Wisconsin Angel

Answers will vary. Possible underlined phrases:

they look like the ghosts of their former selves; packed in small badly ventilated rooms; sick and dying of almost every disease that flesh is heir to; Their only nurses . . . go pale and tottering; In camp there are one hundred & seventy sick; Others are dead and dying whose names I have not been able to learn; This “other Doct” . . . knows very little about medicine; The boys expect so much from the state now; sick men are like children and some of them are only boys; When the history of this regiment is known the English language will fail to express the indignation of the people over the destruction of some of the noblest men that ever our state sent into the service. . . .

7.11: Chapter 7 Assessment*Part A*

1. d. abolitionists, c. Emancipation Proclamation, e. secede, b. Confederacy, a. fugitive
2. Answers will vary. Students should include details from *Wisconsin: Our State, Our Story*, including training at a camp like Camp Randall, what battles they might have fought in, or what the students imagine they might have eaten, seen, felt, or done on a daily basis.
3. Slavery

Part B

1. Answers may vary. Sample answers:
 - a. it made it a crime for any citizen to help or hide a slave.
 - b. network of abolitionists who helped fugitive slaves escape to freedom.
 - c. take a strong stand against slavery.
2. Answers will vary. Sample answer: Cordelia Harvey was known as the “Wisconsin Angel” because she helped to create hospitals for Wisconsin soldiers and a home for orphaned children.
3. Answers will vary. Possible answers: The Civil War was a turning point because it freed the slaves/led to the Emancipation Proclamation/led to the 13th Amendment to the Constitution, abolishing slavery.

Chapter 8

Lead, Soil, and Sawdust, 1820–1914

Activities in this Chapter:

8.1: Key Word Self-Assessment

8.2: Thinking Like a Historian

8.3: Learning from a Logger

8.4: Charting Changes in Mining, Farming, and Lumbering

8.5: Finding the Mines, Farms, and Logging Camps

8.6: How Minerals Are Used

8.7: Shipping the Iron Ore

8.8: Wisconsin Crops Timeline

8.9: The Luetscher Farm

8.10: Learning from the Census

8.11: Wisconsin Dairyland

8.12: Wood Products

8.13: Chapter 8 Assessment

8.1: Key Word Self-Assessment

Have students look at the key words listed on page 139 of *Wisconsin: Our State, Our Story*. Hand out 8.1: Key Word Self-Assessment and read the directions aloud. Tell students that, for each word, they should determine the following:

- (a) if the word is a word they can recognize and define
- (b) if it is a word they recognize but can't define
- (c) if it is a word they recognize part of
- (d) or if it's a word they don't know at all

Have students mark an X in each appropriate box in the chart.

8.2: Thinking Like a Historian

Hand out worksheets 8.2A and 8.2B, telling students that these are questions historians might ask themselves as they study this period in Wisconsin history. Have students read the directions. Then have them read each question carefully. Tell students that they should keep these questions in mind as they read Chapter 8 of *Wisconsin: Our State, Our Story*. In order to better remember the questions, students should phrase each question in their own words or take notes that will help them remember it. Tell them to do this writing in the third column of the chart.

8.3 Learning from a Logger

Teacher Materials

Preparation/Organization Students will work with their own copies of the excerpt from John E. Nelligan’s work, so be sure to prepare enough copies for each group or individual. You will also need colored pencils, crayons, or felt tip pens and drawing paper. You can use this activity with the whole class, small groups, pairs, or individuals, providing scaffolded support or letting students work on their own.

Procedure

1. Introduce the students to John E. Nelligan by telling them about his life from the late 19th and early 20th centuries, explaining that in later life he told his own story to someone who wrote it down. The work we have here is not a primary document, since it was not written by John E. Nelligan himself—but it is as close to Nelligan’s point of view as possible. As such, it is an excellent example of the Thinking Like a Historian “Through Their Eyes” concept.
2. Pass out the copies of worksheets 8.3A–C. First discuss the specialized vocabulary on 8.3A, making sure students understand that many of these words relate directly to the lumbering industry. Then have volunteers take turns reading aloud the passage on 8.3A and 8.3B.
3. Project or display worksheet 8.3C and review the document analysis questions. Allow students to work—as a whole, in groups or pairs, or individually—to answer the questions.
4. Distribute drawing paper and ask students to illustrate and caption one of the scenes that Nelligan describes.
5. Display the drawings and have students discuss the way the passage and the students’ illustrations helped them understand more about this important era in Wisconsin history.

8.4: Charting Changes in Mining, Farming, and Lumbering

Background/Overview

One of the goals of Chapter 8 is to help students understand how people’s interactions with the state’s natural resources have changed over time. Charting these changes industry by industry can help students see change and continuity. (Note that, here, cranberry harvesting is included in “farming.” Information about cranberry harvesting can be found on page 141 of *Wisconsin: Our State, Our Story*.)

Materials

Worksheets 8.4A and 8.4B, one copy for each student and one copy for a teacher to project or display.

Procedure

1. Hand out copies of 8.4A and 8.4B. Explain to students that they will be applying their 5Ws + H skills as they read Chapter 8 and that these charts will help them recording their findings.
2. Tell students to look over the charts and then fill them in as they read. Use a projected worksheet to model filling in the chart (the cranberry harvesting information could provide a good model).

3. Have students complete the charts on their own. As students work, show them how they can read those charts across the page to see what changes the industries share and which are unique.
-

8.5: Finding the Mines, Farms, and Logging Camps

This activity focuses on the map of Wisconsin on page 138 of *Wisconsin: Our State, Our Story* (“Farming, Mining, Timber, 1840–1900”). This activity has two main objectives:

- a. to help students visualize the key locations of 19th-century mining, farming, and logging in Wisconsin and
- b. to see which, if any, of these industries occurred within their own home county.

Distribute copies of worksheet 8.5 and have students create a map key, putting colors over the existing map key. Tell students to use different colors to symbolize, respectively, mining, farming, and logging areas. Then have them color over the different areas according to their map keys. (Tell students to use stripes of two colors to indicate the combined timber and farming areas.) Remind them that they can use page 138 of *Wisconsin: Our State, Our Story* as a reference.

After reading about and mapping each of the three industries, have students discuss which of the five physical regions was involved with each industry and which industries, if any, were in their home county.

8.6: How Minerals Are Used

Hand out copies of worksheet 8.6. Read aloud and discuss the instructions, making sure students understand how the information about the various minerals (located to the right of the page) relates to the products (located to the left and bottom). Then have students take turns reading aloud the information about the different minerals. Model matching a mineral to a product that it might be used for, using the electrical wire and the fluorescent light as models. (Answers: copper and zinc, respectively.) Then have students work on their own to complete the page. You might wish to do this as a group activity, with students working cooperatively to find the answers.

8.7: Shipping the Iron Ore

Share the following information with students: Iron ore, like all metallic ores, needs to be processed to make it into metal products we can use. First, the ore is transported from the mines to shipping ports. From there it is loaded on ore carriers and taken to steel-making centers. There it is mixed with other materials to make steel. The steel then goes to manufacturing centers to be made into products like steel girders and vehicles.

Display or project worksheet 8.7A. Tell students that they will be studying this map to answer questions about where Wisconsin’s iron ore is shipped. Then hand out copies of worksheet 8.7B, modeling how to use the map to answer the first two questions. Then have students work on their own to complete 8.7B. Let students meet to compare and correct their answers.

8.8: Wisconsin Crops Timeline

Overview

In this activity, students will be using information on a map to complete a timeline showing when certain crops were farmed in Wisconsin. This activity could extend over several days; it also could be done as a group activity, with each group adding a set of crops to the timeline.

Materials

- Worksheets 8.8A–C, one for each student or group
- Scissors
- Gluesticks or paste

Procedure

1. Project or display worksheet 8.8A, explaining that the map key indicates the decade in which each crop was first grown in Wisconsin for commercial markets. Solid icons are shown for each crop still grown commercially. The seven crops no longer widely grown as cash crops appear as “reversed out” (shown in outlined form).
 2. Pass out copies of worksheets 8.8B and 8.8C. First identify the crops that declined in production. Wheat, for example, was a major crop beginning in the 1850s and virtually disappeared by the 1930s. (The other crops that declined are barley, buckwheat, flax, hemp, hops, and rye, making a total of seven in all.)
 3. Tell students that they will be using 8.8B as a source of information for a timeline. Explain that there is additional information on pages 146 and 147 of *Wisconsin: Our State, Our Story* that will also help them complete their timelines.
 4. Ask students to carefully cut out the crop icons from 8.8B and glue them within the timeline on 8.8C. Have them follow the example on the timeline; that is, to place each symbol to the right of the beginning date of the decade when commercial production began.
 5. Ask students to draw an arrow forward in time (to the right) stopping at the end of the decade in which the crops declined. If a crop does not have an end date, the arrow should stretch to the right edge of the timeline, representing the present day.
 6. Wrap up the activity by discussing how a timeline can help show how things change and remain the same through history.
-

8.9: The Luetscher Farm

Teacher Materials

Preparation/Organization This activity involves having students interpret a full-color painting of a small family farm. In order to make sure students see the full detail of the picture be prepared to project or display worksheet 8.9A in color. Copies for each student or group may be in black and white if you do not have access to enough color copies, as long as you project the page while students are working.

Procedure

1. Remind students that there were several types of farms during the period covered by Chapter 8—including wheat farms, dairy farms, and diversified farms. Have volunteers explain these terms and then have other volunteers provide examples of what was done on

each type of farm, what equipment might have been needed, and how each type of farm might have been laid out.

2. Project worksheet 8.9A and hand out copies of 8.9A and 8.9B. Give students time to look at the projected page.
 3. Discuss the directions at the top of 8.9B. When students understand what to do, follow your chosen classroom organization and have them complete the activity. Using their answers as a guide, then have students complete the sentence on the bottom of 8.9A.
 4. After students have completed the work, meet once again as a whole group and discuss student responses. Encourage them to share their ideas about how the farm might have looked if it were only a wheat farm or if it were only a dairy farm.
-

8.10: Learning from the Census

Teacher Materials

Preparation/Organization You will need enough copies of worksheets 8.10A–C for each student or group, depending upon how you choose to organize the activity. This activity lends itself to a number of different organizations:

- a. whole class,
- b. small groups,
- c. pairs, or
- d. individuals, with students supervised the entire time, supervised initially and then working independently for the remainder of the time, or working on their own for the whole activity.

Procedure

1. Point out that the census chart (worksheet 8.10A) is handwritten and that it may be difficult to read, noting that people have done their best to figure out the names of the farmers who lived in and around Rosendale in 1850.
2. Then discuss the chart with students. Point out that the names in column 1 tell the “Name of Owner, Agent, or Manager of the Farm.” Continue, pointing out the following about the chart and its columns.
 - *Columns 2 and 3 deal with the number of acres of land belonging to each farm. “Improved” land is land that has been cleared and used for crops or pastures. “Unimproved” land has had nothing done with it yet.*
 - *Columns 4 and 5 deal with the cash value of the farm.*
 - *Columns 6–12 deal with the kinds of livestock (animals) on the farms.*
 - *Column 13 deals with the monetary value of the livestock, in dollars.*
 - *Columns 14–17 deal with the various crops that were grown and the amount of each crop that was grown. Explain that a “bushel” is a measure of volume that is equivalent to about one cubic foot.*
3. Direct students to Part 1 on worksheet 8.10B. Point out that this chart includes the names of the farmers and summaries of information from the census chart. Tell students to use the information from the chart on 8.10A—and their math skills—to complete this second chart. A good strategy here would be to complete one or two items in collaboration with the students and then let them proceed on their own. Assist students with scripted numbers that are difficult to read.

4. After students have finished, have them exchange papers for assessment. Discuss the corrected papers with students, making sure they understand any errors they have made. Do not penalize students if they misread a scripted number.
 5. Then direct students to Part 2 on worksheet 8.10C. Discuss the questions with students and have them complete the page, either under your supervision or on their own. Collect their finished work for assessment.
-

8.11: Wisconsin Dairyland

In this activity, students will learn why more milk was produced in the most heavily populated areas of Wisconsin and why milk was produced close to cities. Hand out copies of pages 8.11A and 8.11B. Project or display the map and lead a discussion about what it shows. Explain that milk production tended to develop around the areas with the most people. Tell students to keep that in mind while answering the questions. Model looking at the map and using it to answer the first question on 8.11B. Then have students work independently to answer the rest of the questions. Follow up by leading a class discussion about why and how dairy farming developed in the state, based on the map and pages 150 to 153 of *Wisconsin: Our State, Our Story*.

8.12: Wood Products

Distribute copies of worksheet 8.12A, explaining that it shows facilities that made wood products in Wisconsin between the 1860s and 1910s. Point out several of the facilities, talking with students about where they are located, why they might have been located there, and what natural resources might have been available at that location. Then hand out copies of worksheet 8.12B and help students answer the first question. Then let them complete the remaining items on their own, providing assistance to students as needed.

8.13: Chapter 8 Assessment

Hand out copies of **Part A** of the Chapter 8 Assessment. Read the directions aloud and help students complete the first item. Then have students answer each question on their own. Follow the same procedure for **Part B**.

8.1: Key Word Self-Assessment

Put an X in the box that shows how you understand each word.

Key Words	I know this word and can tell what it means.	I recognize this word but don't know what it means.	I know a word like it, or what a part of the word means.	I don't know this word.
economy				
processing				
technology				
smelting				
factories				
mineral				
pioneer				
fertile				
subsistence				
cash crop				
diversified farming				
agriculture				
census				
association				
markets				
perishable				
co-ops				
timber				
logging				
slash				

8.2A: Thinking Like a Historian

Read each question carefully. In the third column, rewrite the question in your own words or write words that will help you remember the question.

Category	Questions	My Own Words/Notes
	<p>How has our use of natural resources in Wisconsin changed over time?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>Why did lead mining die out in Wisconsin?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>What was life like for a pioneer farm family in Wisconsin?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>How can historic photographs and U.S. Federal Census reports help us learn about the past?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____

Date _____

8.2B: Thinking Like a Historian

 	How did dairy farming become important to Wisconsin's economy?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
 	What was life like for loggers in Wisconsin?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

8.3A: Learning from a Logger

Vocabulary

epic (ep ik) Heroic.

reservoir (rez ur vwar) A holding area for storing a large amount of water.

headwaters The source of a stream.

spree A period of too much eating, drinking, shopping, etc.

calked (kawkt) Having cleats on the sole of a shoe or boot to prevent slipping.

hardihood Courage and strength.

clement (klem ent) Mild, as in mild weather.

unfaltering Firm, not weakening.

vigilance (vij uh lens) Being alert, watchful.

treacherous (trech ur us) Not to be trusted; dangerous.

miscalculation (mis kal kyoo lay shun) Figuring out something incorrectly.

tumult (too mult) Loud noise and confusion.

wended Twisted; traveled.

Dramas of the Drives

From John E. Nelligan's *A White Pine Empire: The Life of a Lumberman* (1929)

In the old logging days of Wisconsin and Michigan, every spring saw the curtain roll up on a tremendous drama along the rivers of the timber country; a drama greater even than that in which the giant pines were felled . . . the **epic** drama of the drive. All winter long, preparations went forward for this brief period of . . . activity and struggle. Thousands and thousands of logs were banked along the riversides, or on the ice of the streams. There they lay . . . awaiting the day when they would be tumbled into the streams and rivers, to become . . . parts of a mighty, surging monster, the drive. The sun, in its daily journey across the heavens, worked ever northward, each day adding a few moments to the time taken by that journey, each day increasing the heat by which ice and snow were changed to water . . . In **reservoir** dams at the **headwaters** of the rivers, the waters of the spring thaw . . . were stored up to carry the logs along the first lap of their journey to the mills.

8.3B: Learning from a Logger

In the camps, cutting operations came to an end. Some of the men left for an early spring **spree**. Others stayed on, changing their rubbers for **calked** boots, the many spikes of which, on sole and heel, were filed to sharp points that would bite into the pine logs. The heavy flannels of winter gave way to overalls which would be lighter when wet and would dry out faster. These rivermen were the pick of the camps, lumberjacks of unusual strength . . . daring, and **hardihood**. They had to be. For days they had to go with but little sleep . . . with snacks of food snatched whenever and wherever possible. They had to suffer frequent duckings and were almost continually soaked to their skins at a time of year when the weather was still far from **clement**. The price of their safety was constant and **unfaltering vigilance**. They worked in a **treacherous** element, and the slightest misstep or **miscalculation** might send them relentlessly to their deaths. . . .

There would come a day in spring when the gates of the reservoir dam on each stream were lifted and its stored up waters turned loose. Down the riverbed they rushed, eager and irresistible, tearing up and carrying along the rotten ice which covered the stream. The rollways were broken out and, in a smother of spray and a **tumult** of noise and confusion, the logs were tumbled into the rushing waters. Out upon their heaving, surging backs scampered the rivermen, pushing, pulling, and prying with their peavies and pike poles, doing their best to keep the logs always on the move. The drive was on!

Down the river it **wended** its way, around bends, over falls, through rapids. Upon the constantly shifting carpet of logs the agile rivermen labored. . . . Every effort was made to avoid jam. . . . The first lap of the journey came to an end at the dam next below the reservoir dam. In the great pond back of this dam the logs came to a temporary rest, while a sufficient head of water was raised to carry them along the next lap.

Name _____

Date _____

8.3C: Learning from a Logger
Questions about "Dramas of the Drives"

1. What words did John Nelligan use to make the spring log sound exciting? _____

2. What kinds of dangers did rivermen face on the drives? _____

3. What kinds of clothing did the rivermen need to wear for protection? _____

4. How did this reading help you understand more about what life was like for loggers in Wisconsin about 100 years ago?

5. What three questions would you like to have asked John Nelligan?

a. _____

b. _____

c. _____

Name _____

Date _____

8.4A: Charting Changes in Mining, Farming, and Lumbering

Fill in the charts below with information from *Wisconsin: Our State, Our Story* about industry in Wisconsin.

	Mining	Logging
What?		
Who?		
When?		
Where?		
Why?		
How?		

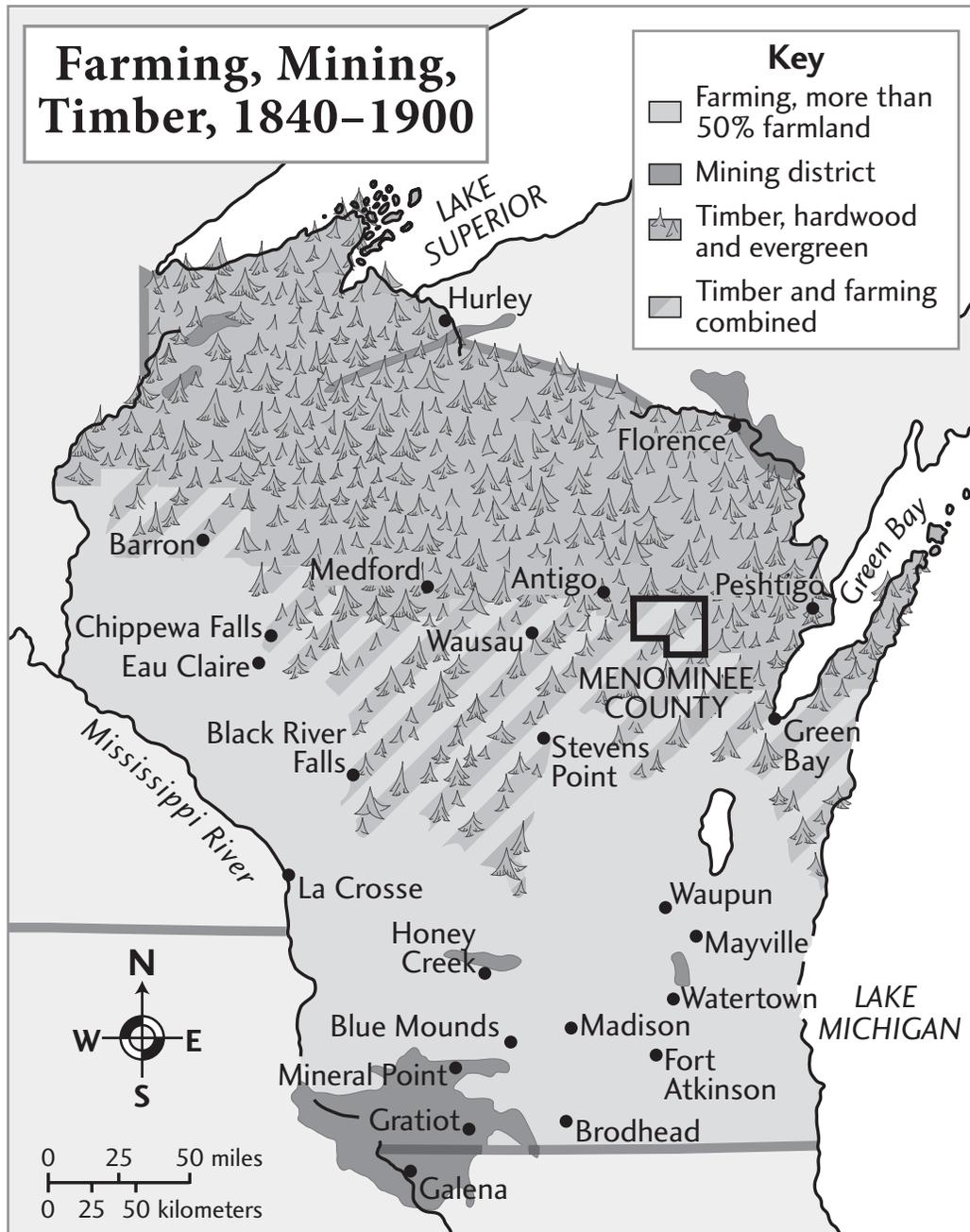
Name _____

Date _____

8.4B: Charting Changes in Mining, Farming, and Lumbering

	Cranberry Harvesting	Farming
What?		
Who?		
When?		
Where?		
Why?		
How?		

8.5: Finding the Mines, Farms, and Logging Camps



8.6: How Minerals Are Used

In the blanks below each picture, label the metal used to produce each product. Choose one of the four metals described to the right: lead, copper, zinc, or iron. Products may be made entirely of a particular metal, or the metal may be used as an important step in how the product is made and how it is used.



Roll of electrical wire

a. _____



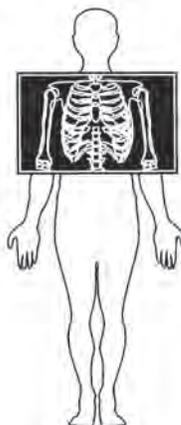
Shot for muskets

c. _____



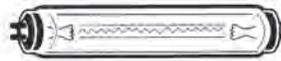
Pots and pans

e. _____



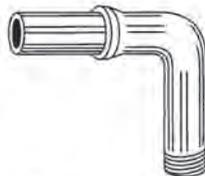
X-rays

h. _____



Fluorescent lights

b. _____



Pipes for plumbing

d. _____



Anchor and chain

f. _____



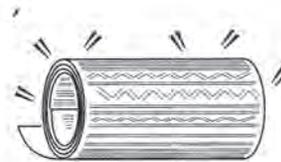
Penny

i. _____



Skillet

j. _____



Galvanized steel

g. _____



Gate

k. _____

LEAD

Lead mined in Wisconsin was often turned into shot (tiny balls) to be used as ammunition for the military. Lead was also used to make pipes for plumbing.

COPPER

Copper mined in the past was often used to cover the bottom of cooking pots and pans. Because copper is an excellent conductor of electricity, much of the copper mined today is used to make wire and electrical parts. Copper is also used to make coins.

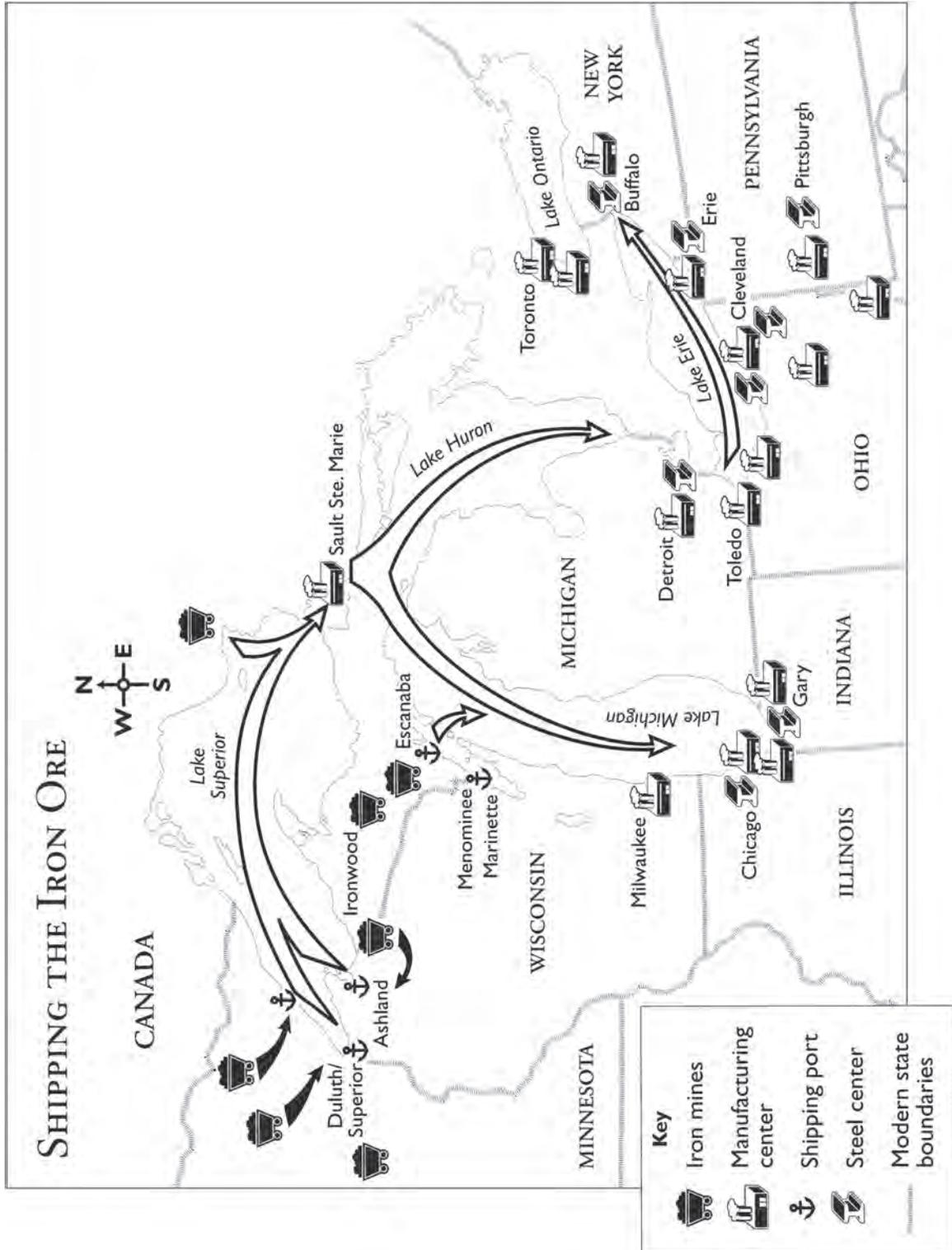
ZINC

Zinc is used to galvanize (coat) metal. When a metal such as iron or steel has been dipped into molten (melted) zinc, this coating helps protect the metal from rusting. A zinc by-product is also used in making luminous (lighted) dials, x-rays, TV screens, and fluorescent lights.

IRON

Iron can be treated in several ways. When cast (poured into molds), it can be used to create cooking utensils, such as skillets. When wrought (bent while still hot), it can be used to form objects, such as gates, fences, railings, rivets, bolts, chains, and anchors.

8.7A: Shipping the Iron Ore



Name _____

Date _____

8.7B: Shipping the Iron Ore

Look at the Shipping the Iron Ore map and answer the questions below.

1. Near which Great Lakes were iron mines located?

2. What three Wisconsin cities were iron ore shipping ports?

3. Why were these cities good ports?

4. Through which Great Lakes did iron travel to get from northern Wisconsin to Gary, Indiana?

5. Through which Great Lakes did iron travel to get from northern Wisconsin to Detroit, Michigan?

6. Through which Great Lakes did iron travel to get from northern Wisconsin to Buffalo, New York?

7. Steel centers sent the steel to manufacturing centers. Where in Wisconsin was a manufacturing center located?

8. According to this map, in which state were the most manufacturing centers located?

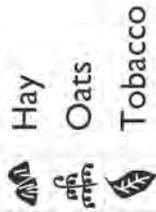
8.8A: Wisconsin Crops Timeline



8.8B: Wisconsin Crops Timeline

HISTORIC WISCONSIN CROPS

1850s



Hay

Oats

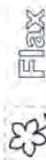
Tobacco

1850s-1930s



Wheat

1860s-1870s

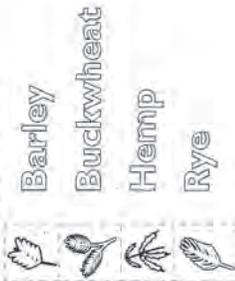


Flax



Hops

1860s-1930s



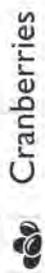
Barley

Buckwheat

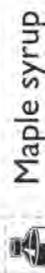
Hemp

Rye

1860s



Cranberries



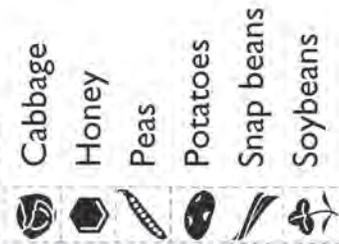
Maple syrup

1870s



Strawberries

1880s



Cabbage

Honey

Peas

Potatoes

Snap beans

Soybeans

1890s

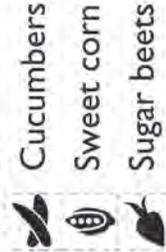


Apples



Cherries

1920s



Cucumbers

Sweet corn

Sugar beets

1940s



Mint

1960s

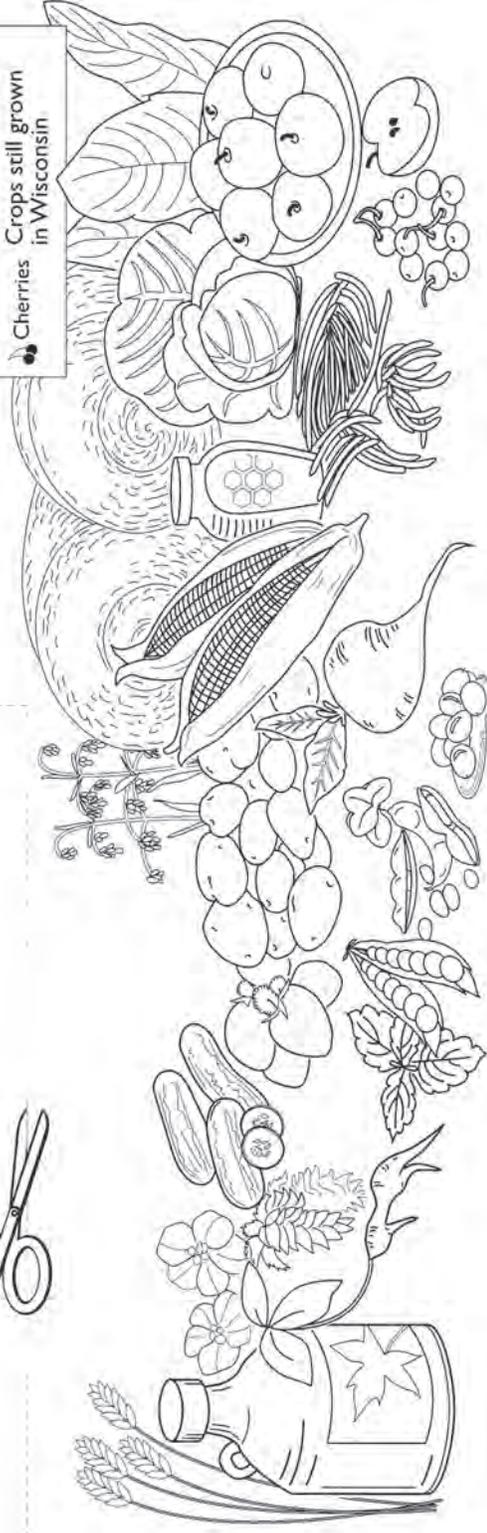


Ginseng

Key

 Crops no longer grown in Wisconsin

 Cherries still grown in Wisconsin



8.8C: Wisconsin Crops Timeline



8.9A: The Luetscher Farm

Figuring Out a Farm Type



You have learned about several types of farms, including subsistence farms, wheat farms, dairy farms, and diversified farms. Look carefully at the picture of this farm from the 1800s. Use your observation skills to decide what kind of farm the Luetscher family had in Sauk County, Wisconsin. Write your answer on the lines below.

Part 1

The Luetscher farm is _____

Name _____

Date _____

8.9B: The Luetscher Farm
Figuring Out a Farm Type

Part 2

On the lines below, describe what you see in the picture. Use three paragraphs. In the first paragraph, tell what crops you see. In the second paragraph, tell about the animals. In the third paragraph, describe the buildings. If you need more space, continue your writing on another sheet of paper.

Crops

Animals

Buildings

8.10A: Learning from the Census

403
in the

SCHEDULE 4.—Productions of Agriculture in Wisconsin enumerated by me, on the 22nd day of October 1850.

1	Name of Owner, Agent, or Manager of the Farm.	Acres of Land.		4	5	Live Stock, June 1st, 1850.								Produce during the									
		2	3			6	7	8	9	10	11	12	13	14	15	16	17	18	19				
																				Improved.	Unimproved.	Horses	Asses and Mules
1	Thomas Schroeder	40	350	5700	150	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
2	Andrew Scott	50	150	2000	50		2				2	2				4	100	570		200			
3	John H. Brown	100	100	2500	100	2	5				10					10	425	2000		200			
4	Oliver Rogers	50	150	2500		1	4				4	2				4	200	150		73	100		
5	Wm. Woodruff	16	61	500			4				4	2					120	150		100			
6	Henry Stetson	60	150	2500	50	2	8				4	4					200	150		200			
7	Samuel Simpson	100	120	3000			4				4	4					200	400		50			
8	Andrew Simpson	50		1000			4				4	2					190	500		50			
9	Henry Anderson	40	80	2000		2	3				4	2				4	250	200		50			
10	Constant Schuler	40	100	1300			1				4	4					150	200		70			
11	John Alston	25	35	600	10		3				3	2		5	13	13	150	150		40			
12	George S. Smith	50	150	2500	100		16				4	8		17	17	475	450		200	40			
13	Henry W. Hubert	48	170	2500	200	2	2				2	2		5	7	275	450		200	200			
14	John W. Pearson	100	240	3400	30	2	4				4	4		8	10	300	400		150	200			
15	John Engstrom	110	220	3000	100	2	5				5	2		7	20	875	200		200	250			
16	Charles Lyman	40	200	2000	25		2				2	2		2	7	70	500		30				
17	John Kelly	12	80	500	85		2				2	2		3	4	140	80		50				
18	John Kelly	40	120	1300	75	2	4				4	1		2	7	250	125		50	100			
19	Charles Thompson	50	150	2000	25		9				2	2		100	9	320	100		25	100			
20	David Roberts	12	148	250	1		3				2	2		70	10	300	400		100	400			
21	Wm. Stearns	40	60	2400	25		3				2	2		70	7	150	325		600				
22																							
23																							
24																							

Grand Total

Name _____

Date _____

8.10B: Learning from the Census

Part 1

Census Chart

From the Rosendale Agricultural Census Page 403, 1850		
Farmer	Total Number of All Livestock	Total Amount of Crops Raised
1. Clinton Arochsson		
2. Frederch Jeroet		
3. Jonathan Dodd		
4. Moses Baggers		
5. Isac Woodruff		
6. Henry Hatsten		
7. Lenord Winnijao		
8. Robert Winnijao		
9. Henry Anderson		
10. Constant Sowles		
11. John Akeson		
12. George D. Curtis		
13. Henry W. Walsot		
14. Almon Benson		
15. John Cerofsman		
16. Charles Lyman		
17. Abel Kelly		
18. Oran Covil		
19. Charles Hammond		
20. David Perkins		
21. Tim Stevens		

Name _____

Date _____

8.10C: Learning from the Census

Part 2

Questions about the Census Chart

Answer the following questions about the census chart and your work with it.

1. Whose farm had the most total acreage, improved and unimproved? _____

2. Which farmer had the greatest number of livestock? _____

3. Which three farmers had the least number of livestock? _____

4. Which farmer had the most crops? _____

5. Which farmer had the fewest crops? _____

6. Judging from all of the farmers, which crop was grown the most often? _____

7. What did you learn about the farms in Rosendale in 1850? Write a short paragraph to tell about it.

Name _____

Date _____

8.11A: Wisconsin Dairyland

Use the Dairyland, 1932 map to answer the questions below.

1. Which part of the state had the most dairy farming?

2. Where in the state was the largest fluid milk region?

3. Which dairy product was produced around Madison?

4. Which dairy product was produced around Milwaukee?

5. Are most of the cities on this map located near fluid milk regions, cheese regions, or neither?

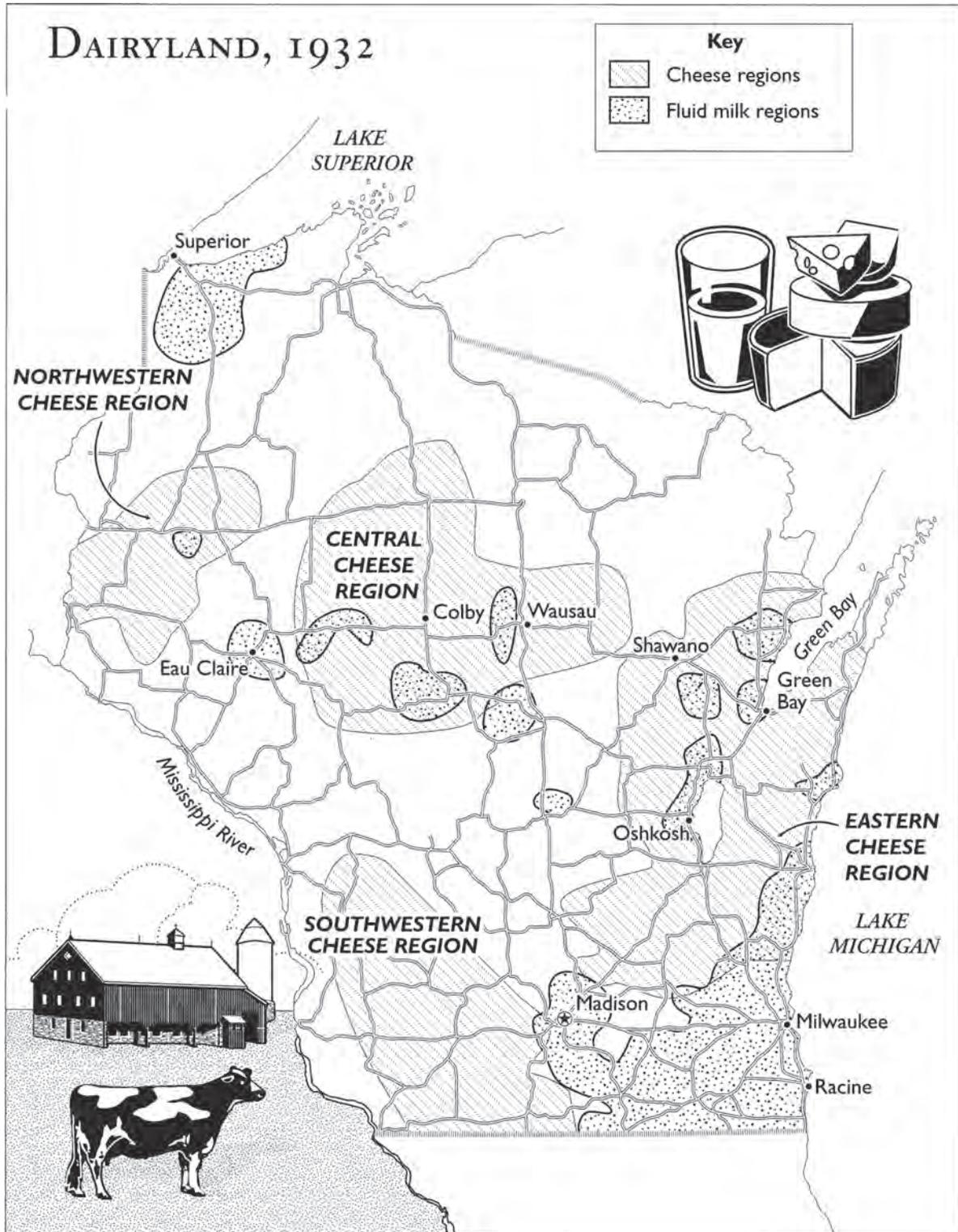
6. Based on the map and Question 5, why do you think most dairy farms developed where they did?

7. Based on what you read in *Wisconsin: Our State, Our Story* (page 152), why did farmers in some areas produce butter and cheese instead of fluid milk?

8. Where in the state were the biggest cheese regions?

9. Based on what you've read and the map, why do you think the cheese regions developed where they did?

8.11B: Wisconsin Dairyland Dairyland, 1932



Name _____

Date _____

8.12A: Wood Products

Look at the Wood Products map and answer the questions below.

1. Where is the approximate location of your school on this map?

2. What parts, if any, of the lumbering industry were located in your area?

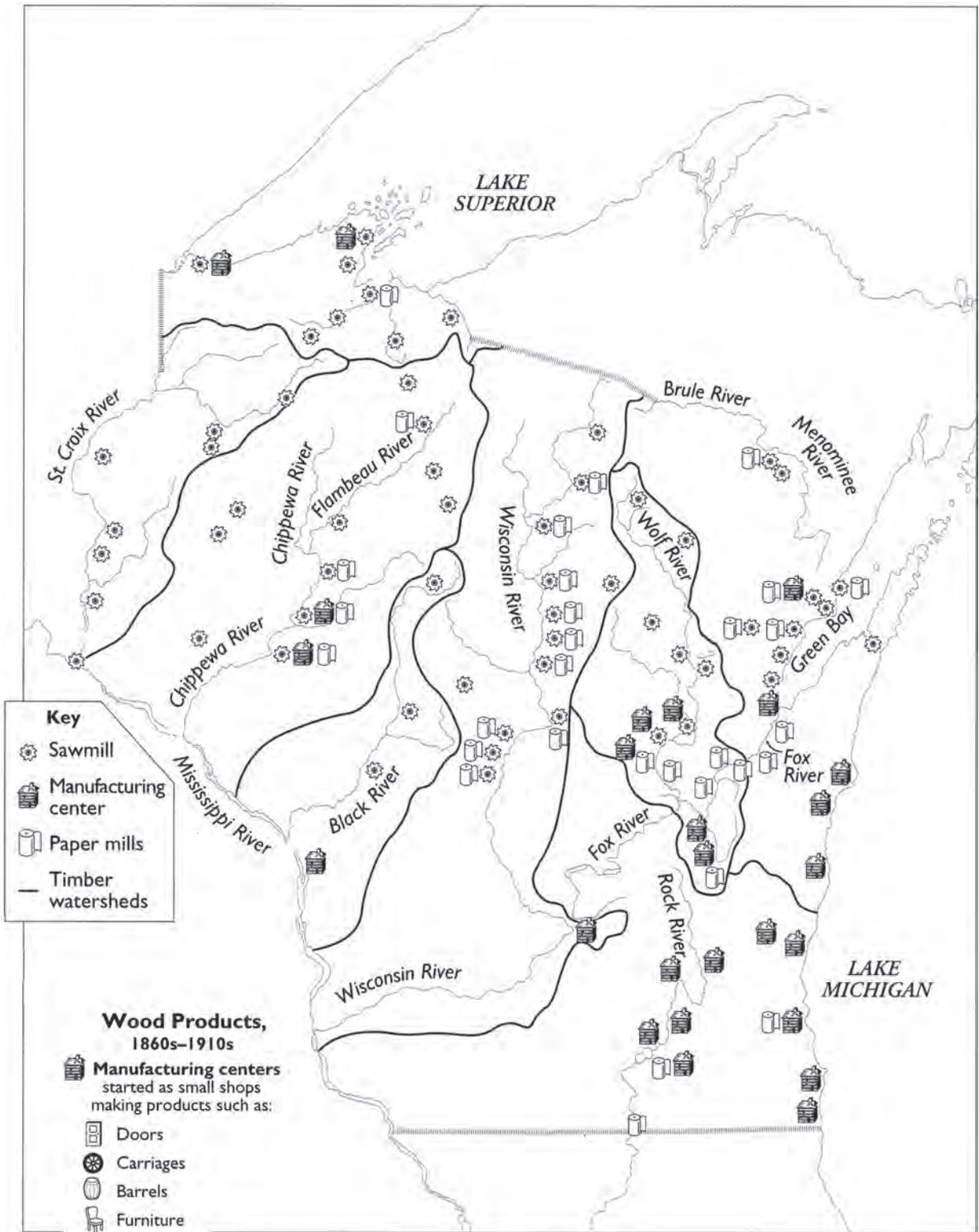
3. What time period does this map show?

4. What do the symbols in the map key stand for?

5. What wood products were made in the manufacturing centers?

6. How would you describe where wood products were manufactured in Wisconsin to someone who has not seen this map? Be sure to discuss how the number and kind of products changed from one part of the state to the next.

8.12B: Wood Products



8.13A: Chapter 8 Assessment

Part A

1. Key Vocabulary

Write the letter of the correct definition next to each word.

- | | |
|---------------------------|---|
| _____ agriculture | a. the use of science and engineering to do practical things |
| _____ diversified farming | b. harvesting trees to be made into wood for building |
| _____ pioneer | c. a substance found in nature that is not an animal or a plant |
| _____ technology | d. another word for farming |
| _____ logging | e. one of the first people to work in a new and unknown area |
| _____ mineral | f. growing and raising a variety of crops and animals |

2. Complete the following sentences.

a. Natural resources are _____

b. Wheat farming in Wisconsin didn't last because _____

c. By studying census reports, we can learn these things about farming in the past:

Name _____

Date _____

8.13B: Chapter 8 Assessment

Part B

1. Look at the three pictures of cranberry harvesting on page 141 of *Wisconsin: Our State, Our Story*. Then write three sentences that explain how cranberry harvesting in Wisconsin has changed over time.

2. How has technology changed the way people have farmed in Wisconsin?

3. How has technology changed the way people have used timber in Wisconsin?

4. How has our use of natural resources changed over time?

Chapter 8

Answer Key

8.1: Key Word Self-Assessment

Answers will vary. Students should have filled in one box per key word.

8.2: Thinking Like a Historian

Answers will vary.

8.3: Learning from a Logger

1. He used a lot of descriptive and emotional words—such as “mighty, surging monster” and “a smother of spray and a tumult of noise”—to create colorful images. To heighten each situation’s importance, he also used dramatic phrases such as “epic drama of the drive,” “treacherous element,” and “send them relentlessly to their deaths.”
2. The men faced the dangers of falling into the water, the chill of the weather, and the possibility of being crushed by the logs.
3. They wore flannels for warmth in winter. When they drove the logs, they donned lighter clothing that would dry faster and not weigh them down in case they fell into the water. They wore rubber, waterproof boots in winter; for the drives they changed into spiked boots that would help give them a foothold on the logs.
4. Answers will vary, but students should appreciate that the passage makes the experience come to life for readers.
5. Answers will vary. Sample questions might be: (A) Did you ever fall into the river? (B) What was the scariest thing that happened to you? (C) Are things still done this way? Why or why not?

8.4: Charting Changes in Mining, Farming, and Lumbering

Answers will vary. Sample charts:

	Mining	Logging
What?	lead, iron, zinc	wood; logs, paper
Who?	Indians, non-Indian miners, people from Illinois and Missouri	lumberjacks, log drivers
When?	Indians: thousands of years; non-Indians: starting 1820s	starting 1840s
Where?	Mineral Point, Dodge County, Sauk County, Mayville, Florence County, Iron County	Langlade County, Chippewa Falls, Barron County, Rusk County, sawmills on rivers
Why?	minerals made into metal products	wood could be made into products like paper or lumber to build houses
How?	digging, blasting powder explosions	cutting down trees, driving logs down the river

	Cranberry Harvesting	Farming
What?	cranberries	crops like wheat, then tobacco, hops, cranberries, potatoes; livestock like sheep, milk cows, chickens
Who?	Indians, later cranberry farmers	farmers, some from the eastern United States and Europe
When?	many centuries; 1880s–today	Indians: centuries; non-Indians: starting 1830s
Where?	Black River Falls, Central Plain	first farms were in southern part of state
Why?	to sell	crops/dairy products to feed family or sell for money
How?	by hand, then with handheld rakes, then engine-powered machines	steam- or horse-powered tractors, churning butter, rakes to cut cheese curd

8.5: Finding the Mines, Farms, and Logging Camps

Answers will vary.

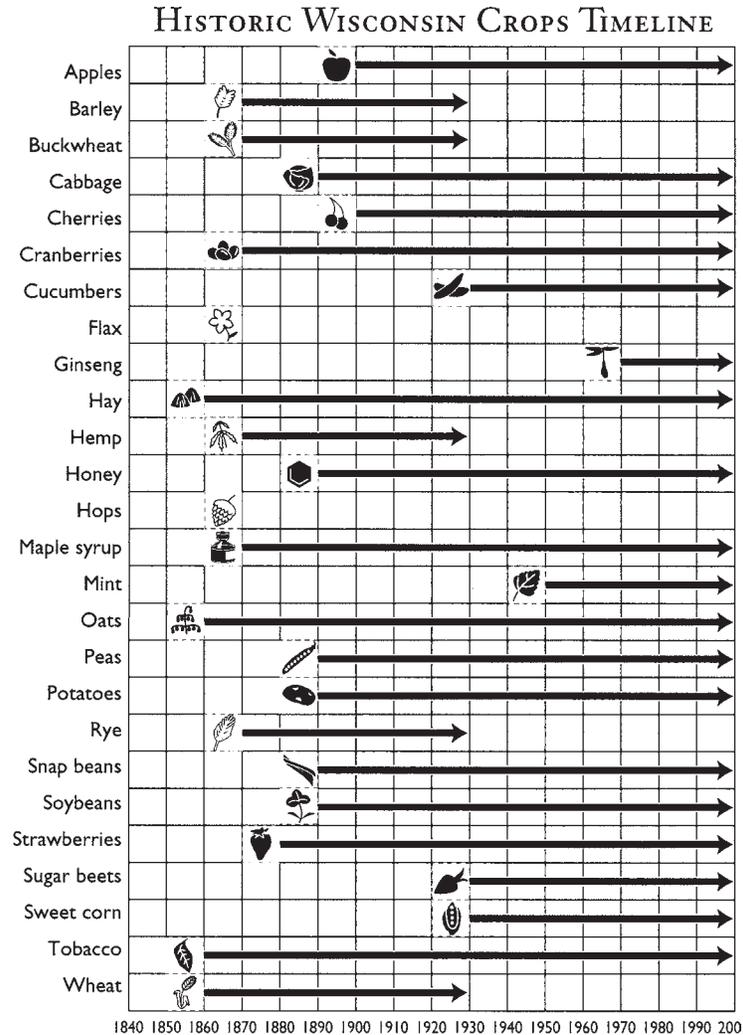
8.6: How Minerals Are Used

- a. copper
- b. zinc
- c. lead
- d. lead
- e. copper
- f. iron
- g. zinc
- h. zinc
- i. copper
- j. iron
- k. iron

8.7: Shipping the Iron Ore

1. Lake Superior and Lake Michigan
2. Superior, Ashland, and Menominee/Marinette
3. They were close to the iron mines and located on the Great Lakes
4. Lake Superior, Lake Michigan
5. Lake Superior, Lake Huron
6. Lake Superior, Lake Huron, Lake Erie
7. Milwaukee
8. Ohio

8.8: Wisconsin Crops Timeline



8.9: The Luetscher Farm

Part 1

The Luetscher farm is a diversified farm since you can see livestock (cattle to the rear of the picture), trees (in the middle), and a hay wagon (in the foreground).

Part 2

Details seen in the picture may include the following:

Crops: hay being harvested; orchard or pine tree plantation; wheat or oat fields and stacks of straw in field; corn in a corncrib. Animals: horses that are being ridden, pulling a hay wagon, raking, and cutting hay; cattle in field near barn; pigs (or more cattle) in back field.

Buildings: Large houses, possibly of brick or stone; outhouse to the left of the main house; 3 barns; corncrib; another building, possibly a schoolhouse, with an outhouse; lots of fences.

8.10: Learning from the Census

Answers

Part 1

Census Chart

From the Rosendale Agricultural Census Page 403, 1850		
Farmer	Total Number of All Livestock	Total Amount of Crops Raised
1. Clinton Arochsson	22 animals	780 bushels
2. Frederch Jeroet	8 animals	280 bushels
3. Jonathan Dodd	33 animals	3,200 bushels
4. Moses Baggers	11 animals	323 bushels
5. Isac Woodruff	6 animals	250 bushels
6. Henry Hatsten	9 animals	350 bushels
7. Lenord Winnijao	8 animals	450 bushels
8. Robert Winnijao	6 animals	350 bushels
9. Henry Anderson	11 animals	250 bushels
10. Constant Sowles	6 animals	270 bushels
11. John Akeson	10 animals	190 bushels
12. George D. Curtis	62 animals	690 bushels
13. Henry W. Walsot	18 animals	850 bushels
14. Almon Benson	49 animals	750 bushels
15. John Cerofsman	43 animals	650 bushels
16. Charles Lyman	9 animals	545 bushels
17. Abel Kelly	13 animals	130 bushels
18. Oran Covil	16 animals	275 bushels
19. Charles Hammond	116 animals	265 bushels
20. David Perkins	85 animals	1,100 bushels
21. Tim Stevens	84 animals	925 bushels

Part 2

1. Clinton Arochsson.
2. Charles Hammond.
3. Isac Woodruff, Robert Winnijao, and Constant Sowles.
4. Jonathan Dodd.
5. Abel Kelly.
6. Wheat.
7. Paragraphs will vary, but students should note that some farms were devoted more to livestock than to crops and that farmers with more land were not necessarily the most successful.

8.11: Wisconsin Dairyland

1. the eastern part of the state
2. the southeastern part of the state
3. milk
4. milk
5. fluid milk regions
6. Most milk farms developed around areas with larger populations, in order to get milk to people quickly.
7. There were no refrigerators, so making milk into cheese or butter would help preserve it before it spoiled.
8. the southeast and central parts of the state
9. Cheese farms could be further from cities because cheese will keep longer than milk.

8.12: Wood Products

1. Answers will vary based on location.
2. Answers will vary based on location.
3. 1860s–1910s
4. sawmill, manufacturing center, paper mills, and timber watersheds
5. doors, carriages, barrels, and furniture
6. Answers will vary. Possible answer: There were many sawmills in the northwestern and central parts of the state, while most of the manufacturing centers were in the Eastern part of the state. The sawmills, paper mills, and manufacturing centers were located along Wisconsin's rivers so that the products could be shipped easily.

8.13: Chapter 8 Assessment*Part A*

1. d. agriculture, f. diversified farming, e. pioneer, a. technology, b. logging, c. mineral
2. a. materials found in nature that are useful
b. the soil became less rich and chinch bugs ate a lot of the wheat crop
c. how many acres each farmer owned, what kinds of animals and crops were raised

Part B

1. Answers will vary. Possible answer: First, people harvested cranberries by hand, without machines. Then people used handheld rakes to pick cranberries. Now people use engine-powered beaters and rakes to pick cranberries.
2. Answers will vary. Possible answer: Now farmers use machines to pick crops. Technology allows farmers to transport products from Wisconsin to faraway places. Technology has also affected the quality of land, water, and air.
3. Answers will vary. Possible answer: At first, people could only use timber near waterways where it could be floated. When railroads arrived, people could transport logs to and from other places.
4. Answers will vary. Possible answer: Technology has changed the way people transport natural resources and the kinds of products that are made in Wisconsin.

Chapter 9

Transportation and Industry Change Wisconsin

Activities in this Chapter:

- 9.1: Key Word Self-Assessment
- 9.2: Thinking Like a Historian
- 9.3: Cause, Effect, and Changing Landscapes
- 9.4: The Growth of Railroads
- 9.5: Studying Railroad Photos
- 9.6: Wisconsin's Top Cities: Change and Continuity
- 9.7: Resources and Industry Mind Map
- 9.8: New Industries and Old
- 9.9: Progressives Work for a Better World
- 9.10: Political Cartoons
- 9.11: From Shells to Buttons
- 9.12: Chapter 9 Assessment

Resources for this Chapter:

Mind Map (Activity 9.7) Example

9.1: Key Word Self-Assessment

Have students look at the key words listed on page 163 of *Wisconsin: Our State, Our Story*. Hand out copies of the worksheet for 9.1: Key Word Self-Assessment and read the directions aloud. Tell students that, for each word, they should determine the following:

- (a) if the word is one they recognize and can define
- (b) if it is a word they recognize but can't define
- (c) if it is a word they recognize part of
- (d) or if it's a word they do not know at all

Have students mark an X in each appropriate box in the chart.

9.2: Thinking Like a Historian

Begin by handing out worksheets 9.2A and 9.2B and having students read the directions. Talk with students about what they are supposed to do, emphasizing that phrasing each question in their own words will help them remember it. Remind students to do their writing in the third column of the chart and that they should keep these questions in mind as they read Chapter 9 of *Wisconsin: Our State, Our Story*.

9.3: Cause, Effect, and Changing Landscapes

Hand out worksheet 9.3. Discuss some of the changes that occurred in Wisconsin as described in Chapter 9 of *Wisconsin: Our State, Our Story*. Then read the directions aloud and work through the first item with students. When students are clear about what they are to do, have them answer the remaining items (in complete sentences) on their own.

9.4: The Growth of Railroads

Have students read page 170 in *Wisconsin: Our State, Our Story*. Then hand out worksheets 9.4A and 9.4B. Explain that students will be answering questions about how Wisconsin railroads expanded between 1873 and 1930. Point out that some of the questions will require students to use the maps on 9.4A. Other questions will require them to use what they have learned from their reading about the growth of Wisconsin railroads. Have students work independently to complete the questions, providing help as needed.

9.5: Studying Railroad Photos

Overview

This activity will help students gain insight into what early railroads were like in Wisconsin. Students will study the four photos on page 171 of *Wisconsin: Our State, Our Story*. Then they will choose two of the photos for further study and writing. Questions will guide them as they learn about when and where the photos were taken; questions will also help them infer what is happening in the pictures.

Materials

- Photos on page 171 in *Wisconsin: Our State, Our Story*
- Worksheet 9.5, one per student

Procedure

1. Begin by having the class turn to page 171 in their textbooks. Explain that these four photos show some of the history of railroading in Wisconsin. Point out that each photo was taken at a different time and place.
 2. Have each student choose the two photos that he or she finds the most interesting.
 3. Pass out copies of worksheet 9.5.
 4. Tell students that they will be answering questions about the two pictures they chose. Look at the questions together, going through each question to make sure that students understand what they are supposed to do.
 5. Have students complete the page on their own.
 6. When students have finished, have them work in pairs to compare and share their answers.
-

9.6: Wisconsin's Top Cities: Change and Continuity

Overview

In this activity, students will compare population charts for Wisconsin's largest ten cities in the years 1870, 1890, and 1930. Students will then write five questions that can be answered by studying the charts. Following this part of the activity, students will be grouped into pairs to trade

papers and answer each other's questions. In the final part of the activity, students will share their questions and answers with the class.

Materials

- Worksheets 9.6A–C, one for each student
- Optional: Calculators to help students compare population figures
Map of Wisconsin with cities clearly marked

Procedure

1. Hand out worksheet 9.6A. Then project or display the page for the class.
2. Explain that these charts show the ten most populated cities in Wisconsin during three different years—1870, 1890, and 1930. By studying and comparing the charts, students can discover many interesting facts about the population growth of these cities.
3. Model how to gather, compare, and contrast information from the charts. (For example, show how the population of Racine increased from 9,881 in 1870 to 21,014 in 1890 and 67,542 in 1930. Then show how Racine moved from #4 in population in 1870 and 1890 to #2 in 1930.) Next, read each question aloud and work with students to find the answers. Make sure you discuss with students how they arrived at each answer. Then have students suggest several other questions that they might ask. Discuss how they would find answers to those questions.
4. Hand out worksheet 9.6B. Tell students that, on this page, they should create five questions that their classmates could answer with information from the chart on 9.6A. Also explain that at least three of the questions should be comparison questions. Then give students time to create their questions.
5. When students have finished, assign each of them a partner. Then hand out worksheet 9.6C. Have partners exchange their questions sheets and write the answers on their pages.
6. After students finish answering their partners' questions, have the pairs share their questions and answers with the class.
7. If you wish, you may extend this activity another day by displaying a map of Wisconsin and having students find the cities on the map. Have them see how many of these cities are on the shores of Lake Michigan or the Mississippi River. Explain that some cities along the Great Lakes and major rivers grew because of shipping—as goods were produced, they were moved by ships to other places.

9.7: Resources and Industry Mind Map

Overview

This is a group activity you can do with students to help them understand how much it takes to keep a specific industry running. After examining a completed mind map about the tanning industry, students will create a similar chart for Wisconsin's dairy industry. Students will then brainstorm ideas for you to add to the chart.

Materials

- Mind Map Example to display or project (included in the “Resources in this Chapter”)
- Worksheet 9.7, one copy for each student or group of students.
- Dry marker

Procedure

1. Tell students that every industry depends on many things to keep it running. Display the completed mind map of Wisconsin's Tanning Industry. Explain to students that this is a graphic aid known as a mind map and that it shows how Wisconsin's tanning industry depends on many things.
 2. Review each point in the box on the left side of the page (people, natural resources, machines, buildings, transportation, power). As you review each point, have students find examples in the mind map. As students find the examples, point out how one thing is dependent on another. For example, the tanning industry needs hides. The hides come from cattle. The cattle need farmers to care for them. The cattle also need food. Point out that natural, human, and man-made resources are necessary to sustain any kind of industry.
 3. Explain that a mind map, like the one you are showing, can go on and on because each thing is dependent on something else.
 4. Tell students that you will work together to create a mind map for the Wisconsin dairy industry.
 5. Display worksheet 9.7. Then work with students to build on the starting points shown on the chart. As they brainstorm ideas, add circles and labels to create the chart. If you pass out individual copies of worksheet 9.7 to groups or individual students, you can cede control of the mapping to them at your discretion.
 6. Wrap up the activity by asking students to sum up what they learned.
 7. You may wish to extend this activity by having students make mind maps for any one of the industries listed on page 178 in *Wisconsin: Our State, Our Story*.
-

9.8: New Industries and Old

Teacher Materials

Preparation/Organization The only materials needed for this activity will be copies of the worksheets 9.8A and 9.8B. The activity can be done with the whole class, in small groups, or as individual students.

Procedure

1. Hand out copies of worksheets 9.8A and 9.8B. Then direct students to page 179 of their textbook, *Wisconsin: Our State, Our Story*. Remind them that the two charts on this page show the most important Wisconsin industries during two different years, forty years apart.
2. Give students time to study the lists. Make sure students understand how to recognize how a particular industry changed in importance from 1880 to 1920 and how one industry might have supplanted another in terms of importance.
3. Have a volunteer read aloud the first question on worksheet 9.8A. Work with students to come up with the answers, helping them see the following industries were no longer as important in 1920: liquors and beer; clothing manufacturing; carriages, wagons, and materials; wooden boxes and doors; cigars and cigarettes; barrel making; saddles and harnesses. Have students speculate about why these industry changes might have happened. (For example: the arrival of Prohibition meant the end of the production of liquor and beer; the rise of the automobile meant the end of carriages and wagons; etc.)

4. Have students continue on their own, answering the remaining questions.
 5. When they have finished, have students compare their responses, explaining their reasoning for all of their answers.
-

9.9: Progressives Work for a Better World

After students have read pages 182 and 183 in *Wisconsin: Our State, Our Story*, hand out copies of worksheet 9.9. Have students write complete sentences to answer the questions about Progressives in Wisconsin. They should use information found on pages 182 and 183.

9.10: Political Cartoons

Teacher Materials

Preparation/Organization You will want to project worksheet 9.10 for the whole class, as well as a copy for each group or student, depending upon how you organize the activity. Students will also need blank pieces of paper or poster board, as well as crayons, colored pencils, or markers. The activity is suitable for the class as a whole, small groups, or individual students. Students can be supervised, work independently, or work under your direction for part of the activity and then let loose to work on their own.

Procedure

1. Display a worksheet 9.10 for the class, reminding them that although this political cartoon dates back to the early 1900s, political cartoons still appear almost every day in most newspapers. Ask students about political cartoons they might have seen. You may also wish to display some political cartoons from recent newspapers. Talk with students about why political cartoons remain popular, and why they can be effective in communicating ideas about current issues and people.
 2. Distribute copies of the worksheet 9.10 and discuss the directions for Part 1. Give students time to study the cartoon and discuss any questions they might have about it. Then have them answer the questions for Part 1.
 3. When students have finished Part 1, have them share their ideas, making sure that they understand the ideas presented in the cartoon.
 4. Read the directions for Part 2 and distribute drawing supplies. Tell students that they may consult their textbooks to remind themselves about the Progressive Era. Emphasize that most effective political cartoons communicate a single important idea or message and that they often do this with humor or exaggeration. When students have finished their political cartoons, organize a display so that students can view and discuss their work.
-

9.11: From Shells to Buttons

Overview

This activity focuses on students classifying primary sources and matching correct captions to the images. Then they use these images and captions to create their own PowerPoint or poster exhibits. Very little has been written about the early 20th century industries associated with clamming along the Mississippi River in southwestern Wisconsin. At one time the area had a thriving pearl button-making culture. Students will become familiar with aspects of the clamming

and pearling culture by working with photographs that both document and capture this now vanished part of Wisconsin's industrial past.

Materials

- Worksheets 9.11A and 9.11B: one per student.
- Worksheets 9.11C–K: One set per pair of students
- Poster board or tag board for each student or pair of students
- Scissors
- Glue

Procedure

1. Hand out copies of 9.11A and 9.11B. Have students read the sheet, or read it aloud for the class, with students following along. Based on this reading and the reading of “Big Industry Leads to Bigger Cities,” pages 172 and 173 in the student text, ask students to think about the ways clamming made an impact on the Mississippi River communities, such as La Crosse. Explain that they will be thinking about the ways they can demonstrate the answer to the question in the textbox on page 172, “How did Wisconsin industries help cities grow?” in the exhibits or powerpoints that they will be creating as part of this activity.
2. Divide the class into pairs. Each pair will categorize its own set of images. Hand out one set of the following to each pair: 9.11C (Category Headings), 9.11D (Captions), and 9.11E–K (Historic Images), glue, poster board, and scissors.
3. Have students cut out the categories and arrange them on the horizontally-oriented poster board in columns. Check to see that each pair has them aligned correctly before asking them to glue the categories on.



4. Ask students to cut out the historic images and think about choosing the appropriate category under which to place each. Ask them to arrange them, then double-check before gluing down. Have students leave space to insert a caption beneath each photograph.

5. With student pairs looking at their Captions sheet, read aloud the captions and discuss.
 6. Have students cut out the captions and match each to the corresponding image. Students should double-check their choices before gluing them below each appropriate image. Assess the work and return the posters to each student pair.
 7. Discuss with students what they have learned about this once important industry and its effects.
 8. Have student pairs now develop their own poster display or powerpoint, using the information sheets and the photos (which they can re-cut and mount on different pieces of poster board or download from the website) to illustrate the story in their own words. Mount for display and invite others to view the exhibit.
 9. Share with students that a museum in Muscatine, Iowa, preserves this fascinating piece of history. The Muscatine History and Industry Center, located at 117 West Second Street in historic downtown Muscatine, is home to the Pearl Button Museum. Online, students can visit www.muscatinehistory.org.
-

9.12: Chapter 9 Assessment

Hand out copies of **Part A** of the Chapter 9 Assessment. Read the directions aloud and work with students to complete the first item. Then have students complete the remaining items on their own. Follow the same procedure for **Part B**.

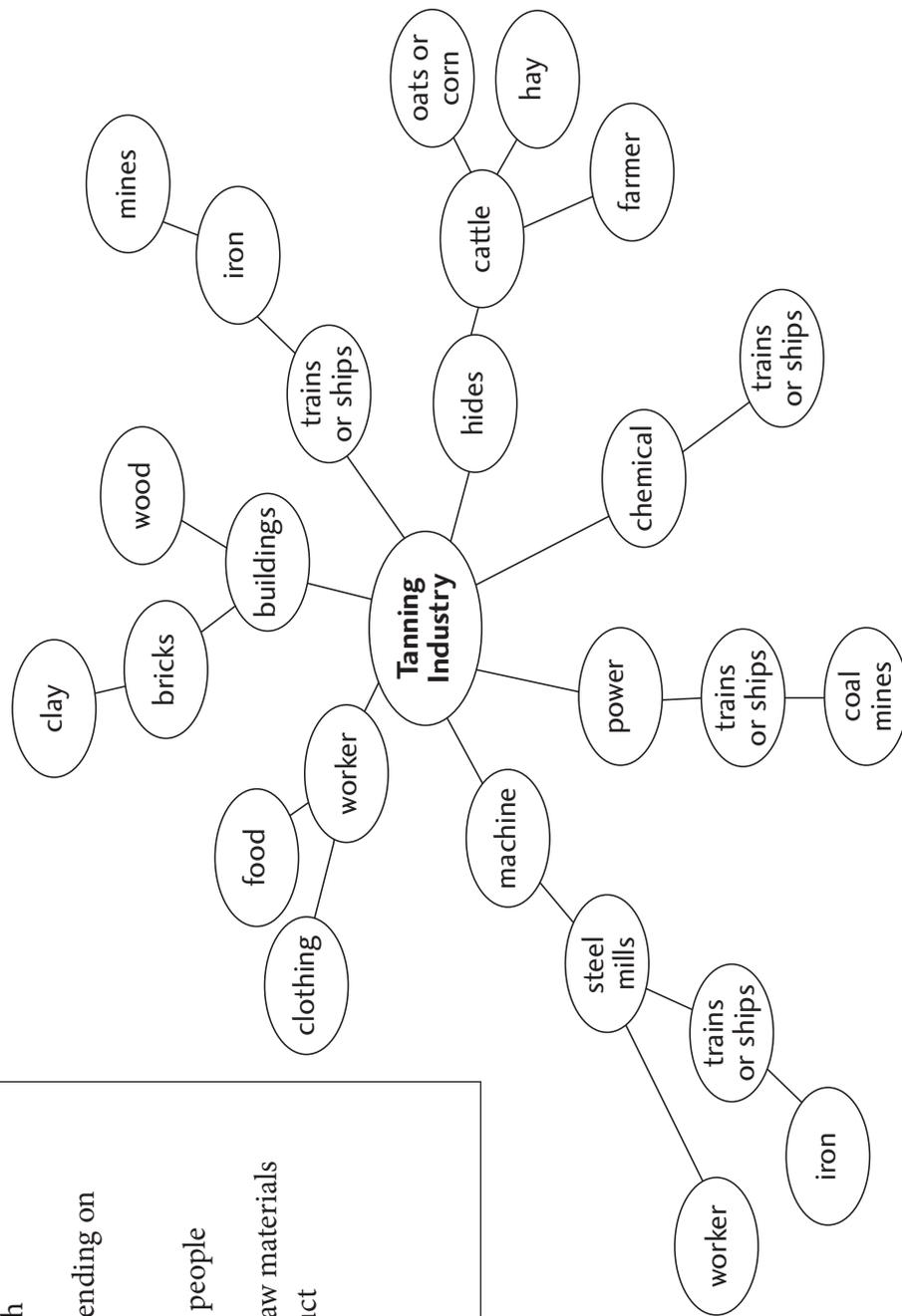
Wisconsin's Tanning Industry

A factory cannot exist all by itself. It needs many, many things to keep it operating. A factory needs:

- people with different skills
- natural resources from the earth
- machines of various kinds, depending on the industry
- buildings for the machines and people
- transportation to bring in the raw materials and take out the finished product
- power to run the machines

and the list goes on and on.....

Mind Map



9.1: Key Word Self-Assessment

Put an X in the box that shows how you understand each word.

Key Words	I know this word and can tell what it means.	I recognize this word but don't know what it means.	I know a word like it, or what a part of the word means.	I don't know this word.
urban				
vessels				
cargo				
century				
industrialization				
processed				
patents				
manufacturing				
entrepreneurs				
employed				
bankrupt				
wages				
social				
reformers				
politicians				
campaigns				
suffrage				
political				
regulate				
child labor				

9.2A: Thinking Like a Historian

Read each question carefully. In the third column, rewrite the question in your own words or write words that will help you remember the question.

Category	Questions	My Own Words/Notes
	How did shipping and railroads build cities?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	How did industry change cities?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	How did industrialization change work on farms and in cities?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	What skills did industrial entrepreneurs need to succeed?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____

Date _____

9.2B: Thinking Like a Historian

	<p>In what ways were the lives of workers in the late 1800s and early 1900s different from the lives of workers today? In what ways were they similar?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>What kinds of things did Progressives want to change?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____

Date _____

9.3: Cause, Effect, and Changing Landscapes

Use complete sentences to answer these questions.

1. What effect did new businesses and industries have on Wisconsin's cities?

2. What caused some farm workers to move to Wisconsin's cities?

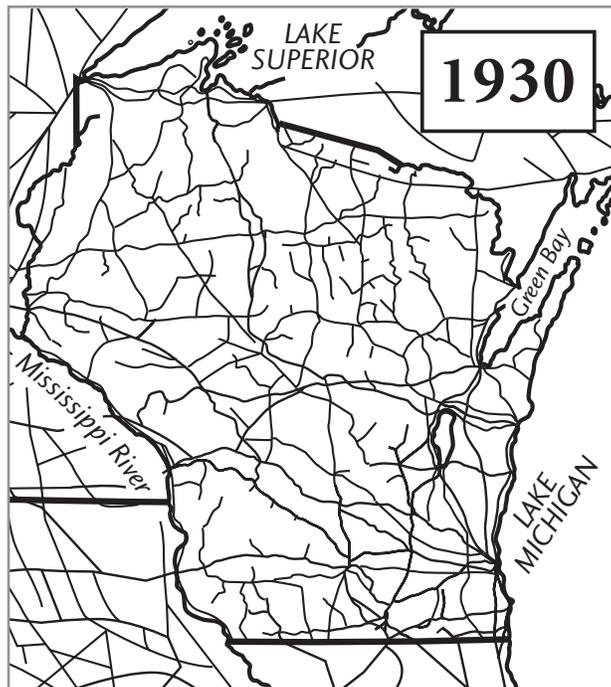
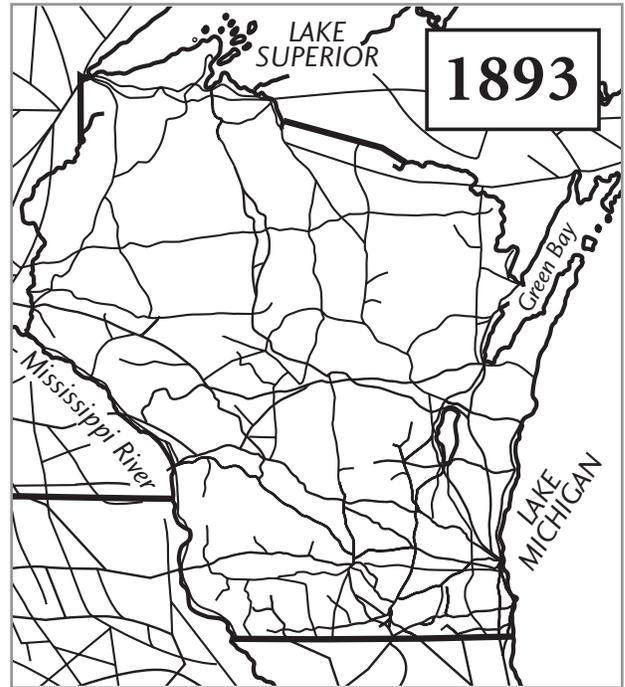
3. Why did shipbuilders in Wisconsin begin building steamers?

4. What effect did the Lead Rush have on the Mississippi River?

5. What was one effect of building railroad lines across Wisconsin?

9.4A: The Growth of Railroads

Use these maps to answer the questions on the next page.



Name _____

Date _____

9.4B: The Growth of Railroads

1. In 1873, in what part of Wisconsin were most railroads located?

2. In 1873, why were railroads built between Lake Michigan and the Mississippi River?

3. Between 1873 and 1893, which part of the state saw the most railroad growth?

4. How does the 1930 map differ from the 1873 map?

5. Why do you think the state had so many more railroads in 1930 than in 1873?

9.5: Studying Railroad Photos

Look at the photographs on page 171 in your book. Pick two of the photographs and answer the following questions about them.

Photo A	Photo B
1. What is this a picture of? _____ _____	1. What is this a picture of? _____ _____
2. Where was it taken? _____	2. Where was it taken? _____
3. When was it taken? _____	3. When was it taken? _____
4. What do you think is happening in this picture? _____ _____	4. What do you think is happening in this picture? _____ _____
5. Which details show that the photograph was taken long ago? _____ _____	5. Which details show that the photograph was taken long ago? _____ _____
6. What more would you like to know about the photograph? _____ _____	6. What more would you like to know about the photograph? _____ _____

9.6A: Wisconsin's Top Cities: Change and Continuity

Compare these charts from 1870, 1890, and 1930 to find population facts about Wisconsin's top cities.

1870	
City	Population
1. Milwaukee	71,461
2. Oshkosh	12,673
3. Fond du Lac	12,765
4. Racine	9,881
5. La Crosse	9,280
6. Madison	9,173
7. Janesville	8,789
8. Watertown	7,553
9. Sheboygan	5,310
10. Manitowoc	5,168

1890	
City	Population
1. Milwaukee	204,408
2. La Crosse	25,090
3. Oshkosh	22,836
4. Racine	21,014
5. Eau Claire	17,415
6. Sheboygan	16,359
7. Madison	13,426
8. Fond du Lac	12,024
9. Superior	11,983
10. Appleton	11,869

1930	
City	Population
1. Milwaukee	578,249
2. Racine	67,542
3. Madison	57,899
4. Kenosha	50,262
5. Oshkosh	40,108
6. La Crosse	39,614
7. Sheboygan	39,251
8. Green Bay	37,415
9. Superior	36,113
10. West Allis	34,761

1. Which city had the greatest number of people in 1870? _____
2. Which cities were on the Top Ten List in 1870, but not in 1890? _____
3. In 1930, how many more people lived in Milwaukee than in Green Bay? _____

Name _____

Date _____

9.6B: Wisconsin's Top Cities: Change and Continuity
Questions

Write five questions that can be answered by using population charts for 1870, 1890, and 1930.

1. _____

_____?

2. _____

_____?

3. _____

_____?

4. _____

_____?

5. _____

_____?

Name _____

Date _____

9.6C: Wisconsin's Top Cities: Change and Continuity
Answers

Answer your partner's questions using the population charts for 1870, 1890, and 1930.

1. _____

2. _____

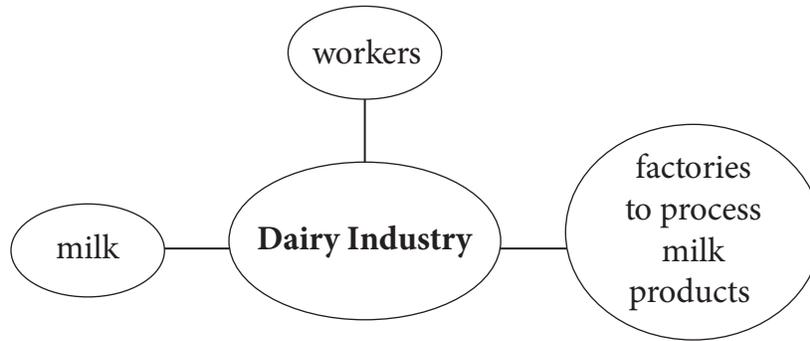
3. _____

4. _____

5. _____

9.7: Resources and Industry Mind Map

Wisconsin's Dairy Industry



Name _____

Date _____

9.8A: New Industries and Old

Use the charts on page 179 of *Wisconsin: Our State, Our Story* to answer these questions.

1. Which industries among the top 20 in 1880 were no longer among the top 20 in 1920?

2. Why do you think those industries were no longer as important? _____

3. What industries among the top 20 in 1920 were not among the top 20 in 1880? _____

Name _____

Date _____

9.8B: New Industries and Old

4. Why do you think that there were many new industries on the 1920 list that were not on the 1880 list?

5. How do you think the top 3 industries in 1920 changed life in Wisconsin?

6. Imagine that you lived in the year 1920. In which industry would you want to work? Explain.

Name _____

Date _____

9.9: Progressives Work for a Better World

Answer these questions using the information on pages 182 and 183. Write complete sentences for your answers.

1. Who were the Progressives?

2. What did Progressives believe about social problems?

3. Who was “Fighting Bob” La Follette?

4. What was the “Wisconsin Idea”?

5. What important cause did Belle La Follette fight for?

9.10: Political Cartoons

Part 1

This cartoon appeared in 1911. Look at it closely. Decide whether it is for Senator Robert M. “Fighting Bob” La Follette and his policies or against them. Then answer the questions below about the cartoon.



1. Is this cartoon for Senator La Follette and his policies or against them? _____
2. What in the cartoon tells you this? _____

Part 2

On a separate sheet of paper, create your own political cartoon about an issue you care about.

9.11A: From Shells to Buttons

Mussels are shellfish that look like large clams. The largest number of freshwater mussels in the world was found along the Upper Mississippi River between St. Louis, Missouri, and St. Paul, Minnesota. Beginning in the late 1800s and early 1900s, harvesting mussels or “clamming” developed into a successful industry along the rivers of southern Wisconsin, Illinois, Iowa, and Minnesota.



People began harvesting and selling mussels because the shells could be made into buttons. German immigrant J. F. Boepple (**be** pl) came to Muscatine, Iowa, and created the button industry. The industry hired workers up and down the Upper Mississippi River. Business owners set up button factories in river communities, such as La Crosse. The Wisconsin Pearl Button Company in La Crosse was one of the largest button factories in the world.

9.11B: From Shells to Buttons

From Shells to Buttons continued

But first the mussels had to be caught. This seasonal activity brought many people to the area. Whole families set up their tents at clam camps on the banks of the Upper Mississippi River during the summer season. The clammers used flat-bottomed, one-man “johnboats” to catch the mussels. Each boat had two “crowfoot” bars that held up short chains with hooks on the end. As the johnboat slowly drifted with the current, the clammer lowered one of the bars. The hooks dragged along the river bottom. When a hook caught in an open mussel, the animal snapped its shell shut over the hook. After dragging the bar a ways, the clammer raised the bar and removed the mussels from the hooks. Meanwhile, the other bar was dragging the bottom, gathering clams.

Back at the clamming camp in the evening, the clammers boiled the mussels to separate the meat from the shells. Then people sorted the shells by kind or species. Then the clammers sold the shells to a shell buyer from one of the button factories. A person could make a living as a clammer, at least in the warmer months of the year.

There were many small factories where workers cut circular button “blanks” (without holes) from the shells. The remaining shell looked much like a batch of dough from which cookies had been cut and was thrown away. The blanks were shipped to the button factories, such as the one in La Crosse. There, machinery ground the blanks down to make them the same thickness, polished the blanks, and drilled the button holes. Women workers attached the buttons to cards to be sold in stores.

The clamming and shell button industry ran into problems in the 1930s. Over-clamming had reduced the supply of mussels. Very fine particles of dirt known as silt turned into sediment at the bottom of the river and covered the clam beds. Locks and dams built along the Mississippi made the river easier to navigate, but damaged the mussel areas. Finally, the invention of plastic created another, cheaper material out of which to make buttons. Most button factories along the Mississippi had closed down by the 1940s.

Name _____

Date _____

9.11C: From Shells to Buttons
Category Headings

<p>Gathering and Selling the Mussels</p>	<p>Clamming Camps</p>	<p>Button-Making Business</p>
---	------------------------------	--------------------------------------

Name _____

Date _____

9.11D: From Shells to Buttons

Captions Sheet

<p>Clamming boats on the Mississippi in the early 1900s</p>
<p>The man wearing the tie might be a pearl or shell buyer. He looks like he's inspecting the clam in his hands.</p>
<p>No clams yet! The men in their johnboats look ready to go out to hook clams onto their lines.</p>
<p>This clam fisher is in a johnboat on the Mississippi River near Prairie du Chien. He is removing the clams from the hooks.</p>
<p>These families are living in a clam camp along the Mississippi early in the 1900s. Can you see the stove outside one of the tents?</p>
<p>Clam camps like this one were located along the Mississippi River in southwestern Wisconsin. You can see that boats, clam shells, and tents were all located closely together.</p>
<p>This photo shows people at Muscatine, Iowa, across the Mississippi from Prairie du Chien. They are getting ready to shell the clams that have been caught.</p>
<p>These men are clammers and shell buyers. They stand near a pile of clam shells that look like they're ready to be sent to a button factory.</p>
<p>The clammers stand near their piles of shells while the shell buyers in suits and ties come to inspect the shells. Sometimes the shells were sent on barges behind steamboats like the one in the background.</p>
<p>Clam shells were delivered to factories like this one in La Crosse where special machines cut buttons from the shells.</p>
<p>Although this is a drawing and not a photograph, you can see many changes between this building and the earlier Wisconsin Pearl Button Company.</p>
<p>These women are busy sorting buttons at a button factory along the Mississippi River.</p>
<p>Once sorted, pearl buttons were sewn to cards to be displayed by salesmen or in stores.</p>
<p>The men in this photo are posing on top of a hill of clam shells. If you look closely, you can see where the buttons have been punched out of the shells.</p>

9.11E: From Shells to Buttons
Photo Pages



9.11F: From Shells to Buttons



9.11G: From Shells to Buttons



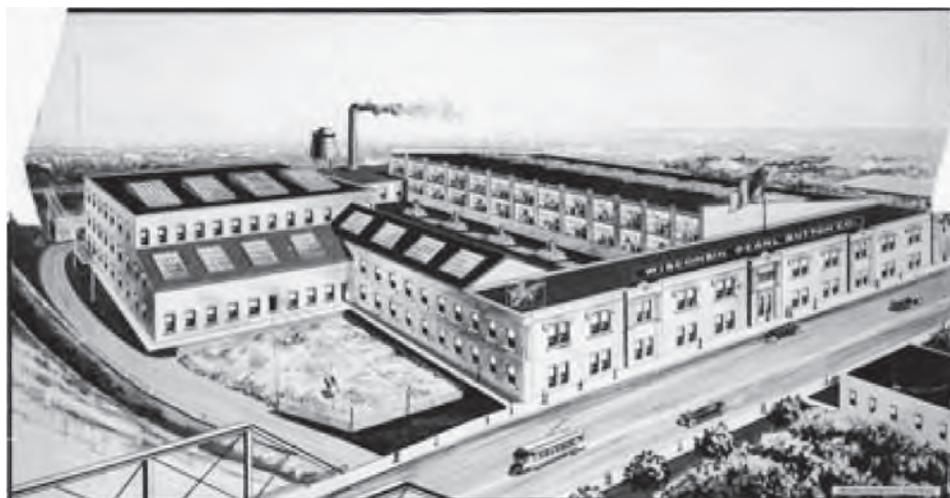
Name _____

Date _____

9.11H: From Shells to Buttons



9.11I: From Shells to Buttons



9.11J: From Shells to Buttons



9.11K: From Shells to Buttons



Name _____

Date _____

9.12A: Chapter 9 Assessment

Part A

Use the key words to complete the sentences below. Then, after each sentence, write another sentence that supports the first sentence or adds details to it.

reformers manufacturing urban entrepreneurs wages child labor

1. In the late 1800s, many people left farms in rural areas to work in _____ areas. Industries in cities provided jobs for these people.

2. Progressives were _____ in the late 1800s and early 1900s who wanted to make life better for everyone around them. _____

3. _____, or people who start new businesses, created many new jobs in Milwaukee by building factories. _____

4. In the late 1800s, many workers in factories earned very low _____.

5. Before 1900, many young people had to work to support their families. This is called _____.

6. Milwaukee became a _____ center. _____

Name _____

Date _____

9.12B: Chapter 9 Assessment

Part B

1. Look at the pictures of factory workers on pages 174 and 180 of *Wisconsin: Our State, Our Story*. Using your imagination and what you have learned in Chapter 9, answer the following questions.

a. What would be the same about working in these two factories?

b. What would be different?

2. In what ways were the lives of workers in the late 1800s and early 1900s **different** from the lives of workers today?

3. In what ways were the lives of workers in the late 1800s and early 1900s **similar** to the lives of workers today?

Chapter 9

Answer Key

9.1: Key Word Self-Assessment

Answers will vary. Students should have filled in one box per key word.

9.2: Thinking Like a Historian

Answers will vary.

9.3: Cause, Effect, and Changing Landscapes

Answers will vary. Some possible answers are shown below.

1. New businesses and industries caused cities to grow as more people came to cities to find jobs.
2. Some farmers left the country and moved to the city because there were good jobs there.
3. Steamers became more widely used because they could carry more cargo and could carry it faster and more reliably than other boats.
4. The Lead Rush made the Mississippi River busier because people wanted to travel up to the mines and transport lead down the river. The towns along the Mississippi grew.
5. Because railroad lines were built, goods could now travel from Lake Michigan to the Mississippi River.

9.4: The Growth of Railroads

Wording of these answers will vary, but they should reflect the following ideas:

1. In 1873, most railroads were located in the southern part of the state.
2. Railroads were built from Lake Michigan to the Mississippi River to carry goods from lakeside ports to steamboats going north and south on the river.
3. The northern part of the state saw the most railroad growth between 1873 and 1893.
4. The maps show that, in 1873, there were few railroads in the state, but by 1930 many railroads covered the entire state.
5. There were more railroads by 1930 because cities had grown, creating many more businesses and industries. The railroads helped to move the goods produced by these businesses and industries from place to place.

9.5: Studying Railroad Photos

Answers will vary.

9.6: Wisconsin's Top Cities: Change and Continuity

9.6A

1. Milwaukee
2. Janesville, Watertown, and Manitowoc
3. 540,834

9.6B–C Questions and answers will vary.

9.7: Resources and Industry Mind Map

Answers will vary.

9.8: New Industries and Old

1. Liquors and beer; clothing manufacturing; carriages, wagons, and materials; wooden boxes and doors; cigars and cigarettes; barrel making; saddles and harnesses.
2. Possible answer: Liquors and beer went out with Prohibition; clothing probably was manufactured closer to where products like cotton were grown; carriages and wagons became less common with the rise of the automobile; wooden boxes and doors were probably replaced with metal ones; the manufacture of cigars and cigarettes probably became more centralized in the tobacco-growing states; wooden barrels were probably replaced with more modern containers; saddles and harnesses became less needed as cars and trucks replaced horses for work and transportation.
3. Cars, trucks, tractors; engines and waterwheels; ship and boatbuilding; automobile-related industries; candy manufacturing; copper, tin, and sheet metal products; knit material manufacturing; electrical machinery manufacturing.
4. Possible answer: Many of the industries came about because of new technologies, such as the car engine and electricity.
5. Possible answer: Because of the rise of the dairy industry, farmers who had once grown wheat or vegetables switched to dairy products; as the metal industry became more powerful, shops and factories developed and towns and cities grew larger; the auto industry required large factories, so communities grew as people moved from farms and small towns to the large communities where factories were located.
6. Answers will vary.

9.9: Progressives Work for a Better World

Some questions can be answered in various ways. Accept all reasonable answers.

1. The Progressives were people in the late 1800s and early 1900s who believed in progress and improving the lives of ordinary people.
2. The Progressives believed that all social problems could be solved.
3. “Fighting Bob” La Follette was a powerful leader among Wisconsin’s Progressives.
4. The Wisconsin Idea was the belief that the state university should develop programs and research to serve the needs of all Wisconsin citizens.
5. Belle La Follette fought for women’s right to vote in Wisconsin.

9.10: Political Cartoons

Part 1

1. For La Follette.
2. The cartoon communicates this idea by showing how Wisconsin was in the grip of an octopus—the railroad trusts—before La Follette’s reforms; the cartoon depicts Wisconsin as a “model state” after his reforms.

Part 2

Cartoons will vary, but each student should be able to create a cartoon that, regardless of his or her drawing abilities, clearly communicates an idea and point of view.

9.11: From Shells to Buttons

Category Headings Answer Key

Gathering and Selling the Mussels



WHi Image ID 73184—Clamming boats and canoe

Caption: Clamming boats on the Mississippi in the early 1900s



WHi Image ID 64433—Clam fisher on Mississippi

Caption: This clam fisher is in a johnboat on the Mississippi River near Prairie du Chien. He is removing the clams from the hooks.



WHi Image ID 73177—Clam shelling

Caption: This photo shows people at Muscatine, Iowa, across the Mississippi from Prairie du Chien. They are getting ready to shell the clams that have been caught. The men in the suits could be pearl buyers. Their clothes give them away.



WHi Image ID 73171—Man with hooks on boat

Caption: The man wearing the tie might be a pearl or shell buyer. He looks like he's inspecting the clam in his hands.



WHi Image ID 64422—Clam fishers

Caption: These men are clambers and pearl hunters. They stand near a pile of clam shells that look like they're ready to be sent to a button factory.

Clamming Camps



WHi Image ID 73162—Clamming boats docked

Caption: No clams yet! The men in their johnboats look ready to go out to hook clams onto their lines.



WHi Image ID 64428—Clam camp

Caption: Clam camps like this one were located along the Mississippi River in southwestern Wisconsin. You can see that boats, clam shells, and tents were all located closely together.



WHi Image ID 64431—Clam camp housing

Caption: These families are living in a clam camp along the Mississippi early in the 1900s. Can you see the stove outside one of the tents?



WHi Image ID 64418—Clammers with their shells

Caption: The clammers stand near their piles of shells while the shell buyers in suits and ties come to inspect the shells. Sometimes the shells were sent on barges behind steamboats like the one in the background.

Button-Making Business



WHi Image ID 73169—Wisconsin Button Company, 1908

Caption: Clam shells were delivered to factories like this one in La Crosse where special machines cut buttons from the shells.



WHi Image ID 73181—Wisconsin Pearl Button Company

Caption: Although this is a drawing and not a photograph, you can see many changes between this building and the earlier Wisconsin Pearl Button Company.



WHi Image ID 73186—Women sorting buttons

Caption: These women are busy sorting buttons at a button factory along the Mississippi River.



WHi Image ID 73174—Quality Pearls

Caption: Once sorted, pearl buttons were sewn to cards to be displayed by salesmen or in stores.



WHi Image ID 66420—Workers on shell heap

Caption: The men in this photo are posing on top of a hill of clam shells. If you look closely, you can see where the buttons have been punched out of the shells.

9.12: Chapter 9 Assessment*Part A*

Students' sentences will vary.

1. rural
2. The Progressives
3. Entrepreneurs
4. wages
5. labor unions
6. manufacturing

Part B

Answers will vary.

Chapter 10

Good Times, Hard Times, and Better Times

Activities in this Chapter:

10.1: Key Word Self-Assessment

10.2: Thinking Like a Historian

10.3: Inventions and How They Changed Our Lives

10.4: Wisconsin Roadways

10.5: Wisconsin Plank Roads

10.6: Being German American during World War I

10.7: “Back to Work” and Wisconsin’s State Parks

10.8: We’re All Doing Our Part

10.9: Recalling Events Interview

10.10: Chapter 10 Assessment

10.1: Key Word Self-Assessment

Have students look at the key words listed on page 187 of *Wisconsin: Our State, Our Story*. Hand out the worksheet and read the directions aloud. Tell students that, for each word, they should determine the following:

- (a) if the word is one they recognize and can define
- (b) if it is a word they recognize but can’t define
- (c) if it is a word they recognize part of
- (d) or if it’s a word they do not know at all

Have students mark an X in each appropriate box in the chart.

10.2: Thinking Like a Historian

Hand out copies of worksheets 10.2A and 10.2B to each student, telling students that these are questions historians ask themselves as they study the past. Have students read the directions and discuss with them what they are supposed to do. Then have students read each question. Explain that students should keep these questions in mind as they read Chapter 10 of *Wisconsin: Our State, Our Story*. In order to better remember the questions, students should either phrase each one in their own words or take notes that will help them remember it. Tell students to do their writing in the third column of the chart.

10.3: Inventions and How They Changed Our Lives

Hand out worksheet 10.3, and have students read the directions. Ask them to identify the invention in the left-hand column and then, in the right-hand column, write one way that invention made people’s lives better. If students need help, have them look for information on page 188 of *Wisconsin: Our State, Our Story*.

10.4: Wisconsin Roadways

This activity teaches students about the various kinds of roads that existed in Wisconsin in the 1800s. It also explores how they were different from today’s roads. Allow enough time for students to share thoughts and information at the end of the activity. Divide the class into three groups. Each group will be assigned a type of road: Indian trail, wagon road, or military road. Students will read about their road and then answer questions on a chart.

Begin by dividing the class into three groups, one for each kind of road—Indian trails, wagon roads, and military roads. Next, give each group a copy of one of the worksheets for **Part A**—10.4A (“Indian Trails”), 10.4B (“First Wagon Roads”), or 10.4C (“Military Roads”). Then give each group a copy of worksheet 10.4D. Ask students to use 10.4A, 10.4B, or 10.4C to read about the particular type of road they have been assigned to study. Then have them use 10.4D to answer the 5Ws + H questions on the chart. Finally, have each group report to the class about its type of road. Tell them to focus on how it differed from roads found in Wisconsin today. (For example, students could compare their type of road to modern city streets, county roads, highways, and interstates.)

10.5: Wisconsin Plank Roads

Begin by handing out worksheet 10.5. Have students read the page. Next, hand out 10.5B. Discuss the directions and then tell students to answer the questions using complete sentences. If you wish, work through the first question with them, helping them form a good response. Then have students complete the page. When students are done, encourage them to share their answers with the class. Discuss how plank roads were different from the Indian trails, wagon roads, and military roads described in activity 10.4.

10.6: Being German American during World War I

Have students turn to page 195 in *Wisconsin: Our State, Our Story*. Then have students look at the “Sedition Map” on page 195 and read the caption that goes with it. Talk with students about it, sparking discussion with questions like the following:

1. Why were German immigrants under suspicion?
2. Do you or any people you know live in the counties that were under suspicion?
3. Why is it unfair to judge people based on where they or their ancestors were from?

Next, hand out worksheet 10.6. Tell students to imagine that they are German immigrants living in one of the counties under suspicion during World War I. Then have them write a paragraph telling what it might have been like to live during this time. Students should use the class discussion and the questions listed on worksheet 10.6 to help them write their paragraphs.

10.7: “Back to Work” and Wisconsin’s State Parks

Teacher Materials

Preparation/Organization In this activity, students arrange images about the creation of two Wisconsin state parks: Devil’s Lake and Copper Falls. This gives students a chance to practice their logic and organization skills as well as their ability to write accurate captions for images. The activity begins with the whole class together and then as two separate groups—one group for each state park. Students then work in small groups to create a poster display about their findings. If possible, invite students to create a computer-based presentation instead.

Procedure

1. Have students read or reread page 197 of *Wisconsin: Our State, Our Story* before beginning this activity.
2. Pass out copies of worksheet 10.7A for students to read on their own. (Alternatively, have volunteers take turns reading the page aloud as other students follow along.)
3. Based on these readings, ask students to think about the ways people enjoy state parks. Help students understand that access to the natural environment and recreation in such areas can only be gained through human effort—the creation of roads, picnic areas, scenic paths, overlooks, etc. Explain that students should focus on the question shown on page 197 of *Wisconsin: Our State, Our Story*: “How did the government help people survive?” Point out that students will display their answers on posters or by creating computer-based presentations.
4. Divide the class into two groups. One group will work on Devil’s Lake, and the other will work on Copper Falls. To the first group, give the Devil’s Lake images (10.7B–E). To the second group, give the Copper Falls images (10.7F–L). Provide each group with its own sheets of paper, glue, poster board, and scissors. Then discuss the responsibilities for each group, since the instructions are similar, but not the same.
 - For the Devil’s Lake group, (which is slightly less challenging), have students arrange the photos in chronological order. They should also write captions to describe the activity, location, and any other important information shown in the photos.
 - For the Copper Falls group, have students write a caption for each photo or blueprint. Remind students to refer to the information they read on 10.7A. In the captions, students should identify the many kinds of work that needed to be done to create a state-park building within a wilderness area. (**Note:** There are no exact answers for this activity, but the captions should include references to access, information, recreation, shelter, etc.)
5. When students have finished, each group should cut out the photos and their captions to create a poster display. Alternatively, groups can create computer-based presentations using the state-park images and any simple word-processing or graphics software you may have available. Remind students that their captions should include information that they learned about on page 197 in the textbook and worksheet 10.7A in this activity. Encourage students to include information about the WPA, the CCC, and the New Deal. Then students can share their exhibits with other members of the class, other classes, or their families.

10.8: We’re All Doing Our Part

Teacher Materials

Preparation/Organization This activity provides students with a glimpse of what life was like on the home front during World War II. At the same time it gives students a chance to participate

and enjoy readers' theater. You will need copies of the script for the whole class. (The ten actors will need their own scripts; students who are part of the audience can share copies.) You will also need several props for the performance. The whole class will participate in the activity, although the ten actors will need time on their own to rehearse.

Procedure

1. Gather the following props and place them in a part of the room set aside for the performance.
 - *An old wooden radio (or a cardboard box painted to look like one).*
 - *A newspaper.*
 - *Two chairs.*
 - *Envelopes, paper, pens.*
2. Ask for volunteers and select students to be actors. You will need ten actors for the speaking parts. Tell the rest of the class that they will have the enjoyable task of being the audience.
3. Fill out worksheet 10.8A with the names of the characters and the students who will portray them. Then hand out scripts to the actors, making sure you highlight each student's role.
4. Allow students time to rehearse their parts, both alone and as an ensemble.
5. Have the class read and discuss pages 198 and 199 of *Wisconsin: Our State, Our Story*. Then introduce the play, explaining that it takes place during World War II.
6. Distribute worksheets 10.8B and 10.8C and have all students read the vocabulary words and the introduction. Discuss the introduction fully before the readers' theater begins.
7. Pass out copies of scripts to those members of the class who are in the audience. (**Note:** You can have two or three students share a copy.)
8. Have actors assume their places and perform the play.
9. Afterwards, have students explain how Wisconsin citizens of all ages were involved in helping the United States during World War II.

10.9: Recalling Events Interview

Overview

Plan for this activity to take several days. Each student will find and interview a person (an older friend, family, or community member) who lived through one of three important times in Wisconsin history: The Great Depression, World War II, or the Postwar Era. Students will ask key questions about life during the era, using worksheets 10.9A and 10.9B to take notes on what the person says. For the final part of the activity, students should share what they learned with the class.

Materials

- Worksheets 10.9A–B
- Voice or video recorders (optional)

Procedure

Part 1

1. It may be difficult for students to find people to interview from these eras. You can preplan for this and make a list of people in the community who would be willing to participate. Sources for people to interview might be local veterans' groups or senior citizens' centers.

You also might invite people from the community to come to your classroom and have several students question them. (Just make sure that you allow those people ample time and opportunity to elaborate on their responses.)

2. Pass out copies of the worksheets and discuss the questions with the class. Make sure that everyone understands the questions. Then ask students to suggest additional questions to add to the sheet.
3. Talk about note taking, reminding students to jot down main ideas and interesting details. You may want to have students make a video or voice recording of the interview to help them remember what was said.
4. Tell students that they can use their History Notebooks and take notes or write additional questions if they run out of space on the worksheets.
5. If you wish, hold some practice interview and note-taking sessions, having students role play the interviewer and interviewee. Remind them to ask questions about any answer that is unclear.

Part 2

1. This part of the activity may take several days. Assign a deadline by which all interviews should be brought back to class and get students started with their interviews.
2. Remind students to look at their notes immediately following the interview, while the information is fresh in their minds. They should make any corrections necessary so that their notes are clear and easy to understand.
3. Have students think about the most interesting parts of their interviews. These are the parts that they should share with the class.

Part 3

1. Invite students to share the most interesting parts of their interviews. Make sure that they tell the class the full name of the person they interviewed, his or her age, and the era that they talked about.
2. Sum up each era by asking students to compare and contrast the era with life today.

If you have time: Students can use a personal digital recording device such as a cell phone or camera to record their interviews. Set time aside for students to share their interviews with the class.

10.10: Chapter 10 Assessment

Hand out copies of the worksheets, together or one at a time. Begin by reading the directions aloud. Make sure students understand what to do, and then have them answer each question on their own.

Name _____

Date _____

10.1: Key Word Self-Assessment

Put an X in the box that shows how you understand each word.

Key Words	I know this word and can tell what it means.	I recognize this word but don't know what it means.	I know a word like it, or what a part of the word means.	I don't know this word.
global				
consolidated				
plank roads				
tourism				
rustic				
resorts				
neutral				
armistice				
ammunition				
rationing				

10.2A: Thinking Like a Historian

Read each question carefully. In the third column, rewrite the question in your own words or write words that will help you remember the question.

Category	Questions	My Own Words/Notes
	<p>Wisconsin is the country's most German state. How did World War I affect this group and others?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>How did the automobile affect the building of state roads and the development of tourism in Wisconsin?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>In what ways did the Good Roads Movement affect Wisconsin today?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

10.2B: Thinking Like a Historian

 	<p>How did government programs help people during the Great Depression?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
 	<p>How did World War I and World War II affect Wisconsin industries? How did Wisconsin industries help the war effort?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>How did life change in Wisconsin after World War II?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>What made events between 1900 and 1950 good times, hard times, and better times for those who lived through them?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____

Date _____

10.3: Inventions and How They Changed Our Lives

Look at the invention in the left column. In the right column, write one way that the invention made people's lives better.

Invention	How Did This Invention Improve People's Lives?
telephone	<hr/> <hr/> <hr/> <hr/>
automobile	<hr/> <hr/> <hr/> <hr/>
radio	<hr/> <hr/> <hr/> <hr/>
light bulb	<hr/> <hr/> <hr/> <hr/>
tractor	<hr/> <hr/> <hr/> <hr/>

10.4A: Wisconsin Roadways

Part A: Indian Trails (before Europeans arrived until the late 1800s)

In the early 1800s, when Europeans traveled by land across Wisconsin from Green Bay to Prairie du Chien, they mostly followed Indian trails. The many Indian trails linked Indian villages with major waterways. These trails also linked Indian villages to hunting and fishing grounds and settlements. Indians traveled mostly by canoe on waterways and only needed to travel by land to get from one waterway to another or when waterways were frozen. These trails on land, along with the waterways, served as Wisconsin's earliest routes of travel, communication, trade, and warfare.

Indian trails often followed earlier trails created by deer and other animals. The trails wound around hills and other difficult areas such as marshes and lakes. When possible, these animal trails followed alongside streams and rivers. The trails also led across streams at the shallowest places. The streams and rivers provided drinking water and escape routes in times of danger. Indians followed these animal routes for the same reasons, and European settlers would soon do the same.

Mostly, Indians traveled on these trails on foot. Early fur traders, missionaries, and explorers also walked these trails. In later years, people of European background began to travel the trails on horseback.

The Indians didn't use gravel or pave their trails. People using such trails walked directly on the earth, whether it was grassy, sandy, muddy, or rocky. In winter, when the snow was deep, people probably wore snow shoes to make walking easier.

10.4B: Wisconsin Roadways

Part A: First Wagon Roads (early 1800s)

During the early 1800s, Wisconsin settlers widened many of the Indian trails into dirt roads so that ox carts and wagons could travel on them. By 1829, lead miners had blazed several wagon roads through southern Wisconsin. The miners used these wagon roads to haul lead to the Mississippi River and Milwaukee water routes. These dirt roads were not straight like many of our highways are today.

Only small lengths of these early wagon roads can still be seen. Traces of most trails have been destroyed by farming, highway construction, and the growth of villages and cities.

The painting by Juliette Kinzie on page 76 of *Wisconsin: Our State, Our Story* shows a wagon trail going down to the river on both sides. Sometimes the river or stream was shallow enough to be forded, which means someone could ride a horse or drive a wagon through the water to cross it. At other times or places, someone might need to cross in a canoe or other kind of boat, or even on a ferry. Many ferries were built wide and flat enough to carry a wagon on their decks.

10.4C: Wisconsin Roadways

Part A: Military Roads (1830s–1850s)

The first major roads were built during the time Wisconsin was a territory. They were built by the U.S. army for military purposes, so that troops could communicate and move more easily between forts. The first of these was the “Old Military Road.” It connected three forts: Fort Howard at Green Bay, Fort Winnebago at Portage on the Wisconsin River, and Fort Crawford at Prairie du Chien. It followed the early water route across Wisconsin: first up the Fox River to Portage, then down the Wisconsin River to Prairie du Chien. Much of the Military Road followed existing Indian and wagon trails.

Surveyors started mapping and planning the Military Road in 1832. The road was completed 5 years later. The Military Road had drainage ditches on the sides and wood constructions across streams and marshy areas. Because it was surveyed, it was straighter than early wagon trails. It was a big improvement over these trails.

The plans called for the road to be 30 feet wide. Trees had to be cut down, but the stumps were left in the ground to rot rather than being removed. A wagon could easily collide with them and tip over! Bridges were built across the bigger streams. In marshy or wet areas, causeways would be constructed. The causeway was made of poles and bundles of brush laid across the soggy roadway. They were then covered with dirt from the side ditches that had been dug.

The Old Military Road was so difficult to travel that it was used mainly during the winter when the ground was frozen and snow covered the stumps. During the other months, it was only useable in dry weather. Moisture caused the surface to be slick. (The road was not paved.) During rainy weather, portions of the road would be flooded.

The Old Military Road was used until 1860 when more modern roads were built. Fewer people used the road once railroads were constructed, and later new roads were built for use by the military.

Name _____

Date _____

10.4D: Wisconsin Roadways

Part B: Indian Trails, Wagon Roads, and Military Roads

After reading about one of Wisconsin's early roads, answer the 5Ws + H questions below.

Road Type _____

Who made the roads?	_____ _____
When were they built?	_____ _____
Who used them?	_____ _____
Why were they built?	_____ _____
How did people travel on them?	_____ _____
What were the roads like?	_____ _____
Where were they located?	_____ _____
How are they different from today's roads?	_____ _____

10.5A: Wisconsin Plank Roads

Read about the plank roads that existed in Wisconsin from the 1840s to the 1870s. Then answer the questions on the next page.

Plank Roads (1840s–1870s)

Plank roads—roads made of wood—were somewhat better than dirt roads. Travelers struggled with rutted, muddy roads and plank roads offered a solution that worked, at least for awhile. The idea for these wooden roads came from Europe, but, between 1846 and 1871, 135 plank road companies were organized and recognized by the government. Although use of plank roads declined once railroads came along during the 1860s and 1870s, some plank roads continued to be very well used until the early 1900s.

Plank roads were usually made of wooden planks two inches thick and eight feet long. Plank roads were not easy to build. The earth had to be leveled before the planks could be laid. It took a lot of wood and a lot of men to build plank roads. The wood rotted after a few seasons and had to be replaced regularly. To help pay for the construction, people were charged a toll or fee for traveling on the roads.

Watertown Plank Road. The longest plank road in the state was constructed between Milwaukee and Watertown. It had been an Indian trail, then a wagon road. Construction began in 1848, and the road was completed five years later. This road later became U.S. Highway 16.

The Watertown Plank Road was highly successful. Before it was constructed, the round trip from Milwaukee to Watertown took four days in good weather, and 6 days in bad. Traveling round trip on the Watertown Plank Road took only three days, regardless of weather.

Sheboygan-Fond du Lac Road. Another plank road ran from Sheboygan to Fond du Lac and was built in about 1850. The historic Wade House at Greenbush marked the halfway point on this road. Wade House was both a tavern and inn for travelers. Owned and operated by the Wisconsin Historical Society, it is now the Wade House Historic Site and open to the public. It is often visited by school groups.

Name _____

Date _____

10.5B: Wisconsin Plank Roads

Questions

Use the information from “Plank Roads” to answer the questions below.

1. Why were plank roads better than dirt roads?

2. Where did the idea for plank roads come from?

3. The Watertown Plank Road was constructed between which two cities?

4. Before it was a plank road, what was Watertown Plank Road?

5. The historic Wade House marked the halfway point on which Wisconsin plank road?

6. Why were plank roads not easy to build?

7. How did people help pay for construction costs?

10.7A: “Back to Work” and Wisconsin’s State Parks

Have you ever been to a state park and appreciated the wonderful natural beauty of your surroundings? And you may not have thought about how natural areas become state parks or how people in the past worked to make these beautiful areas places to be enjoyed for recreation in the future. There is certainly more to state parks than just hiking, fishing, swimming, biking, and camping. Many of Wisconsin’s state parks were created or expanded in the 1930s. This was the time of the Great Depression. The federal government provided meaningful work for many unemployed people. Developing recreational areas not only helped workers, it helped build the kind of outdoor areas that we still enjoy today.

Two federal programs were involved in the state parks of Wisconsin: the Civilian Conservation Corps (CCC) and the Works Progress Administration (WPA). Both programs put people back to work. These men and women learned many skills as they planted trees, stocked rivers with fish, and built nature trails. The work of the WPA and the CCC helped make tourism a major industry in Wisconsin. The workers created ways to protect the natural environment in state parks and made these areas more **accessible** (ak ses ibl, easy to enter and get around) for people of all ages.

For example, when you visit Copper Falls State Park near Mellen or Devil’s Lake State Park near Baraboo, you’ll find that WPA or CCC workers built most of the trails, bridges, and buildings that help make the parks the popular places they are today. Whether you are hiking a trail, setting out your picnic on a stone and cement table, or changing into a swimsuit in a bathhouse, you can find evidence of these two back-to-work programs.

Name _____

Date _____

10.7B: "Back to Work" and Wisconsin's State Parks
Devil's Lake State Park



Name _____

Date _____

10.7C: "Back to Work" and Wisconsin's State Parks
Devil's Lake State Park



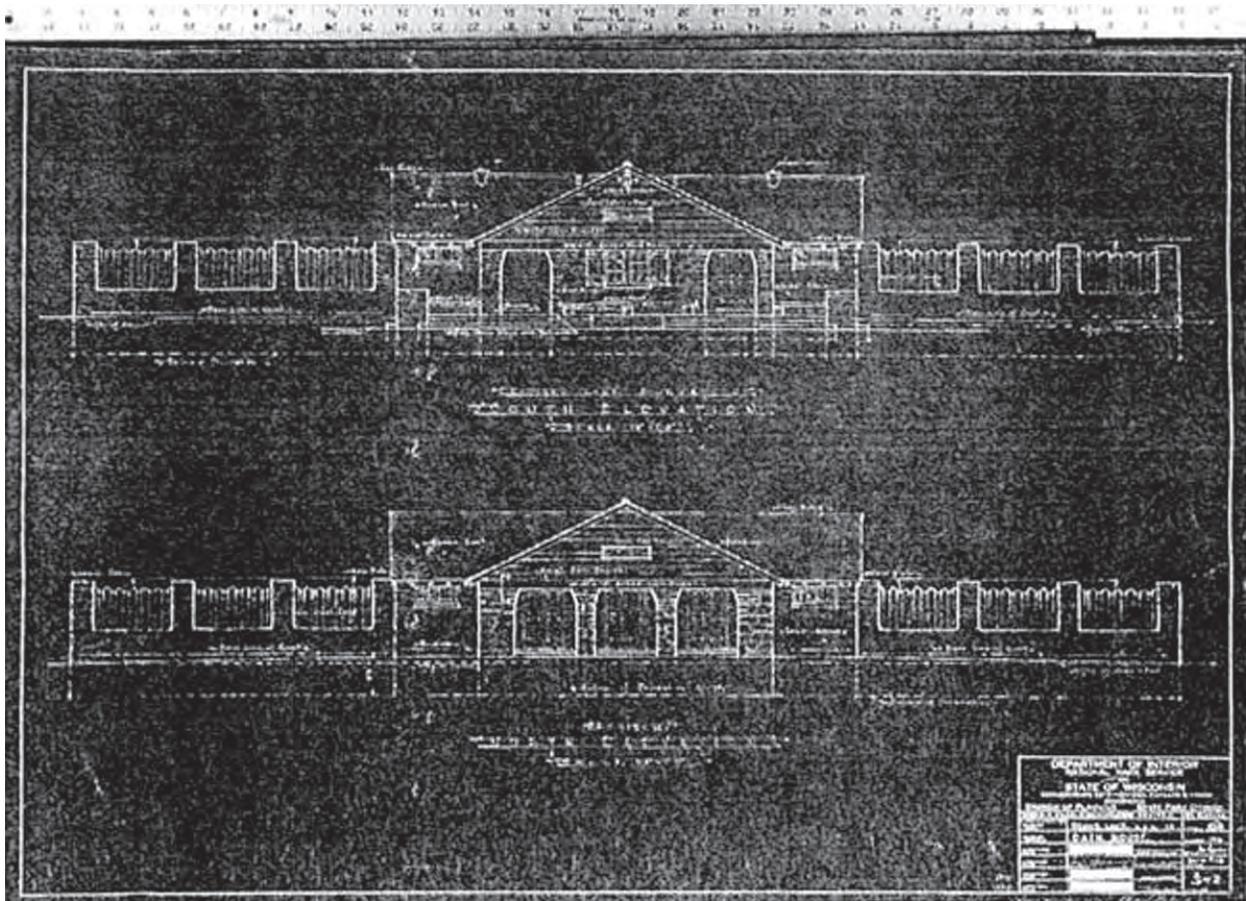
Name _____

Date _____

10.7D: "Back to Work" and Wisconsin's State Parks
Devil's Lake State Park

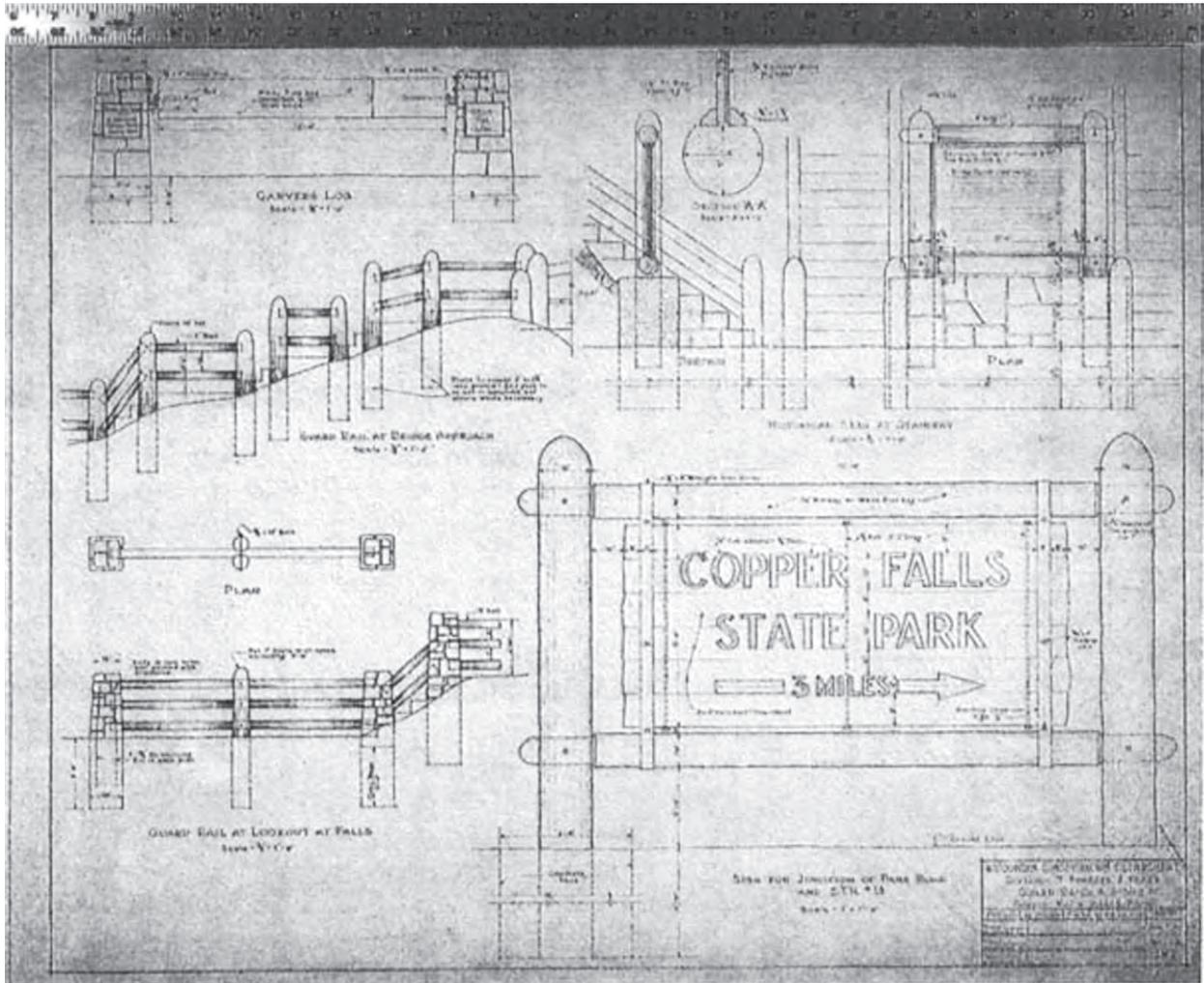


10.7E: "Back to Work" and Wisconsin's State Parks *Devil's Lake State Park*

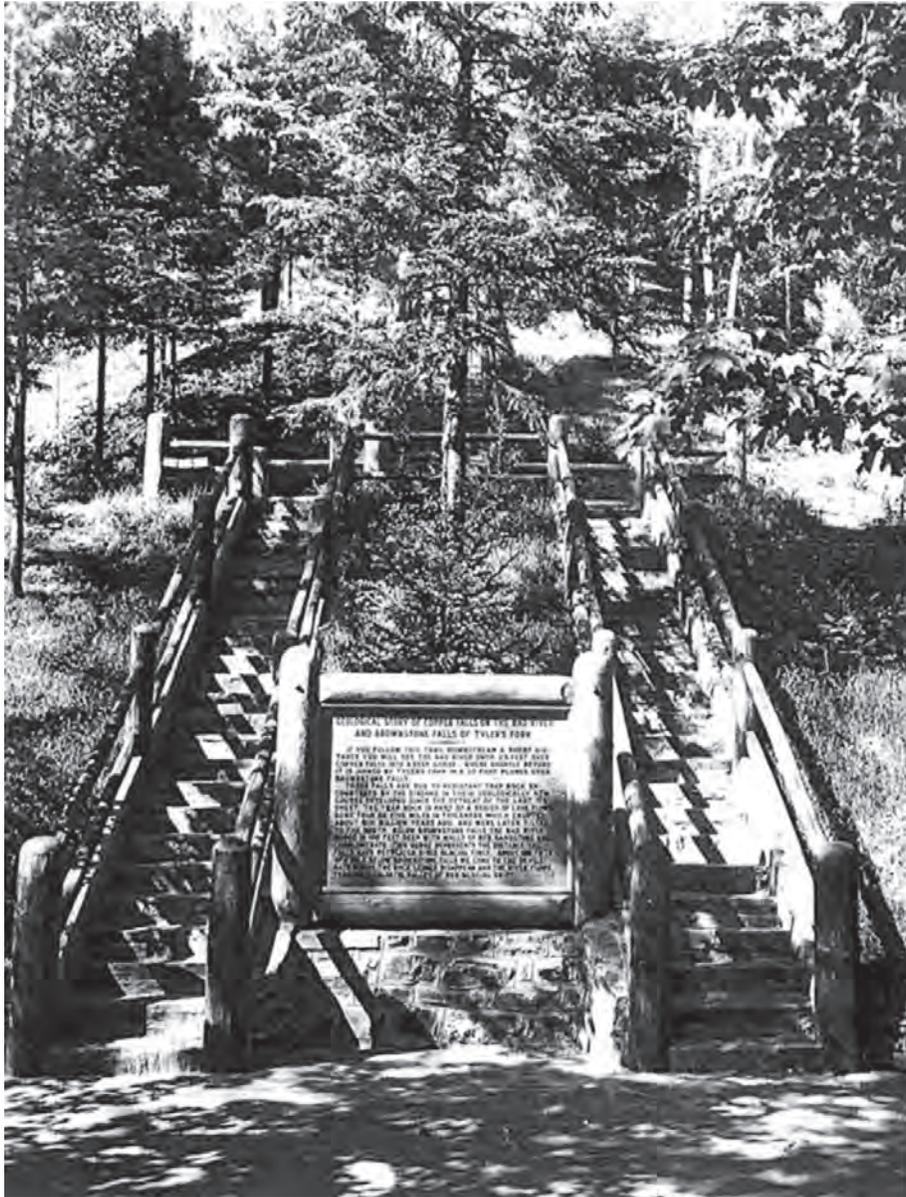


10.7F: "Back to Work" and Wisconsin's State Parks

Copper Falls State Park



10.7G: "Back to Work" and Wisconsin's State Parks *Copper Falls State Park*



10.7H: "Back to Work" and Wisconsin's State Parks
Copper Falls State Park



Name _____

Date _____

10.7I: "Back to Work" and Wisconsin's State Parks
Copper Falls State Park



Name _____

Date _____

10.7J: "Back to Work" and Wisconsin's State Parks
Copper Falls State Park



Name _____

Date _____

10.7K: "Back to Work" and Wisconsin's State Parks
Copper Falls State Park



Name _____

Date _____

10.7L: "Back to Work" and Wisconsin's State Parks
Copper Falls State Park



Name _____

Date _____

10.8A: We're All Doing Our Part

A Wisconsin Family during World War II

Character	Student
Narrator	
Radio announcer	
Newspaper carrier	
Katherine Short (grandmother)	
Martha Short (mother)	
Mary Short (daughter, age 22)	
Robert Short (son, age 20)	
Sally Short (daughter, age 14)	
Steven Short (son, age 14)	
Michael Short (son, age 10)	

10.8B: We're All Doing Our Part

A Wisconsin Family during World War II

Vocabulary

civilians: People who are not in the military.

home front: Civilian activities to support the war effort, far from the battles' locations.

rationed: Limited the amount of food or supplies.

conserving: Saving something from being wasted, lost, or decayed.

USO: The United Service Organizations, which planned recreational activities, such as dances, for those in the military service.

VJ Day: August 14, 1945, when Americans and others received news of "Victory over Japan," officially ending World War II. (VE Day—Victory in Europe—was celebrated three months earlier, on May 8, 1945.)

Introduction

War, even in a far-off place, can affect how people live at home. People who join the military experience major change. So do the **civilians** (si vil yuhns), the people who stay in their communities.

During the early 1940s, the United States participated in World War II. About 15 million American men and women served in the military. They fought throughout the world. They required vast amounts of food, clothing, and housing. They also needed large amounts of important resources, such as gasoline, airplanes, and ships. On the **home front**, Americans of all ages worked to provide these supplies.

Factories quickly adapted to help with the war effort. A manufacturing company that built farm tractors, for instance, began building tanks. The demands of war often resulted in shortages on the home front. The government **rationed** some foods and materials such as shoes, tires, and gasoline. For more than three years, Americans could not purchase new automobiles or appliances such as kitchen stoves and washing machines.

Many people planted "victory gardens." Growing and canning vegetables allowed families to participate in the war effort by **conserving** food so that soldiers and sailors would have as much as they needed. Even young people got involved. Boys and girls often collected scrap metal and rubber. Many teenagers also did chores on Wisconsin farms, especially during harvest time.

10.8C: We're All Doing Our Part

A Wisconsin Family during World War II

Businesses needed to hire new employees, since so many young men joined the military. Many of those moving into these jobs were women who had worked as homemakers. Some women worked at physically demanding jobs in factories. Many were hired to build aircraft, ships, and tanks. During the war, one out of every three women in Wisconsin worked outside the home.

Just like adults, many young people bought war bonds. By purchasing a war bond, a person loaned money to the U.S. government. The government used these loans to help pay for the war. People could buy a war bond for about \$18. Ten years later, the owner received \$25 when they handed back the bond. Every effort helped the United States and its allies win the war.

We're All Doing Our Part is about life on the Wisconsin home front in the early 1940s. The characters in this play are fictional. But the events and topics are based on information contained in letters and oral history interviews preserved at the State Historical Society of Wisconsin.

Scene 1

Narrator: Milwaukee, Wisconsin. The year is 1941. It's a Sunday afternoon in early December. Like many Wisconsin families, the Shorts—grandmother, father, mother, and five children—have just finished Sunday dinner. They have gathered in the living room. Robert, age 20, turns on the radio and begins looking for his favorite music show. The radio static clears and Robert sits down to relax. A news announcer interrupts the music.

Announcer: WTMJ News interrupts this program for an important announcement. We have just received word that the U.S. Naval Base at Pearl Harbor has been attacked by Japanese aircraft. The early news is sketchy, but reports indicate that the U.S. military suffered heavy losses. President Roosevelt will address the nation this evening. Stay tuned to WTMJ News for more updates on this breaking news. Now, back to our regularly scheduled program.

(Robert calmly turns off the radio)

Michael: What's Pearl Harbor? And where is it?

Steven: Our army and navy have large military bases located there. It's in Hawaii, a U.S. Territory. You'd better start studying your geography—

(Older brother begins pestering younger brother)

Mrs. Short: Steven, please don't pick on your brother.

Sally: What does it mean, Dad? We've really been attacked? Why?

10.8D: We're All Doing Our Part

A Wisconsin Family during World War II

Mr. Short: Well, the United States demanded that the Japanese withdraw its army from China. When Japan refused, President Roosevelt announced an embargo of American exports like metal and oil from going to Japan.

Sally: What's an embargo?

Mr. Short: It's a government order stopping the sale of goods to another country. Now, the President will have more information tonight. Let's try not to worry. . . .

Scene 2

Narrator: About two weeks later. Christmas Eve, 1941. The Short family has just finished exchanging gifts.

Robert: I have an announcement to make. This morning I enlisted in the Army Air Corps. I report to Camp McCoy in Monroe County for basic training in two weeks. After that I'll be off to flight school.

Michael: You're going to be an aviator! Do you think you can get me an aviator's helmet?

Robert: Sure thing, little brother.

Mrs. Short: What about finishing college? Why not graduate, then join up?

Michael: I'll go back and graduate, as soon as we win the war.

Mary: Well, everyone, I also have some news.

Grandmother: Mary, not you too? This is too much for me to take all at once.

Mary: I joined the Red Cross. You know they need good nurses. I've resigned from the hospital and report next week.

Grandmother: Next week!

Mrs. Short: We've got to do everything we can to make this time together count.

Mr. Short: I'm proud of you both. I'm afraid this is going to be a long war. This may be the last Christmas that we're all together for a few years. Sally, why don't you and mother lead us in some Christmas music?

(Begin humming well-known Christmas carol)

10.8E: We're All Doing Our Part
A Wisconsin Family during World War II



Scene 3

Steven: *(Reading a letter that he's just written to Robert. Begin with the date.)*

November 22, 1942

Dear Robert,

We all enjoyed your most recent letter. Congratulations on earning your wings. Have you been assigned to Europe or the Pacific?

Dad's been teaching Sally and me how to drive the old Ford on weekends. She's a pretty good driver—when she's not looking at herself in the rearview mirror. Dad will need the car to get to work this winter, which will require most of our gas ration stamps. I'll have a driver's license, but I doubt I'll be doing much driving.

I recently bought a world map for my bedroom. I use it to keep track of all the big battles: Midway and Guadalcanal in the Pacific and the American invasion of North Africa. Do you think Russia will fall to the Germans?

I've got some homework tonight. I'd better get started.

Your brother,

Steve

10.8F: We're All Doing Our Part

A Wisconsin Family during World War II

Grandmother: *(Sitting down in a chair, she opens an envelope and begins reading a letter she just received from her granddaughter, Mary.)*

December 24, 1942. Somewhere in the Pacific.

Dear Nanna, Mom, and Dad:

Next week will be my first anniversary as a nurse in the American Red Cross. I remember how upset and worried you all were when I announced my plans to join. I guess I've traveled halfway around the world—training in Washington, D.C., San Francisco, then Honolulu, and now the South Pacific. (The military won't allow us to mention our exact location. The information could help the enemy.)

I've met many soldiers from Wisconsin, even a few from Milwaukee. Many Wisconsin soldiers fought bravely at the Battle of Buna, in New Guinea. No, I haven't been introduced to General Douglas MacArthur, the most famous Milwaukee native in the Pacific.

Your letter mentioned the snow and ice in Milwaukee. I'm jealous. Christmas in the tropics seems strange. Some of the nurses and soldiers decorated a palm tree, which looked pretty silly. I'd love to go shopping with Nanna and Mom on Wisconsin Avenue. Please wish everyone a Merry Christmas. Maybe next year we'll all be together again.

Love,

Mary



Name _____

Date _____

10.8G: We're All Doing Our Part ***A Wisconsin Family during World War II***

Michael: *(Reading a letter that he's just written to his brother, Robert)*

June 25, 1943

Dear Robert:

Our Boy Scout troop has been collecting scrap metal for the war effort. Last weekend we turned in more than ten tons of old junk, more than any other troop in Milwaukee County. Who knows? Maybe one of your airplanes will be made from some of it! Next month we're going to collect old tires.

Everyone at school has been buying war stamps to support the cause. Each week I purchase a couple of 25¢ defense stamps. When you fill up the stamp book you receive a \$25 war bond. There's a pledge in the stamp book:

“To every soldier, sailor, and marine who is fighting for my country. For you there can be no rest, for there should be no vacation from the part I can play to help you win the war. I therefore solemnly promise to continue to buy United States Savings Stamps and Bonds to the limit of my ability throughout summer vacation until our victory is won.”

Sally and Grandma have been babysitting some little kids in the neighborhood. Their moms got jobs in factories, replacing men now in the army or navy.

Steve got a job working at a dairy farm near Waukesha this summer. The farmer has three sons in the Army. Most of the farmers need help taking care of their cows, harvesting crops, and helping with other chores. Steve lives at the farm and comes home to visit on weekends.

I've got a lawn job down the street.

Your brother,

Mike

Mrs. Short: *(Reading a letter she's prepared to send to Mary)*

Labor Day, 1944

Dear Mary:

We took the electric train out to Waukesha County this afternoon and had a family picnic near one of the lakes. Grandma stayed at home, working on her vegetable garden. Actually, it's our very own “Victory Garden.” Every vegetable that she harvests for our table means the military will have an easier time feeding our soldiers. Even Grandma's doing her part to help win the war.

Your dad has been bicycling to work all summer, conserving his ration stamps and the old tires—which are very hard to replace due to shortages.

Name _____

Date _____

10.8H: We're All Doing Our Part ***A Wisconsin Family during World War II***

The meat and sugar rations are the most difficult to live with. I've been using a cookbook with meatless recipes. But these shortages are nothing compared to the efforts that you and others in the service are making.

We just received a letter from Robert. He reports that he's in good health, but he's lost many good friends in the Air Corps. We worry and miss both of you.

Love,

Mother



Sally: *(Reading a letter that she's about to send to her sister Mary. She's dressed in work clothes.)*

January 1, 1945

Dear Big Sister:

Last night I went downtown to the **USO** Center for the New Year's Eve Party. I danced with several nice young soldiers. Many are homesick, especially during the holiday season. The USO volunteers try and cheer them up, at least for a few hours. Who knows where some of the soldiers will be in a couple of months?

Can you imagine your kid sister operating a forklift? It's true. When the regular operator at the factory got drafted, the foreman decided he'd train me for the job. Remember Helen Polenski from high school, the girl always fixing her hair and polishing her fingernails? She's a pipe-fitter at a steel plant! Many women in the neighborhood are working at factory jobs. And you know what? Most of us are really good at it!

I'm working the late shift tonight. I'd better go.

Your sister,

Sally

Name _____

Date _____

10.8: We're All Doing Our Part ***A Wisconsin Family during World War II***

(Standing on an imaginary street corner, the newspaper carrier holds up a newspaper and announces:)

Newspaper Carrier: Extra! Extra! Get your special edition of the Milwaukee Sentinel! Extra! Extra! Victory in Europe! The Germans have surrendered!

Mr. Short: *(Reading a letter he's written to Robert. He's sitting in a chair with a pad of paper on his lap.)*

May 8, 1945

Dear Robert:

Finally, after nearly six years, peace in Europe. People here are excited about the news from Europe, but they all know this war is only half over. Do you think the Army will send you home now, or will you get transferred to the Pacific?

How did the American troops respond to the death of President Roosevelt? Can't say we know much about our new president, Harry Truman. He has a big job facing him.

The entire family was saddened to hear about the loss of your old schoolmate, Bill Peterson. He was a good man, and a brave soldier.

I'm glad you're thinking about life after the war. Mother and I hope you'll return to Milwaukee.

Love,

Dad

Newspaper Carrier: Extra! Extra! Victory in the Pacific! **VJ Day.** Read all about it!

Steven: *(Reading a letter he's just written to his sister)*

August 15, 1945

Dear Mary:

I thought you'd enjoy hearing about how we celebrated the wonderful news from the Pacific. The special announcement came on over the radio just before supper.

Mom insisted that we have dinner. Then Sally, Michael, and I rode a city bus downtown. It seemed like the entire city of Milwaukee showed up. Everyone was hugging and kissing each other. A jazz band starting playing, then people started doing the Jitterbug—right in the middle of Wisconsin Avenue. I've never seen such hoopla!

Do you think you'll be coming home soon? We all miss you and look forward to being all together again.

Your brother,

Steven

10.8J: We're All Doing Our Part

A Wisconsin Family during World War II



Scene 4

Narrator: We return to the Short's living room. It's the holiday season. Four years have passed since the entire family has been together. Mary has recently arrived home. Other members of the family are listening to a funny story that she is telling.

Mary: . . . We finally stopped laughing about the practical joke they'd pulled on the corporal. . . .

(The doorbell rings. Mary pauses, and Mrs. Short gets up to answer the door. She opens the imaginary front door, and there stands her son, Robert. They immediately hug each other. Mr. Short gets up, and shakes his son's hand. They then embrace.)

Michael: Robert! Robert's home!

Grandmother: Well. I'll be! At last!

Narrator: More than 330,000 Wisconsin residents served overseas during the Second World War. They came from all over the Badger State—from farms and villages, towns and cities. Eight thousand people from Wisconsin died as a result of the war, many more were wounded. On the home front the war interrupted the lives of many families. But the contributions of the people who stayed in Wisconsin should not be forgotten. They played an important role in the longest and costliest war in modern history.

Name _____

Date _____

10.9A: Recalling Events Interview

Date of Interview: _____

Person Being Interviewed: _____

Age of Person Being Interviewed: _____

Event/Topic of Interview: _____

My Questions	My Answers/Notes
What memories do you have of that time?	<hr/> <hr/> <hr/> <hr/>
What story or memory can you share that can help me understand what it was like to live then?	<hr/> <hr/> <hr/> <hr/>
Why do you think that memory or story is so important?	<hr/> <hr/> <hr/> <hr/>

Name _____

Date _____

10.9B: Recalling Events Interview

<p>What was most important to you at that time? Why?</p>	<hr/> <hr/> <hr/> <hr/>
<p>What's the biggest difference between that time and now?</p>	<hr/> <hr/> <hr/> <hr/>
<p>What things were the same then as they are now?</p>	<hr/> <hr/> <hr/> <hr/>
<p>What advice would you give to people living through a similar event or time?</p>	<hr/> <hr/> <hr/> <hr/>

10.10A: Chapter 10 Assessment

Part A

1. Using Essential Vocabulary

Complete each statement below with one of the key words.

Great Depression neutral New Deal tourism

a. President Roosevelt helped families by creating programs known as the

_____.

b. Resort owners along Highway 13 encouraged _____ by welcoming families who owned automobiles.

c. During World War I, many Americans wanted to remain _____ and stay out of the war in Europe.

d. During the _____ nearly half the factory workers in Wisconsin lost their jobs.

2. Thinking Like a Historian

Answer the questions below.

a. How did World War I and World War II affect Wisconsin industries?

b. How did Wisconsin industries help the war effort?

Name _____

Date _____

10.10B: Chapter 10 Assessment

Part B

Write a paragraph to answer each of the following questions.

1. How did the Great Depression affect people living in Wisconsin?

2. How did schools change between 1900 and 1950?

3. How did the Good Roads Movement change Wisconsin?

Chapter 10

Answer Key

10.1: Key Word Self-Assessment

Answers will vary.

10.2: Thinking Like a Historian

Answers will vary.

10.3: Inventions and How They Changed Our Lives

Answers will vary. Sample answers:

Invention	How Did This Invention Improve People's Lives?
telephone	It became easier to talk to friends and family even if they live in other states or other countries.
automobile	Cars allowed people to work farther from home and to travel to interesting places.
radio	Radio brought people together because people all over the country could listen to the same programs.
light bulb	Electric lights changed work in factories and businesses and the way people lived at home.
tractor	Farmers could do more work more quickly.

10.4: Wisconsin Roadways

Answers will vary. Sample answers:

Indian Trails

Who made the roads?	The Indians followed trails that were first made by deer and other animals.
When were they built?	before 1800s
Who used them?	Indians, early fur traders, missionaries, explorers, and European settlers
Why were they built?	They were a link between Indian villages and major waterways.
How did people travel on them?	Most people traveled these trails on foot. Some Europeans traveled them on horseback.
What were the roads like?	No pavement. Path was sometimes grassy, muddy, sandy, or rocky.
Where were they located?	from Green Bay to Prairie du Chien
How are they different from today's roads?	They weren't paved; they were narrow; they weren't made for fast cars; they weren't straight; they were uncomfortable to travel on.

First Wagon Roads

Who made the roads?	Settlers made wagon roads by widening Indian trails. Later, lead miners made several of the wagon roads in southern Wisconsin.
When were they built?	early 1800s
Who used them?	settlers and miners
Why were they built?	Indian trails were widened to make space for wagons.
How did people travel on them?	People traveled wagon roads in wagons or ox carts.
What were the roads like?	The roads were not straight, and they were made of dirt.
Where were they located?	across the state from the Mississippi river to Milwaukee
How are they different from today's roads?	They weren't paved; they weren't made for fast cars; they weren't straight; they didn't have bridges to cross over streams.

Military Roads

Who made the roads?	The US Army
When were they built?	1830s–1850s
Who used them?	military troops
Why were they built?	The roads made it easier for troops to communicate and move between forts.
How did people travel on them?	The roads were traveled by wagons.
What were the roads like?	Tree stumps littered the roads and if wagons hit them, they tipped over. Also, the roads became wet, soggy, slick, and flooded.
Where were they located?	The Old Military Road connected three forts: Fort Howard at Green Bay, Fort Winnebago at Portage near the Wisconsin River, and Fort Crawford at Prairie du Chien.
How are they different from today's roads?	They weren't paved; they weren't made for fast cars; they weren't straight; and they were difficult to travel on.

10.5: Wisconsin Plank Roads

1. Plank roads were somewhat better than dirt roads because they did not have ruts and mud.
2. The idea of plank roads came from Europe.
3. The Watertown Plank Road was constructed between the cities of Milwaukee and Watertown.
4. Before it was a plank road, the Watertown Plank Road was an Indian trail and a wagon road.
5. The historic Wade House marked the halfway point on the Sheboygan-Fond du Lac plank road.
6. Plank roads were not easy to build because the earth had to be leveled first, it took a lot of wood and a lot of men to build them, and the wood had to be replaced often because of rotting.
7. People paid tolls to use the roads, and this helped pay for the construction.

10.6: Being German American during World War I

Answers will vary. Students should include some details from page 193 of *Wisconsin: Our State, Our Story*.

10.7: ‘Back to Work’ and Wisconsin’s State Parks

Devil’s Lake group: Pictures should be ordered as follows, but the captions will vary: 10.7C, 10.7E, 10.7B, 10.7D. The order of the first two images may be reversed.

Copper Falls group: Captions will vary.

10.8: We’re All Doing Our Part

Activity does not include an answers portion.

10.9: Recalling Events Interview

Answers will vary.

10.10: Chapter 10 Assessment*Part A*

1.
 - a. New Deal
 - b. tourism
 - c. neutral
 - d. Great Depression
2. Answers will vary. Sample answers are shown.
 - a. Many men became soldiers and went to fight. Women went to work in factories, building equipment for the military or other materials that men had made before they left for war. People learned to eat less meat and use less coffee, sugar, and gas so that the army could have more.
 - b. Industries made war-related products like ammunition, boats, and submarines. Families collected scrap metal that was recycled.

Part B

Answers will vary. Sample answers:

1. Nearly half the factory workers in Wisconsin lost their jobs. Many families lost their homes. The New Deal created new jobs and helped protect workers.
2. Rural schools closed and more urban schools opened. One-room schoolhouses became bigger schools with many teachers and classrooms because there were so many students.
3. The Good Roads Movement made roads better in Wisconsin. Better roads allowed farmers and businesses to send things to markets more quickly. Wisconsin numbered its highways to make it easy for people to find their way. Better roads also helped tourism because families with cars could visit Wisconsin more easily.

Chapter 11

New Opportunities, New Challenges

Activities in this Chapter:

11.1: Key Word Self-Assessment

11.2: Thinking Like a Historian

11.3: Interviewing Like a Historian

11.4: Charting American Wars since 1950

11.5: Suburban Growth Flowchart

11.6: Changes in Thinking about the Environment

11.7: Aldo Leopold Nature Writing Journal

11.8: Sports Fan Interview

11.9: Outdoor Life Interview

11.10: Ojibwe Spearfishing

11.11: Chapter 11 Assessment

Resources for this Chapter:

Letter to Families

11.1: Key Word Self-Assessment

Have students look at the key words listed on page 203 of *Wisconsin: Our State, Our Story*. Hand out worksheet 11.1 and read the directions aloud. Tell students that, for each word, they should determine the following:

- (a) if the word is one they recognize and can define
- (b) if it is a word they recognize but can't define
- (c) if it is a word they recognize part of
- (d) or if it's a word they do not know at all

Have students mark an X in each appropriate box in the chart.

11.2: Thinking Like a Historian

Hand out copies of worksheets 11.2A and 11.2B, telling students that these are questions historians might ask themselves as they study Wisconsin. Have students read the directions and discuss with them what they are supposed to do. Then have students read each question. Explain that students should keep these questions in mind as they read Chapter 11 of *Wisconsin: Our State, Our Story*. In order to better remember the questions, students should either phrase each one in their own words or take notes that will help them remember it. Tell students to do their writing in the third column of the chart.

11.3: Interviewing Like a Historian

Overview

This will be a cumulative activity that students will work on throughout the chapter.

Chapter 11 covers the years 1945–2001 in Wisconsin history. In this activity students will learn more about this period by interviewing family, friends, and community members who lived through and remember these years. This activity will also help students use what they have learned about Thinking Like a Historian, both by asking questions and analyzing artifacts. During the activity students will interview several people about their memories of a particular event or topic. (More than one student can be assigned to interview about a topic, and some topics might not be covered by your class.) In a culminating project, students will write a report and make a poster summarizing their interviews. If you wish, do this as a group activity.

Materials

- Letter to Families, one copy per student; use English, Spanish, or Hmong as needed
- Worksheets 11.3A–D, one per student

Procedure

1. Hand out the “Letter to Families,” using the appropriate alternative languages as needed; then explain to students that this letter introduces some of the activities they will be doing for Chapter 11. Tell students that they will be asking older family members or friends about their memories of events that happened in the recent past. Tell students to bring the letters home to their families and start thinking about family or community members that they would like to interview.
2. Decide whether to assign topics to a group or to individuals. Have students skim Chapter 11 and choose an event that they would like to learn more about. Tell students to also think more about who they might like to interview. Then help them choose a topic and a person to interview.
3. Hand out copies of worksheets 11.3A–D. Have students read over the list of questions on 11.3A and 11.3B. (You might want to display or project these pages and read some of the questions aloud. Tell students to use these questions as models for their own interview questions.) Remind students to write those interview questions in the space provided on 11.3C and 11.3D. Point out that, if they need more writing space, they should use additional sheets of paper and attach them to the original pages.
4. Have students confirm their topics and people to interview.
5. Assign a deadline by which all interviews must be completed and brought to class. Tell students to record their interview subject’s answers in their notebooks.
6. Once the interviews have been completed, lead a class discussion about what the students learned by hearing about these events from someone who experienced them firsthand.
7. Tell students that they will be using what they learned from the interviews to write a report and make a poster with photos and artifacts.
8. For the report, have students:
 - *Answer 5Ws + H questions and tell what was important about the time.*
 - *Describe what the time looked like and felt like to the person interviewed.*
 - *Include at least one story or strong memory about the time.*
 - *Explain how they used Thinking Like a Historian categories in thinking about the project.*
 - *Explain what they learned from the interview*

9. Poster and artifacts could include:
 - *Visual representations such as*
 - *Photos (including photo of interviewee with interviewer)*
 - *Material evidence or pictures of it*
 - *Maps*
 - *Music or art from the period.*
 - *Thinking Like a Historian questions the student created about the topic.*
10. Display the posters in the classroom and lead a discussion about some of the artifacts students found.

If you have time: Students can use a personal digital recording device such as a cell phone or camera to record their interviews. Set time aside for students to share their interviews with the class.

11.4: Charting American Wars since 1950

Hand out worksheet 11.4. Have children fill out the chart as they read and discuss pages 206 and 207 and 218 to 221 of *Wisconsin: Our State, Our Story*.

11.5: Suburban Growth Flowchart

Hand out worksheet 11.5. Have students turn to page 208 of *Wisconsin: Our State, Our Story* and reread the material about suburbs. Have students cut out the boxes and arrows on the worksheet and use them to make a flowchart. (Students should show the order of events by pasting the boxes and arrows onto a new piece of paper.) They may also make a flowchart with drawings and use the boxes as captions for their drawings.

11.6: Changes in Thinking about the Environment

This is another interview activity. In it, students will bring the interview materials home and use them to interview a family or community member. The goal of this activity is to get students thinking about how attitudes toward the environment have changed over time.

Hand out the worksheet, then help students choose the person they would like to interview. When they have decided, assign a deadline by which interviews must be completed and brought back to class. Tell students that if there is not enough space on the worksheet, they can use the page to take notes and write the responses to the questions on a separate sheet of paper. Once students have completed their interviews, have them write their own responses to the same questions. Then lead a discussion about how attitudes toward the environment have changed over the years. Compare and contrast the attitudes of interview subjects who are older with interview subjects who are younger and with the students' own attitudes about protecting the environment.

If you have time: Students can use a personal digital recording device such as a cell phone or camera to record their interviews. Set time aside for students to share their interviews with the class.

11.7: Aldo Leopold Nature Writing Journal

Teacher Materials

Preparation/Organization For this activity, you will need copies of worksheets 11.7A–C for each student or small group. If students wish to continue their journals, make extra photocopies of both the data page and the sketch page. You can organize the activity for either individual students or small groups. The amount of supervision needed will depend upon the students themselves and how well they manage the activity. For best results, you might begin by supervising the students and then gradually withdraw your management and let them work on their own.

Procedure

1. Briefly acquaint students with the life and influence of Aldo Leopold, using the link to the Aldo Leopold Nature Center website to provide facts, illustrations, and conversation points. (See www.naturenet.com/alnc/leopoldlinks.htm to learn more about Aldo Leopold's life and work; see the Earth Alive website at www.naturenet.com/earthalive/nnhome.asp for more information about phenology.)
2. Talk with students about possible subjects for phenology journals. Remind students that they can observe places, creatures, or even weather phenomena. Emphasize that it is important to pay careful attention to what students see, hear, touch, and smell. Also emphasize that students need to record their observations with care, not leaving out anything important, not adding details that they don't really observe, and using accurate words and phrases to describe their observations.
3. When students have selected their observation subjects, distribute copies of worksheets 11.7A–11.7C. Discuss the cover page (11.7A) and direct students as they write in their names and school. Then discuss the items on the next two sheets, helping students understand what is asked for on each line of 11.7B. Point out the box on 11.7C, explaining that this is where they are to sketch their observations. Then have students complete the pages.
4. After students complete their pages and have made their sketches, students can compare and contrast their observations with those of others.

11.8: Sports Fan Interview

In this activity, students will interview a fan of one of Wisconsin's sports teams.

Hand out worksheet 11.8, then help students choose the person they would like to interview. Assign a deadline by which interviews must be completed and brought back to class. Tell students that if there is not enough space on the worksheet, they can use the page to take notes and write the responses to the questions on a separate sheet of paper. Tell students that they may want to also add a few questions of their own to the interview. Once students have completed their interviews, lead a class discussion about how the sport or team has changed over the years. You might also discuss family traditions revolving around sports (watching or playing games) or why sports might be important for Wisconsin (for example, they bring people in a community together).

11.9: Outdoor Life Interview

This activity is similar to activity 11.8, except this time students will interview older family members or friends who participate in hunting, fishing, or outdoors activities. Hand out worksheet 11.9 and follow the same procedure as in the previous interview activities. Once

students have completed their interviews, lead the class in a discussion about what some people in Wisconsin do with their free time and why the people of Wisconsin have a strong tradition of doing things outdoors. (See pages 214 and 215 in *Wisconsin: Our State, Our Story*.)

If you have time: Students can use a personal digital recording device such as a cell phone or camera to record their interviews. Set time aside for students to share their interviews with the class.

11.10: Ojibwe Spearfishing

Teacher Materials

Preparation/Organization To do the activity, you will need one copy of worksheets 11.10A–C for each student or group, depending upon the classroom organization you choose.

Procedure

1. After reading and discussing, “Struggles and Protests for Equal Rights,” on pages 216 and 217 of *Wisconsin: Our State, Our Story*, ask students to look again at the two political buttons on the right side of page 216. Remind students that these buttons portray the two sides of the Indian Treaty Rights issues that arose during the 1980s and 1990s. Then display worksheet 11.10A and distribute it to students. Read the text aloud and discuss the importance of fishing to the people of Wisconsin. For example: How does fishing help people? What makes treaty rights an issue of social justice? Which Chapter 11 Thinking Like a Historian questions address this issue?
 2. Explain that some people believe that spearfishing gives the Ojibwe people unfair advantages over others who enjoy spearfishing. Explain that controversies about this issue reached a head in the late 1980s and 1990s, bringing violence against the Ojibwe people. Eventually it directly led to legislation that mandates the teaching of treaty rights in Wisconsin schools. Display worksheet 11.10B and hand out copies to students. Read through the information as a class. Guide students in further discussing the issues surrounding the spearfishing controversy.
 3. Finally, display and hand out copies of worksheet 11.10C. Have students read it, paying special attention to the reasons why some people do not support Ojibwe spearfishing. Discuss those reasons with students. Ask students to think about the issue from both points of view and to articulate the controversy in their own words. Students should be able to tell why some people agree or disagree with Indian spearfishing rights.
 4. Direct students’ attention to the bottom of worksheet 11.10C. Allow them time to write in their own words why the Ojibwe people have the right to spearfish. You may choose to have students revise and rewrite final copies of their statements.
 5. Ask student volunteers to share their written responses. Discuss both sides of the issue. Be sure that students understand that the treaties signed over one hundred years ago protect the rights of Native Americans to hunt, fish, and gather on ceded lands.
-

11.11: Chapter 11 Assessment

Hand out the worksheets, together or one at a time. Read the directions aloud and have students complete each item on their own.

Dear Family,

Your child is beginning the study of Chapter 11: New Opportunities, New Challenges in *Wisconsin: Our State, Our Story*. This chapter covers the second half of the twentieth century. It's a wonderful chance for students to talk to older family members, neighbors, or friends about what they recall about various events that took place in the last half century. Students will be asked to conduct interviews of family or community members by asking questions they wrote themselves. These questions will be similar to the following:

- What memories do you have of that time?
- What story can you tell or memory can you share that can help me to understand what it was like to live then?
- Why do you think that memory or story is so important?
- What's the biggest difference between that time and now?

Please help your student find answers to these questions to better help them understand Wisconsin's history.

Thanks, as always, for your support.

Sincerely,

Estimada Familia:

Su hijo está comenzando el estudio del Capítulo 11: Nuevas oportunidades, nuevos retos en *Wisconsin: Nuestro estado, nuestra historia*. Este capítulo cubre la segunda mitad del siglo 20. Es una buena oportunidad para que los estudiantes hablen con los miembros más viejos de la familia o con vecinos o amigos sobre lo que ellos recuerdan de los diversos eventos que ocurrieron en el pasado más reciente. Se pedirá a los estudiantes que entrevisten a los miembros de su familia o de la comunidad con preguntas preparadas por ellos mismos. Estas preguntas pueden ser similares a las siguientes:

- ¿Qué recuerdos tiene usted de ese tiempo?
- ¿Qué historia o recuerdo puede compartir conmigo para ayudarme a entender cómo era la vida entonces?
- ¿Por qué cree usted que este recuerdo o historia es tan importante?
- ¿Cuál es la mayor diferencia entre esa época y ésta?

Ayude a su estudiante a encontrar las respuestas a estas preguntas para ayudarles a entender mejor la historia de Wisconsin.

Como de costumbre, gracias por su apoyo.

Atentamente,

Hawm txug cov tsev neeg,

Koj tug miv nyuas taab tom pib kawm Chapter 11: New Opportunities, New Challenges in *Wisconsin: Our State, Our Story*. Chapter nuav khaav ntu ob ntawm tam neej 20 (20th century). Yog ib qhov zoo rua cov miv nyuas nrug cov laug huv tsev los cov nyob tog vaaj tog tsev los tej phooj ywg laug sis thaam txug tej xwm txheej dlhau lug kws puab ncu. Yuav kuas cov kawm ntawv thom cov tuab neeg huv tsev los huv zog siv cov lug nug kws puab tau sau ca. Cov lug nug yuav zoo le cov huv qaab nuav:

- Koj ho ncu tau dlaab tsi txug lub caij ntawd hab?
- Koj muaj pem dlaab tsi los ncu tau dlaab tsi lug sis thaam kws yuav paab kuv to taub txug lub neej thaus ntawd?
- Vim le caag koj ha xaav tas zaaj pem los tej koj ncu tau ntawd ha tseem ceeb?
- Yaam sis txawv tshaaj plaws thaus ntawd hab nwg nuav yog dlaab tsi?

Thov paab koj cov kawm nrhav cov lug teb rua cov lug nug nuav lug paab puab kuas to taub zoo ntxiv txug keeb kwm Wisconsin.

Ua tsaug, le txhua zag, rua koj txuj kev txhawb.

Thov hawm,

Name _____

Date _____

11.1: Key Word Self-Assessment

Put an X in the box that shows how you understand each word.

Key Words	I know this word and can tell what it means.	I recognize this word but don't know what it means.	I know a word like it, or what a part of the word means.	I don't know this word.
patented				
eyewitnesses				
globalization				
capitalist economy				
communist government				
suburbs				
metropolitan areas				
interstate highways				
ecology				
equal rights				
civil rights				
movement				
protested				
marches				
demonstrations				
terrorist				
hijacked				

11.2A: Thinking Like a Historian

Read each question carefully. In the third column, rewrite the question in your own words or write words that will help you remember the question.

Category	Questions	My Own Words/Notes
	<p>How did fear for our nation's security lead us into the Korean War, the conflicts in Vietnam, and the Gulf War?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>How has concern for our natural environment changed in the past 50 years?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

11.2B: Thinking Like a Historian

	<p>In what ways have people in Wisconsin enjoyed our natural resources for recreation?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>How were the Equal Rights movements between 1950 and the present turning points for our state and our country?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>How did Wisconsin citizens react to 9/11?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____

Date _____

11.3A: Interviewing Like a Historian

General Questions

The following will help you make up questions to ask your interview subject.

- What memories do you have of that time?
- What did it feel like to live then?
- What can you tell me that will help me understand what it was like?
- What do you see in your mind when you start remembering it?
- What did it mean to you? Why do you think it was important?
- How were things different than they are now? How were they the same?
- Are there objects that were really important to you then? Do you have anything you could show me from that time?

11.3B: Interviewing Like a Historian

General Questions

Using TLH and 5Ws + H Questions

Cause and Effect	Why do you think people _____? Why do you think this happened? What changes came about because of _____?
Change and Continuity	What is the same about _____ and now? Have things changed over time? How? How can understanding _____ help me to understand the present better?
Through Their Eyes	What was it like to live then? What did it mean to you? Why do you think it was important? What did you think of _____? How did you feel about _____?
Using the Past	How did _____ shape the way things are now? How is _____ related to current events? How can understanding _____ help me to understand the present better?
Turning Points	How did _____ change how people lived then? How has it changed how people live now? Were you aware of this as a turning point when you lived through it?
Who?	Who do you remember in _____? Who was important in _____? How would you describe who you were then?
What?	What is important about this time? What do you particularly remember about this time? Are there stories you remember? Please tell me one or more.
When?	When did this take place? When did you learn about what was happening?
Where?	Where were you when _____? Where were important places for _____? What were they like?
Why?	Why do you think _____? Why did it matter that _____? Why did people _____?
How?	How did people _____? How did you _____? How did _____? How has _____? How can _____?

Name _____

Date _____

11.3C: Interviewing Like a Historian

General Questions

Questions to Ask

Write the information about your interview below.

Date of Interview: _____

Person Being Interviewed: _____

Age of Person Being Interviewed: _____

Event/Topic of Interview: _____

Questions I might ask:

Cause and Effect	<hr/> <hr/> <hr/> <hr/>
Change and Continuity	<hr/> <hr/> <hr/> <hr/>
Through Their Eyes	<hr/> <hr/> <hr/> <hr/>
Using the Past	<hr/> <hr/> <hr/> <hr/>
Turning Points	<hr/> <hr/> <hr/> <hr/>

Name _____

Date _____

11.3D: Interviewing Like a Historian
General Questions

5Ws + H Questions I Might Ask

Who?	<hr/> <hr/> <hr/>
What?	<hr/> <hr/> <hr/>
When?	<hr/> <hr/> <hr/>
Where?	<hr/> <hr/> <hr/>
Why?	<hr/> <hr/> <hr/>
How?	<hr/> <hr/> <hr/>

Name _____

Date _____

11.4: Charting American Wars since 1950

Fill out the chart below as you read Chapter 11 of *Wisconsin: Our State, Our Story*.

5Ws + H Question	Korean War	Vietnam	Gulf War
Who fought?	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
What was it about?	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
When did it take place?	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Where did it take place?	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
What was the outcome?	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

11.5: Suburban Growth Flowchart

Cut out the boxes and arrows below to make a flowchart of suburban growth. You can use page 208 of *Wisconsin: Our State, Our Story* as a reference. Cut and paste these boxes *in order* on another sheet of paper.

After the war ended, factories began producing many new materials for peacetime.

More housing was needed.

People moved into the new suburbs.

Developers bought large amounts of land and built houses.

Factories needed more workers.

Many families wanted to settle in southeast Wisconsin to be close to factory jobs.



Name _____

Date _____

11.6: Changes in Thinking about the Environment

Write the responses of your interview subject in the middle column and your responses to the same question in the right column. (Or use this page to take notes and write the responses on a separate sheet of paper.)

Person Being Interviewed: _____

Age of Person Being Interviewed: _____

Date of Interview: _____

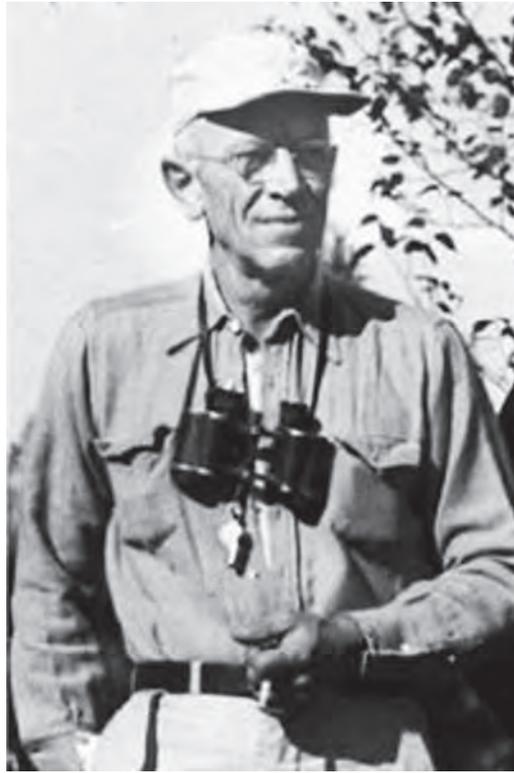
	Interview Responses	My Responses
<p><u>When</u> you were a young child, how did people think about the environment?</p> <p><u>Why</u> do you think they felt that way?</p>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<p><u>How</u> have your attitudes toward the environment changed since then?</p>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<p><u>Who</u>, if anyone, taught you about the environment or helped change your attitude?</p>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<p><u>What</u> is the biggest difference between the time when you were younger and now?</p>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<p>In <u>what</u> ways have you actively made changes in the way you deal with the environment?</p>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Name _____

Date _____

11.7A: Aldo Leopold Nature Writing Journal

My Nature Observations



“Keeping records enhances the pleasures of the search
and also the change of *finding meaning in these events.*”

–Aldo Leopold

Name: _____

School: _____

Name _____

Date _____

11.7B: Aldo Leopold Nature Writing Journal

Date: _____



Temperature: _____ °F _____ °C

Weather: _____

(Sunny, cloudy, partly cloudy, etc.)

Observations: _____

Today I saw _____

Today I heard _____

Today I touched _____

Today I smelled _____

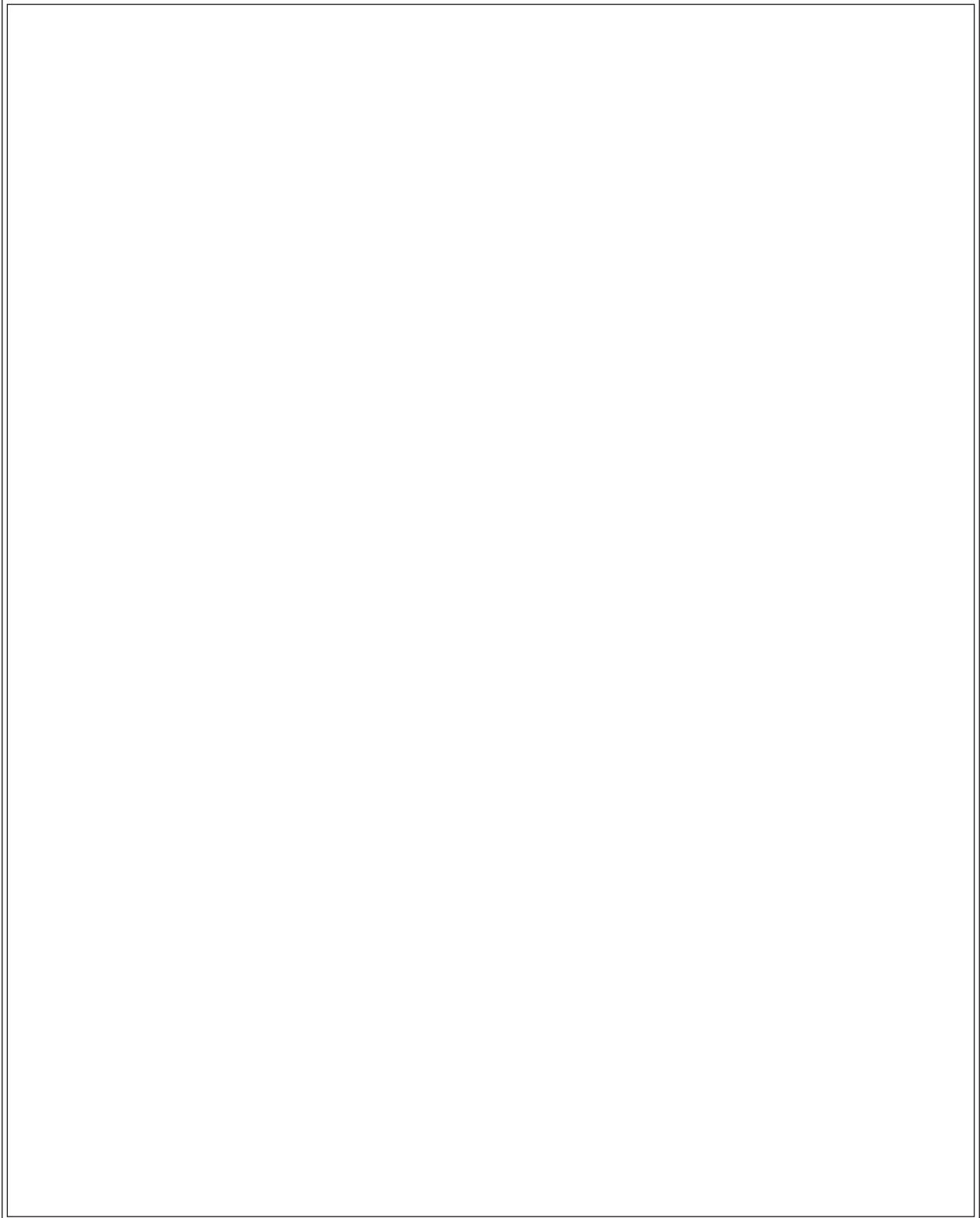
Compare your observations with those of other students at
www.naturenet.com/alnc.

Name _____

Date _____

11.7C: Aldo Leopold Nature Writing Journal

Sketch your observations here.

A large, empty rectangular box with a thin black border, intended for students to sketch their observations. The box occupies most of the page below the introductory text.

Name _____

Date _____

11.8: Sports Fan Interview

Ask a sports fan (a family member or older friend) the questions below. Then record their responses or notes on the lines provided.

Date of Interview: _____ Sports Fan: _____

Age of Person Being Interviewed: _____ Favorite Team of Sports Fan: _____

1. Tell me about the games you remember listening to or watching when you were growing up. What were the games like then?

2. Did you ever go to a game in a stadium like Lambeau Field or Miller Park? What was it like? Did you see any famous players?

3. What are some stories you can tell me about being a sports fan when you were young?

4. How has your team changed over the years? What is different now from when you first became a fan?

Name _____

Date _____

11.9: Outdoor Life Interview

Talk to someone who hunts, fishes, or does other outdoors activities. Use these questions and record their responses or notes on the lines.

Person Being Interviewed: _____

Age of Person Being Interviewed: _____ Date of Interview: _____

1. Did you hunt, fish, or do other outdoors activities when you were growing up in Wisconsin? What was it like? If you did these activities somewhere else, where were you and what did you do?

2. What was the best time you had doing any of these activities?

3. How is hunting, fishing, or some other outdoors activity different from what it was like when you were young?

11.10A: Ojibwe Spearfishing

Over one hundred years ago, treaties were made between the United States and Native people, such as the Ojibwe tribe. The treaties of 1837 and 1842 with the Ojibwe people ceded about **one-third** of the land in northern Wisconsin to the United States government. The Ojibwe people ceded the land, but *they did not cede the rights to use* the land. In exchange for the land they gave up, these two treaties guaranteed that the Ojibwe people (those who live in Minnesota and Wisconsin today) could hunt, fish, gather, harvest rice, and tap maple trees on the ceded lands. The treaties also allowed the Native tribes to continue spearfishing in the lakes and rivers within that land.

Spearfishing has been a method of fishing for Native people for centuries. Native Americans spearfish throughout the year, but the seasons of spring and winter are special times for spearfishing. Spring is the official spearfishing season set by the Great Lakes Indian Fish and Wildlife Commission (GLIFWC). The Ojibwe people learned that they could catch more fish during the season when the fish **spawned** (laid eggs). In early spring, sturgeon and other smaller fish—such as bass, walleye, and pike—spawn close to shore. Ojibwe people fish from boats at night, using some form of bright light to locate the spawning fish. The reflection of the light in the eyes of the fish, especially walleye, is very bright and makes them much more visible.

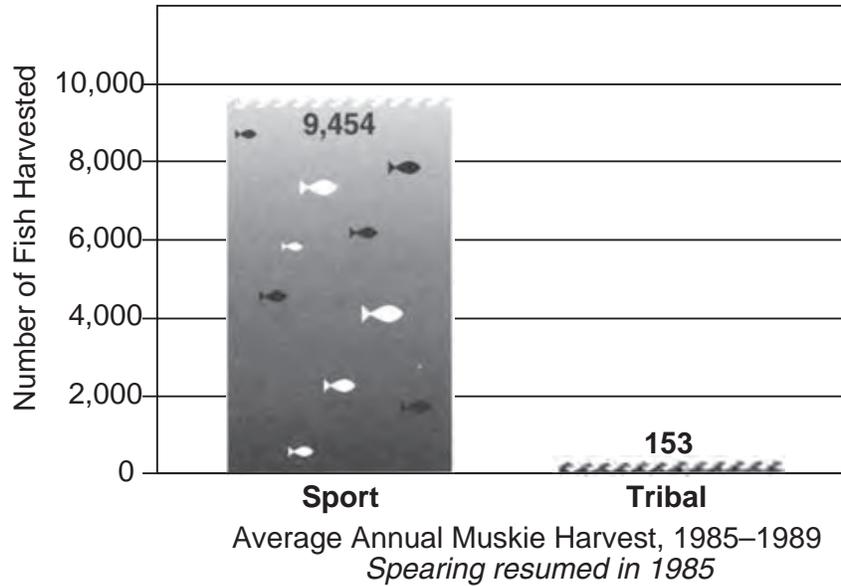
During the winter, like many non-Indians, the Ojibwe ice fish. To **lure** (loowr) or attract the fish, some people still make a small wooden **artificial** (ar tih **fish** ul, fake) model or **decoy** that looks like a local bait fish. After drilling a hole in the ice and pitching a dark tent over it, the fisher ties the decoy to the end of a string and lowers it into the water. Now the fisher has to wait patiently, ready to spear the first large fish.

The Ojibwe are careful not to overfish the lakes. They want to be able to keep fishing there, and they want their children and their children's children to be able to fish there as well. Spearfishers still have to follow strict rules about the way they spearfish and how many fish they catch. Even though spearfishing is a good method of fishing, people who fish with rods and reels actually catch more fish each year.

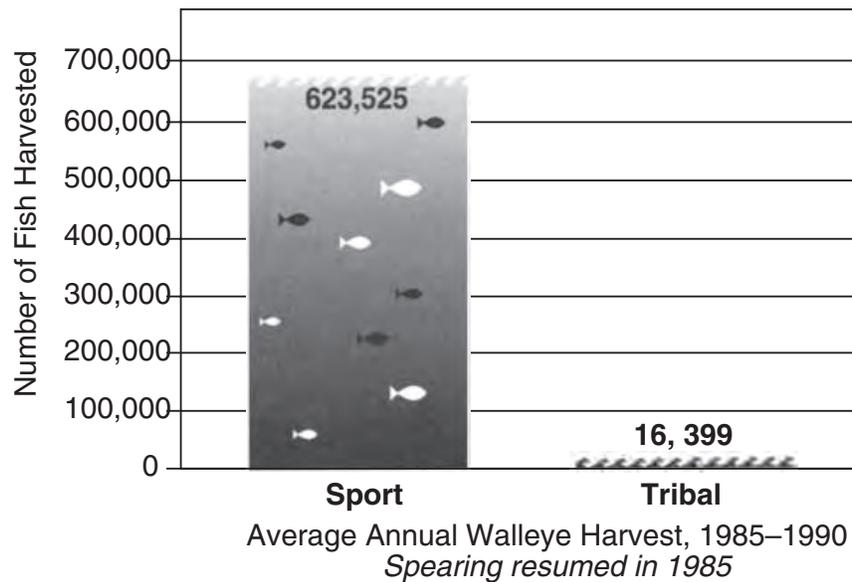
In 1983 a court decided that Indians could spearfish on the lands they had given away in the treaties. It was good news for the Indian people. However, it made many non-Indian people upset. They thought that spearfishing would allow the Ojibwe to take all the fish in the lakes, leaving little for the non-Indians who want to fish. Some people were so angry that they acted violently against the Ojibwe people.

11.10B: Ojibwe Spearfishing

Comparing Sportfishing and Spearfishing for Muskie



Comparing Sportfishing and Spearfishing for Walleye



Adapted from: Ronald N. Satz. *Chippewa Treaty Rights* (Madison: Wisconsin Academy of Science, Arts, and Letters, 1991), Figure 39, p. 114; Figure 40, p. 115.

11.11A: Chapter 11 Assessment

Part A

1. Using Essential Vocabulary

Choose a word from the key words below and fill in the blank to complete each statement.

ecology **equal rights** **interstate highway** **protested** **suburbs**

- a. As Milwaukee grew, _____ developed outside the city.
- b. Aldo Leopold was an _____ professor as well as a writer who wrote one of the most famous books about nature in the world.
- c. People who _____ during the Civil Rights Movement wanted _____ for everyone.
- d. Treaties signed between the U.S. Government and the Ojibwe guaranteed the tribe the right to hunt, fish, and gather on _____ land.

2. Thinking Like a Historian

Complete the following sentences.

- a. The era after World War II when people in the United States were worried about communism was known as _____.
- b. Today, many people use Wisconsin's natural resources to _____.
- c. Wisconsin citizens reacted to 9/11 by _____.
- d. In the 1950s, black Americans and white Americans _____.

Name _____

Date _____

11.11B: Chapter 11 Assessment

Part B

1. Think back to the interview you did about a recent historical event. What did you learn from this interview that you didn't already know or that wasn't talked about in *Wisconsin: Our State, Our Story*.

2. What are three ways Wisconsinites have shown they care about equal rights?

3. Based on what you read and what you learned in your interviews, what are three ways Wisconsin is different today than it was in the recent past?

Chapter 11

Answer Key

11.1: Key Word Self-Assessment

Answers will vary. Students should have filled in one box per key word.

11.2: Thinking Like a Historian

Answers will vary.

11.3: Interviewing Like a Historian

Answers will vary.

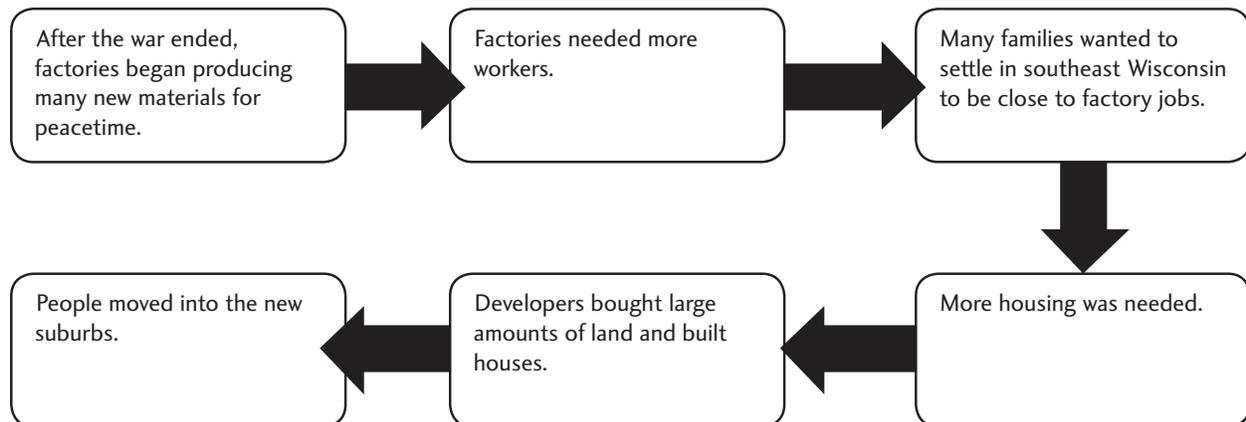
11.4: Charting the American Wars since 1950

Answers will vary. Sample chart:

5Ws + H Question	Korean War	Vietnam	Gulf War
Who fought?	North Korea, South Korea, and US	North and South Vietnam, US, Soviet Union, China	US and Iraq
What was it about?	Communist North Korea invaded South Korea. US was friendly with South Korea and sent troops to prevent South Korea from becoming a communist country.	Vietnam had civil war. US sent troops to South Vietnam to fight against communist North Vietnam.	Iraq invaded Kuwait. US sent troops to help Kuwait.
When did it take place?	1950–1953	1965–1975	1991
Where did it take place?	North and South Korea	Vietnam	Iraq and Kuwait
What was the outcome?	The two Koreas were still separated at the same border. The countries are still divided today.	North Vietnam took over South Vietnam's capital city; many people in South Vietnam moved to other countries.	War was successful and Iraq withdrew troops from Kuwait.

11.5: Suburban Growth Flowchart

Answers will vary. Sample flowchart:



11.6: Changes in Thinking about the Environment

Answers will vary.

11.7: Aldo Leopold Nature Writing Journal

Answers will vary. Check to make sure that students are thorough in recording their observations and that they have accurately recorded the details.

11.8: Sports Fan Interview

Answers will vary.

11.9: Outdoor Life Interview

Answers will vary.

11.10: Ojibwe Spearfishing

Paragraphs will vary in content and sophistication, but students should demonstrate a basic recognition of how people—and their government—are bound by treaty agreements, even when those include rights and privileges that might be unpopular with some elements of the community at large.

11.11: Chapter 11 Assessment

Part A

1.
 - a. suburbs
 - b. ecology
 - c. protested, equal rights
 - d. ceded
2.
 - a. Cold War
 - b. Answers may vary. Possible answer: hunt, fish, or for recreation.
 - c. expressing sympathy, making quilts, building fire engines for cities all over the US including New York.
 - d. were not treated equally

Part B

1. Answers will vary. Sample answer: I learned more about what it was like to fight in the Gulf War from my uncle, who described how hot the desert was and the kinds of vehicles he drove (tanks).
2. Answers may vary but likely include protesting, marching, and demonstrating.
3. Answers will vary. Sample answer: More people care about preserving the environment and Wisconsin's history. People hunt and fish for recreation now instead of just to get food to eat. Now we have suburbs and four different interstate highways running through Wisconsin.

Chapter 12

A Place with a Future

Activities in this Chapter:

12.1: Key Word Self-Assessment

12.2: Thinking Like a Historian

12.3: Why Save a Place?

12.4: A Place to Save

12.5: Chapter 12 Assessment

12.6: Creating My Own Book Cover

12.1: Key Word Self-Assessment

Have students look at the key words listed on page 225 of *Wisconsin: Our State, Our Story*. Hand out copies of worksheet 12.1 and read the directions aloud. Tell students that, for each word, they should determine the following:

- (a) if the word is one they recognize and can define
- (b) if it is a word they recognize but can't define
- (c) if it is a word they recognize part of
- (d) or if it's a word they do not know at all

Have students mark an X in each appropriate box in the chart.

12.2: Thinking Like a Historian

Hand out copies of worksheets 12.2A and 12.2B to each student, explaining that these are questions historians might ask themselves as they think about Wisconsin's past and future. Have students read the directions and discuss what they are supposed to do. Then have students read each question. Explain that students should keep these questions in mind as they read Chapter 12 of *Wisconsin: Our State, Our Story*. In order to better remember the questions, students should either phrase each one in their own words or take notes that will help them remember it. Tell students to do their writing in the third column of the chart.

12.3: Why Save a Place?

In this activity, students will choose a place in Wisconsin that they would like to save or preserve. Help students choose a place, either by listing some local sites that might be worth saving or by flipping through *Wisconsin: Our State, Our Story* for ideas. (The "Some Places to Visit" list at the end of each chapter is an especially good source of ideas.) Once students have settled on a place they'd like to save, hand out copies of worksheet 12.3. Have students write the name of the place at the top of the page. Then have them answer the questions. Provide assistance as students complete the page.

12.4: A Place to Save

In this activity, students will make a plan to save the place they wrote about in 12.3. Help students brainstorm ways to preserve the place that they've chosen. For example, if they'd like to save a park, they might plant trees or volunteer to help keep the park clean.

Hand out copies of worksheet 12.4A and have students answer the questions. Tell them that the answers to these questions will help them come up with plans for saving their chosen site. If students need help, point them to page 230 of *Wisconsin: Our State, Our Story* for some ideas. Then hand out copies of worksheet 12.4B and explain to students that they will be creating plaques to put on their sites. (If necessary, discuss historical markers and similar plaques students might have seen.) Tell students to write the name of their place at the top of the box. Explain that they might also want to include a drawing of something at their place. Tell students to write words for the plaque explaining why the place is important. The text should include something to interest visitors and something to teach visitors about the site.

12.5: Chapter 12 Assessment

Hand out copies of the assessment worksheets, together or one at a time. Read the directions aloud and have students complete each item on their own.

12.6: Creating My Own Book Cover

This is a cumulative activity that gets students thinking about everything they have read this year. In it they choose photos for their own personal cover for *Wisconsin: Our State, Our Story*.

You may want to spread the activity out over several days or make this a group activity.

Procedure

1. Have students look at the cover of *Wisconsin: Our State, Our Story* (repeated on the opening pages of the text). Call their attention to the photos on top of the background photo, explaining that these show a Wisconsin farm and that they come from different chapters in the book. Explain to students that they will be choosing photos to replace the ones on the cover. Tell students to think about what each of the existing photos on the cover says about Wisconsin's history. Tell them to also think about what questions about Wisconsin these photos answer.
2. Have students look through *Wisconsin: Our State, Our Story* and choose several photos they like from each chapter, 2 through 11. Have students make a list of the photos and page numbers in their History Notebooks. Then hand out copies of worksheets 12.6A and 12.6B. Read the directions with students and make sure they understand what to do. (You might also want to project these pages and model choosing a photo. For example, for Chapter 8, if you chose the photo of farmers with milk cans and wagons on page 152, you could say, "This photo shows that the dairy industry has been an important part of Wisconsin for many years and that dairy farming has changed since this photo was taken.")
3. Tell students that once they've chosen photos (there should be ten total, one each from Chapters 2–11), they should choose a Thinking Like a Historian question to go with each photo. Each question should come from the chapter in which the student found the photo,

and the photo should provide some clue about the answer to the question. (For example, the photo from page 152 might answer the question “How can historic photographs help us learn about the past?” or “How did dairy farming become important to Wisconsin’s economy?”) Have students write the questions on worksheets 12.6A and 12.6B.

4. Have students paste down photocopied images or draw pictures in chapter order on a blank sheet of paper or poster (of whatever size you choose).

Name _____

Date _____

12.1: Key Word Self-Assessment

Put an X in the box that shows how you understand each word.

Key Words	I know this word and can tell what it means.	I recognize this word but don't know what it means.	I know a word like it, or what a part of the word means.	I don't know this word.
register				
conservancy				
restore				
stewardship				
historic preservation				

12.2A: Thinking Like a Historian

Read each question carefully. In the third column, rewrite the question in your own words or write words that will help you remember the question.

Category	Questions	My Own Words/Notes
 	<p>Why did people in Wisconsin begin working to preserve historic places?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
 	<p>Why do people in Wisconsin work to protect our environment?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____

Date _____

12.2B: Thinking Like a Historian

	<p>Why is stewardship important to Wisconsin's future?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>Can you identify any turning points in this chapter? What makes them turning points?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____

Date _____

12.3A: Why Save a Place?

Name a place in Wisconsin that you'd like to save and answer the questions below.

Name of Place _____

1. Did any important historical events happen here? If so, which event(s)?

2. What kind of condition is the place in? (Is it clean? In disrepair?)

3. Is this place used by the community around it? If so, how does the community use the space?

4. Is there something unusual about this place? What is it? (For example, are there unusual geologic rock formations or an interesting architectural style?)

Name _____

Date _____

12.3B: Why Save a Place?

5. Why is this place special? What does it mean to you?

6. Why do you want to save this place?

7. Why would other people appreciate it if it were saved?

8. Will it take work to save it? What needs to be done?

Name _____

Date _____

12.4A: A Place to Save

Think about what work needs to be done to save the place you have chosen to save. Fill in the plan below with details about how you would save it.

How to Save _____ (Place)

1. Describe the place you would like to save.

2. What work needs to be done to save it? List the steps you would take.

- a. _____

- b. _____

- c. _____

3. How can you help save this place? What work could you do?

4. How can members of your community help you save this place?

12.5A: Chapter 12 Assessment

Part A

1. Key Vocabulary

Write the letter of the correct definition next to each word.

- | | |
|-----------------------------|---|
| _____ conservancy | a. bring back to original condition |
| _____ heritage | b. the act of saving old places and spaces |
| _____ historic preservation | c. personal responsibility for taking care of something that is not one's own |
| _____ preserve | d. a group or organization that works to protect valuable things |
| _____ restore | e. to protect something so that it stays in its original state |
| _____ stewardship | f. valuable, important traditions handed down from generation to generation |

2. Thinking Like a Historian

List three reasons why people begin working to protect historic places or the environment.

a. _____

b. _____

c. _____

Name _____

Date _____

12.5B: Chapter 12 Assessment

Part B

1. Look at the list of places below. Next to each place, write a reason telling why we should preserve it.

a. Frank Lloyd Wright's House, Taliesin _____

b. Villa Louis Historic Site in Prairie du Chien _____

c. Capitol Building in Madison _____

d. The Ice Age Trail _____

2. What are some ways in which people have worked to save natural spaces, like Chequamegon National Forest and the prairies of Wisconsin?

Name _____

Date _____

12.6A: Creating My Own Book Cover

Chapter by Chapter

Choose one photo from each chapter of *Wisconsin: Our State, Our Story*. Find a Thinking Like a Historian question to go with each photo. Draw the symbol for that question in the box and write the question next to it.

Chapter 2, Page _____ Brief description: _____

Thinking Like a Historian Question:

Chapter 3, Page _____ Brief description: _____

Thinking Like a Historian Question:

Chapter 4, Page _____ Brief description: _____

Thinking Like a Historian Question:

Chapter 5, Page _____ Brief description: _____

Thinking Like a Historian Question:

Chapter 6, Page _____ Brief description: _____

Thinking Like a Historian Question:

Name _____

Date _____

12.6B: Creating My Own Book Cover

Chapter by Chapter

Chapter 7, Page _____ Brief description: _____

Thinking Like a Historian Question:

Chapter 8, Page _____ Brief description: _____

Thinking Like a Historian Question:

Chapter 9, Page _____ Brief description: _____

Thinking Like a Historian Question:

Chapter 10, Page _____ Brief description: _____

Thinking Like a Historian Question:

Chapter 11, Page _____ Brief description: _____

Thinking Like a Historian Question:

Chapter 12, Page _____ Brief description: _____

Thinking Like a Historian Question:

Chapter 12

Answer Key

12.1: Key Word Self-Assessment

Answers will vary. Students should fill in one box per key word. You may wish to have students keep their words and definitions handy as they read the chapter.

12.2: Thinking Like a Historian

Answers will vary.

12.3: Why Save a Place?

Answers will vary.

12.4: A Place to Save

Answers will vary.

12.5: Chapter 12 Assessment

Part A

1. d. conservancy, f. heritage, b. historic preservation, e. preserve, a. restore, c. stewardship
2. Answers will vary. Possible answers:
 - a. Places and spaces document our history.
 - b. Conservancies pay families to protect their land, and families can use the money to improve their property.
 - c. People restore buildings to celebrate their heritage.

Part B

1. Possible answers include the following:
 - a. Wright was an important architect, and saving his house means many people can see his work.
 - b. Villa Louis is a historic place. It can show visitors what houses were like in the 1890s.
 - c. If the statue on the dome was left alone, it would get dirty and destroyed.
 - d. We can learn about glaciers in Wisconsin by following the Ice Age Trail.
2. Answers will vary. Possible answer: People planted trees in the 1930s to re-grow the forests. People also collect prairie seeds in the fall and plant them in the spring to preserve the prairies. Students take field trips to forests and parks to learn about nature.

12.6: Create My Own Book Cover

Answers will vary. Make sure students have chosen one photo from each chapter and an accompanying, appropriate Thinking Like a Historian question.

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