

## Wisconsin: A Place with a Past

The material in this chapter is mainly devoted to the geography and topography of Wisconsin—its location in the United States, North America, and the world at large; its rivers and landforms; its soil types and vegetation. The following activities will help students develop and expand the ideas presented in this chapter.

### Activity 2.1 *Your Cosmic Address*

#### Overview

This activity reinforces and expands concepts presented in “Locating Wisconsin in the United States” and “Locating Wisconsin in the World” (*Wisconsin: Our State, Our Story*, pp. 16–19). In this activity students determine a “Cosmic Address” that locates them within their state, country, continent, planet, and universe.

#### Management

##### Materials

- Student Activity 2.1 (Teacher Page 1; Student Pages 1–2)

##### Grouping

- Whole class
- Small group
- Individual, supervised or independent

### Activity 2.2 *County, Country, or Continent*

#### Overview

Part 1 of this two-part activity helps students master the distinctions among three key terms: *county*, *country*, and *continent*. Part 2 helps students familiarize themselves with the notion of a Cosmic Address for places outside Wisconsin and the United States.

#### Management

##### Materials

- Student Activity 2.2 (Teacher Page 1; Student Pages 1–2)
- Globe or large-scale world map

##### Grouping

- Whole class
- Small group
- Individual, supervised or independent

### Activity 2.3 A Wisconsin Puzzle

#### Overview

With the addition of material from appropriate reference materials, this activity makes an excellent follow-up to students' study of Wisconsin's waterways and land regions in *Wisconsin: Our State, Our Story*, pp. 28–35.

#### Management

##### Materials

- Student Activity 2.3 (Teacher Pages 1–2; Student Pages 1–7)
- Reference materials about Wisconsin regions, such as *Learning from the Land*, *Working with Water*, and similar works
- Scissors, paste, and extra paper or poster board for each group

##### Grouping

- Small group

### Activity 2.4 Where Would You Like to Live?

#### Overview

Why do people choose to live in a certain place? Sometimes people choose to live near friends or relatives. Other times, they choose to be near a place where they can find work. But what about long ago, in the days when people from other parts of the United States or even from Europe were first settling in Wisconsin? These people had no information other than the land itself—the kind of soil, the distance to a river, and so on. In this activity students will use features of the land itself to help choose a place to live. In this way, the activity provides a culminating project for this chapter, giving students a chance to think critically about how geography affects the choices that people make about where and how they live.

#### Management

##### Materials

- Student Activity 2.4 (Teacher Pages 1–2; Student Pages 1–6)
- Writing paper

##### Grouping

- Whole class
- Small group
- Individual, supervised or independent