



- consider the ways in which Wisconsin’s climate and geography have contributed to the evolution of cultures and lifestyles in Wisconsin.  
*Grade 4: A.4.4, A.4.8, B.4.10*  
*Grade 8: A.8.4*
- explore the ways in which people living in certain geographic areas can create their own culture.  
*Grade 4: A.4.7, C.4.1, C.4.3, E.4.2, E.4.4*  
*Grade 8: A.8.4, A.8.8, E.8.3*

## Vocabulary

*Words preceded by an asterisk (\*) were introduced earlier in the series and are included here for review.*

**cropping system** — The manner and design of a garden, often reflecting environmental resources and needs, as well as the gardener’s cultural background.

**\*culture** — A way of life; something everyone has. It includes the behavior patterns, arts, beliefs, institutions, and all other products of human work and thought. Culture is complex and ever evolving.

**\*diversity** — Variety.

**\*ethnic** — A group of people sharing a common and distinctive racial, national, religious, linguistic, or cultural heritage.

**\*expression** — The act of showing your feelings by writing, saying, or doing something.

**inspiration** — The act of filling someone with an emotion, idea, or attitude; encouraging someone to do something.

**landscape** — A large area of land that can be viewed from one place; a landscape can be natural or human-made.

**menomin (men-noh-min)** — Literally, “the good seed”; wild rice. Also *menomin*. [Ojibwe]

**mural** — A painting on a wall. This word is used in Program 3 to describe mosaics made from tiles.

**sense of place** — Special feelings people have for a certain place; a relationship between a place and a person or people.

**sloughs (slews)** — Marshes along coasts and rivers where water levels fluctuate. Wild rice thrives in the sloughs on the Bad River Indian Reservation.

**social** — To do with people coming together in a friendly way.

**spiritual** — To do with religion or faith.

**stewardship** — Protecting and preserving resources.

**tiles** — Flat squares of clay painted with glaze and heated in a kiln.

**\*traditional** — Ideas, customs, and beliefs handed down from one generation to the next.

## Before-Viewing Activities

*To meet the needs of diverse learning styles, be flexible in using these activities. In addition to writing, offer other options of expression.*



### Focus Questions for Class Discussion

- How does the environment influence culture?
- How do people in rural settings and urban settings interact with the environment?
- How does moving to a new place impact cultural expressions?

### Focus Activity

Provide each student with a copy of the **Favorite Wisconsin Places flip-up** (see the template on page 18). Ask students to:

1. identify four of their favorite places in Wisconsin, two indoors and two outdoors. (Examples might include places in or near their homes, their community, their school, or vacation destinations.)
2. draw or write the name of a favorite place on each flap.
3. write a brief explanation of why they chose that place under each corresponding flap.

*Teaching note:* This activity is referenced in the student assessment activity; see page 13 of the Teacher Summary.

### *Geography Connection*

Make a list on the chalkboard of some of the students' favorite outdoor places in Wisconsin. Then, facilitate a discussion around this question: How has Wisconsin's geography, climate, and landscape created or influenced these favorite places? Remind students of Wisconsin's unique geographic location.

## Viewing Activities

### Bad River Indian Reservation Segment

*Relevant Academic Standards for Environmental Education*

*Grade 4: B.4.4, B.4.5, B.4.8, B.4.9, B.4.10, E.4.1*

*Grade 8: B.8.9, B.8.12, D.8.7*

The reservation of the Bad River Band of Lake Superior Chippewa (Ojibwe) is located along Lake Superior. These lands were reserved by the ancestors of modern Ojibwe people. More than 95 percent of the reservation's 124,234 acres remain undeveloped and wild. For many generations, Ojibwe people have harvested wild rice from the Kakagon and Bad River sloughs, which compose 16,000 acres of high-quality Lake Superior wetlands. Wild rice, fish, wildlife, and other resources of the sloughs provide for both the spiritual and physical needs of the Bad River Band. In return, the Indian people protect and preserve the sloughs. Young people participate in the annual ricing, usually done in August.

*Teaching note:* This segment supports Act 31, which mandates “instruction in the history, culture, and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades.”

*Viewing/Observation Points*

Pause the video before this segment begins and ask students to keep the following question in mind as they watch. At the conclusion of the segment, pause the video and ask the question again to assess students' observations.

- Why are the rice sloughs important to Ojibwe people? (Responses might include they were a gift from the Great Spirit; ricing helps young people feel connected to their ancestors; all people, animals, and plants are related and must be treated with respect; ricing provides food; ricing is a part of Ojibwe culture.)

**Community Gardens Segment**

*Relevant Academic Standards for Science*

*Grade 4: E.4.6, E.4.8, H.4.3*

*Grade 8: none applicable*

The community gardens in this segment are located near the Eagle Heights community of the University of Wisconsin-Madison. Because many Eagle Heights residents are graduate students from all over the world, this community is the most diverse in Wisconsin. More than 60 countries are represented among the gardeners. Visitors can hear between 60 to 80 languages spoken in the gardens, as well as see plants and cropping systems from all over the world.

### *Viewing/Observation Points*

Pause the video before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video and ask the questions again to assess students' observations.

- What do the Korean and Malawi-American families have in common? (Responses could include gardening is an activity involving the whole family, families grow some crops that remind them of their ethnic heritage.)
- Why do these families enjoy the time they spend in their gardens? (Observations might include intergenerational sharing, it's fun, time to tell stories, garden is a quiet and peaceful place to be, snacking on vegetables.)

### **Mural Segment**

*Relevant Academic Standards for Art and Design Education*

*Grade 4: B.4.1, B.4.4, B.4.5; C.4.1, C.4.2, C.4.6, D.4.1, E.4.1, E.4.5, G.4.1, G.4.4, K.4.1*

*Grade 8: B.8.3, B.8.4, B.8.5; C.8.1, C.8.2, C.8.6 C.8.9, D.8.1, E.8.1, E.8.5, G.8.1, G.8.4, K.8.1*

The United Community Center/Centro de la Comunidad Unida is a nonprofit Hispanic community service agency dedicated to serving Hispanics and residents of Milwaukee's near south side. The UCC provides a broad range of education, health, cultural arts, and human services programs. When a new housing unit for seniors was planned, leaders decided to have children create a mural of Hispanic literary figures to adorn the outside of the building. The mural tradition is very strong in the Latino community, and children at the UCC researched, designed, and created the new artwork. The project helped the artists feel connected to their neighborhood and made a positive contribution to their community.

### *Viewing/Observation Points*

Pause the video before this segment begins and ask students to keep the following question in mind as they watch. At the conclusion of the segment, pause the video and ask the question again to assess students' observations.

- Why do the girls enjoy working on this mural? (Responses might include it gives them a chance to express their cultural identity, it connects them to their ethnic heritage, it gives them a sense of belonging, it helps them personalize their own community, it makes them feel that they're contributing something positive to their community, it's fun.)

## After-Viewing Activities



### Questions for Class Discussion

- What did students learn about the relationship between culture and place from viewing Program 3, “Places with Faces”?
- What strategies for learning about culture did students observe in Program 3?
- What elements of culture do students share as a class? How do they feel about their classroom space? What did they do to personalize their school space?

### Students’ Culture Journals

Ask students to respond to these questions in their culture journals:

- What is my very favorite place in Wisconsin? Describe that place, using at least three of the five senses.
- Why is it my favorite place?
- What do I do when I’m there?
- How do I feel when I’m there?

### Class Activity

After students complete the journaling questions (above), distribute copies of the **Favorite Places graphic organizer** (p. 19). Explain to students that they will be thinking more about their favorite place.

Invite students to describe their favorite place to their classmates. This sharing should be optional, as some students’ experiences may be too personal to share.

As each student identifies his or her favorite place, guide students to begin classifying the places into categories on the **Favorite Places** graphic organizer: Natural Environment, Human-made Environment, or Combination. *Variation:* Ask students to share photographs or artwork of their favorite place, and arrange the images into collages based on these categories.

*Teaching note:* The class activity and Culture Journal writing, above, are referenced in the student assessment activity; see page 13 of the Teacher Summary.



### Quick Version

Complete the **Favorite Places** graphic organizer by using some of the favorite places cited in Program 3. Categorically, these include:

- **Natural Environment** — a hiking trail, the rice sloughs of the Bad River Indian Reservation

- **Human-made Environment** — a football field, grandma’s house, Milwaukee’s United Community Center, a school auditorium stage, the Cultural Horizons Exploratorium
- **Combination** — a back yard, the Eagle Heights community gardens

## Technology Links

- Ask students to make a videotape of their favorite place.  
*Teaching tip:* Student videos can be edited with simple software. Ask your school’s technology coordinator for assistance.
- Provide inexpensive cameras for students’ use; several students could share one camera. Ask them to photograph their favorite place. For students unable to photograph their favorite place, suggest other options, such as bringing a photo from home or creating artwork.

## Student Activity for Assessment

Using students’ lists of favorite Wisconsin places, have them work collaboratively to explore these places and express how they interact with them. Details about the activity are provided in the **Teacher Summary** on pages 12 through 14.

## Extension Activities

*These activities correlate to the video segments cited in Viewing Activities (pp. 3-5) and allow for follow-up on particular themes.*

### **Bad River Indian Reservation Segment**

Help students identify Wisconsin’s American Indian reservations using the *Cultural Map of Wisconsin*, the transparency provided in *Mapping Wisconsin History* (see References and Resources for Teachers, page 8), or a Wisconsin highway map.

#### *History Connection*

Have students investigate why some tribes and bands in Wisconsin have reservations (e.g., Menominee, Oneida) and others do not (e.g., Ho-Chunk, Brothertown).

### **Community Gardens Segment**

Engage students in talking about gardening with their families. Have any plants been in the family for a long time? Does the family grow or enjoy vegetables or fruit that reflect its ethnic background? Invite students to bring samples to share.

Ask students to create a map of their ideal garden, including their favorite vegetables, fruits, and flowers.



*Bridge to Terabithia*, by Katherine Paterson, illustrated by Donna Diamond. HarperCollins Children's Books, 1978, ISBN 0690013590 (hardcover); HarperTrophy, 1987, ISBN 0064401847; Harper Audio, 2001, ISBN 0694524522 (unabridged); Library Reproduction Services, 2000, ISBN 1581180535 (large print). A boy and girl find solace in a secret kingdom they create in a woods named Terabithia.

*Chasing Redbird*, by Sharon Creech. HarperCollins Juvenile Books, 1997, 0060269871 (hardcover); 1998, ISBN 0064406962 (paperback). Zinnia, the quiet and often-overlooked middle child of a busy family, discovers a hidden pathway leading away from her family's farm. Determined to learn where the path leads, she takes on the task of clearing every inch of the path of its weeds and brambles.

*City Street*, by Douglas Florian. Greenwillow, 1990, ISBN 0688095445. This picture book features watercolor illustrations depicting the diverse, child-centered activities that make up life on a city street, where skateboards roll, pigeons fly, and traffic moves.

*Dinner from Dirt: Ten Meals Kids Can Grow and Cook* by Emily Scott, Catherine Duffy, and Emily Duffy. Gibbs Smith Junior Book, 1998, ISBN 0879058404. Illustrated garden plans and growing instructions are included in this book, which features such kid favorites as pizza gardens, sandwich gardens, and spaghetti gardens.

*Fun with Gardening: 50 Great Projects Kids Can Plant Themselves*, by Clare Bradley, photographs by John Freeman. Hermes House, 2000, ISBN 184215138X (spiral binding). Includes projects suitable for indoor and outdoor environments, in all climates and all conditions.

*Gardening Wizardry for Kids*, by L. Patricia Kite, illustrated by Yvette Santiago Banek. Barrons Juveniles, 1995, ISBN 0812013174 (paperback). This book features more than 300 easy-to-follow experiments and projects for home or school, with history, arts and crafts, and science connections. It also contains a glossary, reading list, and full-color how-to illustrations. A bonus chapter lists seed catalogs that kids can obtain from sources in the United States and Canada.

*River Ran Wild: An Environmental History*, by Lynne Cherry. Harcourt Brace, 1992, ISBN 0152005420 (school/library binding); Houghton Mifflin College, 1995, ISBN 0395732409 (hardcover). This pictorial history of New England's Nashua River covers 7,000 years. Each double spread focuses on one period and the way different people have used the river. It culminates in current efforts to clean up pollution.



“On the Polish Heritage Highway” — Describe all the “clues” to Polish culture in this Visit. Pick one clue and explain what it reveals about Polish heritage.

“Shine Where You Stand” — Imagine that you and your family live in the lighthousekeeper’s house. Describe in your journal your life on July 3, 1883.

Use the “All Groups” list in **Explorer** to learn more about the following groups of people who were represented in Program 3:

African	Hmong
American Indian	Korean
Bad River Indian	Mexican
Caribbean	Ojibwe
Central American	South American
German	United States



### 1. Review

Ask students to review the responses they wrote in their Culture Journals to these After-Viewing focus questions (page 6):

1. What is my very favorite place in Wisconsin? Describe that place, using at least three of the five senses.
2. Why is it my favorite place?
3. What do I do when I'm there?
4. How do I feel when I'm there?

While students are reviewing their Culture Journals, compile and share with the class a list of students' favorite outdoor places in Wisconsin using one of these two resources:

- The "Outdoor Place" sections of the **Favorite Wisconsin Places** flip-ups that students made for the Before-Viewing focus activity (page 3)
- The "Natural Environment" and "Combination Environment" columns on the **Favorite Places** graphic organizer that students completed for the After-Viewing class activity (page 6)

### Quick Version

Ask students to read aloud their response to the journaling question "What is my very favorite place in Wisconsin?" Record their responses on the chalkboard.



### 2. Sharing with Classmates

Using the list you compiled, encourage students to share with the class their answers to these questions:

- What do I do when I'm there?
- How do I feel when I'm there?

Based on their responses, make a list of how these students interact with their physical environment. You also may wish to remind students of these examples from Program 3:

- Ali likes looking for deer on the hiking trail near her home.
- Anastasia feels calm and free in her garden because it is quiet.
- Waylan and Jesse feel connected to their ancestors when they go ricing in the sloughs on the Bad River Reservation.
- Paul shares stories with his brother and sister while they work in their garden.

### 3. Small-Group Activity: A Favorite Place in Wisconsin

Explain to students that they will be working collaboratively in groups to explore Wisconsin places of their choice. Distribute the assessment rubric and read through it as a class, making sure students understand the way in which their performance is being measured.

Assist students in forming small groups; you may wish to assign each group a name or number. Distribute or display the sample activity and discuss it with the class. Then, distribute the **Wisconsin Places, Wisconsin Regions** activity sheet.

Tell them to begin by selecting a favorite outdoor place of a classmate in their group and writing the name of that place in the left column of the activity sheet. They then will discuss this place using the questions at the top of the middle and right columns. Have the groups record their comments in the appropriate columns.

#### **4. Small-Group Activity: A Physical Region in Wisconsin**

Keep the groups together and make the *Cultural Horizons of Wisconsin* CD-ROM available to them. Inform students that they will be using this CD to learn about a new outdoor place of the group's choosing. Encourage students to select a physical region different from the one in which they live.

Explain to the groups that they will be exploring the landscape, people, and places of their selected region using the CD's *Wiscometer* and the *Visits* features (see [CD-ROM Navigation](#), page 24). To guide students in their exploration, cite the Visits described under CD-ROM Connections on page 10.

Direct students to complete "A Physical Region in Wisconsin" on the **Wisconsin Places, Wisconsin Regions** activity sheet. The five regions listed in this section correspond to the way content is organized on the CD. Tell the groups they are to study how people in their selected region interact with the physical environment. Specifically, the groups should look for examples in

- the ways people use the land,
- the locations of the region's communities, and
- the construction and design of the region's buildings.

Instruct the groups to then consider the effect Wisconsin's geography and climate has had on this region. Students may wish to support their comments by printing images from the CD's *Wiscometer* or *Visits*.

#### **5. Small-Group Activity: Sharing Information**

Have each group share with the class its information about the Wisconsin region the group explored. This may include displaying the images the group printed from the *Cultural Horizons of Wisconsin* CD-ROM. If you wish to extend this activity after the sharing is complete, ask students to compare and contrast their information by region.

# Places with Faces assessment rubric

Name \_\_\_\_\_

Date \_\_\_\_\_ ID# \_\_\_\_\_

How have the state's climate and geography contributed to the evolution of cultures and lifestyles in Wisconsin?

ACTIVITY	RESULTS			
	Just Beginning 1 point	On My Way 2 points	Almost There 3 points	Well Done 4 points
As a Group: Select a Favorite Place	1 student took part.	2 students took part.	3 students took part.	All students took part.
	1 student took part.	2 students took part.	3 students took part.	All students took part.
	1 student shared.	2 students shared.	3 students shared.	All students shared.
On Your Own: Wisconsin Places, Wisconsin Regions				
Favorite Place	Question 1/Question 2: Gave 1 example. Example not understandable.	Question 1/Question 2: Gave 2 examples. Examples vague.	Question 1/Question 2: Gave 3 examples. Examples understandable.	Question 1/Question 2: Gave 4 or more examples. Examples well stated.
Physical Region	Question 1/Question 2: Gave 1 example. Example not understandable.	Question 1/Question 2: Gave 2 examples. Examples vague.	Question 1/Question 2: Gave 3 examples. Examples understandable.	Question 1/Question 2: Gave 4 or more examples. Examples well stated.

*Correlations to Wisconsin Social Studies Standards for Social Studies (Geography)*

- A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters.
- A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment.

## Wisconsin Places, Wisconsin Regions

Question 1		Question 2
Places with Faces	How do people interact with this place?	How have Wisconsin's geography and climate affected this place?
A Favorite Place in Wisconsin	Waylan and Jesse interact with the wild rice sloughs by harvesting wild rice and by making sure that some of the rice falls back into the water for reseeded.	Wild rice grows best in cold, clear water. Because these sloughs are located in the far northern part of the state, the water there is cold. As a result, Ojibwe people have lived near the rice sloughs for hundreds of years.
<b>A Physical Region in Wisconsin</b> (circle your selected region) Lake Superior Lowland Northern Highland Central Sand Plain Western Upland Eastern Ridges & Lowlands	<p><b>Land Use</b> Some farm families in this region raise cranberries on their farms. they irrigate the cranberry marshes with water.</p> <p><b>Location of Communities</b> The region's larger cities, such as Wisconsin Rapids, are located along the Wisconsin River.</p> <p><b>Designs of Buildings</b> Some people build roadside shrines of red brick near the village of Polonia.</p>	<p>Cranberries need this region's flat, sandy land to grow. Water from the Wisconsin, Black, Chippewa, Fox rivers flows through this region. This is important because cranberries need lots of water to grow, to be protected from frost and to be harvested.</p>

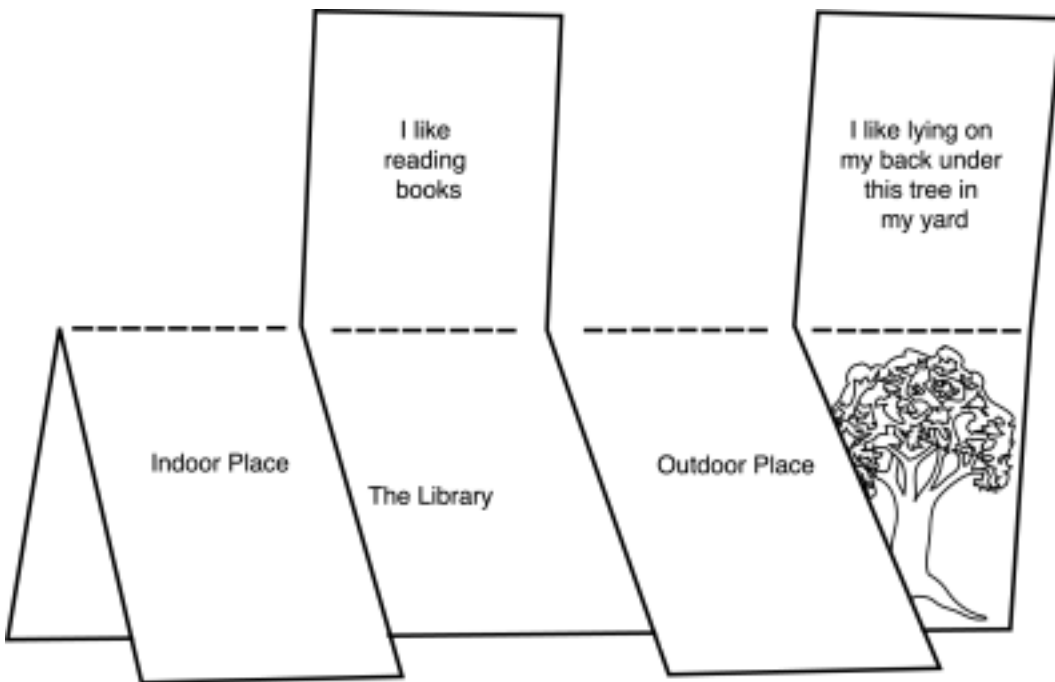
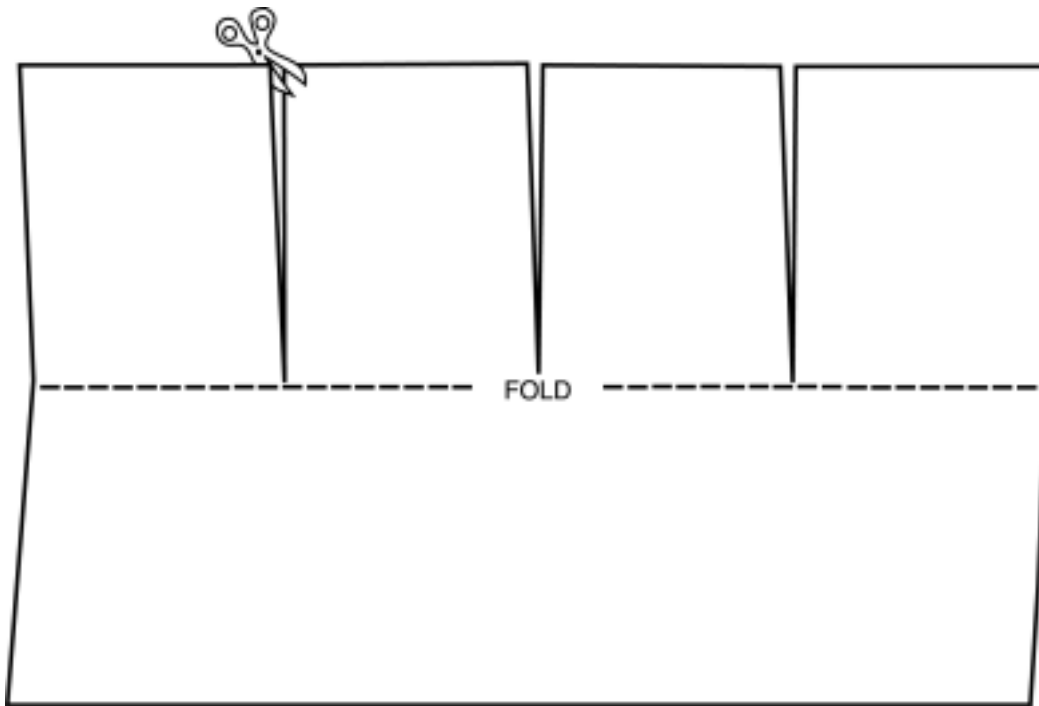
Name \_\_\_\_\_

Date \_\_\_\_\_ ID# \_\_\_\_\_

# Wisconsin Places, Wisconsin Regions

Question 1		Question 2
Places with Faces	How do people interact with this place?	How have Wisconsin's geography and climate affected this place?
<p>A Favorite Place in Wisconsin</p> <p>Our group has chosen _____</p>		
<p><b>A Physical Region in Wisconsin</b>                      (circle your selected region)</p> <p>Lake Superior Lowland</p> <p>Northern Highland</p> <p>Central Sand Plain</p> <p>Western Upland</p> <p>Eastern Ridges &amp; Lowlands</p>		

## Flip-up Template



Name \_\_\_\_\_

Date \_\_\_\_\_ ID# \_\_\_\_\_

## Favorite Places

Use the columns below to organize examples of your favorite places.

NATURAL ENVIRONMENT	HUMAN-MADE ENVIRONMENT	COMBINATION ENVIRONMENT

## Teaching Plan for Program/Chapter 3: “Places with Faces”

Video Segment	Learning Strategies	CD-ROM Component	The English Language Learner	The Intermediate Learner	The Gifted and Talented Learner
Bad River Indian Reservation	Cooperating Listening	Visit: “Where Food Grows on Water” Explorer: Ojibwe people	VOC: pp. 2-3 BVA: focus questions, p. 3; focus activity, p. 3 VA: viewing points, p. 4	BVA: focus questions, p. 3; focus activity, p. 3 VA: viewing points, p. 4 AVA: discussion, p. 6; Culture Journal, p. 6; class activity, pp. 6-7 SAA: pp. 12-17	AVA: Culture Journal, p. 6 Technology Links: p. 7 SAA: pp. 12-17 EA: map skills, p. 7
Community Gardens	Cooperating Sharing	Explorer: African people; Korean people	VOC: pp. 2-3 BVA: focus questions, p. 3; focus activity, p. 3 VA: viewing points, p. 5	BVA: focus questions, p. 3; focus activity, p. 3 VA: viewing points, p. 5 AVA: discussion, p. 6; Culture Journal, p. 6; class activity, pp. 6-7 SAA: pp. 12-17	AVA: Culture Journal, p. 6 Technology Links: p. 7 SAA: pp. 12-17 EA: discussion; mapping, p. 7
Mural	Creating Cooperating	Explorer: Mexican people; Central American people	VOC: pp. 2-3 BVA: focus questions, p. 3; focus activity, p. 3 VA: viewing points, p. 5 class activity, pp. 6-7	BVA: focus questions, p. 3; focus activity, p. 3 VA: viewing points, p. 5 AVA: discussion, p. 6; Culture Journal, p. 6; SAA: pp. 12-17	AVA: Culture Journal, p. 6 Technology Links: p. 7 SAA: pp. 12-17 EA: discussion/art project, p. 8
<p><b>Environmental Education Standards addressed in this video segment:</b> Grade 4: B.4.4, B.4.5, B.4.8, B.4.9, B.4.10, E.4.1 Grade 8: B.8.9, B.8.12, D.8.7</p> <p><b>Science Standards addressed in this video segment:</b> Grade 4: E.4.6, E.4.8, H.4.3 Grade 8: none applicable</p> <p><b>Art and Design Education Standards addressed in this video segment:</b> Grade 4: B.4.1, B.4.4, B.4.5, C.4.1, C.4.2, C.4.6, D.4.1, E.4.1, E.4.5, G.4.1, G.4.4, K.4.1 Grade 8: B.8.3, B.8.4, B.8.5, C.8.1, C.8.2, C.8.6, C.8.9, D.8.1, E.8.1, E.8.5, G.8.1, G.8.4, K.8.1</p>					
<p>VOC – Vocabulary; BVA – Before-Viewing Activity; VA – Viewing Activity; AVA – After-Viewing Activity; SAA – Student Activity for Assessment; EA – Extension Activity</p>					

## How to Use This Guide

This teacher guide will assist you in making best use of the *Cultural Horizons of Wisconsin* video series and its companion CD-ROM by offering ways to incorporate them into your curriculum. It also contains suggested activities designed to appeal to multiple learning styles and intelligences. Each chapter of this guide corresponds to a program in the *Cultural Horizons of Wisconsin* video series and offers activity suggestions and CD-ROM connections specific to that program.

The series is set in a spacious, learning-rich environment called the Exploratorium. There, a group of young people and their adult facilitators, Mr. Kelly and Miss White, examine each program's theme. Illustrating the topic at hand are magazine-style segments that provide real-life examples. These programs highlight Wisconsin's diversity and provide a springboard for classroom discussion and student reflection.

It is always worthwhile to preview each *Cultural Horizons of Wisconsin* program before sharing it with your class. In particular, look for points where you may wish to pause the videotape and discuss a question or idea with students. In addition to introducing and reinforcing content about the state's culture, *Cultural Horizons of Wisconsin* will help your students understand that culture pertains to them as individuals.

### Correlations with Wisconsin's Model Academic Standards

Instructional goals for each video program were developed in conjunction with the [Wisconsin Model Academic Standards for Social Studies](#). Learning objectives and relevant social studies standards for fourth and eighth grades are noted under the heading of Program Goals in each chapter.

Many segments within the programs support academic standards in other disciplines as well. Those correlations are noted in the Viewing Activities section and on the teaching plans (see "Assisting Teachers, Enriching Student Learning," below).

Children in the Exploratorium will engage in a variety of learning activities that support the [Model Academic Standards for Information and Technology Literacy](#). Each chapter also includes a "technology link" that is designed to help integrate technology into enrichment activities.

### Assisting Teachers, Enriching Student Learning

In addition to suggesting student activities that complement the *Cultural Horizons of Wisconsin* video series, this guide includes a set of teaching plans, one for each chapter. The teaching plan identifies main content areas covered in a particular program, learning strategies that were modeled, related CD-ROM components, and relevant cross-curricular academic standards. It also groups this guide's student activities into three graduated levels. The [teaching plan for "Places with Faces"](#) is on page 20.

As an ongoing activity, the Student Culture Journal plays an integral part of the *Cultural Horizons of Wisconsin* experience. References to its use are made throughout this guide. Each student creates a journal or scrapbook in which he or she can record responses to questions asked before and after viewing. The journal also can be used to collect artwork, photographs, or other materials. Students may wish to decorate their Culture Journals to reflect their own culture.

The items below outline the manner in which the chapters of this guide are organized and describe the information each section contains:

### **Background Information for Teachers**

This section lays the foundation in regard to the content of the video program. It explains why particular topics are covered and gives relevance to the manner in which they are presented.

### **Synopsis**

The Synopsis describes the action that takes place in a particular program and the issues that are raised.

### **Program Goals**

This section cites learning objectives for the program and correlates each one to specific Wisconsin Model Academic Standards for Social Studies.

### **Vocabulary**

This list is made up of terms, with definitions, that are used in the video program as well as those which may arise during classroom discussion.

### **Before-Viewing Activities**

This part of the chapter can be used to direct students' attention on the video program they are about to view. It includes focus questions for classroom discussion and journal writing. You may want to record students' responses to the discussion questions on the chalkboard and reflect on them after the class views the program.

### **Viewing Activities**

All *Cultural Horizons of Wisconsin* programs feature several segments that address a particular cultural aspect. Synopses, relevant cross-curricular academic standards, and follow-up questions for each segment can be found here.

### **After-Viewing Activities**

This portion of the chapter offers class discussion questions, class activities, and journal-writing topics.

### **Technology Links**

These activities suggest ways to incorporate the tools of technology into student learning, both within and beyond the classroom.

### **Extension Activities**

Venture a little further. These activities provide ideas to enhance or expand learning opportunities on themes and content presented within the segments seen in the video program. Some can be used as a means to integrate a topic across the curriculum.

### **Student Activity for Assessment**

Each chapter contains a classroom-ready student assessment activity; this section provides a brief description of it. Assessment activities are designed to engage students in applying the concepts presented in the video programs. Results can be used to assess students' grasp of basic ideas for each new topic.

In addition to student materials, each assessment activity includes a **teacher summary** and **assessment rubric**. Each rubric enables students to choose the level at which they wish to perform. Before students begin an assessment activity, review the activity's rubric with the class, ensuring that students understand how their performance will be measured and scored.

### **Guide Resources**

This section of the chapter lists the type and location of materials needed to conduct activities mentioned in the guide. These items can include images, maps, and reproducible masters.

### **References and Resources**

The books, teaching materials, Web sites, and educational tools cited in this section have been carefully selected for quality and appropriateness. Each entry is annotated.

### **CD-ROM Connections**

To help students and teachers make best use of the *Cultural Horizons of Wisconsin* CD-ROM, information in this section identifies components of the CD that relate to each video program.

The *Cultural Horizons of Wisconsin* video series, CD-ROM, and this teacher guide were developed with the generous involvement of a number of Wisconsin classroom teachers and other education professionals from across the state. Their contributions ensure that these materials truly reflect the collective best thinking in regard to the cultures that shape our state and our individual lives.

### **Kathleen Ernst, Kori Oberle**

Project Co-Directors

*Cultural Horizons of Wisconsin*

## CD-ROM Navigation

**Visits** on the *Cultural Horizons of Wisconsin* CD-ROM introduce students to children and adults who are learning about, celebrating, and preserving their cultural heritage. These Visits relate in various ways to segments featured in *Cultural Horizons of Wisconsin* video programs. Teachers and students can access the Visits in two ways:

- Click on the Wisconsin Map pocket in the Backpack to open the map. Explore the map to find the pop-up signposts that bear the titles of the Visits. Click on the signpost of the Visit you wish to experience.
- Click on the Tools pocket in the Backpack. Launch the “Navitron” — which includes an alphabetical list of all Visit titles on the CD — by clicking on its icon. View the list and click on the Visit title of your choice.

**My Discoveries** is an electronic notebook that students use to record what they learn on their Visits. The Index within My Discoveries assists teachers with tracking the progress their students make through this CD-ROM. My Discoveries is accessible through

- the last screen of any Visit. Click on the “Write in My Discoveries” link to go to the writing activity related to that Visit.
- the Backpack’s top pocket. Click on the My Discoveries pocket to open it. Next, click on the “Open” button on the cover of the notebook and then the “Index” tab to view the Visit titles. Click on the Visit of your choice to begin your journal entry.
- the Tools pocket, located on the Backpack below the Wisconsin Map pocket. Click on it and select the Navitron button, and then choose the My Discoveries option. To access a Visit read the sentence directly above that begins with “Next.”

**Explorer** is a database containing profiles of more than 70 ethnic population groups currently living in Wisconsin. Each profile provides four subsections of content: background information in *Who We Are*; details on foods, crafts, music, and dance in *Traditions*; *Recipes*; and examples of ways the group preserves and celebrates its cultural identity in *Getting Along*.

All profiles are accessible in two ways — either by ethnic group, under the heading “All Groups,” or by country of origin, under “Areas of the World.” CD users can access Explorer by clicking on

- a specific group name, cited on the last screen of any Visit because of its relevance to that particular Visit.
- the front pocket of the Backpack. Then, click on either the “All Groups” or “Areas of the World” button. Choose the group you wish to learn about by scrolling through the list and clicking on either the group name or the area of the world from where the group came. After opening a profile, you may read screen by screen or jump to a particular section by clicking *Who We Are*, *Traditions*, *Recipes*, or *Getting Along*.
- the Tools pocket, located below the Wisconsin Map pocket on the Backpack, and launching the Navitron. Choose the Explorer option and follow the instructions directly above, starting with the sentence that begins with “Then.”