

A Place to Belong



Background Information for Teachers

Communities have changed and evolved in many ways throughout Wisconsin's history. Several trends, however, exemplified change in most Wisconsin communities during the 19th and 20th centuries. For thousands of years, most Wisconsin people lived in rural communities. Between the 1880s and 1920s, the Industrial Revolution created new jobs in cities, causing many people to move to urban areas. By 1930, Wisconsin's population was predominantly urban. In the 1950s and '60s, a series of initiatives encouraged the growth of suburbs, creating new kinds of communities. Changes in technology in the late twentieth century have allowed some people to conduct some or all of their work long distance and, if they wish, move back to rural areas.

Program Synopsis

Program 11 opens as Angie discovers a historical marker and cemetery in southwestern Wisconsin. They are all that remain of the community of Pleasant Ridge. As she explores the mystery of this vanished community, Angie learns that all communities change. She helps students understand the implications of Wisconsin's transition from a rural state to one that is primarily urban.

Students will see the different ways in which people interact with one another throughout this ongoing process of change. They also are encouraged to think about *community* as being a group of people who have something in common. Using this broad definition, students likely will recognize that they belong to several communities. These communities, although constantly changing, are an important part of who they are and provide an important sense of belonging.

Program Goals

Students will:

- describe various communities to which they belong.
- understand that Wisconsin people have created many kinds of communities throughout its history.
- understand that Wisconsin's communities have changed, and continue to change, for a variety of reasons.
- consider the implications of tensions between and within communities.

Focus Questions

What is a community? What kinds of communities have Wisconsin people created? How and why have communities changed? What is it like to be part of a community? What makes communities effective?

Career Connections

community recreation planner, city engineer, construction worker, land-use manager, community leaders (school board members, county supervisors, politicians, etc.)

Clues in Program 11

Each clue's category is noted in parentheses. For information about the categories, see pages 23-24

- historical marker (Landscape)
- cemetery (Places)
- exhibit at the Cunningham Museum (Places)
- interview and taped recordings (People)
- tourist information (Reference Materials)
- architecture (Landscape)
- cookbook (Folklore)
- information from an expert (People)
- photographs* (Visual Images)

- archival film* (Visual Images)

*Indicates clues seen in Program 11 but not mentioned specifically by Angie.

Vocabulary

basilica — An unusually large, ornate Catholic church

community — A group of people who have something in common

commute — To travel to work and back

ethnic neighborhood — A group of people who share a common racial, national, religious, linguistic, or cultural heritage, and who live in a distinct part of a city or town

functional — Capable of performing a specific activity

rural — Relating to the country

suburb — A residential area near a city

thresh — To separate the seeds or grains (e.g., oats or wheat) from straw

urban — Relating to the city

virtual community — A community that exists in electronic form via computer technology

Guide Resources

- Investigating the Mystery of History [graphic organizer](#) (p. 25)
- Investigative Clues [chart](#) (p. 26)
- Wisconsin [political outline map](#) (p. 27)
- Wisconsin Population, 1840-1996 [statistics](#) (p. 18)
- Community: We're All in It Together! [assessment activity](#) (pp. 15-17)

Pre-Viewing Activities

1. Use the time line to review concepts presented in Program 10. What changes did the Industrial Revolution cause in the state's factories and businesses? How did those changes affect workers?

2. Ask students to define the word *community*, and use their responses to initiate a discussion. Do communities change? How and why? Explain that Program 11 describes how communities in Wisconsin have changed over time. Encourage students to compare their ideas about community with what they see in Program 11.

Viewing Activities

Angie asks a number of questions during Program 11 that are intended to provoke thought and discussion, making them good pause points.

- Why did the community of Pleasant Ridge disappear?
- Can you name some (kinds of communities)?*
- What kinds of communities do you think all those new residents created in Wisconsin's cities?
- How do you suppose people felt about the fact that some residents were rich, but many were poor? Or that some people didn't have enough food or clean water?
- How do you think life changed for people who moved to the suburbs?



- What communities are you a part of?*

*Question is answered by the students in Program 11.

Wisconsin's annual re-creation of a 1900 circus parade in Milwaukee.

Post-Viewing Activities

1. Using the Investigating the Mystery of History **graphic organizer** (p. 25), review the clues and investigative methods Angie used in Program 11 (see Clues in Program 11 on pages 2-3). Have students record these clues on the appropriate Investigative Clues **charts** (p. 26). Then, have them identify the advantages and limitations of each clue. Methods and clues repeated from previous programs can be developed further after seeing them used again in a different way.
2. Label Angie's destinations in Program 11, listed below, on the Wisconsin **political outline map** (p. 27). (For additional site information, see **Angie's Destinations** on page 14.) (Geography connection)
 - Grant County, five miles west of Lancaster (Pleasant Ridge cemetery and historical marker)
 - Lancaster (Cunningham Museum)
 - Milwaukee (Basilica of St. Josaphat and Polish Heritage Tour)
3. Review Program 11 by discussing the following:
 - Why and how are communities created?
 - Why and how do communities change?

Permission to publish electronically not acquired for this image.

Teacher and students in front of their schoolhouse near Beetown, Grant County, about 1880.

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Student Activity for Assessment

Community: We're All in It Together! (pp. 15-17) has students identify the various communities to which they belong. Students then explain how two of these communities have changed over time.

Extension Activities

1. Make student copies or an overhead transparency of the Wisconsin **population chart** on p. 18. Discuss Wisconsin's changing population between 1840 and 1996.

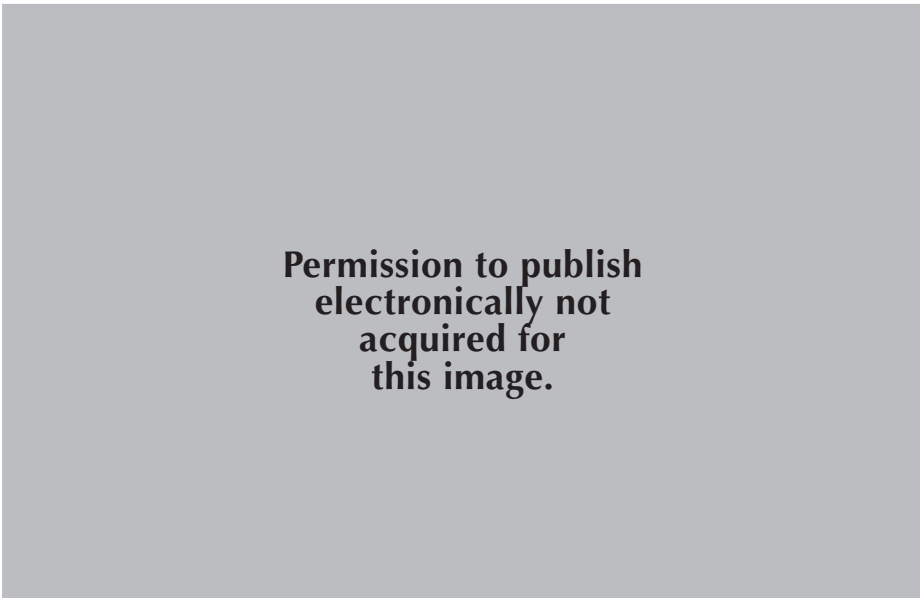
Women and produce at a community fair.

- How did Wisconsin's population change between 1840 and 1996? (*Answer:* It increased every year.)
- When did more people live in rural Wisconsin than in cities? (*Answer:* 1840 to 1920)
- When did Wisconsin change from being a primarily rural state to being a primarily urban state? (*Answer:* Sometime between 1920 and 1930.)

Construct line graphs to show Wisconsin's changing population over time. Rural and urban populations also can be depicted on this line graph. (Mathematics connection)

2. Ask students to study place names on a Wisconsin map. Can they find names that suggest common characteristics among members of certain communities? What communities were named after another community or place in the "old country"? Examples include New London, New Berlin, New Glarus, and Belgium. Why might settlers have chosen to live near one another and name their community after their homeland? (Geography connection)

3. People in communities must find ways to resolve conflicts, work through problems, and address differences in opinion. People in communities also often help one another, especially during times of trouble. Guide students through an exploration of their community to learn how it functions in hard times, including catastrophes or discord. Look for clues in books, interviews with older residents, museum exhibits, and old newspapers, which many libraries keep on microfilm.
 - How do people work to resolve conflicts? What procedures are in place to ensure that everyone has a voice? What can individuals do to work for change in their community?
 - Has a disaster ever hit the community? What happened? When? How did community members lend a helping hand?
4. How do people in today's communities help one another? Have students name some fund-raisers or community celebrations in which they have participated. Ask them to collect examples from either their own experiences or from articles they find in the newspaper, in magazines, or on the Internet. Compare and contrast these examples with the ways in which Wisconsin's nineteenth-century settlers helped one another in their communities.
5. Share with students historical photographs of work parties and social gatherings. (References and Resources, pages 13-14, cites pertinent sources.) Have each of them write a diary entry from the point of view of a person in one of the photographs. (Language Arts connection)



Threshing crew using a Case model "L" tractor, sometime between 1910-1931.

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Thomas Greene, an escaped slave from Missouri who lived in Pleasant Ridge until 1937.

6. Ask students to study the different kinds of work that typically existed in an early Wisconsin community, including the trades (e.g., blacksmith, barber), professions (doctor, peace officer, lawyer, schoolteacher), and domestic work (cleaning, cooking, rearing children). How was each person's job important to the well-being of the entire community?
7. Ask students to name some ways in which they think their community has changed since it was established. Have students brainstorm clues and investigative

methods that might help answer this question. Divide up the responses and have the class undertake an investigation. Compile the research and discuss each student's findings.

8. Take students on a walking tour of the oldest area in your town, or a historic district near your school. Which buildings do they think have existed the longest? What might these buildings have been used for over the years? Can students see evidence of changes in the buildings? Guide them to look for clues such as styles of architecture, dates in cornerstones, or historical markers.

Help students make a variety of architectural rubbings using newsprint and crayons or chalk. (Be sure to obtain permission if on private property.) Interesting architectural rubbings could include dates from cornerstones, signs on buildings, stamped markings on sidewalks, names in cement, street names on sidewalk corners, designs on manhole covers, and plaques on buildings. Create a classroom display of the rubbings. (Art connection)

Or, assist students in researching other old buildings in their community. They then can create their own walking tour, complete with brief building description or history, a map, and artwork.

9. Make arrangements for the class to visit an old local cemetery. What can students tell about the community's history by studying the names and dates on the gravestones?

With prior permission, help students make rubbings of gravestones they find interesting. Avoid gravestones that are leaning or less than four inches wide, as even slight pressure could cause them to tip over or break. All rubbings should be made gently and with respect.

10. Lizzie Black Kander was one of the first women in Milwaukee to undertake social work activities with Russian Jewish immigrants, who began arriving in large numbers in the 1880s. Her cooking classes led to the publication of a 200-page collection of recipes, titled *The Way to a Man's Heart*, which evolved into *The Settlement Cook Book*. Profits from this cookbook helped to fund a variety of social programs.



Top: a Norwegian-American bride with her groom, 1970s; and at left a Norwegian-American wedding party, 1870s; both in Dane County.

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The Settlement Cook Book of 1965 listed numerous recipes for pancakes. The varieties included buckwheat, cornmeal, rice, potato, matzo meal, Scotch, French, Russian, Norwegian, Bohemian, and German. So many different recipes for the same food indicates that people from a variety of ethnic backgrounds enjoyed eating pancakes. The recipes also provide important clues about the backgrounds of the people living in Milwaukee at the time.

Provide students with a basic pancake recipe, then ask them to create their own pancake recipe. What ingredients would they add to create a recipe that showcased their personal tastes; their ethnic background; their community? What topping would they recommend? Ask them to illustrate their pancake and its topping. (Language Arts/Art connection)

Or, let students make matzo meal pancakes, which Angie sampled in Program 10. The following recipe is from *The Settlement Cook Book* of 1965:

Matzo Meal Pancakes

1/2 cup matzo meal
1 teaspoon salt
1 tablespoon sugar
2 eggs, separated
1 cup milk or water

Mix dry ingredients together. Beat egg yolks, then add milk or water. Stir dry ingredients into egg mixture. Let stand a half hour. Beat egg whites until stiff and fold into batter. Grease the griddle and heat it. Pour batter onto griddle from the tip of a large spoon. When cakes are full of bubbles and brown on one side, flip over and brown the other side. Serve with sugar or pancake syrup.

11. Collect several cookbooks prepared by local communities, churches, organizations, or companies, and share them with students. What can students learn about the community or author/organization from the cookbook? Prepare one of the recipes for students or have them make an easy recipe in class. (Libraries often have community cookbooks in their collection; see References and Resources on pages 13-14 for other suggestions.)

12. As Wisconsin cities grow in population, more buildings are needed. Constructing new buildings sometimes causes controversy because the planned location may already be in use. Sometimes, urban renewal projects displace people in old neighborhoods. Find out if there have been or currently are any similar controversies in your community.

Ask students their opinions about such projects. Should the new structures be built, or is it better to leave the area the way it is? Is it important to preserve historic structures? Why or why not? What about the growth of the community? Should government leaders stop new construction, or is it better to continue the growth of the area? Have students express their opinions in a written report or an oral presentation. (Language Arts connection)

13. Collect photographs or postcards showing the local community over time. Help students analyze the photographs and keep notes about the changes they see. What is different? What is the same? For more information about analyzing photographs, consult *Another Look: Wisconsin Photographs Past and Present* (see Teacher Resources on page 13).

14. Ask students to study communities in the natural world. How do natural communities change over time? What causes the changes? How do these communities respond to changes caused by nature versus changes caused by humans? (Science connection)

Discuss social work with students, including the roles of professional social workers, community activist groups, and individual activists.

- What role do students think individuals can play in making positive changes within a community?
- What role do they think the government should play?
- What other groups influence what happens in communities?
- What positive changes would the students like to make in their community?

Ask them to look in the media for examples of people working for social betterment. Or, ask them to research individuals from the past who worked to improve the community.

15. *Classroom Activities on Wisconsin Indian Treaties and Tribal Sovereignty* (see Teacher Resources on page 13) includes information and an activity about boarding schools where many Wisconsin Indian children were sent in the late 1800s and early 1900s. Share this information with your students, then lead a class discussion to gauge their reactions. What happens when one group of people, even if well-intentioned, deprives others of their sense of community? Ask students to write a diary entry from the point of view of a Wisconsin Indian student living in the late 1800s or early 1900s. (Language Arts connection)
16. The Basilica of St. Josaphat in Milwaukee was built by the local Polish Catholic community. Many working-class families with few pennies to spare helped raise the funds to construct it. Ask students to name some examples of local community projects. Have they ever been involved in activities to raise funds for a community project? Encourage students to share their stories.



Angie finds a historical marker at Pleasant Ridge.

References and Resources

Teacher Resources

Another Look: Wisconsin Photographs Past and Present. Wisconsin Historical Society, 1998, ISBN 0870202979. This educational packet contains 16 pairs of photographs showing a historic image and a modern view of the same place or subject. The folder also contains a teacher guide and teaching suggestions. Available from the University of Wisconsin Press ; see page 35 for ordering information.

Black Settlers in Rural Wisconsin, by Zachary Cooper. Wisconsin Historical Society, 1994, ISBN 0870201700. This 32-page volume provides rare insight into the rural communities of Pleasant Ridge and Cheyenne Valley. Illustrated with photographs. Available from the University of Wisconsin Press; see page 35 for ordering information.

Classroom Activities on Wisconsin Indian Treaties and Tribal Sovereignty, by Ronald Satz, et al. Wisconsin Department of Public Instruction, 1996, item #6156. This 512-page guide includes information and an activity about boarding schools where many Wisconsin Indian children were sent in the late 1800s and early 1900s. Available from the DPI; to order, see page 309.

The Flavor of Wisconsin: An Informal History of Food and Eating in the Badger State, by Harva Hachten. Wisconsin Historical Society, 1981, ISBN 0870202049. Nine historical essays, 400 recipes from Wisconsin kitchens past and present, and photographs. Available from the University of Wisconsin Press; see page 35 for ordering information.

Grandmothers of Greenbush: Recipes and Memories of the Old Greenbush Neighborhood, 1900-1925, by Catherine Tripalin Murray. Amherst Press, 1997, ISBN 0962634638. This publication — with photographs, recollections, and recipes — is a model of how a cookbook can be used to document and share community history.

Home-Cooked Culture . . . Wisconsin Through Recipes, compiled by Choua Ly, edited by Terese Allen. Wisconsin Arts Board, 1998. Wisconsin's food traditions — occupational as well as ethnic — are captured in this cookbook, which was produced as part of the 1998 Wisconsin Folklife Festival. It contains recipes for appetizers, pancakes and crepes, bread and muffins, soups, side dishes, main dishes, cookies and bars, and desserts and pastries.

The Settlement Cook Book, by Mrs. Simon (Lizzie Black) Kander and Mrs. Henry Schoenfeld. Settlement House, 1903. Applewood Books, 1996 (facsimile ed.). This volume, written to showcase the food ways of Milwaukee's immigrant population, has been reprinted many times. Various editions sometimes can be found in second-hand bookstores or libraries.

Wisconsin Folklife: A Celebration of Wisconsin Traditions, edited by Richard March and Marshall Cook. Wisconsin Academy of Sciences, Arts and Letters, 1998, ISBN 1882280024. This collection of 12 articles samples the diverse traditions that make Wisconsin special — from Ojibwa canoe-building to church suppers, from family dairy farms to the legendary Harley-Davidson motorcycle.

Student Literature

One Nation, Many Tribes: How Kids Live in Milwaukee's Indian Community, by Kathleen Krull. Lodestar/Dutton, 1995. ISBN 0525674403 (hardcover). This book highlights two children in their day-to-day activities.

Hallie Lou's Scrapbook: Memories of Madison, by Hallie Lou Whitefield Blum. Historic Madison, 1996. Hallie Lou's memoir begins when she was born in 1916 in Madison. Filled with archival photographs.

Angie's Destinations

For more information about these sites, which Angie visited in Program 11, contact:

Cunningham Museum
Grant County Historical Society
129 E. Maple Street, Lancaster, WI 53813
Telephone: 608/723-2287 or 608/723-4925

Polish Heritage Tour
Historic Milwaukee, Inc.
P.O. Box 93309, Milwaukee, WI 53203-0309
Telephone: 414/277-7795

Basilica of St. Josaphat
569 W. Lincoln Avenue
Milwaukee, WI 53207

Community: We're All in It Together!

Time Needed

45 minutes

Activity Goals

Students will:

- identify several different communities to which they belong.
- understand that communities change for a variety of reasons.

Materials

Student copies of the Community: We're All in It Together! [graphic organizer](#) and [activity](#) (pp. 16-17)

Teacher Instructions

1. Review the meaning of *community* (i.e., a group of people who have something in common).
2. Encourage students to name different communities to which they belong. Help them remember that people do not need to be nearby one another in order to be part of the same community. For example, students may communicate with a group of friends via the Internet. Some of the communities students might name include family, friends, school, class, town or city, church, Girl/Boy Scouts, 4-H, sports or other recreational groups, and hobby groups.
3. Distribute the Community: We're All in It Together! student activity. Read and discuss the instructions. If the graphic organizer does not have enough flags for the students' community groups, encourage them to add their own.

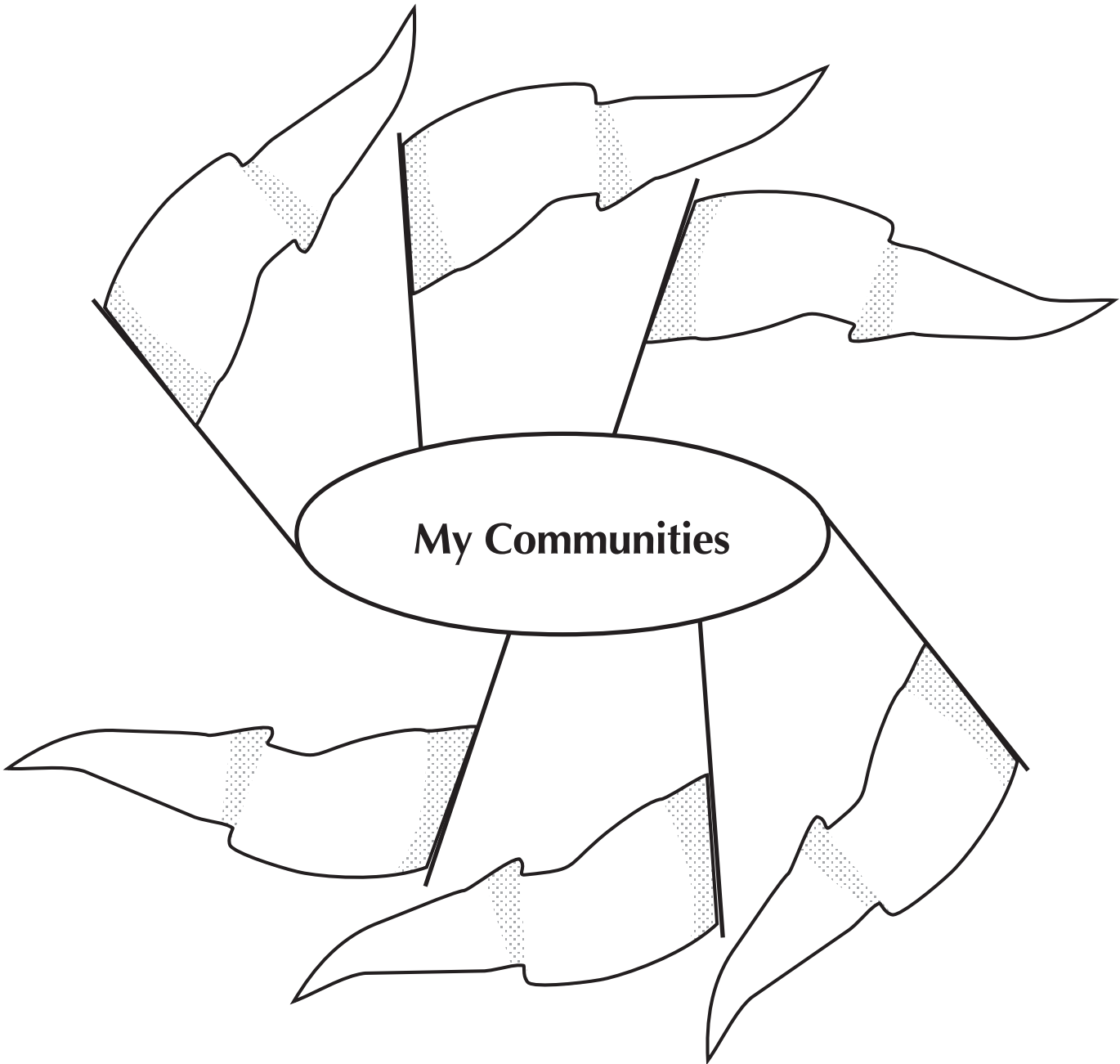
Criteria for Assessment

The student activity reflects the goals of this activity and should be used for assessment. Students are proficient in the stated goals if they:

- identify several different communities to which they belong.
- explain how two of their communities have changed over time.

Community: We're All in It Together!

Name _____



Community: We're All in It Together!

Name _____

A **community** is a group of people who have something in common with each other. Think about the communities to which you belong. Fill in the flags on the graphic organizer with the names of these communities.

Communities change over time. Think about the communities you listed on the graphic organizer. How have they changed? In the space below, describe how two of your communities have changed since you have been a member of them.

Community 1:

Community 2:

Wisconsin Population, 1840-1996

Year	Population	Rural	Urban	% Urban
1840	30,945	30,945	—	—
1850	305,391	276,768	28,623	9.4
1860	775,881	664,007	111,874	14.4
1870	1,054,670	847,471	207,099	19.6
1880	1,315,497	998,293	317,204	24.1
1890	1,693,330	1,131,044	562,286	33.2
1900	2,069,042	1,278,829	790,213	38.2
1910	2,333,860	1,329,540	1,004,320	43.0
1920	2,632,067	1,387,209	1,244,858	47.3
1930	2,939,006	1,385,163	1,553,843	52.9
1940	3,137,587	1,458,443	1,679,144	53.5
1950	3,434,575	1,446,687	1,987,888	57.9
1960	3,951,777	1,429,598	2,522,179	63.8
1970	4,417,933	1,507,313	2,910,418	65.9
1980	4,705,642	1,685,035	3,020,732	64.2
1990	4,891,769	1,679,813	3,211,956	65.7
1991	4,920,507	NA	NA	NA
1992	4,968,224	NA	NA	NA
1993	5,020,994	NA	NA	NA
1994	5,061,451	NA	NA	NA
1995	5,101,581	NA	NA	NA
1996	5,142,999	NA	NA	NA

Source: Wisconsin Blue Book 1997-1998, p. 763.

How to Use This Guide

This teacher guide will enable you to make the best use of *Investigating Wisconsin History* in your classroom. It contains suggested activities, which are designed to appeal to multiple learning styles and intelligences, to help you incorporate the video programs into your curriculum.

Each chapter corresponds to a program in the video series and offers activity suggestions specific to that program. There also are several techniques and activities designed to be used consistently throughout the series.

In addition to introducing and reinforcing content about Wisconsin history, *Investigating Wisconsin History* will help students understand how to investigate historical questions. If the series is used in its entirety, students will learn which tools and methodologies historians employ as they search for new understandings of the past. Students also will develop critical thinking skills as they analyze new information.

Teacher Preview

It is always worthwhile to preview each 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 each program, Angie, the host of *Investigating Wisconsin History*, asks one or more questions that are answered by target-age children in the program. Angie also asks questions that are not answered directly in the program. Both types of questions are listed in each chapter of the teacher guide, under the heading “Viewing Activities.” As you preview the program, listen for these questions so you will know when to pause the videotape.

Pre-Viewing Activities

Pre-viewing questions or activities are offered in each chapter. You may want to create word maps on the chalkboard as students brainstorm responses.

Before viewing a program, ask your class the questions that Angie asks of the children who appear in the video program. These questions are listed under the heading “Viewing Activities” and are marked with an asterisk. Record the students’ responses. After viewing the program, compare their responses to the ones given by the children in the program.

Expanded KWL Charts

You may wish to create an expanded KWL chart on a chalkboard or an overhead projector to help students focus their thoughts about topics presented in the programs. Traditional KWL charts employ three columns: “What I Know,” “What I Want to Know,” and “What I Learned.” Students complete the first two columns prior to beginning an activity, and finish the third after the activity.

An expanded KWL chart used in conjunction with *Investigating Wisconsin History* could include two additional columns. The first two columns stay the same. Label the third column “Where Can I Find Out” and encourage students to brainstorm ideas for pursuing their questions. This will reinforce the inquiry methodologies presented in the video programs. Label the fourth column “What I Learned,” and label the final column “What I May Never Know.” This will help students identify historical questions that can be hypothesized but never answered with certainty.

Student Viewing Activities

As mentioned earlier, Angie asks a number of questions during each program that are not immediately answered. These questions are intended to provoke thought and discussion. Pausing the tape for discussion at one or more of these points during each program can maximize students’ learning potential.

“Fact or Opinion?” Activity

The “Fact or Opinion?” activity helps students develop their critical thinking and observation skills. This activity appears in printed form in Chapters 3, 4, 5, and 7. If you wish to use the “Fact or Opinion?” activity with other programs, provide students with several statements from the video before they view it. After seeing the program, students can mark which statements are facts and which ones are opinions.

Post-Viewing Activities

Have Map, Will Travel

In this continuing activity, students will become acquainted with geographic locations that Angie, the series host, visits in the *Investigating Wisconsin History* video programs. Each chapter in this guide contains a list of these locations. (If a particular location is very rural, the nearest town is noted.)

Using a Wisconsin Department of Transportation Official State Highway Map, students will use the map’s coordinates to locate communities of, or nearest, the featured sites. (You can obtain these maps at tourist information centers and by contacting the office of your local state legislator.) Students then will plot and label

the sites on the [political outline map of Wisconsin](#) (page 27). You can provide students with a fresh outline map for each program, or have them use the same map for the entire series.

Time Line

Chapters 3 through 11 contain a program-specific time line that notes milestones relating to the program’s topic. You may want to post a long time line in your classroom, and ask students to plot the milestones after viewing each program. This activity will help students gain a sense of chronology and understand the chronological perspective of key events.

Original Documents

Some chapters contain reproductions of original documents pertaining to the program topic. Using the document and activity suggestions will enhance students’ ability to examine primary documents critically.

In Their Own Words

Some chapters contain a sampling of original descriptions or thoughts relating to the topic. These can be read aloud in class or used to facilitate discussion. (Some quotes have been edited slightly for punctuation or fourth-grade readability.) For example, you might ask: What does the quote say about the time period in which it was written? What does it say about the experience and perspective of the author? Or, ask students to choose one quote and write an imaginative story about the author and his or her experience.

Extension Activities across the Curriculum

Chapters 1 through 11 in this teacher guide offer an Extension Activities section that describes ways of integrating a program’s theme into various curricular areas. Activities that are relevant to curricular areas other than history — such as language arts, science, mathematics, or art — have the curriculum correlation noted in parentheses. The list below indicates which chapters feature extension activities for the various curricular areas.

- Art Chapters 1, 2, 4-11
- Dance Chapter 6
- Drama Chapters 2, 5, 9
- Geography Chapters 1-11
- Language Arts Chapters 1-11
- Mathematics Chapters 3, 4, 6-9, 11
- Music Chapters 4-7, 9, 10
- Science Chapters 1-11

Assessment Activity

Each chapter contains a classroom-ready assessment activity. These activities are designed to have students apply concepts presented in the video programs. The results can be used to assess students' grasp of basic ideas for each new topic.

For Future Investigation

One of the goals of *Investigating Wisconsin History* is to help students understand that history is not a remote and abstract collection of facts. Rather, history is an unending series of mysteries about their own lives, families, and communities. You are encouraged to help your students explore local topical connections after viewing each program.

Kathleen Ernst

Project Director

Investigating Wisconsin History

Background Information for Teachers

In each program of *Investigating Wisconsin History*, Angie, the series host, asks a question about the past. Her questions are inspired by the places she visits, the people she meets, and her own personal experiences. In her quest to find answers, Angie discovers new investigative methods and clues that help reveal stories from the past. Angie analyzes these clues to resolve the history questions she raises in each program.

As you explain this process to students, you may wish to use the following model:

1. In each program, Angie asks a question about the past. This becomes the mystery she will investigate during the program.
2. Angie employs a variety of investigative methods to discover clues to the past. This action step is symbolized by the arrows on the accompanying graphic organizer. Examples include participating in an archaeological dig, examining the landscape, interviewing an elder, participating in an old folk dance, talking to a scholar, and visiting a museum.
3. After gathering information, Angie analyzes the clues she has found. The clues have been organized into eight broad categories on the Investigating the Mystery of History **graphic organizer**, each labeled with an icon. (These categories are described below.) In most cases, Angie's analysis leads to an answer to her original question. Sometimes, though, it leads to more questions or brings Angie to the conclusion that her question may never be answered with certainty.

Clues and sources of information Angie explores are organized into these eight categories:

Visual Images

Examples include photographs, films, slides, drawings and paintings, and posters. Historians examine visual images to learn what places looked like, how people dressed, etc. They also can learn which events, objects, and people early photographers found important enough to document on film.

Written Records

Examples can include census reports, land deeds, newspaper articles, maps, mail-order catalogs, handbills, and historical fiction. Primary sources include letters, diaries, and other personal accounts written by an individual who experienced or observed a time or event in history. The information in secondary accounts has been synthesized by the author from other accounts he or she has heard or read.

Objects

Examples include artifacts such as pottery, tools, and clothing, bones, period reproductions, plants, and animals. Historians study artifacts to learn more about the people who once made, owned, or used them.

Folklore

Examples can include songs and music, storytelling and oral tradition, visual art, performance art such as dance and theatre, holiday celebrations, games, and cookbooks. Folklore helps historians understand facets of culture that may have never been written down.

People

Examples include information from academic experts, elders, or anyone with a particular skill or firsthand knowledge of a certain time or experience. Historians and folklorists often use audio tape or videotape to record family histories, first-person accounts, or demonstrations of folk arts.

Landscape

Examples of human-made features include buildings, statues, murals, highway signs, effigy mounds, and historical markers. Historians also examine the natural landscape when considering how people once living in or traveling through an area may have perceived or used their surroundings.

Places

Examples of places historians visit to find information include repositories, such as museums and libraries, and historic sites, such as cemeteries and restored buildings.

Reference Materials

Examples include encyclopedias, dictionaries, textbooks, brochures, and the Internet. Reference materials most often provide compilations of information that others have found and analyzed.

Investigating the Mystery of History



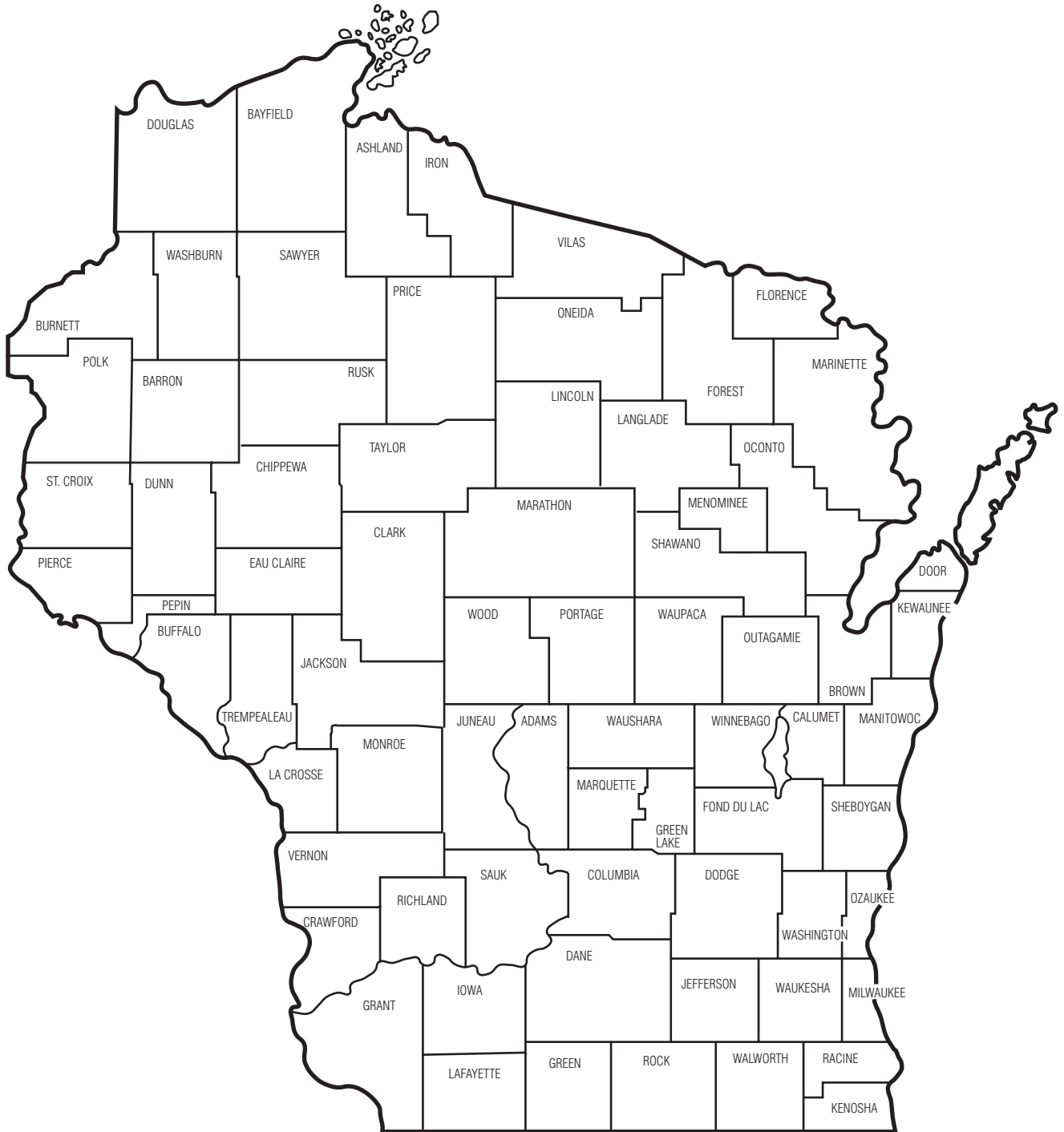


Investigative Clues Chart

Name _____

Program	Clue	Advantages	Disadvantages

Political Outline of Wisconsin



© 1995 Wisconsin Educational Communications Board . Lucinda Mack, graphic designer.

Helpful Research Skills

Compiled by Howard Kanetzke, former curator of education at the State Historical Museum in Madison.

As you choose a project and begin to study and research facts, you will do many things. You probably will do all these things more than once. When you find yourself doing them, make a note of it.

Observe

Develop your eyes and thinking. Take time to look carefully with your eyes, looking at both large and small objects. Take time to make careful and complete notes. Organize notes carefully. Look at objects in their settings. Are there sounds to make note of? Are there railroad tracks near factories? Streams near mills? What natural and built objects do you find in parks? Study details.

Compare

Compare objects or situations that are alike. Are the houses in a neighborhood alike? Are the shops along a single street similar? Different? How? Compare ways of doing things. What differences can you find between the way you dress and the ways your parents and grandparents dressed when they were your age? Spend time comparing and contrasting. Become skilled at doing this.

Measure

There are many ways to measure. Sometimes we measure with a ruler, tape measure, or yardstick. We can measure the size of a building with great accuracy. We can also measure a person's feelings about an event (such as being in a tornado) but this is less accurate. We can measure time by asking questions such as these: How long did it take to build the courthouse? How many years was your hometown served by steamboats? Trains? Trucks? We also can measure opinions. Is the new fire engine better than the old one? In what ways?

Consider and Speculate

Take facts that you have collected and think about them. Do they lead you to think of more questions? If you know that a factory operated on Jones Street between 1900 and 1917 and that 40 people worked there, can you discover where they might have lived? Is there a street near the factory location that has houses of the right age for the workers to have lived in them? If so, you might guess that they lived there and then set about proving yourself correct or wrong. It doesn't matter whether your guess is right or not. When you prove yourself right or wrong, you have added to your knowledge.

Identify

Identify the questions that you want to answer and look for the answers. For example:

- Who built this house?
- Was there a celebration when the church building was finished? What happened?
- What are the names of the old tools found in the barn?

Try to make your identifications as complete and accurate as possible.

Classify

Arrange ideas or objects into groups that are related. Grouping related items together often makes them easier to understand. For example, factory workers could be grouped by the jobs they do, by their age, by their ethnic background, or by their rate of hourly wage.

Record

Make a careful record of all the facts you uncover. Be sure that your notes are complete. Write down the exact spellings of names and places. Double-check all dates to make sure that they are correct.

Interview

Some facts that you may need can be found in the memories of people. You may want to collect information by conducting an interview. Here are some pointers that will help you:

1. Find out whether the person is willing to be interviewed. You may contact the person by telephone, letter, or e-mail.
2. When choosing a date for the interview, give yourself at least a week to prepare.
3. Try to meet at a time and place where you won't be disturbed.
4. Set a time limit so that you and the person you are interviewing know how long the interview will last.
5. Make up a list of interview questions. Remember, you will want to spend most of your time talking about things you wouldn't find in print.

If information about your topic can be found in books, make a list of the titles. Reading about your topic before the interview can help you write better interview questions and give you background information.

6. Make a copy of your questions and send it to the person before the interview. Be sure to take your own copy of the questions to the interview.
7. Don't take more than one person with you to the interview.
8. Be on time.
9. Wait until the person has answered a question before asking another one. Write down answers briefly, yet completely. Ask for the spellings of names that are unfamiliar to you. Be sure to make careful notes about any dates the person may mention.
10. Make a recording of the interview, but first get permission from the person you are interviewing. Be sure to test your equipment to make sure that it is working and that the volume setting will pick up every word. Even if you make a recording, you should still take written notes, in case the equipment fails.
11. During the interview, you might think of questions that are not on your list. Go ahead and ask them, but stick to the topic and remember your time limit.

12. Before leaving, review any information that is unclear to you.
13. Thank the person for his or her help.
14. As soon as possible, write a report of the interview by using your notes. Be sure to include the name of the person interviewed, your name, the date, and the time and place of the interview.

Working with Artifacts

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Artifacts have a history.

Every artifact has a history. Where was it made? When? By whom? Why? We can trace the ownership of objects to reveal more about their past.

Artifacts have been made of some materials.

What is the object made of? Is it a mixture of materials? Iron? Wood? Plastic? Fiber? Glass? Bone? Ceramics?

Artifacts have construction features.

Was the object manufactured? Was the object handmade? What quality of workmanship was employed in its construction?

Artifacts have design.

What special features, styles, or forms can be noted in looking at the object? How is the design the same as or different from other similar items?

Artifacts have function or use.

What was the object's intended use(s)? Does it have modern, unintended uses? How do these modern uses change the object?

Today, artifacts sometimes are used in decorative ways. Notice the walls of some restaurants, for example. You may discover that items designed to be cooking utensils have become objects to decorate walls and create a feeling of the past.

Examining an Artifact

Step 1. Identify the object

What is the object? What technology was available to make it? Is it a true original or a reproduction?

Handmade items can be difficult to identify, as models of them do not appear in mail-order catalogs. If you can find a person who once used the object, you can gather information and observations

that might not be available anywhere else. For example, if the object is a train ticket, you could ask a former railroad conductor about styles of punches, ticket sales, and stories about people who rode the railroad.

Step 2. Evaluate the object

What skill(s) and type of workmanship were used in making the item? Is the object the result of someone's work? Leisure time? Is the object the result of seeing a "better way" of doing a task? Does the object do what it is supposed to do? If so, how well does it do this? How rare is it? How does it compare with similar items? Is it "one of a kind?" One of a few? One of many?

Step 3. Analyze the object

Why was this item handmade or manufactured? What are its intended and unintended uses? Is it an item brought from another culture? If so, was it as necessary an item in America as in another place? (For example, wooden shoes, or a grooved rolling pin for making lefse, a "crepe-like" Norwegian food made from potatoes.) Has the item been kept or used as a reminder of the past, perhaps because it was brought here by an ancestor?

Step 4. Interpret the object

What can this object tell us? Is it only a symbol of itself, or does it have broader meaning to us? For example, Henry Ford's Model T demonstrated the success of the assembly line and standardization in manufacturing. The automobile led to many things: gas stations, garages, tire gauges, air pumps, highway construction, custom auto painting, seat covers, and even toys. The automobile changed peoples' lives.

Remember, artifacts cannot speak or write messages to us. But artifacts can tell us things if we learn to ask the right questions. Learning from artifacts is a challenge. We must search records carefully and faithfully so that we can learn about them.

Sources of Information, Resources, and Materials

Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction publishes a variety of innovative guides related to curriculum, classroom activities, and resources. Of particular interest to social studies teachers are *A Guide to Curriculum Planning in Environmental Education*, *A Guide to Curriculum Planning in Global Studies*, *A Guide to Curriculum Planning in Social Studies*, *Classroom Activities in State and Local Government*, and *Wisconsin Citizenship Initiative Program Guide*.

For more information, contact Publication Sales, Wisconsin DPI, P.O. Box 7841, Madison, WI 53707-7841; telephone 800/243-8782 (U.S. only); fax 608/267-9110; Web site: www.dpi.state.wi.us; e-mail: pubsales@dpi.state.wi.us.

Wisconsin Historical Society

The Wisconsin Historical Museum, located on the Capitol Square in Madison at 30 N. Carroll Street, includes a gift shop stocked with books, objects, audio-visual materials, and other Wisconsin items useful to teachers and students exploring Wisconsin geography and history. Some of these items are available through the Society's online store, at www.wisconsinhistory.org/shop/. Gift shops also are located at state historic sites (Circus World Museum, Madeline Island, Old World Wisconsin, Pendarvis, Stonefield Village, Villa Louis, and Wade House & Wesley Jung Carriage Museum).

The Wisconsin Historical Society also maintains an Office of School Services, which produces instructional materials on state and local history, offers workshops and seminars designed for social studies teachers, and provides information to teachers regarding resources available from the Society and local agencies. For more information, contact the Office of School Services at 608/264-6547 or visit the Web site www.wisconsinhistory.org/oss/.

Most Wisconsin Historical Society publications can be ordered through The University of Wisconsin Press (see next page).

Wisconsin Department of Natural Resources

The Wisconsin Department of Natural Resources has a wide selection of study guides, booklets, activity sheets, and maps available free or for a nominal fee to teachers. Topics include environmental education, parks and recreation, forestry, endangered resources, wildlife, fish, water resources, environmental protection, air quality, solid waste, and recycling. An Educ' Ade Environmental Education Publications order form is available through the DNR's Web site, at www.dnr.state.wi.us. From its home page, click on the Educational Publications link.

Cooperative Children's Book Center

The Cooperative Children's Book Center is a non-circulating library for adults that is dedicated to the examination, study, and research of children's and young adult literature. A part of the University of Wisconsin-Madison's School of Education, the library's main purpose is to provide Wisconsin librarians, teachers, students, and others with informational and educational services based on the CCBC collection. Teachers seeking literature to integrate with their own lessons can call 608/263-3720 for assistance. The CCBC is located at 4290 Helen C. White Hall, 600 N. Park Street, Madison, WI 53706. Visitors of the CCBC Web site, at www.soemadison.wisc.edu/ccbc/, are able to browse its collections online using the Virtual CCBC feature.

University of Wisconsin Press

Books and materials produced by the Wisconsin Historical Society, including the Office of School Services, are available from the University of Wisconsin Press. Orders may be placed online, via fax or telephone, or by mail. Details on how to order are provided at the Web site www.wisc.edu/wisconsinpress/.