

History Detectives in Action



Background Information for Teachers

If your class has viewed most or all of the *Investigating Wisconsin History* video series and engaged in its accompanying activities, your students should be developing a sense of the major themes and events that have shaped Wisconsin's history.

Your students also have become acquainted with the process of historical inquiry and begun to discover the relationship between history and their own lives. This final program of *Investigating Wisconsin History* serves as a series summary and encourages students to investigate historical mysteries of importance to them.

Program Synopsis

Angie reviews all she has learned about history detective work in the course of investigating mysteries. She then challenges viewers to identify and investigate a history mystery that is important to them. Angie also visits several students who have met that challenge successfully. The program concludes by discussing a variety of careers in the history field and reminds viewers of many fun and informal ways that history can be part of their lives.

Program Goals

Students will:

- review a variety of investigative methods and clues historians use to investigate historical questions.
- observe methods of historical inquiry modeled by students in several Wisconsin communities.
- be challenged to explore their own family and local history.
- consider a variety of careers and recreational activities available to people with an interest in history.



Agricultural historians harvesting hay at Old World Wisconsin.

Focus Questions

What clues and methods can historians use to investigate historical mysteries? How can young historians investigate historical mysteries that are important to them? What are some career options for historians? What are some fun ways to enjoy history?

Career Connections

historian, curator, tour guide, archivist, archaeologist

Guide Resources

- Investigating the Mystery of History [graphic organizer](#) (p. 34)
- The History Mystery [project](#) (pp. 4-27)
- [Helpful Research Skills](#) (pp. 37-40)
- [Working with Artifacts](#) (pp. 41-43)

Pre-Viewing Activities

1. Review with students the *Investigating Wisconsin History* video programs they have viewed. What mysteries did Angie investigate? What clues did she find? What methods did she use?
2. Ask students to share questions they have about the history of Wisconsin. Explain that Program 12 highlights several students who ask their own questions about history and then investigate to find answers. Encourage students to continue thinking about their questions as they watch the program.

Viewing Activities

1. Encourage students to share Angie's summary of the things she learned throughout the series by following along on their Investigating the Mystery of History [graphic organizer](#).

Post-Viewing Activities

1. Review with your class the student projects highlighted in Program 12. What questions did the students ask? How did they investigate their history mysteries? What clues did they find? Ask your students if they would have approached the investigation differently.

2. Ask students to brainstorm activities they enjoy that involve history. Answers could include visiting historic sites, watching or participating in historical re-enactments, collecting old things, reading historical fiction, taking photographs and arranging them in an album, etc.
3. Invite a local historian to speak to the class about career possibilities in the field of history.

Student Activity for Assessment

The History Mystery **project** (pp. 4-27) gives students the opportunity to investigate their own history mystery question.



Angie interviews Mrs. Greene, former resident of Pleasant Ridge, during production of Program 11, "A Place to Belong."

The History Mystery

Time Needed

Four to six weeks

Activity Goals

Students will:

- identify a question about their state, community, or family history that interests them.
- plan and execute an investigation about their question.
- synthesize what they have learned into a personalized presentation.

Materials

- Photocopies of the [Mentor Guide](#) (pp. 6-16)
- Photocopies of the [Student Activity Guide](#) (pp. 17-27), including at least 3 copies of the Project Chart on page 24 (see [Mentor Background Reading](#), Step 2, page 7)

Teacher Instructions

The History Mystery activity invites students to investigate a question of their choice about the history of Wisconsin, their community, or their family. In addition to helping students better understand their place in Wisconsin history, this activity fosters their appreciation of the process of historical investigation.

1. Familiarize yourself with the materials provided for mentors and students. As time permits, you may serve as a mentor for the student projects. You also may wish to invite adult family members, the library media specialist, gifted and talented coordinator, or community volunteers to work with students.
2. Determine a time line for the student projects. You may wish to culminate this activity with a History Fair, either as a classroom event or involving the school's entire fourth grade.
3. If you are relying on other adults to serve as mentors, meet with them or provide them with a letter that explains their role in the process. The mentor's role involves:

- guiding a student to identify a history question that is important to him or her.
 - helping the student organize and carry out his or her investigation.
 - fostering the student's appreciation of the historical investigation process.
4. Review with students what they have learned from the *Investigating Wisconsin History* programs about mysteries of history and the investigation process.
 5. Work through steps 1 through 6 with students. These steps are **described on pages 6-8.**

Criteria for Assessment

Students are proficient in the stated goals if they:

- identify a question about their state, community, or family history that interested them.
- plan and execute an investigation about their question.
- synthesize what they have learned into a personalized presentation.



*A family reunion, Dane County.
Members of this extended
Norwegian-American family have
owned and farmed the same
land for more than 150 years.*

The History Mystery

Getting Started

Your initial meeting with the student involves establishing due dates for The History Mystery project. The Project Planner is designed for this purpose. You keep the **Mentor Planner** (p. 9) and the student keeps the **Student Planner** (p. 19).

Using the Project Planner, review with the student the steps involved in the investigative process and, together, decide on the due dates for each step. (*Suggestion:* Schedule the due dates about a week apart.) The student will conduct his/her investigation one step at a time, completing each step by its due date. Make sure that the due dates on the Mentor and Student planners agree.

Before moving on to each step in the investigative process, the student will share his/her work with you, which is subject to your approval. (A place for mentor approval is provided at the top of each student activity sheet.) After receiving your signed approval, the student then may go on to the next step. If the student fails to successfully complete a task, guide him/her through a discussion of any difficulties that were encountered and offer suggestions for approaching the task again. **Note:** Student examples of completed History Mystery projects can be found on the *Investigating Wisconsin History* Web site (www.ecb.org/history/).

Step 1: The Question

Ask a question about the history of Wisconsin, your community, or your family.

Asking a question about history requires the student to consider his/her environment with an inquisitive approach. Why are things as they are? How did they come to be this way? Many students are not accustomed to questioning their environment, so this step may require the most mentor facilitation. **An example of Step 1** is provided on page 10.

Encourage the student to pose a History Mystery question that is important or of interest to him/her. A good way to start is by having the student identify areas of interest and form questions based on those interests. The student's questions could involve people, works of art, events, buildings or other structures, music, places such as parks and memorials, food, names of places, transportation, clan names, work, family or community traditions, raw materials, or landscape features.

If the student decides on a broad question that would require extensive research, guide him/her to narrow the scope of the question. For example, "Why does the city park have a statue of a Civil War hero?" is more manageable than "What was Wisconsin's role in the Civil War?" Once the student decides on his/her History Mystery question, provide positive feedback as the student works through the investigation.

Step 2: The Plan

Make a plan for investigating the question.

The student will choose at least three clues that he/she thinks will help answer the History Mystery question. **Possible Clues** on pages 17-18 lists potential clues and the locations where such clues can be found. Of course, the student may select clues other than the ones named in the list.

The student writes the selected clues in his/her Planning Chart. (**Note:** Students customize the **Project Chart** on page 24 for Steps 2 (Planning), 3 (Investigation), and 4 (Analysis). If more space is needed, provide extra charts or ask the student to continue on the back.) Then, the student will number the clues in the order that they will be investigated and make note of what has to be done to investigate each clue. **An example of Step 2** is provided on page 11.

Step 3: The Investigation

Conduct the investigation.

On the Investigation Chart, the student will list — in numbered order (from Step 2) — the clues he/she is investigating. Then, the student will record where each clue was located and his/her observations of the clue. **An example of Step 3** is provided on page 12.

Encourage the student to record everything that he/she observed about the clue, even if some observations seem unrelated to the History Mystery question. Point out that one clue may lead to another, and new questions may arise along the way. Let the student enjoy the many directions the investigation may take, but remind him/her that the History Mystery question is the primary focus.

The student likely will discover that some clues are more helpful than others. If a student encounters a clue that yields information that seems questionable, guide the student to verify the information using other sources. The student will decide the relevance of individual observations in Step 4.

Step 4: The Analysis

Analyze the results of your investigation.

The Analysis Chart enables the student to organize and analyze the information he/she gathered from the investigation. Using this chart, the student will list the clues under investigation and assess the relevance of the observations he/she made in Step 3. **An example of Step 4** is provided on page 13.

For each clue, the student must decide which observations actually help answer the History Mystery question. The student may discover that some observations, while they may be very interesting, are not relevant to the question at hand.

Remind the student that researching one question often leads to unintended discoveries and even more questions. It's a natural part of the investigative process.

As the student prepares to start Step 5, encourage him/her to consider each relevant observation as a piece of a puzzle. To answer the History Mystery question, the student must put these observations together.

Step 5: The Answer

Answer your History Mystery question.

In Step 5, the student considers the relevant observations (from Step 4) to derive an answer to his/her History Mystery question. By viewing each observation as a piece in a puzzle, the student should come to realize that studying the observations collectively and within the context of other observations is more helpful than looking at them individually.

The results of Step 5 will differ for students, depending on the nature of their History Mystery question. Some students will find a clear, definite answer. Others may find that they are able to answer only part of their question. Still others may not be able to answer their question at all. All outcomes are acceptable, as long as the student followed the investigative process. Discuss the answer with the student. [An example of Step 5](#) is provided on pages 14-15.

Step Six: The Presentation

Choose your method of presentation and share your findings.

The final step of the project is for the student to prepare a presentation showcasing his/her learning experience. Help the student choose a method of presentation that is appropriate for his/her interests and skills, and which complements the results of the student's investigation. The criteria for the presentation, as well as numerous suggestions on how to share the information, are listed on the completed [example of Step 6](#) on page 16.

The History Mystery

Project Planner

Name _____

Step 1: The Question

Ask a question about the history of Wisconsin, your community, or your family.

Due: _____

Step 2: The Plan

Make a plan for investigating the question.

Due: _____

Step 3: The Investigation

Investigate the question.

Due: _____

Step 4: The Analysis

Analyze the findings of your investigation.

Due: _____

Step 5: The Answer

Answer your question.

Due: _____

Step 6: The Presentation

Choose a method of presentation and share your findings.

Due: _____

*The History Mystery***Step 1: The Question**

What question about the history of Wisconsin, your community, or your family would you like to investigate? This will be your History Mystery question. (**Mentor:** Three examples are provided; the first one will appear in subsequent steps.)

1. What would my life have been like if I lived in my town 100 years ago?
2. Where were my ancestors from and when did they come to Wisconsin?
3. Who does the statue in my town represent and why was that person important?

Why is this question important to you? (**Mentor:** Numbered responses correlate to the numbered questions, above.)

1. This question is important to me because I live in this town and am interested in its history.
2. This question is important to me because my family story is an important part of my story.
3. This question is important to me because I go to this park often and I've always wondered about the statue.

*The History Mystery***Step 2: The Plan****My History Mystery Question Is:**

What would my life have been like if I had lived in my town 100 years ago?

- Think of at least three clues that could help you answer your History Mystery question. Look at the Possible Clues list on pages 17-18 to get ideas of where to look for clues. You may use more than three clues. You also may use clues other than those listed. Write your clues in the “Clue” column of the chart.
- Decide the order in which you will investigate your clues. Number the clues in the “Order” column.
- Think about what you need to do to investigate each clue. Write the things you need to do in the “Investigating the Clue” column.

My Planning Chart

Order	Clue	Investigating the Clue
3	grandparents	Call my grandparents, or ask an adult to take me to visit them. Prepare my questions ahead of time.
4	artifacts (historical objects)	Ask a museum guide to show me artifacts.
5	museum exhibit	Ask an adult to take me to the museum. Call the museum to see when it is open. Ask if a museum guide can help me.
1	photographs	Ask family members for photos.
2	landscape	Ask an adult to take a bus tour or walking tour with me.

*The History Mystery***Step 3: The Investigation****My History Mystery Question Is:***What would my life have been like if I had lived in my town 100 years ago?*

As you investigate your clues, record your observations on the chart.

My Investigation Chart

Clue	Where I Found the Clue	My Observations of the Clue
photographs	my parents, aunts, uncles, grandparents	People wore fancy clothes. Houses were made of wood and were very plain.
landscape	walking tour of my town	Two rivers flow through my town. Paper mills are on both rivers.
grandparents	talked to them on the telephone	My grandparents grew up in small towns in Wisconsin. Their parents emigrated from Germany and Norway. They lived in the country.
artifacts	the museum	Most labor was done by hand or with machines powered by people or horses.
museum exhibit about lumbering	the museum	Logs were transported on Wisconsin's rivers. In the winter, logs were piled on the frozen rivers. When the ice melted, the logs floated downstream.

The History Mystery

Step 4: The Analysis

My History Mystery Question Is:

What would my life have been like if I had lived in my town 100 years ago?

Write your clues in the “Clue” column. Write what you learned from the clue in the middle column. Sometimes, a clue does not give you a clear answer. In the right column, write what is not clear from the clue. Decide which clues will help you solve your History Mystery. Place an “X” beside each clue that you think is helpful.

My Analysis Chart

Clue	What I Learned from the Clue	What Is Not Clear from the Clue
photographs	My ancestors lived in the country.	People may have put on their very best clothes for the picture.
landscape	The rivers are very important to the paper mill industry.	Many new buildings have been built. It’s hard to know what the landscape really looked like back then.
grandparents	My grandparents’ parents immigrated to Wisconsin from Germany and Norway.	They weren’t sure why their parents immigrated.
artifacts	A wringer washer showed me that chores were harder back then.	Few artifacts have lasted until now, so these may only tell part of the story.
museum exhibit about lumbering	The rivers played an important role in my town’s lumbering industry.	The exhibit did not tell how the lumber industry affected kids’ lives.

The History Mystery

Step 5: The Answer

Name _____

Mentor's Approval _____

My History Mystery Question Is:

What would my life have been like if I had lived in my town 100 years ago?

Think of your clues as pieces of a puzzle. Just like puzzle pieces fit together to make a picture, the clues of your history project should fit together to give you an answer to your History Mystery question. You may find a clear answer, or you may find part of the answer. Or, you may even learn that your History Mystery question can never be answered with certainty.

1. What kind of answer did you find? Share the results below.

My father might have worked in one of the lumber mills. We probably would have lived in a little house close to the mill so he could walk to work. I would have to help out with chores. Chores like washing clothes took longer back then. Also, I would have helped with other chores like cutting firewood to heat the house, and carrying water inside for cooking and cleaning. I might have been born in another country like Germany or Norway, and then immigrated to Wisconsin with my parents. I would have spoken German or Norwegian at home, and English at school.

2. Some clues may not have helped you to answer your History Mystery question. What did you learn from these clues?

The lumbering exhibit showed me what my father's life might have been like if he worked in a lumber camp or mill. If he worked in a lumber camp, he would have been gone from home for long periods of time.

3. Did all your clues support one another, or did some clues seem to give a different answer to your History Mystery question? Explain.

It was hard to tell from the photographs if most people back then were rich or poor. The people in the photographs probably had on their very best clothes, so I don't know what they wore everyday.

4. Were there some clues or pieces of information that you were unable to find? If so, how did this affect your investigation? Explain.

I didn't find a lot of information about kids. Many of the artifacts and exhibits were about adults' lives. I would like to think about other ways to investigate what life was like for kids my age.

5. Did your clues cause you to wonder about any other history mysteries? Explain.

After learning that my great-grandparents immigrated to Wisconsin from Germany and Norway, I would like to find out why they left Europe, and what the trip to America was like.

*The History Mystery***Step 6: The Presentation**

As you prepare your History Mystery presentation, be sure to include:

- Your History Mystery question (from Step 1)
- The clues you investigated (from Step 2)
- What you learned from the clues (from Steps 3 and 4)
- The answer to your History Mystery question (from Step 5)
- Any new questions you have

Decide how you would like to present your project. There are many fun and interesting ways from which to choose. They include:

exhibit	costume	diorama	bulletin board display
re-enactment	poetry	book	TV/radio program
song/music	Web site	model	family tree
transparency	debate	advertisement	guest speaker
painting	cooking	biography	diary/journal
movie/video	book cover	map	taped recording
mural	mobile	news report	talk show
poster	puppet show	stitchery	presentation software
essay	scrapbook	skit	Web page

What are some other creative ways to share your History Mystery?

I could make a clay model of an old building.

Tell how you plan to present your History Mystery to others.

- *I will write a journal from the point of view of an early immigrant.*
- *I will make a poster that includes photos of old buildings in my neighborhood.*
- *I will sing a song my grandmother taught me and write a story about her life.*

Possible Clues

Adapted from *Celebrating Everyday Life in Wisconsin History*, by Bobbie Malone.
Wisconsin Historical Society, 1997, ISBN 0870203002. Used with permission

Clues

Archival materials
(old letters, diaries,
maps, books)

Artifacts
(historical objects)

Photographs

Oral tradition

Architecture

Political cartoons

Newspapers/
microfilm readers

Crafts

Dictionary

Maps

The Internet

Dance

Music

People

Where to Look

Local historical societies, family
keepsakes, public libraries, local
museums, tribal museums,
churches, service organizations

Local historical societies, family
attics and garages, local businesses,
local museums, tribal museums

Local historical societies, family
albums, tribal museums, public
libraries, school yearbooks, churches,
service organizations

Elders, folklorists, storytellers

Buildings and other structures in your
community

Newspapers, microfilms at public
libraries and local historical societies

Local historical societies and
public libraries

Family keepsakes, church and
community fairs

School and public libraries

School and public libraries,
local historical societies, historic
preservation societies, chambers
of commerce

School and public libraries

Community dance groups

Community music groups

Interviews

Clues

Where to Look

Historical fiction (novels)	School and public libraries
Encyclopedias	School and public libraries
Multimedia/CD-ROMs	School media centers
History books	School and public libraries
Restored buildings	State Historical Society of Wisconsin historic sites, community historic sites, living history museums
Murals	Local museums, local historical societies, building exteriors
Statues	Community downtown areas, public buildings, museums, parks
Historic sites	State Historical Society of Wisconsin historic sites, local/community historic sites
Landscape (natural and human-made)	Within individual communities, on farms, on family property; examples include geography/topography of land, buildings, roads, and railroads
Tourism agencies	Within individual communities
Museums	Within individual communities, state and regional museums
Historical societies	Within individual communities and counties

What other clues might help you investigate your History Mystery question?

The History Mystery

Project Planner

Name _____

Mentor's Approval _____

Step 1: The Question

Ask a question about the history of Wisconsin, your community, or your family.

Due: _____

Step 2: The Plan

Make a plan for investigating the question.

Due: _____

Step 3: The Investigation

Investigate the question.

Due: _____

Step 4: The Analysis

Analyze the findings of your investigation.

Due: _____

Step 5: The Answer

Answer your question.

Due: _____

Step 6: The Presentation

Choose a method of presentation and share your findings.

Due: _____

he History Mystery

Step 1: The Question

Name _____

Mentor's Approval _____

What question about the history of Wisconsin, your community, or your family would you like to investigate? This will be your History Mystery question.

Why is this question important to you?

The History Mystery

Step 2: The Plan

- A. In this step, you will plan how you will go about finding an answer to your history mystery question. Write the word “Planning” at the top of your first project chart, so it reads “My Planning Chart.”
- B. Write your question in the place labeled “My History Mystery Question Is:”
- C. Label the columns of the chart by writing:
 - “Order” in the left column
 - “Clue” in the middle column
 - “Investigating the Clue” in the right column
- D. Identify possible clues.
 1. Think of at least three clues that could help you answer your History Mystery question. Look at the Possible Clues list on pages 290-291 to get ideas of where to look for clues.
 2. You may use more than three clues. You also may use clues other than those listed.
 3. Write your clues in the “Clue” column of the chart.
- E. Decide the order in which you will investigate your clues. Number the clues in the “Order” column.
- F. Think about what you need to do to investigate each clue. Write the things you need to do in the “Investigating the Clue” column.

*The History Mystery***Step 3: The Investigation**

- A. In this step, you will investigate your clues. Write the word “Investigation” at the top of your second project chart, so it reads “My Investigation Chart.”
- B. Write your question in the place labeled “My History Mystery Question Is:”
- C. Label the columns of the chart by writing:
 - “Clue” in the left column
 - “Where I Found the Clue” in the middle column
 - “My Observations of the Clue” in the right column
- D. As you investigate your clues, record your observations on the chart.

The History Mystery

Step 4: The Analysis

- A. In this step, you will examine what you learned from your clues. Write the word “Analysis” at the top of your third project chart, so it reads “My Analysis Chart.”
- B. Write your question in the place labeled “My History Mystery Question Is:”
- C. Label the columns of the chart by writing:
 - “Clue” in the left column
 - “What I Learned from the Clue” in the middle column
 - “What Is Not Clear from the Clue” in the right column
- D. Analyze your clues.
 1. Write your clues in the “Clue” column.
 2. Write what you learned from the clue in the middle column.
 3. Sometimes, a clue does not give you a clear answer. In the right column, write what is not clear from the clue.
 4. Decide which clues will help you solve your History Mystery. Place an “X” beside each clue that you think is helpful.

My _____ Chart

(If more space is needed, use an extra sheet of paper or continue on the back.)

Name _____

Mentor's Approval _____

My History Mystery Question Is:

The History Mystery

Step 5: The Answer

Name _____

Mentor's Approval _____

My History Mystery Question Is:

Think of your clues as pieces of a puzzle. Just like puzzle pieces fit together to make a picture, the clues of your history project should fit together to give you an answer to your History Mystery question. You may find a clear answer, or you may find part of the answer. Or, you may even learn that your History Mystery question can never be answered with certainty.

1. What kind of answer did you find? Share the results below.

The History Mystery

Step 6: The Presentation

Name _____

Mentor's Approval _____

As you prepare your History Mystery presentation, be sure to include:

- Your History Mystery question (from Step 1)
- The clues you investigated (from Step 2)
- What you learned from the clues (from Steps 3 and 4)
- The answer to your History Mystery question (from Step 5)
- Any new questions you have

Decide how you would like to present your project. There are many fun and interesting ways from which to choose. They include:

exhibit	costume	diorama	bulletin board display
re-enactment	poetry	book	TV/radio program
song/music	Web site	model	family tree
transparency	debate	advertisement	guest speaker
painting	cooking	biography	diary/journal
movie/video	book cover	map	taped recording
mural	mobile	news report	talk show
poster	puppet show	stitchery	presentation software
essay	scrapbook	skit	Web page

What are some other creative ways to share your History Mystery?

Tell how you plan to present your History Mystery to others.

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 49). 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



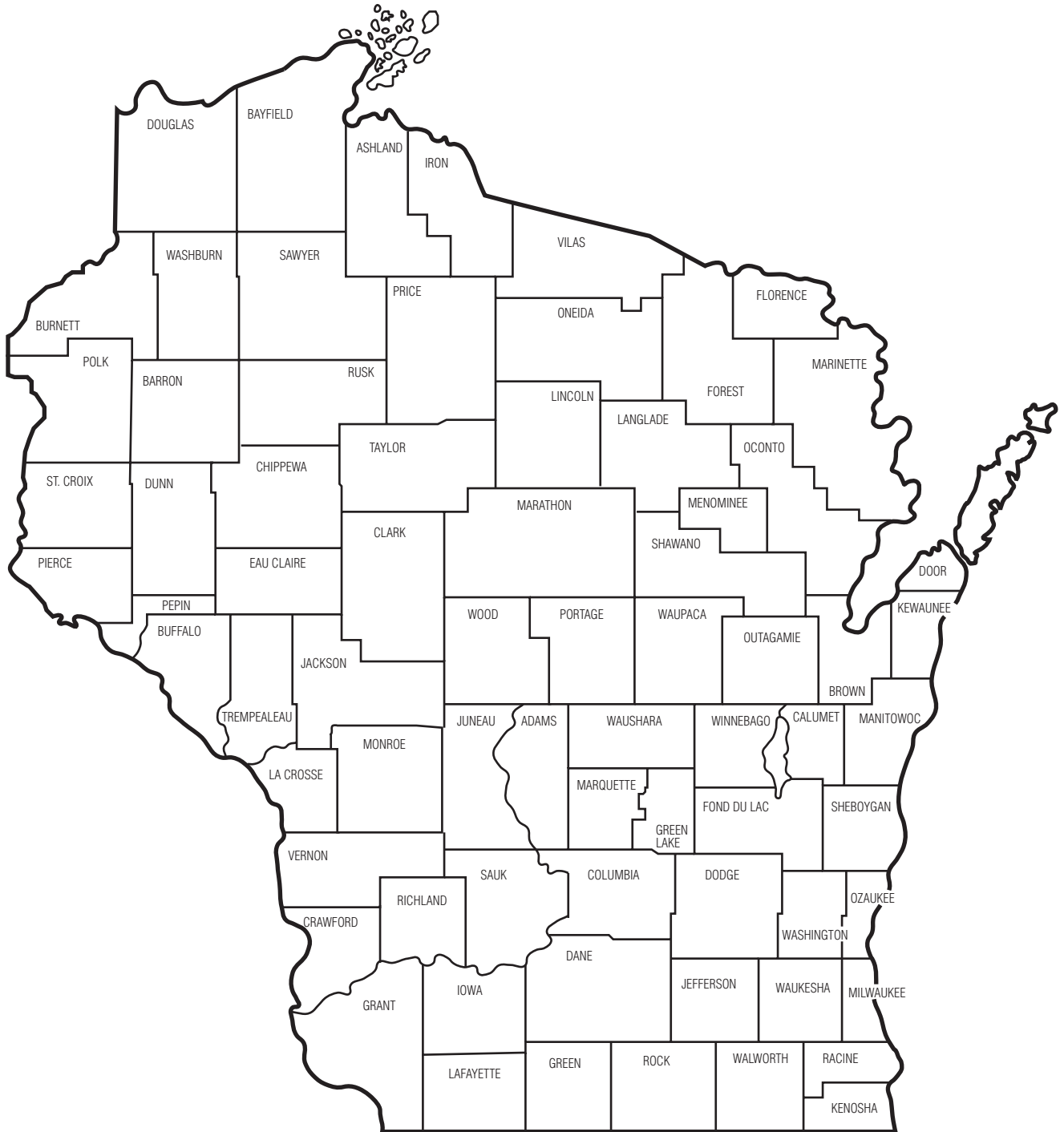


Investigative Clues Chart

Name _____

Program	Clue	Advantages	Disadvantages

Political Outline of Wisconsin



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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

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

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/.