

# The First Peoples of Wisconsin



## Background Information for Teachers

The prehistoric period is differentiated from the historic period by its lack of written records. Wisconsin's historic period began when the Europeans arrived. This program explores the use of archaeology and oral tradition to investigate life during Wisconsin's prehistoric period, and includes the following groups:

### **Paleo-Indians (10,000-6500 B.C.) — Big-Game Hunters**

The first groups of people to live in Wisconsin arrived shortly after the glaciers receded from the area. Known as Paleo-Indians, they hunted and scavenged in an environment with a much cooler climate than that of present-day Wisconsin. Stone tools provide a limited understanding of their pattern of living.

### **Archaic Indians (6500-800 B.C.) — Hunters and Gatherers**

The climate of Wisconsin was warming, which led to an environment more hospitable to humans. The Archaic Indians were hunters and gatherers who adapted their patterns of living to use available resources. The seasons brought a variety of resources to different regions, prompting the Archaic Indians to move from place to place seasonally.

### **Woodland Indians (800 B.C.-A.D. 1200) — Potters and Mound Builders**

Clay pottery distinguishes the Woodland Indians from the earlier cultures of Wisconsin. These heavy pots indicate that the Woodland Indians probably processed and stored food in different ways, allowing them to stay in one location for a longer period of time. Mound building was another important component of the Woodland Indians' culture. The mounds may have been territorial markers and/or religious manifestations.

### **Mississippian Indians (A.D. 1000-1200) — Farmers**

Farmers now lived in southern Wisconsin. Dependence on agriculture had profound impacts on the nutrition, customs, habits, and possibly the beliefs of these people.

### **Oneota Indians (A.D. 1000—European contact)**

Some of the people remaining in Wisconsin after the decline of the Mississippian culture continued an agriculturally based

lifestyle. However, people in northern Wisconsin were never dominated by a society based on agriculture in the prehistoric period. While wild rice became a staple for them, they lived similarly to late Archaic/Woodland Indians, moving their villages to follow the bounty of seasonal resources.

The Oneota may have split into two groups, the Ioway and the Ho-Chunk, who continued into Wisconsin's historic period. Jean Nicolet's arrival in 1634 marks the beginning of the historic period in Wisconsin.

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*"Winnebago (Ho-Chunk) Wigwam."*

## Program Synopsis

Angie, the series host, investigates the mystery of who made the rock art at [Roche-A-Cri State Park](#). As she discovers clues to prehistoric people, Angie learns that both archaeology and oral tradition can contribute to our understanding of their lives. Angie also realizes that some mysteries may never be solved.

## Program Goals

Students will:

- understand that complex, dynamic societies existed in this area long before the Europeans arrived.
- be introduced to the prehistoric period spanning at least 12,000 years, and understand that continuous change took place over that time.
- learn that, at any given time period, a number of distinct groups with their own cultural identities comprised Native American communities in Wisconsin.

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- consider the spiritual, familial, and cultural perspectives, as well as the economic traditions, of the first inhabitants of Wisconsin.

### Focus Questions

Who were the first people to live in Wisconsin? When did they live here? What was their life like?

### Career Connections

anthropologist, archaeologist, professor, tour guide, petrologist, paleontologist, geologist, storyteller, historian

### Clues in Program 2

Each clue's category is noted in parentheses. For **information about the categories**, see pages 27-28.

- Gottschall Cave pictographs (Landscape)
- remains of mastodon bones (Objects)
- artifacts from archaeological digs (Objects)
- effigy mounds (Landscape)
- oral tradition given by a tribal elder (People)
- photographs\* (Visual Images)
- information from experts\* (People)

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*Young archaeologists help explore a dig site.*

\* Indicates clues seen in Program 2 but not mentioned specifically by Angie.

### Vocabulary

Words set in italics are not used in Program 2 but are relevant for classroom discussion.

*analyze* — To consider the possible meaning and significance of historical evidence

**artifact** — An object made by humans

**archaeologist** — A scientist who studies artifacts to determine what life was like for groups of people who made, owned, or used these objects

**archaeology** —The study of cultures by analyzing their artifacts; a subdiscipline of anthropology

**Archaic Indians** — Groups of people who lived in what is now Wisconsin after the Paleo-Indians; they hunted and gathered resources in an environment changed by warming temperatures

**Aztalan** — A town built by the Mississippian people in what is now southeastern Wisconsin

*coordinates* — The letters and numbers assigned to grid boxes

*doctor* — A person who has earned an advanced academic title after years of studying and researching in college

**effigy mound** — A prehistoric Indian structure made of mounded earth, usually built in the shape of a bird or other animal

**elder** —A person respected for their experience, knowledge, and wisdom

*excavate* — To dig an archaeological site using a precise procedure

**extinct** — A species of plant or animal that no longer exists

*feature* — Something made by humans that cannot be moved; a landscape feature

*grid* — Intersecting lines that form boxes

*hypothesize* — To predict

**interpret** — To analyze historical evidence in order to create meaning or understanding

**mammoth** — An extinct elephant with hairy skin and long tusks that curved upward

**mastodon** — An extinct animal resembling the elephant but larger, and differing from the elephant and the mammoth mainly in the structure of the molars

**Mississippian Indians** — Groups of people who lived in what is now Wisconsin during part of the period occupied by Woodland Indians; they built towns following a definite plan and farmed corn, beans, and squash extensively



**oral tradition** — Stories told to young people by elders

**Paleo-Indians** — The first groups of people to live in what is now Wisconsin after the glaciers receded about 12,000 years ago; they hunted and gathered for survival

*petroglyph* — An image carved on a stone wall

**pictograph** — An image drawn on a stone wall; a picture representing a word or idea

*prehistoric* — The time before written records

**site** — Any place of past human activity

**Woodland Indians** — Groups of people who lived in what is now Wisconsin after the Archaic Indians; they farmed, hunted and gathered, made pottery, and built mounds

## Guide Resources

- Investigating the Mystery of History graphic organizer (p. 29)
- Investigative Clues charts (p. 30)
- Wisconsin political outline map (p. 31)
- You Can Be an Archaeologist! assessment activity (pp. 12-22)

*An archaeologist studies the evidence revealed by an archaeological dig.*

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## Pre-Viewing Activities

1. Introduce the concept of studying the past in blocks of time called periods. Point out that Program 2 discusses Wisconsin's prehistoric period. (For the purposes of this lesson, the prehistoric period began about 12,000 years ago.) The prehistoric period is special because the people living during this time did not leave written records for future generations to study.

Help students to understand this expansive time span by simulating a time line. Have students stand in line, each one representing a date in history. (Hallways and playgrounds are good places for this simulation.) Start with dates that are personally meaningful to them, then add dates that go back in time — such as their parents' and grandparents' birth years,

Wisconsin statehood (1848), and America's independence (1776). Show the relative scale of time length by designating a certain distance between students to represent a length of time. Compare these lengths of time with the 12,000 years in the prehistoric period. (Mathematics connection)

2. Initiate a class discussion by asking students to consider this question from Program 2: What kinds of clues about Wisconsin's earliest people might still exist today?

### Viewing Activities

Angie asks a number of questions during Program 2 that are intended to provoke thought and discussion, making them good pause points.

- What kinds of clues do you think we might find about Wisconsin's first peoples?\*
- Why do you think people were trading things that weren't necessary for survival?
- Do you think the rock art at Roche-A-Cri might relate to an Indian group's oral tradition?
- If you could pick one object that you'd like to give a clue about your life to future archaeologists, what would it be?\*

\*Question is answered by the students in Program 2.

### Post-Viewing Activities

1. Using the Investigating the Mystery of History **graphic organizer** (p. 29), review with the class the clues and investigative methods Angie employed in Program 2 (see Clues in Program 2 on page 3). Have students record these clues on the appropriate **Investigative Clues charts** (p. 30). 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.



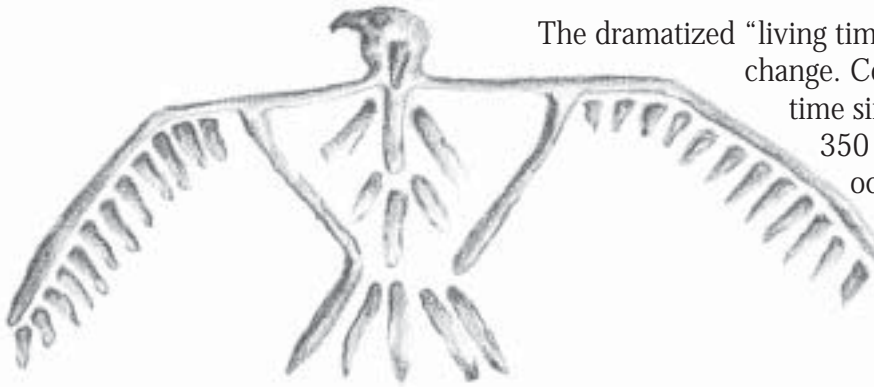
*Example of the kind of rock art found in Wisconsin.*

2. Label Angie’s destinations in Program 2, listed below, on the Wisconsin political outline map (p. 31). For additional site information, see Angie’s Destinations on page 11. (Geography connection)
  - [Roche-A-Cri State Park](#) (rock art mystery)
  - Madison ([University of Wisconsin Geology Museum](#))
  - Blue Mounds (archaeological dig)
  - [Aztalan State Park](#) (Mississippian Indian culture)
  - Avoca (pictographs in Gottschall Cave)
  - Keshena ([College of the Menominee Nation](#))
3. Construct a “living time line” to help students understand the patterns of living within each prehistoric period. Split the class into four groups, one for each period discussed in Program 2 (Paleo-Indian, Archaic, Woodland, and Mississippian). Each group, in respective order, will create a tableau, or scene, depicting lifestyles of the assigned time period. In a follow-up discussion, help students recognize that prehistoric people adapted and changed throughout their time in Wisconsin.

The dramatized “living time line” represents 12,000 years of change. Compare this with the amount of time since the Europeans arrived (about 350 years), and the changes that have occurred since. For a follow-up activity, construct an illustrated time line for display as a visual reminder. (Language Arts/ Drama connection)

**Note:** *Wisconsin’s Early*

*Indian Cultures*, produced by the Wisconsin Historical Society, includes a time line (see Teacher Resources, under References and Resources, on page 28).



*Example of the kind of rock art found in Wisconsin.*

## Student Activity for Assessment

You Can Be an Archaeologist! (pp. 31-41) is an excavation simulation that enables students to apply practices of archaeology. They will read about the basic process of excavating, then “participate” in a dig themselves. Sites from the Paleo-Indian, Archaic Indian, and Woodland Indian time periods have been simulated for this activity. Students may work individually, with partners, or in small groups to interpret one site. They will learn about the other sites when the class comes together to share its findings. (Science connection)

## Extension Activities

1. Have students use charcoal and/or chalk to create a pictograph that is personally meaningful (i.e., it says something about the student). (Adapted from *Art Smart*; see Teacher Resources, under References and Resources, on page 28.) (Art Connection)
2. Discuss oral tradition as an investigative method. Ask students to identify an elder in their lives. What can they learn from this person? Have students participate in oral tradition by asking questions of an elder. (Students may choose a parent, grandparent, or an older person who is not a relative.) After students have talked with their elder, come together as a class to share and discuss the experience. (Language Arts connection)
3. Ask students if they have ever discovered evidence from the prehistoric period in their community. Depending on their responses, discuss the artifacts. How might they determine the age of each artifact? Include a discussion emphasizing the importance of respecting archaeological evidence and sites. (Science connection)
4. Explore archaeology with “What’s Hidden in the Midden,” an interactive activity for students to get their hands dirty in a “real” dig. This activity is explained thoroughly in *Investigating Artifacts*; see Teacher Literature, under References and Resources, on page 9. (Science connection)

## References and Resources

### ***Teacher Literature***

*Investigating Artifacts: Making Masks, Creating Myths, Exploring Middens*. Great Explorations in Math and Science; item #GEM144. The Regents of the University of California, 1992. This guide weaves together three activities related to anthropology, archaeology, and diverse Native American and world cultures. It includes excellent teacher background and complete lesson planning for activities. Available from the University of California, Attn: LHS Store, Lawrence Hall of Science #5200, Berkeley, CA 94720-5200; telephone 510/642-1016; fax 510/642-1055 (Attn: LHS Store).

*Wisconsin Archaeologist*, by the Wisconsin Archaeological Society. An outstanding journal of Wisconsin prehistory. In particular, see the article "Introduction to Wisconsin Archaeology," vol. 67.3-4 (Sept.-Dec. 1986).

### ***Teacher Resources***

*Art Smart! Ready-to-Use Slides and Activities for Teaching Art History and Appreciation*, by Susan Rodriguez. Prentice Hall, 1989, ISBN 0130477540 (paperback). This book has two art activities that relate to the topic of the prehistoric time period. Each activity includes background information, style and techniques, materials needed, and directions.

The Mississippi Valley Archaeology Center offers a variety of resources and workshops for teachers and students. For more information, contact the MVAC at 1725 State Street, La Crosse, WI 54601-3788; telephone 608/785-8464; fax 608/785-8486.

*Multimedia Learning Module: Fossils*, edited by Stephanie Muller Steck Vaughn, 1997. A multimedia learning experience in which students study the past through fossil evidence.

*Wisconsin's Early Indian Cultures*, by Bobbie Malone. Wisconsin Historical Society, 1997, ISBN 0870202987. This set of three large, full-color posters depicts the cultures of the Paleo-Indian, Archaic Indian, and Woodland Indian (including the Mississippian and Oneota groups). Each poster features original watercolor illustrations and a time line placing the cultures in the chronology of Wisconsin history. Available from the University of Wisconsin Press.

### ***Student Literature***

*Archaeologists Dig for Clues*, by Kate Duke. HarperCollins, 1997, ISBN 006027056X (hardcover), 0064451755 (paperback). An excellent, fast-reading book that introduces the process of archaeological excavating and explains what scientists are looking for, how they find it, and what their finds reveal.

*Archaeology*, by Dennis B. Fradin. Children's Press, 1983, ISBN 0516016911 (library binding), 051641691X (paperback). Briefly discusses the techniques and tools archaeologists use to locate and study artifacts from the past, highlighting milestones in the history of archaeology.

*Archeology*, Eyewitness Books, by Jane McIntosh. Knopf, 1994, ISBN 0679965726 (library binding), 0679865721 (hardcover). This 63-page book contains full-color artwork and photographs of artifacts from ancient civilizations, providing a vivid study of the science, art, and technology of digging up the past.

*Digging and Discovery: Wisconsin Archaeology*, by Diane Young Holiday and Bobbie Malone. Wisconsin Historical Society, 1997, ISBN 087020291X. This reader, from the New Badger History series, introduces students to the science of archaeology as a way to learn about Wisconsin's prehistoric and historic past. Also available is a teacher guide with student activities (ISBN 0870202995). Available from the University of Wisconsin Press.

*Digging to the Past: Excavations in Ancient Lands*, by W. John Hackwell. Scribner's, 1986, ISBN 0684186926. Describes the painstaking routines that archaeologists in the field use to search for information about the past.

*The People Shall Continue*, by Simon J. Ortiz. Children's Book Press, 1988 (revised), ISBN 0892390417 (library binding). This book traces the progress of Native Americans of North America from the time of Creation to the present.

*Undersea Archaeology*, by Christopher Lampton. Franklin Watts, 1988, ISBN 0531104923. Discusses the technology used in efforts to retrieve artifacts from the ocean floor; the exploration of shipwrecks such as the *Vasa*, *Mary Rose*, and *Titanic*, and the recovery of the *Challenger* spacecraft.

### ***Student Media***

*Walking with Grandfather*, produced by Four Worlds Development Project, 1988. Children in this video series of six 15-minute programs learn valuable lessons and the importance of oral tradition from an elder. For details, go to the Web site <http://explore.ecb.org> and click on "Topics." Then, enter the word *native* in the text box and click on "List." From the list, click on "Native American Folklore," which will display links to information about each program.

*Wisconsin: Celebrating People, Place and Past*, produced by the Wisconsin Educational Communications Board, 1998. This multimedia learning package — a Wisconsin Sesquicentennial product developed for fourth-graders — consists of a CD-ROM, Web site ([www.ecb.org/wisconsin](http://www.ecb.org/wisconsin)), and teacher guide. It covers five themes across eight periods of Wisconsin history and prehistory.

### **Angie's Destinations**

For more information about these sites, which Angie visited in Program 2, contact:

Roche-A-Cri State Park

c/o Ranger Station, 1767 Highway 13, Friendship 53934-0100

Telephone: 608/339-6881 (summer); 608/565-2789 (off-season)

University of Wisconsin Geology Museum

1215 W. Dayton Street, Madison, WI 53706

Telephone: 608/262-2399

Aztalan State Park

1213 S. Main Street, Lake Mills, WI 53551

Telephone: 920/648-8774

# You Can Be an Archaeologist!

## Time Needed

About 45 minutes

## Activity Goals

Students will:

- analyze artifacts and features in context with others in a given site.
- interpret living patterns within the prehistoric period of Wisconsin's past.

## Materials

- Student copies or an overhead transparency of the background reading (p. 34)
- Teacher example of Analyzing the Dig (p. 35)
- Overhead transparencies of Analyzing the Dig (p. 40) and the Site Map (p. 41)
- Student copies of the Site Description, Analyzing the Dig, and Site Map. Since there are three site descriptions from which to choose (Paleo-Indian, Archaic, and Woodland), you will need to decide how students will participate in this activity (individually, partners, or groups). This will determine the number of student copies you will need.

## Teacher Instructions

1. As a group, read the background reading. Note the key words; they are defined on pages 22-24. Encourage students to use context to decipher the meaning of new words.
2. Distribute the Site Description sheets. Tell students that the drawings **are not to scale**. Group-read the directions. (The directions are the same for all three sites.)
3. Demonstrate the use of map coordinates with the Site Map transparency.
4. Use the Analyzing the Dig transparency to demonstrate how to interpret artifacts/features and analyze the site. Choose an

artifact/feature from one of the sites for the demonstration. Point out the question at the end of the activity, explaining that the students will need to look at the map of the site to get an idea of how the artifact/features may have been used in a particular situation. The teaching example offers a completed sample for the Paleo-Indian site.

**Note:** Another way to structure this activity is to complete the Paleo-Indian site as a class. Then, the Archaic Indian site could be an in-class assignment and the Woodland Indian site a formal assessment.

## Discussion

Explain that the warming climate was an important factor in changing the way people were living from one period to the next. As the climate warmed, the environment's plants and animals changed, and people adapted their lifestyles to make the most of these resources.

After students have interpreted their site, have them exchange site maps with a student who interpreted another site. Students will try to interpret their partner's site map based on the layout of the artifact/features. Do the interpretations differ?

Help students to understand that interpreting artifacts/features is difficult because they are looking at only a small part of a culture. They need to have open minds about other people's ideas. Archaeologists try to find as many pieces of evidence as possible before hypothesizing how a group of people may have lived.

Have students from all three sites share their site interpretations aloud with the class. When they finish, ask the class to state some of the things that they believe to be true about the Paleo, Archaic, and Woodland Indians. Their responses likely will reflect things people did.

Ask students if there is any way we can know what the prehistoric people of "Wisconsin" thought or believed. Guide students

to understand that archaeology is limited in the kind of evidence it provides. Explain that, while it is challenging and interesting to hypothesize what people *did* long ago, it is harder to know what they were *thinking* or what they *believed*. Remind them that oral tradition may help provide additional insight.

### **Criteria for Assessment**

Students are proficient in the stated goals of this activity if they:

- analyze the artifacts/features found at a given site to hypothesize what may have been happening at the site and explain this in writing.

## You Can Be an Archaeologist!

### Key Words

site	coordinate	hypothesize
excavated	artifact	analyze
grid	feature	interpret
archaeologist		

### Things to Know Before You Dig

When a site is excavated, it is changed forever. Archaeologists follow precise steps to record exactly what a site looks like before it is excavated.

First, the site is divided up into squares, which make a grid. Then the site is drawn on a map that has grid squares. Archaeologists keep track of grid squares by “naming” them. The name given to each square is its coordinate.

When an artifact is excavated, the archaeologist records its location on the map by matching the grid square from the site to the same grid square on the map. Features are shown on the map in the same way.

The site map is the archaeologist’s written record of where the artifacts and features are located in the site. Using the map, the archaeologist then can try to hypothesize what was happening when the artifacts and features were being used.

Each artifact and feature also is recorded on a form. This helps the archaeologist organize the information about the artifacts and features.

When the dig is complete, the archaeologist analyzes the artifacts to figure out how they might have been used. The analyzed artifacts and features help the archaeologist interpret how people lived in the past.

## Analyzing the Dig

### The Paleo Indian Site

Record the name of each artifact/feature and its coordinates in the correct columns. Then, think about how each artifact or feature might have been used. Write this information in the last column.

Name of Artifact	Coordinates	What Might This Mean?
<i>fluted point</i>	1A	<i>This artifact probably was used for hunting.</i>
<i>end scraper</i>	3B	<i>The Paleo-Indians scraped animal hides for clothing and blankets.</i>
<i>graver</i>	2C	<i>They had time to decorate some tools.</i>
<i>mammoth remains</i>	3C	<i>The Paleo-Indians hunted these animals.</i>

Interpret the site by looking at the map and the information you have recorded on this sheet. The artifacts and features are clues about how this site was used in the past. What do you think was happening at this site?

*I think this site was where some people hunted a mammoth because there are mammoth remains. There is also a fluted point, which might have been a hunting spear. (The answer is continued on next page.)*

## Teaching Example

*I think someone was cleaning the hide of the mammoth at the kill site because there is an end scraper, which is used for scraping animal hides.*

## Paleo-Indian Site Description

10,000-6500 B.C.

Name \_\_\_\_\_

Imagine that the artifacts or features below have been excavated for you. Your job as an archaeologist is to place them on the Site Map. The artifacts and features have coordinates that tell you where they were located in the site. You need to find these locations on the map.

Cut out the artifacts and features. Glue them on the correct grid squares on the Site Map. Then, record the artifacts and features on the Analyzing the Dig sheet. Use the information about the artifacts and features to hypothesize something new about them.

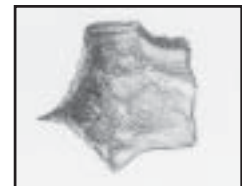
1. This **fluted point** was excavated from square **1A**. It was made of stone and probably would have been attached to a spear.



2. This **end scraper** was excavated from square **3B**. It was made of stone and probably was used for scraping the hide of a hunted animal.



3. This **graver** was excavated from square **2C**. It is made of stone and was probably used for making and decorating bone and antler tools.



4. These **mammoth remains** were excavated from square **3C**. The bones have cut marks. These marks probably were made by a stone tool.



## Archaic Indian Site Description

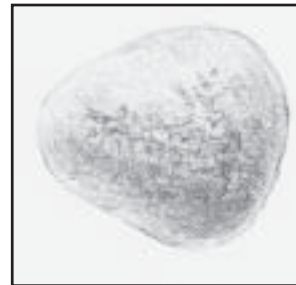
6500-800 B.C.

Name \_\_\_\_\_

Imagine that the artifacts or features below have been excavated for you. Your job as an archaeologist is to place them on the Site Map. The artifacts and features have coordinates that tell you where they were located in the site. You need to find these locations on the map.

Cut out the artifacts and features. Glue them on the correct grid squares on the Site Map. Then, record the artifacts and features on the Analyzing the Dig sheet. Use the information about the artifacts and features to hypothesize something new about them.

1. This **hammerstone** was excavated from square **3A**. It was used to break a flake of stone from a large rock. The flake would then be chipped into a tool, like a spear point or knife.



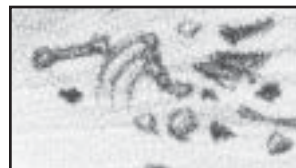
2. This **spear point** was excavated from square **2A**. It was used for hunting animals of the forest, such as elk, deer, and rabbit.



3. This **grinding stone** was excavated from square **2C**. It was used to grind nuts and seeds.



4. These **rabbit remains** were excavated from square **1C**.



## Woodland Indian Site Description

800 B.C.-A.D. 1200

Name \_\_\_\_\_

Imagine that the artifacts or features below have been excavated for you. Your job as an archaeologist is to place them on the Site Map. The artifacts and features have coordinates that tell you where they were located in the site. You need to find these locations on the map.

Cut out the artifacts and features. Glue them on the correct grid squares on the Site Map. Then, record the artifacts and features on the Analyzing the Dig sheet. Use the information about the artifacts and features to hypothesize something new about them.

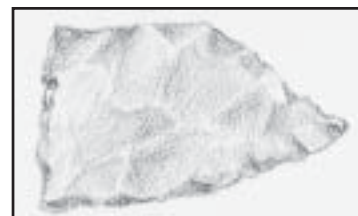
1. This **clay pot** was excavated from square **3C**. It probably was used for storing food.



2. This **cooking pit** is a feature found in square **2C**. In it there are chips of stone, burned wood, fish scales, and small animal bones.



3. This **stone knife** was excavated from square **2B**. It probably was used for preparing food.



4. These **post holes** are a feature from squares **2A**, **2B**, **3A**, and **3B**. They show the outline of a woodland shelter. The holes once held wooden posts that supported the shelter.



## Analyzing the Dig

### The \_\_\_\_\_ Indian Site

Name \_\_\_\_\_

Record the name of each artifact/feature and its coordinates in the correct column. Then, think about how each artifact or feature might have been used. Write this information in the last column.

Name of Artifact	Coordinates	What Might This Mean?

Interpret the site by looking at the map and the information you have recorded on this sheet. The artifacts and features are clues about how this site was used in the past. What do you think may have been happening at this site? Write your answer on the back of this sheet.

# Site Map

The \_\_\_\_\_ *Indian Site*

Name \_\_\_\_\_

	A	B	C
1			
2			
3			

# 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 (pages xiii-xxv) 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 35). 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 (p. xxiii), 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



# 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](http://www.dpi.state.wi.us); e-mail: [pubsales@dpi.state.wi.us](mailto: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/](http://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/](http://www.wisconsinhistory.org/oss/).

Most Wisconsin Historical Society publications can be ordered through The University of Wisconsin Press (p. 44).

## **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](http://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/](http://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/](http://www.wisc.edu/wisconsinpress/).