

# Cultures in Conflict



## Background Information for Teachers

The arrival of Europeans in Wisconsin marked the end of the prehistoric period (defined by a lack of written records) and the beginning of the historic period. During the 12,000 years of the prehistoric period, lifestyle changes happened primarily as people adapted to environmental changes. Following the Europeans' arrival, dramatic and profound changes occurred for all of the diverse groups of Native Americans within a span of only 200 to 300 years.

The French, followed by the British and Americans, introduced new goods, lifestyles, and ideas to the Indian nations they encountered. Although many of the first arrivals adopted some Indian ways in return — creating a Métis culture of mixed heritage — most later settlers strongly disapproved of such cultural and racial blending.

The Black Hawk conflict in 1832 marked a new stage of white dominance. Government officials designated bands of culturally similar but politically autonomous people, such as the Ojibwa, as “nations.” This action provided the legal avenues needed to make treaties with Indian groups. Most Indian people were removed or saw their land base shrink. Much of the land once occupied by Native Americans was made available to new American and European settlers.

**Note:** Avoid presenting Wisconsin's Native Americans as a single, cohesive group. Cultural and political differences between, and at times within, the groups were — and still are — significant.

## Program Synopsis

Program 3 highlights Wisconsin history between 1634 and 1832. Series host Angie finds an unusual type of architecture — half-timbering — at Old World Wisconsin. This discovery leads her to investigate how these structures came to be built here. As Angie learns about changes in housing that took place in this 200-year period, she also becomes aware of the changes Wisconsin Indians experienced during that time.

## Program Goals

Students will:

- understand that economics was the driving force that brought Europeans to the area and kept them here.
- understand that, as the various groups of Wisconsin Indians participated in the economics of European cultures, the Indians' patterns of living underwent dramatic change.
- understand that interactions between cultures evolved from cooperative to conflictive during this period.
- consider the enormous social, cultural, and political changes that resulted from the Black Hawk conflict.

## Focus Questions

How did the native people of Wisconsin and the newly arrived Europeans cooperate to understand and respect each other's cultures? To what extent did conflicts arise due to their differences? How did their patterns of living affect each other?

## Career Connections

architect, sculptor, painter, museum guide, architectural historian

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*The five daughters and only  
granddaughter of Charles A.  
and Mary Elizabeth Grignon.*

## Clues in Program 3

Each clue's category is noted in parentheses. For [information about the categories](#), see pages 31-32.

- various styles of architecture (Landscape)
- Wa-swa-goning, a re-created village museum (Places)
- mural in the Brown County Courthouse (Landscape)
- statue at the Brown County Courthouse (Landscape)
- reconstructed building at Forts Folle Avoine (Places)
- land deed (Written Records)
- remains of a badger hut at Potosi (Landscape)
- miner's letter (Written Records)
- photographs\* (Visual Images)
- maps\* (Written Records)
- information from an expert\* (People)

\* Indicates clues seen in Program 3 but not mentioned specifically by Angie.

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*An American Indian and French voyageur meet.*

## Vocabulary

Words set in italics are not used in Program 3 but are relevant for classroom discussion.

**architecture** — The art of designing buildings; the style in which buildings are designed

**deed** — The official record of a land sale

**explorer** — A person who investigates new places

*fact* — A statement that can be proved

**half-timbering** — A European style of architecture that uses wood beams and bricks or mortar in the construction of homes and other buildings

*historic period* — The existence of written records; in Wisconsin history, the historic period begins with the arrival of the Europeans

**immigrants** — People who leave their home country to settle in a different country; people who moved to Wisconsin from other states

*living history* — An educational program in which guides dress in period clothing and engage in period activities

**longhouse** — A multi-family dwelling used by some Indians of southern Wisconsin

**Métis** — People of mixed American Indian and French heritage

**missionary** — A person who is sent on a mission to do religious work in a territory or foreign country

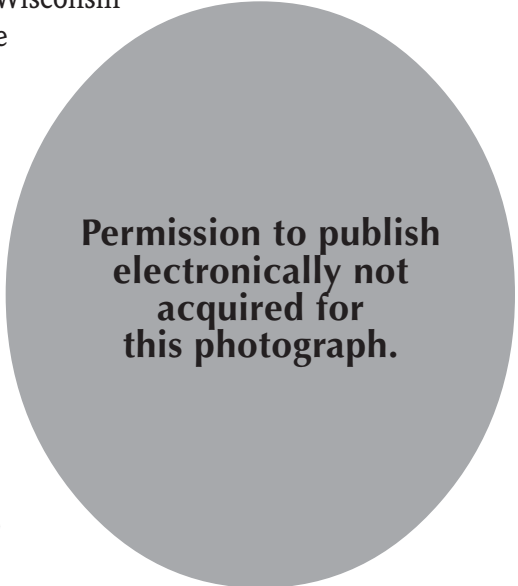
**mural** — A wall painting

*opinion* — A statement that someone believes to be true

**reconstructed** — Something that has been rebuilt to look as it did originally

**reservations** — Land on which the U.S. government confined Native Americans; tribal lands

**voyageurs** — Fur traders hired by fur company owners (usually in Montreal, Ontario, Canada) to paddle trade goods west, exchange the goods for furs, and then paddle back with the furs; the term also is used sometimes in reference to all fur traders



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*Augustin Grignon*

## Guide Resources

- A Century of Trade, A Century of Change [assessment activity](#) (pp. 15-23)
- Important Dates in Wisconsin History [time line](#) (p. 24)
- Fact or Opinion? [student activity](#) (p. 25)
- In Their Own Words [historical quotations](#) (p. 26)

- Investigating the Mystery of History **graphic organizer** (p. 33)
- **Investigative Clues Chart** (p. 34)
- **Political Outline of Wisconsin** (p. 35)
- **Helpful Research Skills** (pp. 36-39)
- **Working with Artifacts** (pp. 40-42)

### Pre-Viewing Activities

1. Review the prehistoric period in Wisconsin, emphasizing that people had been living here for at least 12,000 years. Reiterate that the prehistoric Wisconsin Indians changed their lifestyles as a natural response to a changing environment. Explain that Wisconsin's historic period began when Jean Nicolet, a French explorer, arrived near Green Bay in 1634.

Historians use the word *prehistoric* to define a period from which no written records exist. Review with students the idea that written records are not the only means for preserving history; the arts and oral tradition also play important roles.

2. Make a time line of Wisconsin's historic period for classroom display using **Important Dates in Wisconsin History** (p. 24), recording each date and its corresponding event on a slip of paper and attaching it to the appropriate place on the time line. (This activity is referred to in Post-Viewing Activity 3.)

As you post each slip of paper, explain the date's significance in Wisconsin history. This exposure to the dates will help students better understand the scope of time covered in Program 3. It also will give them a point of reference for future lessons in their social studies focus on Wisconsin.

**Note:** This time line activity will be referred to repeatedly over the course of the series, so you may want to locate the time line in a place that will allow for expansion.

3. Help students brainstorm ways to resolve conflict (e.g., discussion, mediation, compromise, fighting). You may want to use this playground analogy: If two classes had a conflict on the playground, how could they resolve their difficulties? What role do misunderstandings and rumors play in conflicts? Discuss ideas. Is there one best way for resolving conflict?

## Viewing Activities

Angie asks a number of questions during Program 3 that are intended to provoke thought and discussion, making them good pause points.

- How did this house (at Old World Wisconsin) get built in Wisconsin?
- Why do you think the European people wanted to come here?\*
- (The Ojibwa and French engaged in trade.) Do you think it was a fair trade?
- The newcomers wanted land. Can you guess what happened?
- The immigrants brought many of their own ideas and traditions (to Wisconsin). Can you think of other changes those new settlers might have made?\*
- Do you know what the oldest house in your community is?

\*Question is answered by the students in Program 3.

## Post-Viewing Activities

1. Using the Investigating the Mystery of History **graphic organizer** (p. 33), review with the class the clues and investigative methods Angie employed in Program 3 (see Clues in Program 3 on page 3). Provide each student with a set of eight **Investigative Clues Charts** (p. 34) — one for each category shown

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*Early miners use a windlass to haul lead ore up a mine shaft near Mineral Point.*

in the graphic organizer. Have students record these clues on the appropriate chart. Then, have them identify the advantages and limitations of each clue. Methods and clues repeated from previous programs can be developed further after seeing them used again in a different way.

2. Label Angie’s destinations in Program 3, listed below, on the **Wisconsin political outline map** (p. 35). For additional site information, see Angie’s Destinations on page 14. (Geography connection)
  - Eagle (Old World Wisconsin)
  - Lac du Flambeau (Wa-swa-goning Ojibwa Village Museum)
  - Green Bay (Brown County Courthouse)
  - Danbury (Forts Folle Avoine)
  - Potosi (St. John Mine)
3. Refer to the time line that the class created prior to watching Program 3 (see Pre-Viewing Activity 2). Ask students to name the groups that came to Wisconsin and identify the purpose each had in coming (see below).

Also, help students understand the different perspectives each group had about land use. How could these multiple perspectives lead to episodes of conflict and/or cooperation? Re-create the following chart on butcher paper and complete it as a class.

<b>Date</b>	<b>Cultural Group(s)</b>	<b>Purpose in Wisconsin</b>
1600s and earlier	Includes Menominee, Ho-Chunk, Huron, Ojibwa, Ottawa, Sioux	Maintain territory and resources to sustain themselves; trade with other groups
1634	French	Explore, trade, convert Wisconsin Indians to Christianity
1763	British	Trade with Wisconsin Indians
1820s—1830s	European immigrants, Americans	Mine, farm, and settle in Wisconsin

4. Explain or review the importance of being able to distinguish fact from opinion in the study of history. Make an overhead transparency of the **Fact or Opinion? student activity** (p. 25) to practice or reinforce the concept.

### Student Activity for Assessment

The activity **A Century of Trade, A Century of Change** (pp. 15-23) focuses on the French fur trade (1634-1754). Students will come to understand the ways in which the lives of the Wisconsin Indians changed as a result of trading with the Europeans.

### Extension Activities

1. Make an overhead transparency or student copies of **In Their Own Words** (p. 26). Read and discuss these historical quotations with the class.
  - What were the two different perspectives these men had about the land?
  - Why did these individuals have these feelings toward the land?
  - Would their perspectives lead to conflict or cooperation? Why?

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Discuss consequences of conflicting ideas regarding land use.

**Note:** When comparing the differing ideologies in the cited quotations, help students understand that, as historians, they should try to understand the past within the context of the period rather than judge it from a modern perspective. Remind them that people of this period had reasons for believing the things that they did, even though those reasons may seem wrong by today's standards.

*Black Hawk*

2. When the American government began a policy of “Indian removal,” land exchanges sometimes were arranged. For example, land in New York — the original home of the Oneida, Stockbridge, and Brothertown people — was exchanged for land in Wisconsin. At other times, a group’s original territory was reduced to a small portion and designated a reservation. The vacated land then was made available to European and American settlers. Can the students think of other possible solutions to the conflict?

**Note:** The Wisconsin Department of Public Instruction publication titled *Classroom Activities on Chippewa Treaty Rights* provides information and classroom activities that explore this topic. See Teacher Literature, under References and Resources, on page 11.

3. Compare and contrast the eighteenth-century lifestyles of the French trader, the Wisconsin Indian, and the Métis. Illustrate the similarities and the differences using a Venn diagram.
4. Take a class trip to view buildings of architectural significance in your community. Consult a local historian for help in planning this trip.
5. On a map of North America, show the various routes voyageurs took from Quebec, Canada, to Wisconsin. (Geography connection)

The voyageurs’ trip from Montreal to the western trading posts and back was about 2,500 miles. If the voyageurs averaged 18 miles per day, how many days did they spend paddling? (Mathematics connection)

6. Use the following information to create challenging math problems. (Mathematics connection)
  - One bale of furs weighed 90 pounds.
  - One man could carry up to four bales.
  - A 40-foot freight canoe could carry 8,000 pounds, including the weight of eight paddlers.

### ***Example questions***

- If a fur trader carried four bales, how much weight did he carry?
  - A freight canoe needs eight paddlers. If the paddlers' weight averaged 150 pounds each, how many bales of fur could be loaded in the canoe?
7. Lead a discussion about the impact that the fur trade had on the environment. Ask students to name some similar environmental issues being debated in modern times. (Science connection)
  8. Share these books with students: *Ininatig's Gift of Sugar*, *The Sacred Harvest*, and *Shannon, Ojibway Dancer*. They are listed in Student Literature on pages 13-14. Encourage students to focus on the ways in which a culture can change, yet remain the same, over time. (Language Arts connection)
  9. Discuss with the class the reality of modern-day cultural conflicts. What can we do to increase cultural cooperation and appreciation? Ask students to think about the ideas from the discussion and reflect on their own personal experiences. Have them express their thoughts by writing a journal entry. (Language Arts connection)
  10. One of the cultural differences between some Native American groups and some European/American groups involved the role of women. Share the following statements with students, then guide them through an imaginative writing exercise. (Language Arts connection)
    - Some Indian women held roles of importance within their clan or tribe, and served as leaders. However, most white leaders did not want to discuss important issues with women and refused to meet with them. (For a specific example, refer to *Black Hawk: An Autobiography*, in Teacher Literature, under References and Resources, on page 11.)
    - Many roles changed when families became involved in the fur trade. Indian women skilled at creating baskets and pots

found that these skills had less value when European iron kettles became available. At the same time, men's work of hunting and trapping became more important.

- Some Indian women who married French fur traders had to leave their family behind and adjust to a new culture and new community. (At other times, it was just the opposite — European fur traders adopted the Indian culture.)
11. As an independent project, have students look for clues to this period of cooperation and conflict in their community and elsewhere. For example, many Wisconsin streets and towns have French or Indian names. Other names are associated with the Black Hawk conflict, including Soldiers Grove and Fort Atkinson.

## References and Resources

### *Teacher Literature*

*American Indian Resource Manual*. Wisconsin Department of Public Instruction, 1992, item #2429. This publication contains bibliographies of 400 books for children and adults covering fiction, poetry, traditional tales, biography, autobiography, history, culture, government relations, tribal sovereignty, arts and crafts, religion, and audiovisual materials. It also describes how to evaluate a library's collection of American Indian materials and select new titles, offers publicity tips on how to organize and implement community programs, and provides a list of presenters on American Indian topics. Available from the DPI; [to order, see page 43](#).

*Black Hawk: An Autobiography*. University of Illinois Press, 1964. Hard to find; sometimes can be ordered on interlibrary loan.

*Chippewa Treaty Rights: The Reserved Rights of Wisconsin's Chippewa Indians in Historical Perspective*, by Ronald N. Satz. Wisconsin Academy of Sciences, Arts and Letters, 1991. This 251-page book offers a comprehensive analysis of the historical research of these treaties. Available from the Wisconsin Academy of Sciences, Arts and Letters, 1922 University Avenue, Madison, WI 53705-4099; telephone 608/263-1692; fax 608/265-3039.

*Classroom Activities on Chippewa Treaty Rights*, by Ronald Satz and Richard St. Germaine. Wisconsin Department of Public Instruction, 1991, item #2150. This teacher guide provides lessons that help

elementary, middle, and secondary students better understand Wisconsin Indian treaty rights. Available from the DPI; [see page 43 for ordering information](#).

*Classroom Activities on Wisconsin Indian Treaties and Tribal Sovereignty*. Wisconsin Department of Public Instruction, 1996, item #6156. This 512-page book for K-12 teachers offers extensive materials about the 11 tribes and bands in Wisconsin, with Indian commentary from the time of each treaty. It also includes public documents that reflect the changes in the traditional lives of Wisconsin Indians. Essays, historical photographs, and illustrations enrich the text. Available from the DPI; [to order, see page 43](#).

*Many Tender Ties*, by Sylvia Van Kirk. University of Oklahoma Press, 1983, ISBN 0806118423 (hardcover), 0806118474 (paperback). Discusses the experiences of women during the fur trade era. Although the book focuses on Canadian women, many of the themes can be applied to Wisconsin.

*Maps of Encounter: The French in Seventeenth-Century Wisconsin*. Wisconsin Academy of Sciences, Arts and Letters, no date. Period maps from the George Parker collection, with images of the French presence in early Wisconsin and essays by anthropology professor Jeffery A. Behm and cartographer David Buisseret. Available from the Wisconsin Academy of Sciences, Arts and Letters, 1922 University Avenue, Madison, WI 53705-4099; telephone 608/263-1692; fax 608/265-3039.

*Native American Communities in Wisconsin, 1600-1960: A Study of Tradition and Change*, by Robert E. Bieder. University of Wisconsin Press, 1995, ISBN 0299145204 (clothcover), 0299145247 (paperback). Written for students and general readers, this comprehensive account focuses on the ways in which Wisconsin Indians have striven to shape and maintain their traditions in the face of enormous external pressures. An extensive bibliography offers many suggestions for further reading.

*Visions and Voices: Winnebago Elders Speak to the Children*, edited by Jane Hieb. Western Dairyland Economic Opportunity Council, 1994. A compilation of interviews conducted between youth and elders in the Black River Falls, Wisconsin, area.

*Wisconsin Stories: The Fur Trade*, by Rhoda R. Gilman. Wisconsin Historical Society, 1974. This booklet provides an overview of the fur trade in the Upper Mississippi Valley from 1630 to 1850. Available from the Wisconsin Historical Society; [see page 43](#).

### **Teacher Media**

*Ikwe*. Film Board of Canada, 1986. An excellent adult documentary; some sections may be appropriate for classroom use. Ikwe, a young Ojibwa girl of 1770, awakens one night from a disturbing dream about a strange man. The arrival of a young Scottish fur trader transforms her dream into reality. After marrying him, Ikwe leaves her village on the shores of Georgian Bay. Although the union promises prosperity for her tribe, it means hardship and isolation for Ikwe. Values and customs clash until, finally, the events of Ikwe's dream unfold with tragic clarity.

### **Student Literature**

*Eagle Feather — An Honour*, by Ferguson Plain. Pemmican, 1990, ISBN 0921827121. A young Ojibwa boy learns the values of life through his grandfather's teachings. The boy's willingness to learn so pleases his grandfather that the elder gives his eagle feather to the boy. This act of giving is an honor among the native people who revere the eagle.

*Ininatig's Gift of Sugar: Traditional Native Sugarmaking*, by Laura Waterman Wittstock. Lerner, 1993, ISBN 0822526530 (library binding); First Avenue Editions, 1993, ISBN 0822596423 (paperback). Readers learn the process of making maple sugar from an Ojibwa elder.

*The Menominee*, by Patricia Ourada. Chelsea House, 1990, ISBN 1555467156. This book examines the culture, history, and changing fortunes of the Menominee Indians. It includes illustrations and bibliographical references.

*The Ojibwa*, by Helen A. Tanner. Chelsea House, 1992, ISBN 1555467210. This book examines the culture, history, and changing fortunes of the Ojibwa Indians. It includes illustrations, bibliographical references, and an index.

*One Nation, Many Tribes: How Kids Live in Milwaukee's Indian Community*, by Kathleen Krull. Lodestar, 1995, ISBN 0525674403 (hardcover). This book highlights two children who attend the Milwaukee Indian Community School.

*The Oneida*, by Jill Duvall. Children's Press, 1991, ISBN 0516011251. This book examines the culture, history, and changing fortunes of the Oneida Indians. While it focuses on the New York Oneida, the book does contain information pertinent to Wisconsin Oneida. It also includes illustrations and an index.

*The Sacred Harvest: Ojibway Wild Rice Gathering*, by Gordon Reguinti. Lerner, 1992, ISBN 0822526508 (library binding); First Avenue Editions, 1992, ISBN 0822596202 (paperback). Readers are introduced to 11-year-old Glen Jackson, who lives on the Leech Lake Reservation in northern Minnesota. The process of raising wild rice is depicted, with a focus on the cultural importance of the tradition.

*Shannon: An Ojibway Dancer*, by Sandra King. Lerner, 1993, ISBN 0822526522 (library binding); First Avenue Editions, 1993, ISBN 0822596431 (paperback). Shannon, a 13-year-old girl living in Minneapolis, shares with readers her interest in Ojibwa dance.

*Where Indians Live: American Indian Houses*, by Nashone, illustrated by Louise Smith. Sch Distributors, 1992, ISBN 0940113163 (paperback). This book presents pictures and descriptions of 14 traditional homes of historic and modern Indian people.

### **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.

## **Angie's Destinations**

For more information about these sites, which Angie visited in Program 3, contact:

Old World Wisconsin  
S103 W37890 Highway 67, Eagle, WI 53119  
Telephone 262/594-6300

Forts Folle Avoine  
c/o The Burnett County Historical Society  
P.O. Box 31, Siren, WI 54872  
Telephone 715/866-8890 or 715/349-2219

Wa-swa-goning Ojibwa Village Museum  
P.O. Box 1059, Lac du Flambeau, WI 54538  
Telephone 715/588-2615

St. John Mine  
Highway 133, P.O. Box 32, Potosi, WI 53820  
Telephone 608/763-2121

# A Century of Trade, A Century of Change

## *The French Fur Trade, 1634–1754*

### Time Needed

About 1 hour

### Activity Goals

Students will:

- compare and contrast the lives of Wisconsin Indians before and after the French fur trade.
- recognize the impact the fur trade had on the lives of the Wisconsin Indians and French traders.

### Materials

- Student copies or an overhead transparency of the **background reading** (pp. 18-19)
- **Teacher example** of the A Century of Trade, A Century of Change activity (pp. 20-21)
- Student copies of the A Century of Trade, A Century of Change **activity** (pp. 22-23)

### Teacher Instructions

1. This activity will have the most meaning if students have participated in Pre-Viewing Activities 1 and 2 (p. 5).
2. Refer to the time line from Pre-Viewing Activity 2. Explain that the time line focuses on the trading that took place between French traders and Wisconsin Indians from 1634 to 1754.
3. As a group, read the background reading. What was traded between the French and the Wisconsin Indians? Point out that trade involved more than just objects.  
  
Discuss whether the changes from trading resulted in consequences that were positive, negative, or both.

- Compute the length of time of the French fur trade in Wisconsin (1634-1754). Review the changes that took place in the lives of the Wisconsin Indians and French fur traders during this 120-year period. Compare these changes with the ones that occurred during the prehistoric period, a span of 12,000 years.

Help students understand that even before the Europeans arrived, various groups of Wisconsin Indians experienced change in their lives. These changes usually were the result of a changing environment or meeting other Indian groups. The Europeans' arrival caused change to happen faster and more dramatically than it ever had before.

- Discuss the change in attitude about hunting beaver. How and why were beaver hunted before and during the fur trade? What were some possible consequences of over-hunting beaver in some areas? (*Examples:* Hunters had to travel farther to find beaver. This meant they were away from their home village for longer periods of time. Disputes over hunting territory arose when more hunters tried to hunt on less productive land.)
  - Ask students why Wisconsin Indians continued to hunt, even when it became harder and harder. (*Answer:* They relied on the French trade items to survive. "Old" ways of doing things were no longer being taught to the younger generations. The only way to get trade items was to trade beaver fur.)
  - Help students understand that change would have occurred in the lives of Wisconsin Indians regardless of contact with the French. However, this contact brought dramatically different kinds of change.
  - Remind students that exchanges occurred in both directions between the French and the Indians during the fur trade era. Many French traders married Native American women and learned survival skills from Indian people.
4. Distribute A Century of Trade, A Century of Change activity to the students. Point out the question at the end of the chart.

## **Criteria for Assessment**

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

- differentiate accurately the given situations as before or after the French fur trade.
- explain the effect the French fur trade had on the lives of the Wisconsin Indians.

## A Century of Trade, A Century of Change

### *The French Fur Trade, 1634–1754*

#### Things Traded to the French

Thing Traded	Life Before Trading	Life After Trading
Skill of building birchbark canoes	The French used heavy canoes carved from wood.	Lightweight birchbark canoes made it easier for the French to travel on Wisconsin lakes and rivers.
Knowledge of Wisconsin foods, such as wild rice	The French had to transport food, had a limited diet.	The French ate local foods. Processing food such as pemmican remained important Indian women's work.
Mats made from grass and other fibers	The French used the blankets they had brought with them.	The French used mats to cover shelters and to sleep on.
Tobacco	The French knew of tobacco. It had been exported by East Coast colonists since the 1600s.	Tobacco became easier for the French to get. They smoked tobacco in pipes. Smoking tobacco is harmful to the heart and lungs.

## Things Traded to Wisconsin Indians

Thing Traded	Life Before Trading	Life After Trading
Iron kettle	Some Wisconsin Indians used cooking pots made of birchbark. Others placed hot stones in bark or clay containers to heat the contents. Women who were skilled in making cooking containers were very respected.	Some Wisconsin Indians cooked food in iron kettles. Iron kettles heated food more quickly and lasted longer than handmade containers. Women who once made cooking containers spent time doing other things. The respect Indian women had earned for their skill in making containers faded.
Iron trap	They used spears, bow and arrows, sapling traps, and nets to hunt animals.	Some Indian men used iron traps to trap animals. Iron traps helped them trap more beaver in less time. Women had more pelts to process and became respected for their skill. The Indians traded beaver pelts for French goods.
Cloth made of cotton and wool	Women made clothing from animal hides (mostly deer).	Some Indians used cloth to make some or all of their clothes. Needles and thread became important trade goods.
Christianity	Wisconsin Indians had their own religious beliefs.	Some Wisconsin Indians adopted Christianity. Others continued to practice their own ways.
Iron knife	Men made knives of stone, bone, antlers, and wood.	Some Wisconsin Indians used iron knives to prepare hunted animals. Time once spent making knives now was spent doing other things. Few young boys learned the skill of making knives.
Alcohol	Wisconsin Indians were unaware of alcohol before European trade.	Wisconsin Indians learned of alcohol from French traders. Some traders used alcohol to cheat Indian trappers. Some Indians became dependent on alcohol. To get more alcohol, Indians traded more beaver pelts.

## A Century of Trade, A Century of Change

### *The French Fur Trade, 1634–1754*

Read the sentences below. For each sentence, circle when it happened — **Before**, **After**, or **Either** (could be before or after) the Wisconsin Indians traded with the French. Key words for each sentence are in **bold**.

Then, explain how you know this. Use the background reading to help you.

1. An Ojibwa woman cooks a meal over a fire using an **iron kettle**.

Before  After  Either

**I know this because:** *Wisconsin Indians didn't use iron kettles before they began trading with the French.*

2. A Ho-Chunk man makes a **sapling trap** for trapping animals.

Before  After   Either

**I know this because:** *Wisconsin Indians sometimes used sapling traps before they began trading for metal traps with the French.*

*Not all Wisconsin Indians used metal traps after trading with the French began.*

3. A Menominee woman makes her skirt and cape using **cloth**.

Before  After  Either

**I know this because:** The cloth used to make clothing came from trading with the French.

4. A Potawatomi man and his son hunt using a **bow and arrow**.

Before  After   Either

**I know this because:** *Wisconsin Indians used bows and arrows before they began trading for guns and metal traps with the French.*

*Not all Wisconsin Indians used guns and metal traps after trading with the French began.*

5. A Sauk girl uses an **iron knife** to clean a deer hunted by her father.

Before  After  Either

**I know this because:** *Wisconsin Indians did not have iron knives before they began trading with the French.*

6. How did the lives of Wisconsin Indians change after they began trading with the French?

*Wisconsin Indians had new ways of doing things after they started trading with the French. Instead of making all their tools, they could trade for tools that were already made.*

*Before they began trading with the French, Wisconsin Indians survived by using materials in their environment. After trading, they began to rely on things they could only get by trading.*

*Before the fur trade began, Wisconsin Indians hunted beaver one at a time and used them for food and clothing. After trading began, many Indian people hunted more beaver and exchanged them for goods.*

## A Century of Trade, A Century of Change *The French Fur Trade, 1634–1754*

Name \_\_\_\_\_

Read the sentences below. For each sentence, circle when it happened — **Before**, **After**, or **Either** (could be before or after) the Wisconsin Indians traded with the French. Key words for each sentence are in **bold**.

Then, explain how you know this. Use the background reading to help you.

1. An Ojibwa woman cooks a meal over a fire using an **iron kettle**.

Before          After          Either

**I know this because:**

2. A Winnebago man makes a **sapling trap** for trapping animals.

Before          After          Either

**I know this because:**

3. A Menominee woman makes her skirt and cape using **cloth**.

Before          After          Either

**I know this because:**

4. A Potawatomi man and his son hunt using a **bow and arrow**.

Before      After      Either

**I know this because:**

5. A Sauk girl uses an **iron knife** to clean a deer hunted by her father.

Before      After      Either

**I know this because:**

6. How did the lives of Wisconsin Indians change after they began trading with the French?

## Important Dates in Wisconsin History

1634	French explorer Jean Nicolet arrives near Green Bay.
1754 – 1763	The French and Indian War takes place. The British gain control of hunting and trading in all the land east of the Mississippi River, including Wisconsin.
1775 – 1783	The American Revolutionary War takes place. Americans take control of all land east of the Mississippi River.
1787	The Northwest Ordinance is signed.
1812	The War of 1812 between the British and the Americans takes place.
1832	The Black Hawk conflict takes place.
1836	Wisconsin becomes a territory.
1848	Wisconsin becomes a state.

## Fact or Opinion?

History detectives need to know the difference between a fact and an opinion. A **fact** is a statement that can be proved. An **opinion** is a statement that someone believes to be true.

Read the following statements about the changes that took place in Wisconsin after the Europeans arrived.

Mark statements that are facts with an **F**. Mark statements that are opinions with an **O**.

- 1. Architecture is the best way to learn about the past.
- 2. Jean Nicolet arrived near Green Bay, Wisconsin, in 1634.
- 3. Wisconsin Indians engaged in trade with the French and British.
- 4. Wisconsin Indians liked the things they received in the fur trade.
- 5. Wisconsin Indians received metal tools, iron kettles, guns, and cloth in exchange for fur pelts.
- 6. Miners liked to live in caves and dens.
- 7. The Black Hawk conflict is one of the most important events in Wisconsin history.
- 8. Many immigrants settled in Wisconsin after the Black Hawk conflict.

Answers: 1. O, 2. F, 3. F, 4. O, 5. F, 6. O, 7. O, 8. F

## In Their Own Words

This country was once an unbroken forest and waste of prairie.  
Now the wastes have been turned into cities, towns, and settlements.  
The country now presents a picture of prosperity and improvement.  
— *Henry Baird, white territorial leader*

My reason teaches me that land cannot be sold. The Great Spirit gave  
it to his children to live upon and farm as necessary, and so long as  
they occupy it, they have a right to the land.  
— *Black Hawk*



### 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.







# 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 people's 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 (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 EducAde 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/).