

Creating a State



Background Information for Teachers

The Wisconsin Territory was created in 1836, four years after the Black Hawk conflict. Territorial leaders met in the temporary capital at Belmont, Wisconsin, to select the location of a permanent capital. They chose Madison. These men also began working toward statehood, which would make federal funds available for internal improvements.

In 1846, the territory's population reached the needed 60,000 to qualify for statehood, although the census counted only white residents. A constitutional convention was called to draft a constitution, which was necessary for statehood. When convention delegates failed to draft a constitution that was acceptable to voters, a new group of delegates was convened. Voters approved the second draft in 1848.

Wisconsin was granted statehood on May 29, 1848. The Wisconsin Constitution did not provide equal opportunities to all residents, but it did provide a system in which people could work for change. Since 1848 the state's residents have chosen to work for many changes, constantly creating a new Wisconsin.

Program Synopsis

After finding a handbill advocating suffrage rights for Wisconsin women, Angie investigates the process Wisconsin went through to become a state. She pays special attention to who was included and who was excluded in the process, and why.

Angie discovers that, since statehood, citizens have worked constantly, using a variety of methods, to make Wisconsin a better place to live. She asks viewers to consider problems they would like to change and methods for creating change.

Program Goals

Students will understand that:

- Wisconsin society is, and has been, dynamic.
- people have assumed the right to allocate rights and responsibilities in ways that create power, which is sometimes unequal.
- democracy provides a process for people to work for change.

Focus Questions

Who organized Wisconsin into a state? How did they do it?
What did they create?

Career Connections

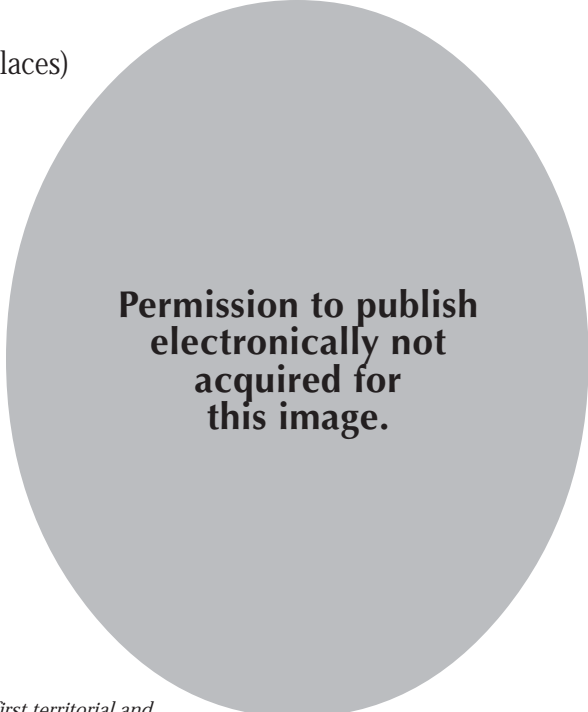
activist, politician, lawyer, lobbyist, mediator, political cartoonist,
historian, librarian

Clues in Program 4

Each clue's category is noted in parentheses. For information **about the categories**, see pp. 31-32.

- First Capitol and Hazelwood historic sites (Places)
- information from experts (People)
- political cartoons (Written Records)
- period newspaper articles (Written Records)
- handbill (Written Records)
- books (Reference Materials)
- photographs* (Visual Images)
- archival film* (Visual Images)

*Indicates clues seen in Program 4 but not mentioned specifically by Angie.



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*Madison's first territorial and
state capitol building, 1859.*

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Unidentified man, 1870s.

Vocabulary

Words set in italics are not used in Program 4 but are relevant for classroom discussion.

constitution — A set of laws to govern the people

debate — To discuss opposing viewpoints of an issue

discrimination — Making distinctions on the basis of preference or prejudice

handbill — A printed sheet or pamphlet distributed by hand

microfilm reader — A machine that reads information which has been reduced and printed on a special film

political cartoons — Drawings that depict political issues

prejudice — An unfavorable idea, opinion, or judgment formed without knowing or studying all of the facts, often in regard to people of a particular group, race, or religion; the favoring of a particular person, group, thing, point of view, or course of action

racism — Discrimination based on race

referendum — A proposed or existing law that is sent to the people for a vote

sexism — Discrimination based on gender

suffrage — The right or privilege to vote

suffragist — A person who advocates the extension of voting rights, especially to women

Yankee — A native of the eastern United States, especially a New Englander

Guide Resources

- Investigating the Mystery of History [graphic organizer](#) (p. 33)
- [Investigative Clues chart](#) (p. 34)
- [Wisconsin political outline map](#) (p. 35)
- Let's Work for Change! [assessment activity](#) (pp. 12-20)
- Important Dates in Wisconsin History [time line](#) (p. 21)
- Fact or Opinion? [student activity](#) (p. 22)
- Lyrics to [Women's Fight Song](#) (p. 23)

- **Newspaper articles** about suffrage in Wisconsin (pp. 24-25)
- **Political cartoons** (p. 26)

Pre-Viewing Activities

1. Use the classroom time line (see **Chapter 3**, Pre-Viewing Activity 2) to review the Europeans' arrival in Wisconsin and the resulting changes in the lives of the Wisconsin Indians. Extend the time line using **Important Dates in Wisconsin History** (p. 21), which highlights events of the years covered in Program 4. As the time line is extended, discuss the significance of each date.
2. Ask students, what is a state? Help them to understand that statehood implies more than setting geographical and political boundaries. A state also represents a group of people who agree to live according to a common set of laws.
3. Ask students if they have ever been in a situation in which they felt they were treated unfairly. Discuss conflict resolution and approaches to solving problems. Encourage students to look for examples of this in Program 4.

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*Meeting of the National
Women's Suffrage Association
in Chicago, 1880.*

Viewing Activities

Angie asks a number of questions during Program 4 that are intended to provoke thought and discussion, making them good pause points.

- Why didn't women have the right to vote? How did Wisconsin women and other people in unfair situations work to make Wisconsin a place where everyone is equal?
- What rules would you make if you were creating a state?*
- What could you do to make Wisconsin a better place?*

*Question is answered by the students in Program 4.

Post-Viewing Activities

1. Using the Investigating the Mystery of History **graphic organizer**, review with the class the clues and investigative methods Angie employed in Program 4 (see Clues in Program 4 on page 2). Have students record these clues on the appropriate **Investigative Clues charts**. 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 4, listed below, on the Wisconsin **political outline map**. For additional site information, see Angie's Destinations on page 11. (Geography connection)
 - Green Bay (American Intercultural Center and Hazelwood Historic Home Museum)
 - Belmont (First Capitol Historic Site)
3. Explain or review the importance of being able to distinguish fact from opinion in the study of history. Make

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an overhead transparency of the **Fact or Opinion? student activity** (p. 22) to practice or reinforce the concept.

4. Discuss issues of equality within the context of Program 4 (see below). Help students approach this activity in a non-judgmental way, considering the context of the times. Point out that people who lived in the past were brought up with beliefs that are different from those prevalent today. As Angie said, “These beliefs led politicians to shape the kind of place Wisconsin was going to be.”

**Policy of census-taking in 1836
(to determine statehood)**

Who was included? *Answer:* Only white residents.

Right to vote prior to 1866

Who was included? *Answer:* Only white adult males.

Right to vote prior to 1920

Who was included? *Answer:* Adult white males and a few Wisconsin Indian adult males who were granted citizenship by a governmental decree. (All American Indian men didn't have the vote until 1924.)

Other questions to consider

- What can we learn by exploring the common prejudices of the past?
 - Why did people work so hard to gain the right to vote?
 - What are the benefits of voting?
 - Why is voting a right and a responsibility of citizens?
 - What does it mean to make an informed choice?
5. Help students identify the methods for achieving change mentioned in Program 4. Add other methods the class may have studied (e.g., military force, war, public demonstrations, persuasion, education, strikes, marches, petitions).

Lead a class discussion about the advantages and disadvantages of various methods of affecting change. Do certain situ-

ations call for certain methods? Are there any means of affecting change that should be used only as a last resort, such as war or military force? Who should make such decisions?

Student Activity for Assessment

Let's Work for Change! (pp. 12-20) is a cooperative group activity in which students engage in the process of creating change.

Extension Activities

1. Guide students through a discussion of the advantages and disadvantages of women's suffrage. Who was for it? Who was against it? Point out that some women were against suffrage. Have students list the advantages and disadvantages of suffrage. Which ideas carry through from the past to the present?
2. Begin a class biography project. Discuss with students what it means to work for change. They should understand that creating change entails a process of identifying a problem and working cooperatively with others to change it.

Have students work in pairs or individually to research a person who has worked to change a problem. (See the following list for ideas.) Help them find research materials about their chosen person. Let students select a means of sharing information (such as a book, hypercard stack, mural, video report, song, poster, or oral report) about their person.

In addition to including biographical information, students should focus attention on the social changes created by their chosen person. Have students share their project with classmates. (The "Advocates for Change" poster set provides good context for this activity; see **Teacher Resources** on page 9.) (Language Arts connection)

People from Wisconsin

Kathryn Clarenbach	Wilbur and Ardie Halyard
Cordelia Harvey	Ada James
Robert M. La Follette	Aldo Leopold
Golda Meir	John Muir
John Quinney	William H. Rehnquist
Margarethe Schurz	Frances Willard

People outside Wisconsin

Maya Angelou	Susan B. Anthony
Albert Einstein	Benjamin Franklin
Mahatma Gandhi	Martin Luther King, Jr.
Thurgood Marshall	Sandra Day O'Connor
Rosa Parks	Eleanor Roosevelt
Lucy Stone	Sojourner Truth

3. Guide the class through an analogy exercise, comparing students in a classroom with citizens of a territory or state. Help students discuss the differences between being in a class in a large school and being a member of a single isolated class or a one-room school.

Advantages to being part of a large school may include: more resources (computer lab, playgrounds, equipment), more people to get to know and play with, and special classes and activities (art, music, gym, library). Disadvantages may include: having to share resources, harder to make decisions that please everyone (since more people are involved), and scheduling a time for everybody to get their chance to do things. Follow up by discussing advantages and disadvantages for the people who worked to acquire statehood.

4. Should Puerto Rico become the fifty-first state? Have students investigate the issue and have a classroom debate.
5. Help students investigate how advancements in technology (communication, transportation, information technology) have affected the political process. (Science connection)
6. As an independent project, have students research an issue of personal concern by reading pertinent local, state, and national articles. Next, have them describe, either in writing or orally, all sides of the issue and state their opinion. Then, let them create a poster to express their ideas about the topic. (Art connection)
7. Teach students the words to the suffrage song, *Women's Fight Song* (p. 23). (Music connection)

8. As a class or independent project, have students read and interpret the **1887 news articles** from the *Kenosha Telegraph* and the *Milwaukee Daily Journal* (pp. 24-25). Ask them to imagine themselves in 1887, writing a letter to the editor in which they state their opinion. (Language Arts connection)
9. Gather election data for your community and use the figures to create math problems. The *State of Wisconsin Blue Book* contains some voting statistics with which to start this project. (Mathematics connection)
10. Help students analyze **political cartoons** (p. 26). What can they learn about the time period from this form of art? Follow up by asking them to study an issue of current political debate, and then create their own political cartoon. Or, ask students to collect and interpret present-day political cartoons. (Art connection)

References and Resources

Teacher Resources

Advocates for Change: A Wisconsin Classroom Poster Set. Wisconsin Historical Society, 1996, ISBN 0870202898. Spanning 150 years of Wisconsin history and societal change, these 11" by 17" posters highlight 11 individuals from Wisconsin. Available from the University of Wisconsin Press.

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. See the citation in **Chapter 3**, under Teacher Resources, page 11.

Classroom Activities on Chippewa Treaty Rights, by Ronald Satz and Richard St. Germaine. Wisconsin Department of Public Instruction, 1991, item #2150. See the citation in **Chapter 3**, Teacher Resources, page 11.

Classroom Activities on Wisconsin Indian Treaties and Tribal Sovereignty. Wisconsin Department of Public Instruction, 1996, item #6156. See the citation in **Chapter 3**, Teacher Resources, page 12.

Classroom Activities in State and Local Government. Wisconsin Department of Public Instruction, 1989, item #9446. This teacher guide has a chapter on tribal government, though its activities are designed for high school students. Available from the DPI.

The Day the Women Got the Vote: A Photo History of the Women's Rights Movement, by George Sullivan. Scholastic, 1994, ISBN 0606058028. A good classroom resource, this book offers a thorough approach to the women's suffrage movement.

Destination Wisconsin: From Exploration to Statehood. Wisconsin Historical Society, 1998, ISBN 0870202960. This poster set profiles 12 individuals whose plans, schemes, and dreams shaped Wisconsin's early history. They include Marquette and Jolliet, Hercules Dousman, Black Hawk, Henry Dodge, Juliette Kinzie, Jean Nicolet, and Increase Lapham. Available from the University of Wisconsin Press.

State of Wisconsin Blue Book. Wisconsin Legislative Reference Bureau (Joint Committee on Legislative Organization), published biennially in odd-numbered years. This book contains a variety of information about Wisconsin and its people, past and present.

Women's History Catalog. The National Women's History Project (a nonprofit educational organization). This annual catalog offers books, posters, CD-ROMs, videos, and other classroom materials designed to help infuse women's studies across the curriculum. Contact the NWHF, 7738 Bell Road, Windsor, CA 95492-8518; telephone 707/838-6000.

Teacher Literature

On Wisconsin Women: Working for Their Rights from Settlement to Suffrage, by Genevieve G. McBride. University of Wisconsin Press, 1993, ISBN 0299140008 (clothcover), ISBN 0299140040 (paperback). Tells the story of the campaign for women's rights in Wisconsin, tracing women's work in reform movements, in the state's politics, and in the press.

Student Literature

Book of Black Heroes, Vol. II: Great Women in the Struggle, by Toyomi Igus, Veronica Freeman Ellis, Diane Patrick, Ana Sisnett, and Valerie Wilson Wesley. Just Us Books, 1991, ISBN 0940975270 (hardcover), ISBN 0940975262 (paperback). This book contains one-page profiles of black women whose achievements span several centuries and cover a variety of pursuits, including artists, athletes, freedom fighters, educators, entrepreneurs, policy makers and scientists. A useful, comprehensive guide for the classroom. Ages 10 and up.

I Speak for the Women: A Story about Lucy Stone, by Stephanie Sammartino McPherson. Carolrhoda Creative Minds Books, 1992, ISBN 0876147406. Lucy Stone was a suffragist who spoke in Viroqua, Wisconsin, in the summer of 1856.

Martin Luther King, by Rosemary L. Bray. Greenwillow Books, 1995, ISBN 068813131X (hardcover). A biography with captivating paintings and language that is easy to understand.

The National Civil Rights Museum Celebrates Everyday People, by Alice Faye Duncan. BridgeWater Books, 1995, ISBN 0816735026. This large-format book combines clear writing with many photos to portray significant events of the civil rights movement from 1954 to 1968. It also provides a “you are there” tour of the National Civil Rights Museum and highlights leading civil rights activists.

The Wishing Chair, by Rick Dupre. Carolrhoda Books, 1993, ISBN 0876147740. Eldon comes to know the true power of the wishing chair at Granny Thelma’s as he listens to her stories about the civil rights workers whose pictures hang above the chair.

Student Media

SimCity, from Electronic Arts (EA), Redwood City, California, is a computer game in which players plan, build, and maintain a city from the ground up. Their decisions cause the simulated city to prosper or falter. *SimCity* and other simulation computer games are available in stores selling consumer software.

Angie’s Destinations

For more information about these sites, which Angie visited in Program 4, contact:

First Capitol Historic Site
County Highway G, Belmont, WI 53510
Telephone: 608/987-2122

Hazelwood Historic Home Museum
1008 South Monroe Avenue, Green Bay, WI 54313
Telephone: 920/437-1840

Let's Work for Change!

Time Needed

Three to four weeks, depending on the problems identified by individual groups

Activity Goals

Students will:

- understand that, throughout Wisconsin's history, people have worked in different ways to create change.
- participate cooperatively in the process of working to improve a situation they identify as a problem.

Materials

- For each group, a copy of the Let's Work for Change! **group activity** (pp. 14-19)
- For each student, a copy of the Let's Work for Change! **student activity** (p. 20)

Teacher Instructions

1. Introduce the activity by referring to Program 4, "Creating a State." Remind students that, throughout the history of Wisconsin, people have worked together to change situations they thought unfair. Review some of the changes discussed in Program 4; they include:
 - The right of African-American men to vote
 - The right of women to vote
 - The right of women to have equal access to education and jobs
 - The right of African Americans to have equal opportunities in education and employment
 - The right of American Indians to be included as American citizens

Remind students of the question Angie asked at the end of Program 4: "Have you ever seen a problem you would

like to change?” Explain to students that for the next few weeks they will work in small groups to change a problem. Then, as a class, ask students to name some problems with which they are concerned. This sharing activity will help stimulate ideas for the small-group discussions.

2. Divide the class into cooperative groups of four students. Assign a role to each group member: reader, recorder, presenter, and encourager.
3. The steps involved in this group project are as follows:
 - Step 1. Decide which problem you would like to change.
 - Step 2. Research the problem you want to change.
 - Step 3. Choose a method of changing the problem.
 - Step 4. Work to change the problem.

These steps are explained in the group activity; distribute each step separately. The successful completion of one step determines when the next step will begin. Since this activity is designed to encourage independent group work, expect the groups to work at varying speeds depending on the problem.

4. When a group completes its project, distribute to each group member the individual **student activity** (p. 20). This activity, which serves as an assessment tool, gives students the opportunity to express their thoughts about the group project.

Criteria for Assessment

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

- understand that, throughout Wisconsin’s history, people have worked in different ways to create change.
- participate cooperatively in the process of working to improve a situation they identify as a problem.

Let's Work for Change!

Step 1: Decide which problem you would like to change.

Reader: Read aloud all the information for this step.

Encourager: Encourage members of your group to take turns sharing their ideas for possible problems to try to change. Ask group members why they are concerned about each problem.

Recorder: Record problems your group would like to change. Write the ideas in the appropriate squares below:

Problems Our Group Would Like to Change

A Classroom Problem	A School Problem
A Neighborhood Problem	A Community Problem
A State Problem	A National Problem
A World Problem	Another Problem

Presenter: Read aloud to your group the list of problems.

Encourager: Encourage group members to choose one problem they would like to try to change.

Recorder: Write the problem your group has decided to try to change:

Presenter: Show your teacher this page. Point out the problem your group has decided to work on.

Let's Work for Change!

Step 2: Research the problem you want to try to change.

Reader: Read aloud all the information for this step.

Recorder: Write the problem your group is working to change.

Encourager: Encourage group members to share what they know about this problem.

Recorder: Record what your group knows about the problem.

This Is What We Know About the Problem

Presenter: Review what your group knows about the problem. Read the information recorded above.

Encourager: Encourage group members to ask questions they have about the problem. How might your group find answers to the questions?

Recorder: Write the group's questions in the chart on the next page. Record how your group might find answers to the questions.

Questions We Have About the Problem	How We Can Answer These Questions

Reader: The group now needs to research answers to the questions.

Encourager: Make sure that each member of the group is involved in researching the answers.

Recorder: After each question is answered, fill in the chart below.

Questions We Had About the Problem	Answers

Reader and Presenter: Take turns reading the questions and answers aloud.

Presenter: Show your teacher these pages.

Let's Work for Change!

Step 3: Choose a method of changing the problem.

Reader: Read aloud all the information for this step.

Recorder: Write the problem your group is working to change

Encourager: Encourage your group to think of possible ways to change the problem.

Recorder: Record possible methods of change for the problem.

Possible Methods of Change

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Reader: Read aloud the list of possible methods of change.

Encourager: Encourage your group to decide which methods to use in changing the problem.

Recorder: Make a star next to the methods your group has decided to use in changing the problem.

What materials does your group need for changing the problem?

Recorder: Make note of all the materials the group needs and who is in charge of getting them.

Encourager: Make sure that all group members take part in getting the materials.

Materials	Group Member in Charge

Reader: Read aloud the chart to make sure each group member knows what materials he or she needs to get.

Presenter: Show your teacher this page. Point out the methods your group will use.

Let's Work for Change!

Step 4: Work to change the problem.

Reader: Read aloud all the information for this step.

Recorder: Write the problem your group is working to change.

Encourager: Encourage your group to organize a plan for changing the problem.

Recorder: Record the steps in your plan and when each needs to be completed.

Steps for Changing the Problem	Due Date

Presenter: Read aloud each step of the plan and when it will be completed. Show your teacher your group's plan and point out the steps.

Your group is now ready to begin working to change the problem. Follow the steps of your plan and work together to make a change!

Encourager: Encourage each group member to be actively involved in carrying out the plan.

Presenter: Present your group project to your classmates.

Let's Work for Change!

Name _____

Think about your group project as you answer the following questions.

1. What was the problem your group worked to change?
2. Why are you concerned about this problem?
3. What action did your group take to change the problem?
4. What did you do to help your group change the problem?
5. What do you think still needs to be done to change the problem?
6. How have people in Wisconsin's history worked to create change?
7. Why do you think it is important to find positive ways to solve problems?

Important Dates in Wisconsin History

- | | |
|-------------|---|
| 1836 | Wisconsin becomes a territory. Henry Dodge is the first territorial governor. |
| 1846 | Wisconsin's white population reaches 60,000 (the census only counted white people) — enough to form a state. The first draft of the Wisconsin constitution is written but voters do not approve it. |
| 1848 | Wisconsin voters approve the second draft of the state constitution. President James Polk declares Wisconsin to be the 30th state on May 29. |
| 1861 – 1865 | The American Civil War takes place. |
| 1866 – 1868 | Both federal and Wisconsin laws change to give African-American men the right to vote. |
| 1875 | Wisconsin law grants women the right to run for school office, but not to vote. |
| 1886 | Wisconsin law grants women the right to vote in elections “pertaining to school matters.” |
| 1887 | Wisconsin women go to the election polls, demanding the right to vote. They are turned away, but their cause gains public attention. |
| 1912 | Wisconsin lawmakers agree to grant women full voting rights, but the state's voters reject the proposed law in a referendum. |
| 1919 | States begin to ratify the Nineteenth Amendment to the U.S. Constitution, giving women the right to vote. Wisconsin is the first state to ratify the amendment. |
| 1920 | The Nineteenth Amendment becomes part of the U.S. Constitution. |
| 1924 | The federal government passes the Indian Citizenship Law, granting U.S citizenship to American Indians. (Some Wisconsin Indians are citizens already.) |

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 Wisconsin statehood.

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

- _____ 1. The first territorial capital of Wisconsin was Belmont.
- _____ 2. It was not fair that Wisconsin's early censuses counted only white residents.
- _____ 3. All the people in a state should have the right to vote.
- _____ 4. At one time, only adult white male residents could vote in Wisconsin.
- _____ 5. All people should be treated equally.
- _____ 6. Wisconsin's first constitution was not approved by the voters.
- _____ 7. Wisconsin became the 30th state on May 29, 1848.
- _____ 8. The people of Wisconsin treat each other fairly.

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

Women's Fight Song

This song was written for the 1914 convention of the Wisconsin Woman Suffrage Association. It is sung to the tune of *On, Wisconsin*.

On Wisconsin, on Wisconsin
Grand old Badger State,

We shall surely win the ballot,
Be it soon or late.

On Wisconsin, on Wisconsin,
"Forward" be thy cry,

Slow but surely, late but coming,
Bound for victory!

On Wisconsin, on Wisconsin
We thy daughters true,

Bound to make a Land of Freedom
We are, out of you.

On Wisconsin, on Wisconsin,
Cannot stop or stay

'Til thy children all are equal
Hail the mighty day!

— Lyrics by Theodora Winton Youmans, Wisconsin Woman
Suffrage Association president, 1913 – 1920.

Suffrage News of 1887

From the Kenosha Telegraph, March 25, 1887:

WILL WOMEN IN THIS CITY VOTE?

It is said there are women in this city who will avail themselves of the constitutional amendment by voting for school officers at the spring election on the first Tuesday in April next. It is true there is not likely to be any particular contest in the election of school commissioners, but the women believe it a good time to make a beginning in the exercise of their enlarged privileges. Women have not the right here yet to vote for all municipal officers, as in Iowa and some other states; if they had such right they tell us there would be revolutions bettering the condition of many families.

The TELEGRAPH does not counsel women to vote, but to do what they conscientiously believe to be their duty for the highest good of humanity. Some women say they do not want to vote. Well, if they believe it wrong, they should not. But if it be simply for the reason they do not wish to be at the trouble to perform such duty, then the excuse is not a good one. If the women were to act on the principle of doing only such things as they like to do, a great deal of domestic service and other work would go undone. There are those who say they do not trouble themselves with politics or the affairs of law and government, but leave it for others to do all the thinking for them. For such persons we have no words to offer.

The School Board in this city consists of two Commissioners from each ward, who hold office for two years from the time of their election; it being arranged the term of one of the commissioners expires each year. No registry of voters is required at the spring election. As we understand it, women who desire to vote will have the name of their candidate printed or written on a ballot, and the words endorsed on the ticket, "For School Commissioner." These tickets will be put into the same box with other tickets.

From the Kenosha Telegraph, March 25, 1887:

WOMEN WILL VOTE

The common remark that women do not want to vote does not hold universally true, over 1,000 women having registered to vote in Leavenworth, Kansas.

From the Milwaukee Daily Journal, April 5, 1887:

WOMEN'S VOTES REFUSED

The Gentle Sex Create a Diversion at the Delavan Polls.

DELAVAN, Wis., April 5 — Eighty prominent ladies of this city marched to the polls this morning in a procession. A lively discussion followed, A. S. Spooner speaking for the admission of the vote, following Dr. F. L. Vonsuessmilch and A. H. Barnes against. After considerable excitement the board refused to accept the votes of the ladies. The polls were blocked until after 12 o'clock by ladies who persisted in offering their votes.

From the Milwaukee Daily Journal, April 5, 1887:

ONE HUNDRED WOMEN VOTE

Sturgeon Bay Ladies Storm the Polls. Woman Suffrage a Go.

STURGEON BAY, Wis., April 5 — The ladies are out in force at the polls today. Nearly one hundred have voted.

From the Kenosha Telegraph, April 8, 1887:

“WOMEN DO NOT WANT TO VOTE.”

A class of people and newspapers have kept up repeating, “Women do not want to vote.” In Iowa, where the course is clear and no impediments in the way, women voted by the thousands on Tuesday. In this state, where woman suffrage is not clear by the laws, no doubt hundreds refrained to make the attempt for that reason. Still great numbers went to the polls and offered their votes; in a majority of cases they were refused the right, the boards of election doubting the legality. But hundreds of women, under those difficulties, voted. In Whitewater about 300 women voted. Had there been no supposed legal obstacles, the women of Wisconsin would have voted as freely as in Iowa. In this city, 13 women voted in the 1st ward, 9 in the 2d ward, 14 in the 3d ward and 10 in the 4th ward.

Political Cartoons

From *Woman, Her Rights, Wrongs, Privileges, and Responsibilities*, by Linus Pierpont Brockett, 1869.



THE WIFE AND MOTHER AT A PRIMARY.



QUEEN OF THE FAMILY.



THE FATHER STAYS AT HOME, ATTENDING TO THE CHILDREN.



KITCHEN EDUCATION.



THE SENATE CHAMBER AS IT MAY BE.

How to Use This Guide

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

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

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

Teacher Preview

It is always worthwhile to preview each program before sharing it with your class. In particular, look for points where you may wish to pause the videotape and discuss a question or idea with students.

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

Pre-Viewing Activities

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

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

Expanded KWL Charts

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

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

Student Viewing Activities

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

“Fact or Opinion?” Activity

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

Post-Viewing Activities

Have Map, Will Travel

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

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

the sites on the [political outline map of Wisconsin](#) (page 49). You can provide students with a fresh outline map for each program, or have them use the same map for the entire series.

Time Line

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

Original Documents

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

In Their Own Words

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

Extension Activities across the Curriculum

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

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

Assessment Activity

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

For Future Investigation

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

Kathleen Ernst

Project Director

Investigating Wisconsin History

Background Information for Teachers

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

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

1. In each program, Angie asks a question about the past. This becomes the mystery she will investigate during the program.
2. Angie employs a variety of investigative methods to discover clues to the past. This action step is symbolized by the arrows on the accompanying graphic organizer. Examples include participating in an archaeological dig, examining the landscape, interviewing an elder, participating in an old folk dance, talking to a scholar, and visiting a museum.
3. After gathering information, Angie analyzes the clues she has found. The clues have been organized into eight broad categories on the Investigating the Mystery of History **graphic organizer** (p. 33), each labeled with an icon. (These categories are described below.) In most cases, Angie's analysis leads to an answer to her original question. Sometimes, though, it leads to more questions or brings Angie to the conclusion that her question may never be answered with certainty.

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

Visual Images

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

Written Records

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

Objects

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

Folklore

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

People

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

Landscape

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

Places

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

Reference Materials

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

Investigating the Mystery of History



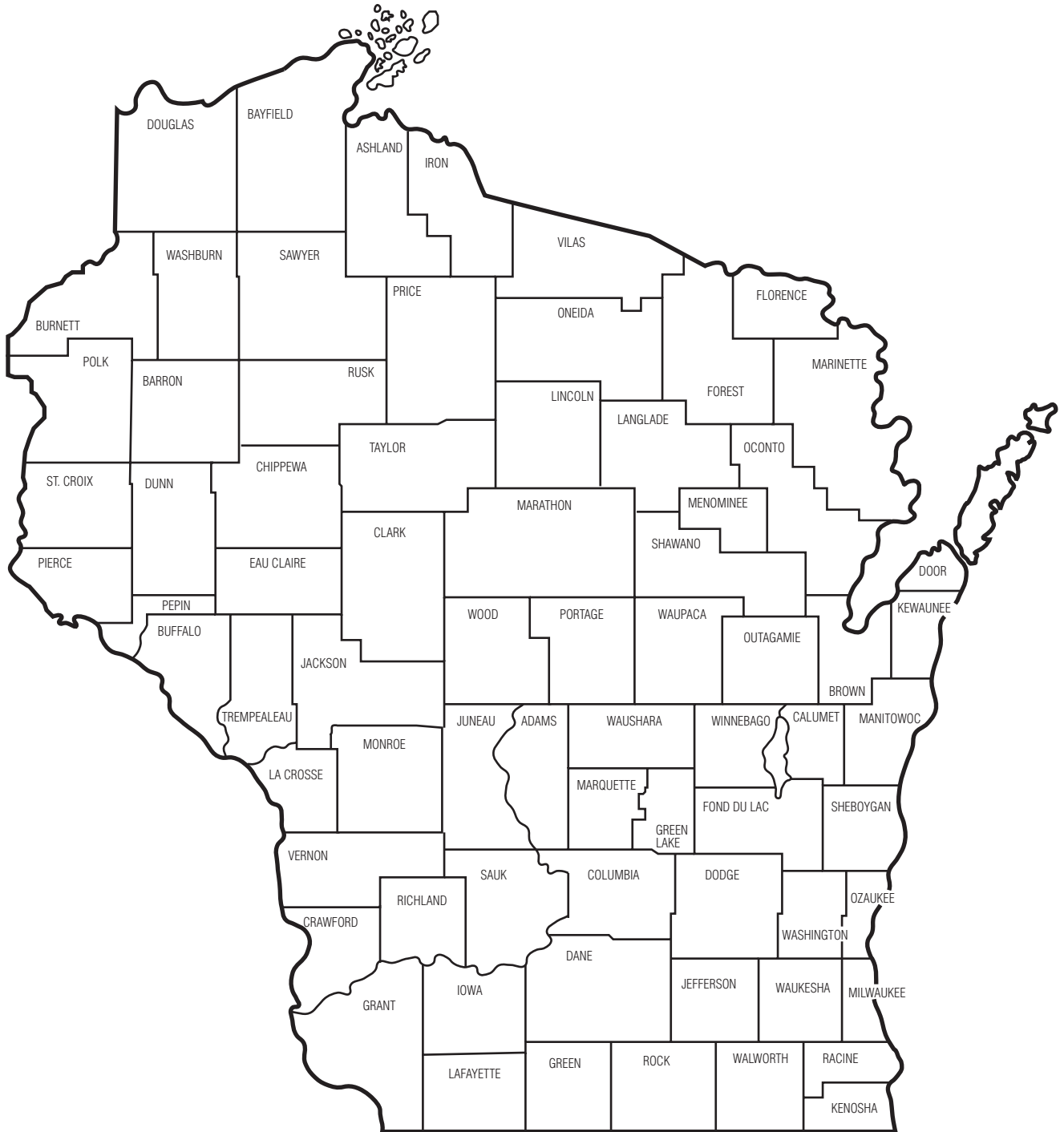


Investigative Clues Chart

Name _____

Program	Clue	Advantages	Disadvantages

Political Outline of Wisconsin



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Helpful Research Skills

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

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

Observe

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

Compare

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

Measure

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

Consider and Speculate

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

Identify

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

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

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

Classify

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

Record

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

Interview

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

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

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

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

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

Working with Artifacts

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

Artifacts have a history.

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

Artifacts have been made of some materials.

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

Artifacts have construction features.

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

Artifacts have design.

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

Artifacts have function or use.

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

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

Examining an Artifact

Step 1. Identify the object

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

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

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

Step 2. Evaluate the object

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

Step 3. Analyze the object

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

Step 4. Interpret the object

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

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

Sources of Information, Resources, and Materials

Wisconsin Department of Public Instruction

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

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

Wisconsin Historical Society

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

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

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

Wisconsin Department of Natural Resources

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

Cooperative Children's Book Center

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

University of Wisconsin Press

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