

From Here to There



Background Information for Teachers

Throughout Wisconsin's history, transportation routes and systems — and the decisions people have made regarding them — have played an integral role in Wisconsin's development. The earliest white explorers found that Native Americans already were using a complex and far-reaching transportation system of trails and waterways.

Early political leaders knew that a strong transportation system encouraged immigration and commerce, so they worked to build one. A network of railroads helped farmers and early industrialists get their products to market, although areas bypassed by the railroads suffered in consequence.

In the twentieth century, Wisconsinites have made choices about new modes of transportation. These choices continue to impact all aspects of life in the state.

Program Synopsis

While biking on the Military Ridge State Trail, which is a part of Wisconsin's Rails-to-Trails project, Angie wonders about the history of the trail. While investigating the mystery of the Military Ridge Trail, she learns about Wisconsin's transportation history, from the days of the first peoples to the present, and the role transportation systems have played in our state's development.

Program Goals

Students will:

- understand the essential role that transportation systems have played in Wisconsin's economic, political, and social development.
- consider decision-making processes that have affected the development of Wisconsin's transportation system.
- be introduced to the evolution of Wisconsin's major transportation routes and modes.

Focus Questions

How have people and goods been moved from one place to another? Why was the movement needed or wanted? Who makes decisions about transportation developments? Who builds and operates transportation systems? What are the costs and benefits of these systems? Are they distributed evenly? Why or why not?

Career Connections

transportation engineer, cartographer, city planner, land-use planner, geographer, historian, craftsperson (someone who makes reproductions of historical objects, such as the canoe and schooner shown in Program 7)

Clues in Program 7

Each clue's category is noted in parentheses. For information [about the categories](#), see pages 29-30.

- dictionary (Reference Materials)
- maps of early Native American trails (Written Records)
- the Internet (Reference Materials)
- photographs (Visual Images)

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*The Wade House Stagecoach
Inn, Greenbush.*

- historic film* (Visual Images)
- information from experts (People)
- Wade House Stagecoach Inn and Wesley Jung Carriage Museum (Places)
- Wisconsin Maritime Museum (Places)
- National Railroad Museum (Places)
- period account of stagecoach travel (Written Records)
- visual clues in the landscape (Landscape)
- reproductions of canoe and coastal schooner (Objects)

*Indicates clues seen in Program 7 but not mentioned specifically by Angie.

Vocabulary

Words set in italics are not used in Program 7 but are relevant for classroom discussion.

Civil War — A war lasting from 1861 to 1865, in which the northern and southern states of America disputed slavery, states' rights, and the South's intention of seceding from the United States

maritime — Pertaining to shipping or navigation by water

Military Ridge — A geographical feature stretching from south-central Wisconsin to the Mississippi River; named for the military road that was built in the 1830s and followed the ridge

plank road — A short-lived road system in which sawn planks were laid side-by-side in order to provide a flat surface for travel; used primarily in the 1840s and 1850s; a *corduroy road* was made of logs instead of planks

ports — Places along lakeshores or rivers where ships unload and pick up cargo

transportation — The act of moving people or goods from one place to another, based on what people need or want

Guide Resources

- Investigating the Mystery of History **graphic organizer** (p. 31)
- **Investigative Clues chart** (p. 32)
- Wisconsin **political outline map** (p. 33)
- Creating a Transportation Plan **assessment activity** (pp. 12-17)
- Important Dates in Wisconsin History **time line** (p. 18)
- Fact or Opinion? **student activity** (p. 19)
- Getting There, Then and Now **post-viewing activity** (pp. 20-22)
- In Their Own Words **historical quotations** (pp. 23-24)

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Milwaukee Harbor, 1856.

Pre-Viewing Activities

1. Use the classroom time line to review the major events in Wisconsin history that the class has studied so far. Prepare to view Program 7 by discussing which of the already-studied events were affected by transportation. Add to the time line using Important Dates in Wisconsin History (p. 18). Discuss the significance of each date.
2. Introduce the topic by leading a discussion about transportation or creating an idea-web on the chalkboard. Questions could include: What is transportation? How many kinds of transportation can you think of? What songs or television shows can you name that involve transportation? What kinds of modern jobs require travel? What kinds of transportation do you use? Where do you travel? Why do you travel there?

Viewing Activities

Angie asks a number of questions during Program 7 that are intended to provoke thought and discussion, making them good pause points.

- What happened to the trains (that used to run along this bike trail)? And why is this trail named Military Ridge?
- How do you think people traveled in Wisconsin before there were cars and planes?*
- When did railroads come to Wisconsin?
- But, if trains were that important, why were so many railroads — like the one at Military Ridge — abandoned?
- (At the time that the earliest settlers from the eastern U.S. and Europe were arriving, ...) What kinds of transportation do you think those people needed?
- How do you suppose people traveled across Wisconsin at the time of statehood?
- (And our transportation system is still changing!) How do you think it might change in the future?*

*Question is answered by the students in Program 7.

Post-Viewing Activities

1. Using the Investigating the Mystery of History **graphic organizer** (p. 31), review the clues and investigative methods Angie used in Program 7 (see Clues in Program 7 on pp. 2-3). Have students record these clues on the appropriate Investigative Clues **charts** (p. 32). 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.

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Hay wagon on the Sheboygan-Fond du Lac plank road.

2. Label Angie's destinations in Program 7, listed below, on the [Political Outline of Wisconsin](#) (p. 33). For additional site information, see [Angie's Destinations](#) on page 11. (Geography connection)
 - Blue Mounds (Military Ridge State Trail)
 - Madeline Island/Lake Superior (transportation history of Ojibwa Indians; schooner)
 - Manitowoc (Wisconsin Maritime Museum)
 - Greenbush (Wade House Stagecoach Inn and Wesley Jung Carriage Museum)
 - Green Bay (National Railroad Museum)
3. Ask students to name types of transportation that were not discussed in Program 7. Possible answers include dogsleds, iceboats, helicopters, buses, snowmobiles, in-line skates, cross-country skis, skateboards, submarines, hot-air balloons, space shuttles.
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? activity](#) (page 19) to practice or reinforce the concept.
5. Review the role of transportation in Wisconsin's history using the [post-viewing activity](#) Getting There, Then and Now (pp. 20-22).



A businessman with a rented horse and buggy after a train ride to Spring Green.

Student Activity for Assessment

In the Creating a Transportation Plan **assessment activity** (pp. 12-17), students will participate in a role-play about a public meeting concerning two proposed transportation projects.



Extension Activities

1. Ask students to interview an adult about the transportation changes that person has experienced in his or her lifetime.
2. Lead the class on a walking tour or bus trip of the community. Help students look for and identify clues in the landscape about the local transportation history. What relevant buildings have been torn down, abandoned, or converted to an alternative use? What other signs exist? What does the landscape show about modern transportation in your community?
3. Invite someone from a local transportation agency or business to discuss their work with the class. Or, invite a local businessperson to discuss the importance of transportation to his or her business.
4. Invite someone from a local museum or historical society to discuss with the class the importance of transportation in your community's history.
5. Have each student research how the methods of transporting a particular Wisconsin product have changed over the years. For instance, dairy farmers used to haul milk in large cans to a local creamery using a horse-drawn wagon. Today, most farmers store milk on the farm in a large cooling tank until it is picked up by a tanker truck and taken to a dairy processing plant many miles away.
6. Discuss the following equity issues from Wisconsin's transportation history. Encourage students to express their opinions.



Three men take a horse-and-buggy trip from Madison to Portage.

- In nineteenth-century Wisconsin, many train depots had separate waiting rooms for women, which were intended to protect them from “rough” males.
 - Except for black men who were porters or cooks, few people of color traveled by train for many years. Those who did sometimes had to ride in a segregated rail car.
7. Railroads have always made more profit hauling cargo than passengers. By 1970, many railroads could no longer afford to offer passenger service. The U.S. government formed a company called Amtrak in 1971 to take over rail passenger business. Ask students to discuss Amtrak service with their parents. Do their parents ride Amtrak regularly? Do they ever? Would they if it was more convenient and more affordable? Why or why not?
 8. Use the In Their Own Words **historical quotations** (pp. 23-24) to prompt a discussion, initiate a role-play, or as a springboard for an imaginative writing exercise. What do these quotations tell us about traveling in the early days of Wisconsin? (Language Arts connection)
 9. Using a Wisconsin state highway map, help students calculate the distance between their community and the closest major port. Then ask them to calculate how long it would take to transport a product to that port using each of the following means of transportation. (Mathematics connection)

- an ox-cart
(2 miles per hour)
- a horse-drawn wagon (5 mph)
- a freight train (50 mph)
- a truck (65 mph)
- an airplane (450 mph)

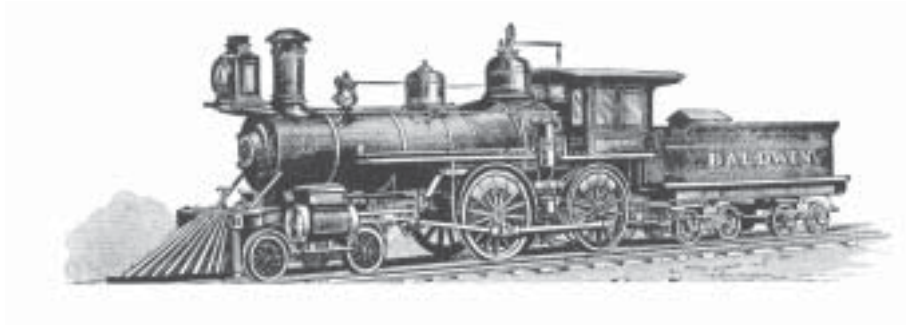
Cranking the “Tin Lizzy,” Beloit. (Note the trolley tracks in the middle of the street.)



10. As an independent project, ask students to research the relationship between air pollution and Wisconsin's history of transportation. Or, students can examine this topic in regard to their own community. Then, have them create a plan for pollution control in light of the increasing demand for transportation. (Science connection)
11. Ask students to choose one form of transportation and write an essay about it, discussing its advantages and disadvantages. (Language Arts connection)
12. Have students choose an event in transportation history and write imaginative essays about the event from two different points of view. Possibilities include: a Ho-Chunk trail being turned into a road for new Yankee immigrants; a legislative decision to fund a railroad instead of a canal; a decision to route a railroad to one town and not another; the construction of a bigger highway instead of a city subway system. (Language Arts connection)
13. Share with the class a topographical map of Wisconsin. (Map sources are noted in References and Resources on page 11.) Why did the early native peoples use a ridge for a trail? Why does the Military Ridge State Trail meander? (Answers include to avoid wet lowlands and to follow the ridge's gentle gradient.) If possible, follow up by showing a topographical map of your own community. What might have been the best routes for walking paths in your area? (Geography connection)



Three college students return to Wisconsin after a cross-country trip to California for summer school.



14. Ask students to make a collage of transportation-related pictures cut from magazines. Collages may be individual efforts, or the class can work on a bulletin board-sized collage in the shape of Wisconsin. (Art connection)
15. Gather several musical selections pertaining to transportation, such as sea chanteys and railroad songs, and play them for the class. Examples include *Wreck of the Edmund Fitzgerald* and *I've Been Working on the Railroad*. After listening, discuss what the class learned about transportation. Then, ask students to draw or paint scenes that depict the songs. (Music/Art connection)
16. Discuss the issue of choice with students. What is the relationship between taxes and public transportation? What personal choices can people make regarding transportation? (Example: biking to work.) How can people become involved in choices? (Example: voting for better public transportation.) Discuss the differences between what people need and what they want, and between public and private transportation. Who should make the decisions?
17. Discuss cause-and-effect with students. Have students consider advantages and disadvantages for a variety of transportation choices made throughout history. Who was affected positively and negatively at each stage of Wisconsin's transportation chronology? Who made decisions regarding public transportation? What recourse could people pursue to change transportation policies and decisions they viewed as unfair? How does the common good relate to personal needs? Which factor do students think is most important: convenience, affordability, or environmental soundness?

References and Resources

Clarkson Map Company. Specializes in sporting and recreational maps of Wisconsin and the United States. For information, call 920/766-3000, fax 920/766-3081, go online to www.clarksonmap.com, or write to Clarkson Map Company, P.O. Box 46, 1225 Delanglade St., Kaukauna, WI 54130; Web site: www.clarksonmap.com/.

Milwaukee Map Service, Inc. A retail seller and regional publisher of Wisconsin maps. For information, contact Milwaukee Map Service, Inc., 959 N. Mayfair Road, Milwaukee, WI 53226; telephone 800/525-3822; Web Site: www.milwaukeeem.com/.

Angie's Destinations

For more information about these sites, which Angie visited in Program 7, contact:

Military Ridge State Trail
Dodgeville, WI 53533
Telephone: 608/935-5119

Madeline Island Historical Museum
La Pointe, WI 54850
Telephone: 715/747-2415

Wisconsin Maritime Museum
75 Maritime Drive, Manitowoc, WI 54220-6823
Telephone: 920/684-0218

Wade House Stagecoach Inn and the Wesley Jung Carriage Museum
W7747 Plank Road, P.O. Box 34, Greenbush, WI 53026
Telephone: 920/526-3271

National Railroad Museum
2285 S. Broadway Avenue, Green Bay, WI 54313
Telephone: 920/437-7623

Creating a Transportation Plan

Time Needed

45 minutes

Activity Goals

Students will:

- experience the decision-making process that affects the development of Wisconsin's transportation system.
- consider the balance of individual needs and community needs in the decision-making process.

Materials

- Student copies of the Creating a Transportation Plan **group activity** (pp. 15-16)
- Student copies of the Creating a Transportation Plan **individual student activity** (p. 17)

Teacher Instructions

1. Distribute the group activity and read the background information. Ask for volunteers to play the nine roles. (You may opt to assume the role of meeting leader to help the class maintain its focus.) Inform students who do not have a specific role that they can form their own opinions and take part in the public meeting by raising their hand and asking questions.
2. Tell students to keep in mind the following:
 - Should the city engineer try to make everyone happy?
Or, should the engineer choose one thing that he or she believes is the best for the entire community?
 - What are some ways to raise the money needed to pay for the chosen transportation system?
3. Role-play the public meeting. Record on the chalkboard all the concerns raised at the meeting as a reference for a follow-up discussion.

4. After the role-play, have students form small groups to discuss the different options of transportation systems. Can one choice address all the concerns? Does one concern appear to be more important than the others? Should the transportation decision focus on a single concern or should it address several?
5. Bring the class together again for a large-group discussion. Remind students that people often have many different ideas and opinions about land-use decisions such as new transportation systems. Consider asking the following questions, emphasizing that there are no right or wrong answers:
 - Are the two choices fair to both the concerns of businesses and to the concerns of the environment?
 - Are the two choices fair to the various citizens of the community?
 - Are the concerns of the public more important than the concerns of a single citizen?
 - How do the benefits enjoyed by many people compare with the problems experienced by a single citizen?
 - Should the city engineer try to make everyone happy? Or, should the engineer choose one thing that is most important for the entire community?
 - How will the community raise the money it needs to pay for the chosen transportation system?
6. List on the chalkboard the two transportation choices in the role-play. Discuss with students the advantages and disadvantages of each choice. After discussing both choices, have the meeting leader reconvene the public meeting and call for a vote.
7. Distribute the individual activity and give students time to complete it. Use this activity for assessment purposes.

Criteria for Assessment

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

- explain their position regarding the good of the individual versus the good of the community.
- explain the importance of participation in the decision-making process.

Creating a Transportation Plan

Background

Your city needs a new transportation system to serve the increased number of travelers in the area. Two ideas have been proposed to meet the community's transportation needs. One is a subway, which is clean and efficient but expensive to build and operate. The other is to expand the present highway, which costs less than a subway system but will increase pollution.

The class will role-play a public meeting to discuss the advantages and disadvantages of each transportation system. At this meeting, people can say how they feel about the two choices. After everyone has spoken, the class will decide which transportation system should be built.

This role-play needs nine volunteers: the meeting leader, the city engineer, and seven citizens who will speak at the meeting.

Public Meeting Speakers

Meeting Leader: Welcome, ladies and gentlemen. The purpose of this public meeting is to give you an opportunity to voice your thoughts about the transportation systems being considered by our community. Please stand when you speak so we all may hear you more clearly.

City Engineer: As you know, two ideas have been proposed to meet our community's transportation needs. One option is to expand the present highway. The other option is build a subway system.

Citizen 1: I own a local automobile business. I worry that if the city builds a subway system, fewer people will buy my cars, causing me to go out of business. I want the city to add to the present highway so people will continue driving and buying cars.

Citizen 2: I do not own a car. I rely on the local bus service when I need to travel. But the bus routes only cover certain areas, which limits where I can go. A subway would let me travel to more parts of the community, where I could then make use of different bus routes. I want the city to invest in the subway to increase my ability to travel.

Citizen 3: I have a family with small children. I am concerned that additional highways will mean more traffic, which leads to increased noise and air pollution. I want my family to breathe clean air and to be able to play outside without the loud sounds of highway traffic. I want the city to build a subway system in order to reduce noise and air pollution.

Citizen 4: I do not want my taxes to go up. I know that a subway system is very expensive to build and to run. I do not want to see my taxes go up in order to pay for this type of transportation. I want the highway to be expanded in order to keep my taxes down.

Citizen 5: I enjoy the natural environment. I think people should find alternative ways to travel such as walking and riding bikes. I believe the city should avoid building the subway or expanding the highway because both would cause more disruption of the natural environment.

Citizen 6: I use a wheelchair and am concerned about a subway system being accessible to all people. I worry that the subway would not meet the needs of the various people who would rely on it. I want the city to invest in highways and to provide good bus and van transportation that will serve the needs of people who are physically challenged.

Citizen 7: I own a small business on the edge of the city. I think my business will grow if a subway system is built because it will bring more people to this part of the city. I want the city to build a subway.

Creating a Transportation Plan

Name _____

Think about the group role-play activity about selecting a transportation system for your community. Answer the questions below.

1. How were you involved in the public meeting role-play?

2. If you were the city engineer, would you chose a transportation system that makes one person or group happy? Or would you select a transportation system that you think is best for the whole community? Why?

3. Is it important for citizens to be able to take part in decisions that affect their community? Why?

Important Dates in Wisconsin History

Pre-1700s	Native Americans travel using foot trails and canoe routes.
Early 1800s	New settlers use Native American trails and canoe routes.
1820s	River steamboats begin bringing people and goods to western Wisconsin.
1825	The opening of the Erie Canal greatly increases traffic on the Great Lakes.
1832	A military road is built to connect Wisconsin forts.
1850s	Trains begin running from Milwaukee to Waukesha; hot-air and gas balloon travel comes to Wisconsin.
1860s	Roads and railroads expand during the Civil War.
1880s	Trolley cars are developed; sail-powered ships no longer dominate the Great Lakes.
1890s	Bicycles become popular.
Early 1900s	Automobile traffic increases.
1911	The Wisconsin Highway Commission is created to administer a highway construction program.
1926	Routine air travel begins out of Milwaukee.
1956-58	Wisconsin's first interstate section, in the southeast part of the state, is built.
1969	Wisconsin becomes one of the first states to complete a rural interstate system.
1981	Wisconsin I-43 interstate system is completed.
1985	The U.S. government authorizes construction of the Sheboygan interstate highway.

Fact or Opinion?

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

Read the following statements about the history of transportation in Wisconsin. Mark statements that are facts with an **F**. Mark statements that are opinions with an **O**.

- _____ 1. Before the Europeans arrived, Native American people in Wisconsin used canoes and foot trails to travel.
- _____ 2. The first white people here used many of the same routes as the Native Americans.
- _____ 3. Wisconsin Indians wished the newcomers didn't use the same trails.
- _____ 4. The European immigrants and Yankees cut too many trees while making new roads.
- _____ 5. Stagecoach travel in early Wisconsin was slower than traveling by train or car today.
- _____ 6. Stagecoach travel was very hard.
- _____ 7. Trains have played an important role in Wisconsin's transportation history.
- _____ 8. People should ride bikes more often because cars pollute.

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

Post-Viewing Activity

Getting There, Then and Now

Time Needed

30 minutes

Activity Goal

Students will chart the role of transportation in business trips throughout Wisconsin's history.

Materials

- Student copies of the Getting There, Then and Now **chart** (p. 157)
- Student copies of the Important Dates in Wisconsin History **time line** (p. 22)

Teacher Instructions

1. Discuss the idea of business trips with students. Survey the class to see how many students have parents or guardians with jobs that require overnight travel. What kinds of jobs require overnight travel?
2. Provide each student with a Getting There, Then and Now chart. Either lead a class in completing the first three columns of the chart or let students work in small groups. You may want to show segments of Program 7 again to reinforce ideas. Important Dates in Wisconsin History and the ongoing classroom time line also will aid students in this activity.
3. When the first three columns are complete, ask students to fill in the final column. Students who do not know any adults who travel for their work can team with a student who does.

Criteria for Assessment

Students are proficient in the stated goal if they accurately record the possible modes of transportation for each time period.

Getting There, Then and Now

Complete this chart by using what you learned from the *Investigating Wisconsin History* program “From Here to There.” The last column asks you to think about the importance of transportation for modern business trips.

Questions	1700s First Nations	1840s First European Farmers	1900s Farmers of Railroad Era	TODAY Student’s Experience
Why might a parent take a business trip?	<i>Trade with other peoples</i>	<i>Transport crops to market</i>	<i>Transport crops to market</i>	
How were they likely to travel?	<i>On foot or by canoe</i>	<i>By cart or wagon pulled with oxen or horses</i>	<i>By wagon to the depot; then by train</i>	
How did they communicate with their family at home?	<i>Probably didn’t; on foot or by canoe if needed</i>	<i>Probably didn’t; telegraph only available in some places</i>	<i>Probably didn’t; but telegraph widely available</i>	
How often might they make this trip?	<i>Once or twice a year</i>	<i>Once or twice a year</i>	<i>As often as needed</i>	

Getting There, Then and Now

Name _____

Complete this chart by using what you learned from the *Investigating Wisconsin History* program "From Here to There." The last column asks you to think about the importance of transportation for modern business trips.

Questions	1700s First Nations	1840s First European Farmers	1900s Farmers of Railroad Era	TODAY Student's Experience
Why might a parent take a business trip?				
How were they likely to travel?				
How did they communicate with their family at home?				
How often might they make this trip?				

In Their Own Words

Quotations courtesy Wade House and Wesley Jung Carriage Museum.

The bridges, oh, the bridges. They get two huge trees, and lay them across from bank to bank of creeks or small rivers. Then they lay small poles across, just to stop a horse's foot from going through, and that's all. They are truly corduroy, and you may think yourself lucky not to get a dozen of them in a day's journey.

— *A traveler, driving by stage from Mazomanie to Mineral Point, 1847*

We left there at 6 o'clock Wednesday evening and rode all night and all day yesterday, and arrived here last night at 7 o'clock. Distance, 90 miles. Fare, \$5.00. It was a very hard ride as the roads were rough and the weather pretty cold. We tipped over once but came out safe, our driver was hurt a little bit, but we had reason to be thankful that we were not all hurt as there were seven of us inside a coach shut up tight and heavily loaded with baggage.

— *A young man, driving by stagecoach from Chicago to Milwaukee, 1852*

My father built a fine large three-story hotel. At this time a fine plank road was built. Stages had been running over this road for some years — but when this plank road was built came a line of most comfortable coaches, driven by four horses. These horses were changed every ten miles. This line ran three coaches each way — both day and night.

There also was a line of what was called Hales Express. These were drawn by a single team and considered very comfortable. They too had a day and a night line. So you see, father's house was open day and night and always full. A ride over to Sheboygan or Fond du Lac was a real pleasure ride.

— *Ellen Wade Cary, daughter of Betsy and Sylvanus Wade; Ellen's parents moved to Greenbush in 1844 and six years later built a stagecoach inn*

Here we went, oxen, cows, mules, horses, coaches, carriages, blue jeans, corduroys, rags, tatters, silks, satin caps, tall hats, poverty, riches, speculators, missionaries, landhunters, merchants. ... a nation on wheels, an empire in the commotion and pangs of birth.

— *Herbert Quick, 1855, about traveling
on the Military Road*

After many stage rides over the old Plank Road, I took my first journey over the new “through route” on the completed railroad between Sheboygan and Fond du Lac. It was the custom in the early history of the railroad to stop the train along the way for passengers at any crossroad, in fact almost anywhere along the route one could board the train by signalling.

It was just at the line of my uncle’s farm where I boarded the train for my first ride. We had only to walk through a meadow and a wooded section of the farm where the train passed, where we signalled it.

We journeyed on until quite a heavy April snowstorm was encountered. The wind blew a gale, so that the windows of the one coach rattled. A few miles from Glenbeulah the train stopped, and the conductor came in the car and announced a wreck ahead; that the engine would be obliged to leave us for awhile.

Wood was brought in the car, the two gentlemen passengers volunteered to tend the fire. Time went along, noon, afternoon, evening with its darkness and forlornness. All day without food. A lonely time for a little girl.

The storm swayed the car as it stood alone on the track. At nine o’clock we heard the welcome sound of the engine’s whistle. The express messenger came in our car, telling us the wreck was removed, and that we would soon be in Fond du Lac.

— *Reminiscence, written in 1924, by Katie Smith Spencer,
who rode one of the earliest trains in Wisconsin*

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 33). You can provide students with a fresh outline map for each program, or have them use the same map for the entire series.

Time Line

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

Original Documents

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

In Their Own Words

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

Extension Activities across the Curriculum

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

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

Assessment Activity

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

For Future Investigation

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

Kathleen Ernst

Project Director

Investigating Wisconsin History

Background Information for Teachers

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

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

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

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

Visual Images

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

Written Records

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

Objects

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

Folklore

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

People

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

Landscape

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

Places

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

Reference Materials

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

Investigating the Mystery of History



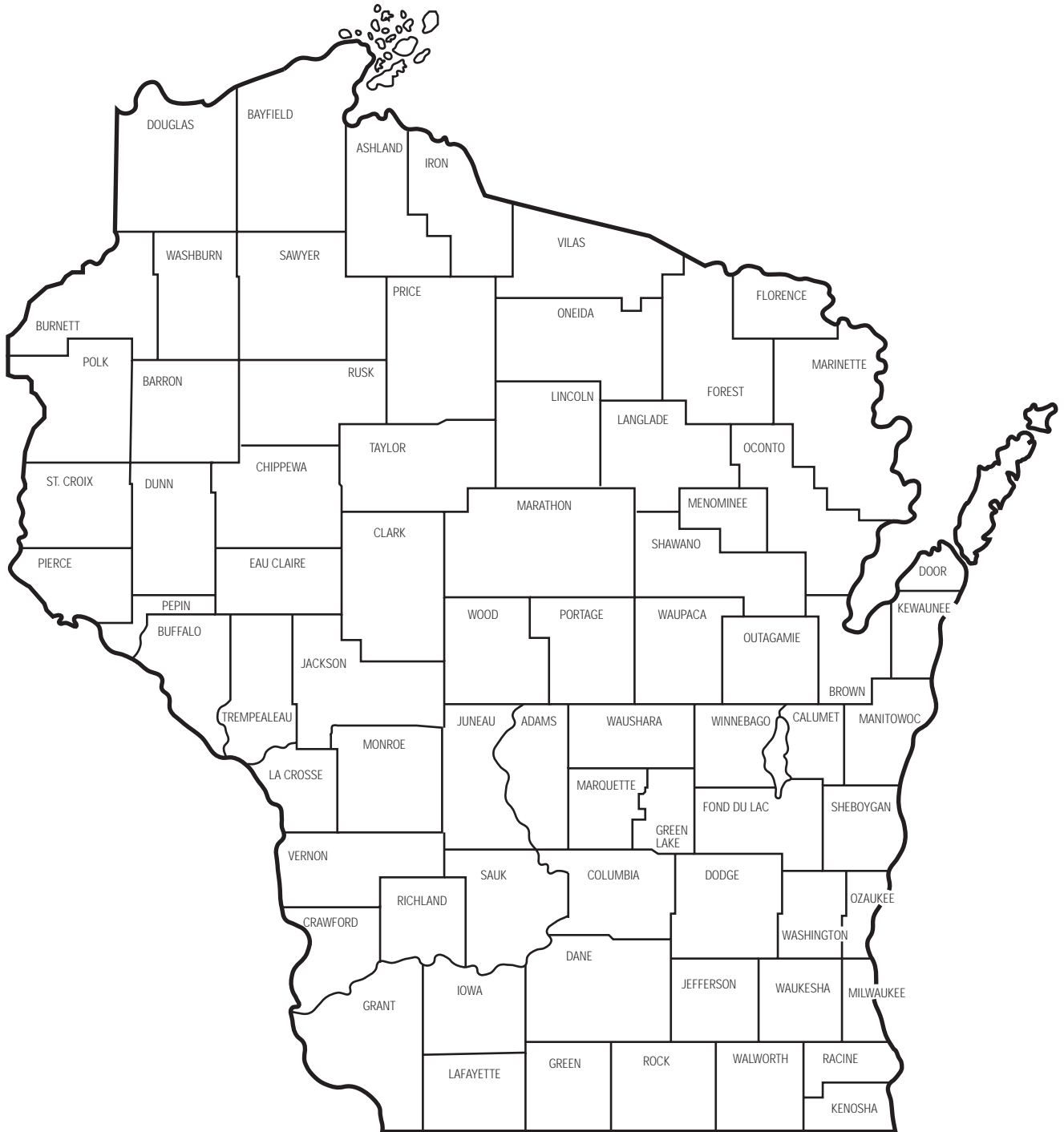


Investigative Clues Chart

Name _____

Program	Clue	Advantages	Disadvantages

Political Outline of Wisconsin



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Helpful Research Skills

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

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

Observe

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

Compare

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

Measure

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

Consider and Speculate

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

Identify

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

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

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

Classify

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

Record

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

Interview

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

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

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

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

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

Working with Artifacts

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

Artifacts have a history.

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

Artifacts have been made of some materials.

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

Artifacts have construction features.

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

Artifacts have design.

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

Artifacts have function or use.

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

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

Examining an Artifact

Step 1. Identify the object

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

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

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

Step 2. Evaluate the object

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

Step 3. Analyze the object

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

Step 4. Interpret the object

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

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

Sources of Information, Resources, and Materials

Wisconsin Department of Public Instruction

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

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

Wisconsin Historical Society

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

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

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

Wisconsin Department of Natural Resources

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

Cooperative Children's Book Center

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

University of Wisconsin Press

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