

## Settlement and Architecture of Wisconsin

Neillville School District

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| Subject:  | Technology/Equipment/Supplies Needed:                          |
| Topic:<br>Architecture in Wisconsin   | Digital cameras<br>Computers<br>PowerPoint<br>Online resources |
| Grade Level:<br>9-12  | Collaboration (w/media specialist, other staff):               |
| Lesson Length/No of Sessions:<br>Five 45-minute periods for instruction<br>5 periods for workdays | Library Media Specialist                                       |

### Task/Objectives:

Students will:

- A. Be able to define the word “settlement” and make supported arguments on whether or not Wisconsin was “settled” prior to European arrival.
- B. Be able to understand the different perspectives on “settlement” from the Native American and European perspectives.
- C. Be able to identify and describe Native American home building and homes of early European settlers.
- D. Be able to find and identify examples of architectural design common and unique in Wisconsin.
- E. Be able to use a variety of resources to research and create an informative PowerPoint presentation on the architecture of their own town.

### Process:

#### Day One:

Introduce the term settlement and get student perceptions on what the word refers to. What makes a place settled? Was Wisconsin “settled” prior to European arrival? Students will use a dictionary or dictionary.com to choose a definition to work with.

(One definition is: The act of peopling, or state of being peopled; act of planting, as a colony; colonization; occupation by settlers: as, the settlement of a new country.)

Activity: Students work in pairs to complete a concept web of “Settlement” using this definition or a definition they choose. After completing the web students will write a paragraph that argues one perspective on the question, “Was Wisconsin ‘settled’ prior to European arrival?” This will be followed by a class discussion of the activity and the discussion of a transparency of “In Their Own Words,” p. 67 Investigating Wisconsin History Teacher Guide.

#### Day Two:

One of the aspects of settlement that most students should have come up with is home building. Students will view Investigating Wisconsin History: Cultures in Conflict (episode 3) to become familiar with the following terms: architecture, deed, half-timbering, longhouse, badger huts, limestone, wigwams.

Discuss the terms with the class to ensure understanding. Relate the idea that the movie shows some of the earliest architecture of Wisconsin and that architecture has changed over time.

Distribute to students a variety of common local housing styles from *The American House Styles of Architecture Coloring Book* by A. G. Smith (available for \$3.95 at Amazon. Com). Have the students read the information and create posters to form a wall-size reference chart of architecture in Neillsville.

#### **Days Three and Four:**

Students will be divided into groups to take a walking tour of the older residential areas of Neillsville. Armed with digital cameras, each group will take several pictures of area homes and find 5 different architectural examples to photograph and identify.

#### **Day Five:**

Students will use resources to determine the house style and other information needed to complete “From Your Own Community: Building Analysis Sheet” from p.10 of Wisconsin’s Built Environment for each of the 5 homes they photographed. On Day 5 the PowerPoint project will be described and assigned. Students will work in pairs to brainstorm ideas and plan their presentation. They will create a graphic organizer to show what topics/subtopics will be covered in the presentation. The graphic organizer must be approved by Ms. Wildish before the group begins.

#### **Days 6 through 10:**

Students will use the information they have gathered to create a PowerPoint presentation that shows the homes they photographed, identifies the architectural style and probable time period of construction, describes the historical and current use of the building, and includes other interesting details unique to the building. They will need to explain the clues that lead them to their conclusions about the home and the process and sources they used to obtain the additional information for their presentation.

**Extension Activity:** Individually, students will continue their research on a specific building of their choice (greater than 50 years old). They will create placemats of Now and Then photos and captions for the building they researched, getting written permission from the building’s owner to do so. The placemats will be used on tables and in booths by a local restaurant for public enjoyment.

#### **Resources:**

ECB’s Investigating Wisconsin History- Cultures in Conflict (episode 3)  
Transparency of p. 67 of ECB’s Investigating Wisconsin History “In Their Own Words”  
Bobbi Malone/Wisconsin Historical Society’s Wisconsin’s Built Environment p. 10  
*The American House Styles of Architecture Coloring Book* by A.G. Smith  
Local library resources and online resources regarding architecture in Wisconsin

#### **Alignment to Content Standards:**

Historical Eras and Themes:

Early Explorers, traders, and settlers to 1812

Immigration and Settlement

12<sup>th</sup> Grade Social Studies Standards for History:

B.12.1, B.12.2, B.12.4

#### **Alignment to Information and Technology Literacy Standards:**

Media and Technology Standards: A3, A4, A5, A6

Information and Inquiry Standards: B4, B5, B6, B7, B8

Independent Learning: C4

The Learning Community: D1, D3

# Wisconsin Architecture PowerPoint Presentation - Grading Rubric

Group: \_\_\_\_\_

Hr. \_\_\_\_\_

|                     | <b>Beginning</b><br>≤5  | <b>Developing</b><br>6 or 7  | <b>Accomplished</b><br>8 or 9   | <b>Exemplary</b><br>10   | Score |
|---------------------|---|--|---|--|-------|
| <b>Research</b>     | Does not understand the topic; cannot answer basic questions about topic.   | Research is limited, understanding of topic is questionable.                                   | Research is evident but some topics are vaguely explained, inaccurate or confused.      | Obvious research and understanding of topic under study.                           |       |
| <b>Organization</b> | No clear organization to the presentation; confusing to the audience.       | Information is present but it is difficult to follow and does not flow well with the audience. | Information is mostly organized and is quite easily followed by the audience.           | Information is well organized with logical transitions between subtopics.          |       |
| <b>Content</b>      | Content incomplete. Too much missing.                                       | Several of the pre-approved subtopics were not covered in the presentation.                    | One or two of the pre-approved subtopics were not covered or were covered inadequately. | Content of the presentation follows the web diagram pre-approved by Ms. Wildish.   |       |
| <b>Presentation</b> | Presentation lacks slides, too few or inapplicable slides, too many errors. | Presentation given but there were multiple requirements missing.                               | Good presentation but one requirement for an "Exemplary" not met.                       | 10 or more slides were presented; meaningful graphics and photos used, error free. |       |
| <b>Sources</b>      | Sources not cited. Primary source not used. Non-online source not used.     | Sources not cited; missing primary or non-online source.                                       | Sources cited but missing either a primary or non-online source                         | Used and cited sources, including one primary source and one source not online.    |       |

**Comments/Notes from Ms. Wildish:**

**Overall Score:**  
All deadlines met? Y N