

UNIVERSITY OF WISCONSIN - LA CROSSE
COLLEGE OF EDUCATION

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I recommend acceptance of this action-learning project in partial fulfillment of this candidate's requirements for the degree Master of Education - Professional Development.

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This action-learning project is approved for the College of Education.

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ABSTRACT

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The purpose of this action-learning project was to organize the social studies curriculum for fourth grade children in the De Soto Area Schools so as to facilitate instruction related to these five units of study: Wisconsin's geography, history, culture, economy, and government. Activities, materials, and other learning experiences were selected. Literature pertaining to social studies instruction was examined. Social studies instruction for elementary children and, more specifically, for fourth grade children was discussed. It was concluded that fourth grade children are still in the concrete operational stage of cognitive development. Therefore, these children require concrete, tangible learning experiences. This is achieved by providing a variety of instructional learning materials, experiences, and resources as they pertain to fourth grade children. By using these instructional units with concrete learning experiences incorporated within, teachers of the fourth grade can provide their children with concrete experiences related to the development of a real understanding of the state of Wisconsin.

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CHAPTER I
INTRODUCTION

Overview

The elementary curriculum has long included social studies as a major component. As stated in A Guide to Curriculum Planning in Social Studies Education (1986), a curriculum guide developed for the state of Wisconsin:

The social studies curriculum teaches information, knowledge, and wisdom through a balanced treatment within three broad areas: United States studies, global studies, and the social science disciplines (p. 11).

Through the social studies, children develop an understanding of human relationships: how people live, their needs, and their wants. Social studies instruction provides opportunity for children to practice decision-making skills necessary for becoming effective citizens. Children discover that good citizenship is not only for adults but a way of life in a democratic society.

Social studies education helps to prepare young people for active participation in today's society and equips them for responsible participation in tomorrow's work. It provides them with real-life skills and concepts that they need for coping with the vital issues of life,

for making responsible decisions in our rapidly changing world and complex society.

Most states provide guidelines that suggest what should be included in the social studies curriculum. At the school district level, however, it is the challenge of elementary teachers to match the needs and interests of children with available resources in order to meet these goals and objectives.

This action-learning project was designed to meet the challenges that fourth grade teachers of social studies in De Soto, Wisconsin, encounter as they provide social studies instruction. In Wisconsin, social studies curriculum at this level pertains to learning about the state of Wisconsin; therefore, the major emphasis of this paper will be activities, information, and experiences that assist children in learning more about the geographical, historical, and cultural influences of Wisconsin as well as the economic and governmental systems of Wisconsin.

The purpose of this action-learning paper was to select, organize, and compile appropriate activities, materials, and other varied learning experiences for fourth grade children pertaining to social studies instruction related to the state of Wisconsin.

Background

In a democracy, an enlightened citizenry is considered essential. Informed citizens need to know how to function in a variety of communities. Social studies instruction should help children to become participants in local, state, national, and international communities. A primary goal of social studies instruction must be, then, to provide children with adequate knowledge and skills necessary for competent participation in these communities. Through these understandings, beliefs and values, which represent an appreciation of individual worth and dignity, acknowledge the contributions of others, and recognize the rights of all, should emerge.

The Wisconsin Department of Public Instruction, in its social studies curriculum guide (1986), identified the major components of the social studies curriculum. These included knowledge, abilities, values, and social participation. From these broad concepts, elementary teachers provide children with developmentally appropriate learning experiences that promote responsible citizenship.

Statement of Purpose

The purpose of this action-learning project was to organize the social studies curriculum for fourth grade children in the De Soto Area Schools so as to facilitate instruction related to geographical, historical, and cultural influences relevant to the development and the quality of life in Wisconsin. Additional instructional units focused upon the economic and governmental systems of Wisconsin.

This action-learning project was a compilation of appropriate activities, materials, and other learning experiences for fourth grade children in their study of Wisconsin.

Need for the Project

Social studies is important. Knowing about the culture, the environment, the people, the challenges, the successes, the events, and the issues related to Wisconsin is relevant to the preparation of fourth graders in Wisconsin. This information needs to be transmitted and shared via concrete learning experiences rather than through the regurgitation of facts and figures.

Many elementary teachers recognize that children

learn best from concrete experiences; however, few teachers have sufficient time to select, compile, and organize these activities and materials. They tend to stick to limited activities rather than seeking other options.

Although fourth grade teachers in the De Soto Area School System have been rather resourceful when teaching social studies units on the state of Wisconsin, they have complained that some direction and a systematic approach was needed. These teachers have also expressed a need to provide children with concrete experiences related to the development of an understanding of the state of Wisconsin. Realizing heavy reliance on the textbook limits the acquisition of desired learning, these teachers seek new and varied options. These educators realize that social studies instruction must be made concrete and relevant to the children's lives. Additionally, these teachers acknowledge the need for a variety of techniques, methods, activities, and resources.

The writer, a fourth grade teacher with the De Soto Area Schools, undertook this action-learning project for the purpose of compiling, selecting, and organizing concrete learning experiences which would provide a variety of options for teaching about the state of Wisconsin.

Assumptions

In the development of this project, several assumptions have been made concerning both children and teachers. Assumptions concerning children are that (a) children will be more interested in social studies if they can learn about the people with whom they are most familiar with; (b) children learn by example, therefore, they should be provided with a variety of examples to model; and (c) children will be better citizens if they become interested in their own heritage, community, region, and state.

Assumptions concerning teachers are that (a) teachers do not have the time to develop resource and historical materials and activities to be included in the social studies curriculum; (b) there is a great deal of information and many resources about Wisconsin available to be developed into the curriculum; (c) teachers may choose the topics individually or use the topics sequentially as a curriculum depending upon the needs and desires of the school and the instruction; (d) information may not be at the level of the child's ability, therefore, there is a need to have it rewritten; and (e) given materials, teachers will include and

emphasize conceptual thinking and problem-solving skills into the fourth grade social studies curriculum.

Limitations

In the development of any project, one is never able to accomplish everything one might want. The limitations of this project are (a) only selected portions of a large quantity of information could be included; (b) activities and material have not all been tested in a regular fourth grade classroom setting; (c) local budgets may not allow for some field trips; (d) local budgets may not allow for the purchase or rental of some audio-visual aids and materials; and (e) local school boards may not allow for "out of the classroom" study.

Organization of Paper

This action-learning paper contains four chapters and a selected bibliography. Chapter I is composed of the introduction, statement of purpose, need for the project, assumptions, limitations, and organization of this paper.

Chapter II is a review of literature, while Chapter III details the methodology employed and contains

the actual activities, events, and materials selected to be included in this paper. In Chapter IV the summary concludes this action-learning paper with Appendix A and B to follow the references.

CHAPTER II
REVIEW OF LITERATURE

Introduction

There has been a long tradition of including social studies in the curriculum of elementary schools. Estvan (1968) stated that social studies has been an integral part of the elementary curriculum in the United States for over two hundred years. Through the years the role and the significance of social studies in the elementary curriculum has evolved and changed. As Hertzberg (1981) stated:

What has come to be known as 'the social studies' evolved during the last hundred years out of a loose and sometimes quarrelsome federation of half a dozen related school subjects (p. xi).

From early in this century, certain subjects were lumped together and called the social studies. These often included history, civics, government, and to a lesser degree, economics and sociology. Current social studies curricula are developed from a knowledge base that is found in many disciplines. In addition to history, civics, government, economics and sociology,

the knowledge from the areas of law, anthropology, psychology, the humanities: literature, art, music, dance, and drama; and science have been incorporated into the social studies curriculum. This expanded view of the social studies has been developed to meet the changing goals of social studies and to meet the needs of an informed citizenry in a democracy.

The purpose of this action-learning project was to organize the social studies curriculum for fourth grade children in the De Soto Area Schools so as to facilitate instruction related to the geographical, historical, and cultural influences relevant to the development and the quality of life in Wisconsin. Additional instructional units focused upon the economic and governmental systems of Wisconsin.

This action-learning project was a compilation of appropriate activities, materials, and other learning experiences for fourth grade children in their study of Wisconsin.

Social Studies: A Historical Perspective

Social studies, in one form or another, has long been a part of the American educational system. Even so, a universal definition for social studies does not

exist. The most common definition was developed by Edgar B. Wesley almost forty years ago. Wesley (1918) defined social studies as "the social sciences simplified for pedagogical purposes." A more recent definition developed by the National Council for the Social Studies (1984) stated that:

Social studies is a basic subject of the K - 12 curriculum that (1) derives its goals from the nature of citizenship in a democratic society that is closely linked to other nations and peoples of the world; (2) draws its content primarily from history, the social sciences, and, in some respects, the humanities and science; and (3) is taught in ways that reflect an awareness of the personal, social, and cultural experiences and developmental levels of learners (p. 251).

Early Social studies instruction in the United States was tied to moral and patriotic values largely through the use of historical myths and moral parables (Barr, Barth, and Shermis, 1977). By the second or third decade of the nineteenth century, history as an academic subject had found its way into the public high schools. It was not until the Civil War that such importance was given to it in the elementary schools. At the beginning of this century, the social sciences were firmly established in the curriculum of the public schools. Geography became a subject of prime importance. Newer areas such as economics and sociology were introduced into the elementary

curriculum after World War I (Estvan, 1968).

The Modern Social Studies Curriculum

Contemporary professional thinking perceives social studies as citizenship education. Social studies programs are seen as vehicles for preparing young people to live and function in an increasingly diverse nation and interdependent world. Essential to that preparation is the acquisition of knowledge, the development of democratic values and beliefs, and the acquisition of skills necessary for responsible participation as a citizen.

Through a well-planned social studies program, children should acquire knowledge from the following areas:

- History---of the United States and the world; understanding of and learning to deal with change.
- Geography---physical, political, cultural, economic; world-wide relationships.
- Government---theories, systems, structures, processes.
- Law---civil, criminal, Constitutional, international.
- Economics---theories, systems, structures, processes.
- Anthropology and Sociology---cultures, social institutions, the individual, the group, the community, the society.
- Psychology---the individual in intergroup and interpersonal relationships.
- Humanities---the literature, art, music, dance, and drama of cultures.
- Science---the effects of natural and physical science on human relationships (National Council for the Social Studies, 1984, p. 251).

In order to reinforce democratic principles, beliefs and values, children need opportunities to apply such basic concepts as:

- Cooperation
- Diversity
- Equality
- Freedom
- Human dignity
- Justice
- Privacy
- Responsibility
- Truth

(Hartoonian, 1986, p. 12).

Skills necessary for participatory citizenship can be learned and practiced by merging the curriculum of the elementary school. Through reflective thinking and reasoning as well as through reading and study skills, elementary children acquire yet another set of skills necessary for becoming contributing citizens (NCSS, 1984, and A Guide to Curriculum Planning in Social Studies, 1986).

Social studies is the study of human relationships. It is the study of people: how they live, what they need, and what they want. Children need knowledge of the world at-large and at-hand, the world of institutions and of individuals. Information encountered in the classroom linked with experience gained through academic, social, and civic participation produces knowledge.

It is important that children learn to conceptualize and connect ideas and knowledge with beliefs and civic participation. To do that, thinking and reasoning skills and abilities are learned by means of systematic practice throughout the social studies curriculum.

The principles of a democratic republic serve as organizing ideas for social studies instruction and student learning. The social studies classroom should serve as a forum where children can understand, appreciate, and practice basic democratic principles. These ideas should be studied in their historical and cultural perspectives and in their application to current affairs. Children should come to appreciate and behave in a manner that shows appreciation for individuality, the contributions and achievements of diverse cultures, and the rights of all.

The social studies curriculum should encourage children to take an active part in public life while realizing that children will take on diverse lifelong roles as learners, friends, family members, consumers, workers, and citizens and thus provide appropriate and supportive instruction. Participatory experiences are critical to social studies learning.

Social Studies for Elementary Children

The primary goal of social studies is to help young people learn how to adjust to the complex world. Attention to personal needs and survival skills is popular among many elementary teachers as a basis for social studies education. Young people constantly are engaged in learning who they are, who their friends should be, and the type of people that they, as individuals, want to become. Children also need to learn how to survive and successfully participate in this increasingly complex and rapidly changing society. This is the essence of what citizenship is all about in a democracy.

According to Allbach, Kelly, and Weis (1985):

Learning is the indispensable investment required for success in the "information age" we are entering. If education cannot help children see beyond themselves and better understand the interdependent nature of our world, each new generation will remain ignorant and its capacity to live confidently and responsibly will be dangerously diminished (p. 53).

We need to build a bridge between our past, the present, and the future. Through the study of government, history, and western and nonwestern cultures, children can learn about their own heritage, come to respect other cultures, and consider ways to live

together on this planet.

The aims of a good social studies curriculum according to Hagans (1987) should be to help children understand interrelationships that link people in one community to people in other communities, states, regions, and nations. It should prepare children for responsible citizenship and foster pride in and build an appreciation of the nation's heritage. Finally, social studies should acquaint children with other nations in the world and other ways of life.

Social Studies for Fourth Grade Children

The social studies program should be directly related to the age, maturity, and concerns of the children. A grasp of basic facts is essential in gaining an understanding of social studies. Children are called upon to identify, to interpret, to organize vast quantities of social data everywhere around them. Each fourth grade child needs to use this social knowledge as a person relating to neighbors and friends, a citizen of the school community, a consumer of goods and services, an active participant in an organization or movement. All children are entitled to expect that they, their

concerns, and their social origins have a place in the social studies curriculum.

Secondly, the social studies program should deal with the real social world. The social world should be presented as it is, with its flaws, its strengths, its dangers, and its promises. Children must be engaged in analyzing and attempting to resolve the social issues confronting them. Since the American society itself is pluralistic, even fourth grade children, should identify with the mores, the roles, and the expectations of cultural and national groups. Children need to not be separated from the real world but to be involved, to participate in school, community, and larger public affairs.

Next, the social studies program should draw from currently valid knowledge representative of human experience, culture, and beliefs. Since it is impossible to "cover" all knowledge of the social world, what is included should be meaningful. Children need knowledge of the world at-large and the world at-hand, the world present and the world past. They must see both human achievement and failure. Even as fourth grade children, they should especially note the past human experiences

of the native American Indians, the early explorers, the settlers, and women.

Still, another component of a total school social studies program is that objectives should be thoughtfully selected and clearly stated in such form as to furnish direction to the program. Knowledge, abilities, valuing, and social participation should all be represented in the stated objectives of the social studies programs. Classroom instruction should rely upon statements which identify clearly what children are to learn. Learning activities and instructional materials should be appropriate for achieving the stated objectives. Instructional objectives should develop all aspects of the affective, cognitive, and psychomotor domains.

Learning activities should engage the child directly and actively in the learning process. Children should have a wide and rich range of learning activities appropriate to the objectives of their social studies program. Activities should include knowledge, examining values, communicating with others, and making decisions about social and civic affairs. Learning activities should be sufficiently varied and flexible to appeal to many kinds of children. Activities must be carried on in

a climate which supports children's self-respect and opens opportunities to all.

Strategies of instruction and learning activities should rely on a broad range of learning resources. A social studies program requires a great wealth of appropriate instructional resources. No one textbook can be sufficient. Printed materials must accommodate a wide range of reading abilities and interests, meet the requirements of learning activities, and include many kinds of materials from primary and secondary sources. A variety of media should be available for learning through seeing, hearing, touching, and acting, and calling for thought and feeling. Contributions from many kinds of resource persons and organizations, the use of several kinds of media, and a diversity of tasks should be available. Instructional resources must be suitable for the learning tasks and for the children who are learning.

The social studies program must facilitate the organization of experience. Structure in the social studies program must help children organize their experience to promote growth. Learning experiences should be organized in such a manner that children will learn how to continue to learn. To be useful and valid,

a social studies activity must achieve more than the mere accumulation of information.

Evaluation should be useful, systematic, comprehensive, and valid for the objectives of the program. Progress not only in knowledge, but in skills and abilities, including thinking, valuing, and social participation should be assessed. Evaluation data should come from many sources, not merely from paper-and-pencil tests, including observations of what children do outside as well as inside the classroom.

Social studies education should receive vigorous support as a vital and responsible part of the school program. Appropriate instructional materials, time, and facilities must be provided for social studies education. Teachers should not only be responsible but should be encouraged to try out and adapt for their own children promising innovations including discovery and actual social participation. A supply of adequate resources such as maps, reference books, periodicals, audio and visual materials, field trips, guest speakers, and great lectures are necessary to make the classroom a learning laboratory.

The suggested social studies curriculum for children in fourth grade classrooms in Wisconsin is organized around the study of the state of Wisconsin. Studying

Wisconsin provides a "close-to-home" opportunity to learn about our state's geographic features, historical resources, and cultural influences as well as the economic and governmental arenas.

Several goals of social studies for fourth grade children in Wisconsin are emphasized in the curriculum guide of 1986. These include the following:

Students will become more familiar with Wisconsin's geography, history, and current political and economic systems.

Students will compare Wisconsin to other regions around the world through study using the printed word, maps and globes, graphs, diagrams, and photographs.

Students will describe differences that exist in environment and lifestyles in various geographic settings (forest, mountain, desert, plains) in the United States and around the world.

Students will explain how people's basic needs are met within human and natural systems.

Students will identify the changes that have occurred in Wisconsin's land and environment as a result of natural and human activity while recognizing interrelationships that exist between the land and its inhabitants.

Students will develop an appreciation of the unique cultural and environmental heritage of Wisconsin and the Midwest and develop a sense of belonging in our state.

Students will explain how Wisconsin Native Americans, explorers, immigrants, and community builders influenced the state's development and that of the Great Lakes region.

Students will apply beginning research skills through contact with historical materials such as photographs, maps, documents, and artifacts.

Students will learn about invention and technology and their relationship to production in the region, nation, and world.

Students will recognize agriculture's importance to Wisconsin and the Midwest.

(Hartoonian, 1986, pp. 51-52).

Effective social studies instruction must combine an understanding of appropriate content with the knowledge of how children learn. Children who are in the fourth grade are typically 9- or 10-years-old. Piaget identified children of this age as being in the concrete operational stage of cognitive development. Fourth grade teachers realize that these children must have concrete, tangible experiences and that these children experience difficulty when learning is abstract (Birren, Kinney, Schaie, & Woodruff, 1981).

The selection of activities and learning experiences must be based upon sound practices that include accurate information, as well as developmentally appropriate experiences. In essence, children need to be active participants in their learning. This is achieved by providing a variety of instructional learning materials, experiences, resources, and techniques to develop the

varying abilities, interests, and backgrounds of the children in the classroom.

To summarize, there has been a long tradition of including social studies in the curriculum of elementary schools. Current social studies curricula are developed from a knowledge base that is found in many disciplines. History, civics, government, economics, sociology, areas of law, anthropology, psychology, the humanities, and science have been incorporated into the social studies curriculum. Even though social studies, in one form or another, has long been a part of the American educational system, a universal definition for social studies does not exist. However, contemporary professional thinking perceives social studies as citizenship education.

Since social studies is the study of human relationships, participatory experiences related to personal needs and survival skills provide the basis for social studies education. The age, maturity, and concerns of the children should be dealt with. As a result of a study done by Piaget, fourth grade teachers need to incorporate concrete, tangible experiences into their instruction. Children need to be active participants in their learning. This could be achieved by teachers incorporating a variety of instructional learning

activities, materials, and other varied learning experiences for fourth grade children into their study of Wisconsin.

CHAPTER III

METHODOLOGY

The purpose of this action-learning project was to organize the social studies curriculum of fourth grade children in the De Soto Area Schools so as to facilitate instruction related to the geographical, historical, and cultural influences relevant to the development and quality of life in Wisconsin.

Additional instructional units focused upon the economic and governmental systems of Wisconsin.

This action-learning project was a compilation of appropriate activities, materials, and other learning experiences for fourth grade children in their study of Wisconsin.

Procedures

For the purposes of this action-learning paper, activities and learning experiences were selected based upon the appropriateness of use for children in grade four. In order to be included in this paper, these activities and learning experiences had to be

developmentally appropriate, relevant to the content, easy to implement and accessible, and involve all children.

The activities and learning experiences were compiled and selected units based upon the guidelines provided by the Wisconsin Department of Public Instruction. This action-learning project consisted of five units related to the study of the state of Wisconsin: geography, history, culture, economy, and government.

Each unit consisted of four activities of learning experiences, materials needed, and suggested supplementary activities. Each activity listed an objective, vocabulary, materials needed, and the details of the procedure to be employed. At the end of each unit, additional resources were listed.

Social Studies Activities and Materials

Unit: Wisconsin's Geography

Activity One: A Salt Map of Wisconsin

Objective: To organize and to relate knowledge of Wisconsin's geography; to create a class salt map of Wisconsin.

Vocabulary:

map	elevation map
map legend	vegetation map
landforms	physical map
landmarks	

Materials Needed:

heavy cardboard	
flour	
salt	
oil	
water	
food coloring (if desired)	

Procedure:

- A. Make an outline of the state of Wisconsin on heavy cardboard. This outline will form the base of the model.
- B. Prepare the salt clay mixture as follows. Mix 2 cups flour, 1 cup salt, and 1 to 2 tablespoons of oil. Add water until mixture is pliable and not too sticky.

Portions of the clay may be colored with a vegetation color and water solution to symbolize different types of vegetation or elevation, or the completed model may be painted appropriately.

- C. Have the children apply clay evenly to the cardboard base, adding additional clay as necessary to indicate elevation and hills. They could use blue salt clay to indicate rivers and lakes.

- D. Children should then create a map legend, showing the correlation between colors and vegetation, landforms, and bodies of water.
- E. As a debriefing exercise, ask the children how the salt map helped them visualize their state. List some advantages their salt map has over a flat paper map.

Other Supplementary Activities

- A. Journal Writing: Have the children make a journal with an outline of the state of Wisconsin on the cover and the words "The Journal of a Wisconsinite by _____" inside the state outline. Children can then write an entry each day (or week) into their journals.
- B. Letter Writing Activity: Have children write to various places in Wisconsin to request different maps. Children might write to state and national parks, amusement parks, museums, the Wisconsin Department of Transportation, and city governments. Review letter-writing skills with the children and be sure that they explain why they are requesting maps. Then make a class collection of maps.
- C. Paragraph Writing Activity: Have the children write a paragraph about why maps are important to people. Also, have the children explain how they might use maps in their lives.

Activity Two: Geographic Diversity of the State of Wisconsin

Objective: To identify the characteristics of the state of Wisconsin; to analyze those characteristics which make it special or unique; to synthesize this information through a creative visual project.

Vocabulary:

water bodies	lowlands
rivers	uplands
peninsula	highlands
	marshlands
	prairie
	natural resource regions

Materials Needed:

- butcher paper
- old magazines
- scissors
- glue

Procedure:

- A. Ask the children to list the geographic and topographical features of Wisconsin using the salt map from Activity One.
- B. Divide the class into small groups, making each group responsible for representing one of the geographic features identified.
- C. Provide each group with an assortment of old magazines and with scissors.
- D. Instruct each group to collect at least five pictures of their geographic feature.
- E. Using butcher paper as a base, have all the groups work together to create a collage representing the geographic diversity and images of Wisconsin.

Other Supplementary Activities

- A. Poetry: Have the children compose a verse praising something they think makes Wisconsin special or unique.
- B. Writing and Art Activity: Have each child pick a specific state symbol. The child will then write a paragraph describing what images and feelings about Wisconsin that specific symbol evokes for him or her. An illustration of that symbol will accompany the paragraph.
- C. Making a Class Chart: The class would make a class chart of Wisconsin's five natural resource regions. First, they would tack or tape a large piece of paper on a wall (or use the chalkboard). Then, divide the paper into five columns. Next, label the five columns Lake Superior Lowland, Northern Highland, Central Plain, Western Upland, and Eastern Ridges and Lowlands.

After the children read about each of these regions, ask them to suggest a list of words or phrases that would best describe each region. Write the children's suggestions in each of the proper columns.

Some children may even want to make a booklet or bulletin board display showing pictures they have found representing each of the regions.

Activity Three: A Wisconsin Weather Chart

Objective: To investigate the variations in Wisconsin weather firsthand; to construct a day-by-day Wisconsin weather chart.

Vocabulary: climate precipitation
 weather rainfall
 temperature

Materials Needed: chart paper
 daily newspaper
 TV Weather Station
 Radio Weather Station

Procedure:

- A. Create a chart with the following column headings: DATE, TEMPERATURE, WEATHER CONDITIONS, INCHES OF RAINFALL, OUTCOMES/PREDICTIONS.
- B. Using a state or local newspaper and/or the local TV weather station and the local radio weather station, children may compare and record the differences between weather conditions in their own and in another region of Wisconsin. When sufficient data have been collected, lead the children in a discussion of similarities and differences between the two regions studied. Ask the children to speculate on how those differences may affect the ways of life, occupations, and so on, in the two regions.
- C. Upon completion of the data-collection activities, the children may also extend their chart and graph skills by using data compiled on their weather chart and make a line graph of changes in temperature over time. Draw the children's attention to the differences between chart and graph representations of the same information. Discuss what kinds of changes and comparisons do charts show well. Also, discuss what the purposes are for line graphs and for what purpose are line graphs best suited.
- D. Culminate the discussion of weather and climate by writing on the chalkboard an agree-upon description of the climate in the local area and the weather in the local area.

Other Supplementary Activities

- A. Preliminary Writing Activity: Have the children write a preliminary description of what they think the climate is in their part of the state. Then discuss and compare the various responses.
- B. Resource Person: Invite a meteorologist or weather reporter from the local TV or radio station to speak to the class about how weather is predicated and why predictions can be more accurate today than they used to be. Have the children prepare for the visit the day before by guessing what they think tomorrow's weather will be and explain why they think so.

INSTRUCTIONAL UNITS
FOR THE STUDY OF WISCONSIN
IN THE FOURTH GRADE

An Action-Learning Project
Presented to the Graduate Faculty
of the College of Education
University of Wisconsin - La Crosse

In Partial Fulfillment
of the Requirements for the Degree
Master of Education - Professional Development

by
Susan J. Hollenbeck

May 1988

Activity Four: A Glacial Landscape

Objective: To understand and describe how glaciers form and grow; to describe the changes made by glaciers as they move over the land; to create a glacial landscape.

Vocabulary: glacier
Ice Age
driftless area

Materials Needed: block of ice
dirt
sand
pebbles of varying sizes
medium-sized pan
large-sized pan

Procedure:

- A. Freeze a block of ice filled with dirt, sand, and pebbles of varying sizes.
- B. Stir this combination a few times as it hardens so that the contents are mixed up and suspended.
- C. Then, place the frozen block in a larger pan on a layer of dirt that is somewhat hilly.
- D. Slide the ice block slowly for a short distance, as a glacier would move.
- E. Then ask the children to describe how the glacier changes the landscape as it moves.
- F. Leave the ice block there to melt gradually and naturally.
- G. Have the children return to the glacier periodically throughout the day to observe and discuss the glacial runoff, the drift deposits, and the changing landscape.

Other Supplementary Activities

- A. Writing Activity: Have the children write a press release (2-4 paragraphs) announcing the glacial melt in Wisconsin. Make predictions about new lakes, rivers and valleys that are emerging along with plant and animal life. Decide on what kind of climate and living conditions will prevail once the glacier is completely gone.

- B. Cartoon Art: Have the children create a cartoon featuring animal life returning to Wisconsin following the glacial melt. Each child would tell via the cartoon his or her reaction to the geographical changes. State what kind of comments would be made to one another at this time.

Other Related Resource Material to the Unit on

Wisconsin's Geography

1. Bulletin Board Display: Class Project

Place an outline map of Wisconsin on the bulletin board for background. Using the blank area and pens, markers, string, or pictures, show the five geographical natural resource regions; the glacier area; Wisconsin rivers and cities.

2. Topographic Maps

Children like to find things on maps. Very detailed maps, which show every creek, hill, road, church, and school, are particularly good teaching materials. Topographic maps come in different scales; the most detailed and useful are at 1:24,000. These can be purchased as individual maps of rural and urban places in the local area from the U. S. Geological Survey Branch of Distribution, at 1200 South Eads Street, Arlington, VA 22202, for \$2 a sheet.

3. Magazines

Badger History Magazines: Wisconsin Geography

Geography of Wisconsin Manufacturing published by the Department of Economic Development

4. Books

Geography of Wisconsin by Robert W. Finley

Glaciers and the Ice Age by Gwen Schultz

Wisconsin, A Picture Book to Remember Her By
by David Gibbon

Wisconsin Blue Book

5. Visual Aids

Filmstrip: Early Wisconsin by ROA Films

Slide Sets: Location of Wisconsin

Rivers and Cities

Lakes and Cities

Early Formation

from V S M Corporation

P. O. Box 83

Mukwonago, Wisconsin 53149

Games: Badger Geography Game

produced by Badger House Productions

P. O. Box 3872

Green Bay, Wisconsin 54303

First Look at Wisconsin, a Map Game

produced by River Road Publishers, Inc.

830 East Savidge

Spring Lake, Michigan 49456

6. Culminating Field Trip

A Boat Trip on the Island Girl at La Crosse,
Wisconsin

OR

A Paddlewheel Trip on the La Crosse Queen in
La Crosse, Wisconsin

to observe and experience the Mighty
Mississippi River, one of Wisconsin's
boundary lines.

Other Supplementary Activities

- A. Conceptualizing Size: Effigy mounds average 4 feet (122 cm) in height. Ask the children: "Are you as tall as an effigy mound?" Children will need partners to measure them to find their height.
- B. Research Activity: Do research to find out more information about Indian mounds and effigy mounds by doing research involving the school library.
- C. Writing Activity: Help the children discover their own oral histories just as the prehistoric Indians had oral histories. Have the children write notes about family stories they have heard from parents, grandparents, uncles, aunts, or other family members. Try to also determine how many generations the information covers.
- D. Display Indian Artifacts: Make a display of Indian pictures and objects such as arrowheads, drums, beaded belts, and other things Indians used in their daily lives.
- E. Share Indian Legends: Have the children locate some Indian legends in the library. Then have the children share the legends with the other class members, after they have read the legend.

Activity Two: Indian Life in Wisconsin

Objective: To compare and contrast how the Indians lived in Wisconsin long ago to how they live today through the study of Indian groups: the Winnebago Indians, the Menominee Indians, the Chippewa Indians, the Oneida Indians, the Potawatomi Indians.

Vocabulary:

reservations	peace treaty
hardships	trapping
famine	trading post
portage	

Materials Needed:

- Indian pictures
- Indian artifacts
- Indian books
- Indian study prints
- Indian tools
- Indian clothing

Procedure:

- A. Discuss with the children what they think life for the Indians was like---their reservations, their villages, their houses, their tools, their food, and their dress.
- B. Then discuss the specific Indian groups familiar to Wisconsin---namely, the Winnebago Indians, the Menominee Indians, the Chippewa Indians, the Oneida Indians, the Potawatomi Indians.
- C. Contrast the life of the Indians of the past with how the Indians of today live.
- D. Describe the role of the Indian man and boy. Then describe the role of the Indian woman and girl. Compare and contrast these roles.
- E. Given a choice of writing a description, or painting a picture, or composing a song or poem, or acting out a play, have each child choose a way to express what life might be like in Wisconsin if women and men did not have different roles.

Other Supplementary Activities

- A. Writing a Letter: Have the children write letters to a local intertribal council, an Indian community organization, or an Indian group on a nearby reservation. Have the children request printed materials that are available.
- B. Resource Person: Invite an Indian or a person of Indian descent to speak to the class about the past heritage of local Indians and tell how things have changed at present for them.
- C. Creative Writing: Pretend that you are an Indian in Wisconsin before the 1600s. Tell what kinds of skills you would have to learn to have a happy healthy life. Also tell about the kinds of skills you need to learn to live in the United States today. Conclude your writing by contrasting how your learning today is different from Indian learning in Wisconsin before the 1600s. Share with your classmates.
- D. A Roller Movie: Divide the class into four groups. Have each group take a different Indian group from among the following: the Oneida Indians, the Winnebago Indians, the Menominee Indians, the Chippewa Indians. Each group will make a roller movie of how their specific Indian group lived by making a series of pictures. Then each group will share their roller movie.
- E. Construction: Build a model of an Indian village or an early fort or make a small birch bark canoe for the model village.
- F. Science Activity: Test the birch bark canoe to see if it is waterproof. Then explain why or why not.
- G. Making Graphs: Have each child make a bar graph, a pictograph, and a pie graph reflecting the following information: In the 1850s there were an estimated 6500 Indians in Wisconsin. Among these Indians were: 836 Oneida; 2,117 Menominee; 3,000 Chippewa; 368 Winnebago; and 179 other Indian groups.

- H. Art Activity: Tepees from paper cups are made by cutting the tips off cone-shaped drinking cups. Then paste "tent poles" of construction paper in the opening. Next, decorate the outside with crayoned or painted Indian designs. Finally, cut up from the edge and bend back for the door.
- I. Art Activity: Rolled newspaper Indians and settlers can be made. Girl dolls are made from one roll of paper 3" in diameter for the body, and a 2" roll for the arms. Use folded edge for the base because it will be more solid when spread. Tie the arm roll across the body with string. Fill a man's tan sock with cotton or shredded paper for the head. Tie and sew in place. Sew on rows of black yarn for hair. Cut the dress from brown paper. Boy dolls are made from three rolls of newspaper 2" in diameter. Two of the rolls are tied side by side, with the third used for the arms. A block of folded paper spreads the legs. Cover the legs with stocking material. Cut the clothing from brown paper.

Activity Three: Plan and Outline an Exploration

Objective: To describe and to understand the exploration of French explorers in Wisconsin; to plan and to outline an exploration.

Vocabulary: explorer "river highway"
 time line Mississippi River
 downstream Nicolet
 Marquette
 Joliet

Materials Needed: newsprint for the outline
 compass
 camera
 paper and pencil for notes and sketches

Procedure:

- A. Have the children work in small groups to plan an exploration.
- B. First, they have to agree on a place to explore. (The exploration doesn't have to be feasible.)
- C. Then, they should discuss all the preparations and decisions they will have to make before setting out.
- D. Have the plan for exploration written up in outline form on large newsprint.
- E. Each group then reports its plan orally to the class. Those listening can help out by naming anything that was forgotten or left out.

Outline Form Which Could Be Followed

- I. Place
- II. Time Needed
- III. Supplies
 - A. Food
 - B. Appropriate Clothes
 - C. Camping Gear
 - D. Money
 - E. Other Things

- IV. Supplies for Recording Trip
(outline map, compass, camera, pencil and paper for notes and sketches)
- V. Possible Forms of Transportation
 - A. To the place of exploration
 - B. At the place of exploration
 - C. Plans needed to secure transportation

Other Supplementary Activities

- A. Model Construction: Have the children make model canoes from pipe cleaners or bendable plastic sticks and strips of construction paper. Do not tell them how. Let this be a creative discovery project. Afterwards, compare designs and share the various construction methods the children used to build their canoes. Discuss the necessary features of a real canoe.
- B. Role Playing: Children can pretend that they are the French explorers meeting the Indians for the very first time. Role play the conversation with one group of children pretending to be the French explorers and the other group the Indians.
- C. Trace Nicolet's Route: On a large road map of Wisconsin, have the children trace Nicolet's route. Be sure to tell how Nicolet knew which direction to follow.
- D. Class Discussion: The children will discuss the travels of Marquette and Joliet. Through this discussion the children will better understand the importance of their travel not only to Wisconsin but also to the entire United States.
- E. Dramatization: The children will dramatize some of the dangers Joliet, Marquette, and the rest of the explorers faced.
- F. Plan a Journey: Have the children pretend they were alive in Marquette's and Joliet's day. They are going with them on their long journey. Plan what things you would all need to take along. Create a second list telling what kinds of food you could find along the way.

- G. A Play: Jean Nicolet and the Discovery of Wisconsin is a play that the children could dramatize. The play would have Jean Nicolet as the main character along with White Bird, an Indian chief, two guides, and three other Indians. They will decide on their own the scenery and some of the children will write the script.
- H. Diorama Scene: Children will make a diorama of any of these scenes.
1. An Indian Village
 2. Jean Nicolet's Landing
 3. Marquette and Joliet's Portage
 4. Marquette and Joliet in Canoes
 5. Marquette and Joliet Smoking Calumets with the Indians

Materials Needed: cardboard box
 paint/crayons/markers
 material for the bottom (soil
 shag rug, moss, paint, clay)
 material for figures (clay,
 cloth, yarn)
 material for shrubbery (twigs)
 material for wigwams, canoes
 (clay, leather, birchlike
 wood; cardboard, tagboard)

Procedure:

1. Cut the sides and the front of the box so the scene can be viewed well from the front.
2. Paint or color a background on the inside back and the sides of the box.
3. Place material at the bottom for the ground and the water.
4. Create Indian figures, tools, French figures, canoes, and the like.
5. Arrange the figures, trees, wigwams, and other projects in the box to make a scene typical of Indians of Wisconsin or French explorers.

Activity Four: A Classroom Trading Post

Objective: To learn the importance of fur trading between the Indians and the French; to understand the working relationship of trading groups; to conduct a classroom trading post.

Vocabulary:

trader	bartering
trading	peace pipe
trading post	calumet
Perrot	
pelts	

Materials Needed:

table for display of Indian items
table for display of French goods
Indian tokens referred to as pelts
French trader tokens representing new trade items

Procedure:

- A. Have the children set up a classroom trading post.
- B. Decide which half of the group will be Indians and which half will be the traders.
- C. Distribute to the Indians tokens representing pelts. Give each one the equivalent of 50 pelts, the average number taken each year by a skilled trapper.
- D. Distribute to the traders tokens representing new, exciting trade items, not those actually traded with the Indians but things that the children themselves would like, such as video games, pogo balls, Star War figures, and so forth. The children can help generate ideas about which items will be appealing and will therefore contribute to the real feeling of bartering. Do not use expensive trade items as the real traders did not. Give an assortment of 15 tokens to the traders.
- E. Then have the two sides act out a bartering exchange lasting about 10 minutes.

F. Afterwards, ask the children these questions:

1. How many pelts do the Indians have left?
2. Why did they trade so many (or, so few)?
3. Were they acting in harmony with nature?
4. Did they trade a fair number of pelts for the things they got?
5. What do they think of the traders?
6. Do the traders think they got a fair number of pelts for the things they bartered away?
7. What do the traders think of the Indians?

Other Supplementary Activities

- A. French Place-Names: Have the children use a state map of Wisconsin to help find the following French place-names: Fond du Lac, La Crosse, Prairie du Chien, De Pere, St. Croix River, Flambeau River, and the Bois Brule River. Then put each of these names with its symbol in its proper place on an outline map. Find other French place-names in Wisconsin, if time allows.
- B. Construct a Time Line: Have the children construct a time line to show when each of the explorers and traders visited the state of Wisconsin.
- C. Library Research: Have the children do some research on the French and Indian War in a library. Have them prepare a two-page report on the causes of the war, its major battles, and the results of the war. Be certain in the report the children relay how the French and Indian War affected the state of Wisconsin.

Other Related Resource Material to the Unit on

Wisconsin's History

1. Bulletin Board Display: Class Project

Have the children display their finished projects, pictures, or stories on the bulletin board.

Title the board INDIAN PROJECTS.

Use colored rope, string, or yarn across the board and hang the children's work.

2. Time Capsule Project

Set the scene: Imagine that you are exploring a wooded area of Wisconsin with some friends. As you are walking through the forest, you trip on something. When you look at what tripped you, you discover a leather pouch, old and rotting. You look inside and find maps, a letter, and some artifacts (objects). You decide to take the pouch and its contents to the Wisconsin Historical Society, where they will be put on display as an old-fashioned time capsule left by one of Wisconsin's historical figures.

The assignment is to recreate the contents of the pouch. From the list below, choose the person you think lost the pouch. Using information learned in this unit on Wisconsin's history, make a map, write a letter, and list possible artifacts in the pouch (Zola, 1987, p. 31).

Choose One Person

Mound Builder Indian
Father Pierre Marquette
Louis Joliet
Nicholas Perrot

Requirements of Time Capsule and Pouch

1. One letter explaining something about the person's life, thoughts, or adventures.
2. A map.
3. A list of things that might have been in that person's possession.

3. Magazines

Wisconsin Blue Book Magazine

Badger History Magazines: 1965 - Indians
 1967 - Indians II
 1967 - Archaeology
 1976 - Indians Since 1634
 1974 - The Fur Trade
 1974 - Prehistoric Indians

Wisconsin Magazine of History \$15.00

Wisconsin Indian Place-Name Legends by Dorothy Moulding Brown

The Effigy Mound Builders by Robert Ritzenthaler

Prehistoric Indians of Wisconsin by R. Ritzenthaler

4. Books

Indians in Wisconsin's History by John Douglas

Wisconsin Indians by Joyce Eerdman

Black Hawk, an Autobiography by Donald Jackson

Story of the Black Hawk War by Hargrove

Photos from Wisconsin's Past by Rosholt

Wisconsin Lore and Legend by Lou and John Russell

Wisconsin Blue Book

5. Visual Aids

Study Prints from the State Historical Society

Plains Indian Life (\$2.00)

Woodland Indians of Wisconsin (\$2.00)

Indians II (50¢)

Indian Domestic Life (\$2.00)

Study Prints: Explorers and Traders by Lynne Deur

from: River Road Publications
830 East Savidge
Spring Lake, MI 49456

Exhibit Kit from the State Historical Society

Prehistoric Indians

Indian Customs

Filmstrip and Cassette Tape from ROA Films

"Famous Happenings" of Wisconsin's Past

Early Wisconsin Settlements

Slide Sets: Indians

Explorers and Settlers

from: V S M Corporation
P. O. Box 83
Mukwonago, WI 53149

Game: Badger History Game

produced by Badger House Productions
P. O. Box 3872
Green Bay, Wisconsin 54303

Traveling Heritage Trunk

from: La Crosse County Historical Society
P. O. Box 1272
La Crosse, Wisconsin 54602

This traveling trunk gives children "hands-on" experience with artifacts and projects which encourages them to explain their past.

6. Culminating Field Trip

La Crosse Public Library and Historical Society
Museum now referred to as The Swarthout Museum
9th and Main Street
La Crosse, Wisconsin

La Crosse Tourism and Convention Bureau and
River Museum near Riverside Park in La Crosse

Riverside Park, La Crosse, Wisconsin

"Big Indian" Statue

The Vernon County Historical Museum at 606
West Broadway Street, Viroqua, Wisconsin 54665.

Unit: Wisconsin's Culture

Activity One: A Table Showing Cultural Diversity in
the State of Wisconsin

Objective: To be able to explain why a culture left their own homeland, where they settled in Wisconsin, and how they earned a living by making a table.

<u>Vocabulary:</u>	culture	Germans
	native land	Norwegians
	homeland	Swiss
	migrant	Polish
	settler	Scandinavians
	immigrant	Cornish

Materials Needed: chalkboard
world map
encyclopedias
colored pencils
paper and pencil
Badger History magazines
telephone book/books

Procedure:

- A. Have the children construct a table identifying the newcomers who settled in Wisconsin in the early 1800s. Label the table like this:
Newcomers, How They Came, Why They Left Their Homeland, How Long Was The Trip, Where They Settled in Wisconsin, How They Earned a Living Here.
- B. Look at encyclopedias or Badger History magazines to find the answers to the other information needed to complete the table for the early newcomers.
- C. Remind the children that these settlers did not have cars or airplanes, and railroads had just begun to reach Wisconsin. Make a list of the kinds of transportation the settlers probably used.
- D. Have the children trace the routes for each group of newcomers using a different colored pencil for each group.

- E. Help the children determine why they left their homeland, how long the trip from the settlers' homelands to Wisconsin might have taken.
- F. Also, the children will determine where the newcomers settled in Wisconsin and what they did to earn a living.
- G. Compare and contrast each group of newcomers to Wisconsin.

Norwegians

1. Make a poster or collage of rosemaling designs.
2. Locate some Norwegian recipes and make some of the Norwegian dishes.
3. Report on how the Norwegians celebrate Christmas and other holidays.
4. Listen to the record "Song of Norway." Report on the significance of the play and why it is performed each year.

Cornish

1. Find a recipe and make some of the different Cornish dishes.
2. Research and report on how the Cornish celebrate Christmas.
3. Take a field trip to Mineral Point. Visit Shakerag Street and the Pendarvis House.

Germans

1. Discover German names in your community--- street signs, fronts of stores, buildings, and on both the white and yellow pages of the telephone book/books.
2. Find German recipes. Prepare food and share it with the members of the class.
3. Make a map of Wisconsin and label the cities with a heavy German background.
4. Make a list of some of the more famous German words or sayings and their English translations.

Swiss

1. Take a field trip to the historical village in New Glarus and visit the early Swiss settlement itself.
2. Have a cheese tasting party. Various kinds of cheese can be brought in. Compare the different types of cheese in taste and looks.

Polish

1. Report on how the Polish celebrate Christmas and other holidays.
2. Bring in some polka records and teach the class how to do the polka.

Scandanavians

1. Make a poster or collage of Scandanavian design.
2. Find some Scandanavian recipes and make some of the Scandanavian dishes to share.
3. Locate some Scandanavian folk tales and share with the class members.

Other Supplementary Activities

- A. Listening Activity: Have a child read the legend of Wilhelm Tell to the class. Then discuss the legend with the children. Ask the class what qualities Wilhelm Tell had that made him a hero to the Swiss people.
- B. Listening Center: Set up a listening center for the children to hear Rossini's William Tell Overture at this time. It is available from the La Crosse Public Library, 800 Main Street, La Crosse, Wisconsin.
- C. Resource Person: Invite a child, a foreign exchange student, or a parent who speaks a language other than English to visit the class. Have the person teach the class some useful words of a foreign language (numbers, expressions like "good morning," "good-bye," "thank you"). Have the guest, if possible, dress in the native custom and tell about the native customs that may still prevail in Wisconsin.
- D. Settlers Map: Have the children make an outline map of Wisconsin. Then have them color in the areas settled by different nationalities. Have them label these areas (Follett, 1977).

- E. Folk Play: Divide the class into small groups. Have each group write and perform a play about a different nationality group that settled in Wisconsin. Try to duplicate the national costumes and learn some folk songs and dances of that group.
- F. Folk Foods: Have the class keep a scrapbook containing recipes and pictures of the foods of the different nationalities in Wisconsin. Samples of these foods could even be brought in and tasted.
- G. Settler Time Line: Have the children make a short time line focusing on the settlers in Wisconsin. The dates are approximate but will help the children visualize the flow of people to Wisconsin.

Activity Two: Planning an Emigration

Objective: To understand how the early settlers had to prepare for their arrival here by planning before they actually came; to plan an emigration.

Vocabulary: emigration famine
 destination memorabilia
 route

Materials Needed: map of the world
 paper for making a list
 resource books, magazines, materials

Procedure:

- A. Remind the children that the early settlers had to prepare for their arrival here by planning before they came.
- B. Discuss some things the early settlers had to plan such as how they would get here, what route they would take, and the approximate length of the trip in miles and days.
- C. Discuss what things the early settlers would bring with them such as the necessities, the memorabilia, and the space each person and item would take.
- D. Then choose a particular group of early settlers.
- E. Have the children use a world map to plan a route from the country in Europe or Asia to Wisconsin that their particular group came from.
- F. List the various places their group would stop before their destination.
- G. Share the emigration route of each particular group. Note similarities and differences of each child's plan.
- H. Choose the best route for each group emphasizing safety, time factor involved, as well as the miles traveled.

Other Supplementary Activities

- A. Comparing Weather: Have the children use an atlas to compare the average temperature and precipitation in states and countries the settlers left with the average temperatures and precipitation of Wisconsin.
- B. Encyclopedia Research: Divide the children into two groups and have them use an encyclopedia to do research on the Industrial Revolution in Europe and the Irish potato famine. Then have the children prepare oral reports on why these events encouraged Europeans to move here.
- C. Reading for Pleasure: Each of the following issues of Badger History is devoted to a single topic. Refer interested children to "Irish in Wisconsin," March, 1978, No. 4; "Norwegians in Wisconsin," January, 1975, No. 3; "Finns in Wisconsin," January, 1974, No. 3; "Germans in Wisconsin," March, 1974, No. 4; "Poles in Wisconsin," January, 1979, No. 3; "Dutch in Wisconsin," March, 1979, No. 4. Have the children share their findings with class members.
- D. Field Trip: Plan a class field trip to the historical site below that is closest to you:
- Circus World Museum, Baraboo, Wisconsin 53913
- State Historical Society of Wisconsin Museum,
Madison, Wisconsin 53706
- Pendarvis Historic Site, Mineral Point, Wisconsin
53565
- Stonefield Village, Cassville, Wisconsin 53806
- Villa Louis, Prairie du Chien, Wisconsin 53821.

Activity Three: Trace Your Family Tree

Objective: To learn about your ancestors and your heritage by making a family tree.

Vocabulary: ancestors
ancestry
heritage
family tree

Materials Needed: paper and pencil
baby book
scrapbooks
family history albums

Procedure:

- A. Each child will find out from what country (countries) his or her ancestors came.
- Mother's side _____
- Father's side _____
- B. Then each child will list the names of the ancestors who came to America if he or she can.
- C. Next, each child will relate any other information he or she knows of (such as: when they came, where they first settled, how they came, what, if anything, they brought with them, and so on).
- D. In addition, each child will tell what food he or she now eats that go back to the country from which the ancestors came.
- E. Other extra things each can do are:
1. List songs the ancestors may have sung.
 2. List some words known in the language of the ancestors.
 3. Write a story about any one of the ancestors.
 4. Write about any special holidays or celebrations belonging to the heritage.
 5. Name some antiques in the home or the grandparents' home.
 6. Anything else that can be thought of as having to do with your ancestors and your heritage.

- F. Each child will construct his or her own family tree diagram.

Other Supplementary Activities

- A. Cookbooks: Make cookbooks with recipes of favorite ethnic dishes from the children's ancestry in the classroom.
- B. Antique Day: Have an antique day where each class member shares something from his or her home.
- C. Chart Time: Make a chart showing different nationalities of the class.
- D. Interview on Tape: Have each child devise some 5-6 questions of interest about the past for grandparents or great-grandparents to answer. Have the children advise the grandparents or great-grandparents of the assignment. Then ask the questions and record on tape their answers. Bring the tape back to school and share with fellow class members.

Activity Four: Research Cultural Influences of the
Local Community

Objective: To investigate cross-cultural influences and cultural and social diversity within the community.

Vocabulary: community ethnic groups
 surname nationalities
 religions utopia

Materials Needed: community phone books
 paper and pencil
 envelopes
 chart paper
 markers

Procedure:

- A. Collect multiple copies of the community phone book, including the classified section.
- B. Divide the children into pairs or small groups, depending on the number of phone books available.
- C. Ask the groups to research one of the following topics: food (food supply or restaurants); religion (churches); surnames (white pages).
- D. Assign each group to compile a list of as many examples of different ethnic groups, nationalities, cultures, or religions as they can from the phone book information.
- E. Reassemble the class and have the groups compare notes by making a chart of the cultural influences of the community.

Other Supplementary Activities

- A. Village's History: Have the children listen as the history of the village of Stoddard is read to them.
- B. Interviews: Have the children conduct phone or letter interviews with friends, relatives, neighbors, or acquaintances around the state to collect information on social diversity. Have

each child contact at least one person, asking him or her about personal preference in music, recreation, places to visit, food, and so forth. As each child presents his or her findings in a class discussion, tally the responses on the board according to geographic area of the state. Then ask the following questions: What types of inferences can be made? What conclusions can the children draw about the social diversity of the state as a whole?

- C. Research Person: Have the village mayor or some other prominent community person visit the class and discuss how the village received its name, how the railroad was important to the community, and any other information of value to the children about their community.
- D. Tour: Take the class on a tour of the village noting historic landmarks, the buildings, and so forth.
- E. Persuasive Writing Activity: Imagine yourself as an early immigrant to the local community. Choose the area from which you originated and write a letter to a close friend. Try to persuade this friend to come to Wisconsin, to your community, but be honest. Describe all of the opportunities and advantages of the move, but also tell your friend about the hardships he or she must be prepared to face. Recommend a list of items the friend should bring on the trip. In the letter, ask your friend to bring you one item that you could get easily at home but can not get now that you are in Wisconsin.
- F. Create Your Own Utopian Community: Have the children think about what a perfect community would be like for them and their family. Read the questions below and think about your answers.
1. How would your utopia be different from your present community?
 2. Why do you want to experiment with a new way of living?
 3. Who will live in your utopia?
 4. Where will your utopia be?
 5. How will you get food, clothing, shelter, and money?
 6. Will there be police, schools, hospitals?
 7. What obstacles could keep your utopia from succeeding?

8. Name your utopia.

Now, write your ideas for creating a utopia---a perfect world and society. Illustrate your utopia and share.

- G. Investigation Time: Have the children investigate their own family papers: birth, baptismal, confirmation, graduation diplomas, letters, diaries, war records, marriages, death. Relay back to the class the findings of these records.
- H. Detective Work: Check cemeteries for information on family members. Report the findings.
- I. Investigation of the Past: Have the children investigate jewelry, clothing, paintings, furniture, dishes, and any other past item. Compare and contrast those items with the present day items.

Other Related Resource Material to the Unit on

Wisconsin's Culture

1. Bulletin Board Display: Class Project

Have a world map in the center. Each child is to bring in a picture of himself or herself. These pictures are positioned around the edges of the map. From each child's picture a string is attached and it extends to the country or countries that the child's ancestors came from. Title the bulletin board OUR PROUD HERITAGE. This bulletin board will emphasize the cultural diversity of Wisconsinites.

2. Historical Marker Project:

Have the children select an official state historical marker of Wisconsin and then research the history of the event, person, or place the marker commemorates. Each child should prepare a three-to-five sentence summary of the importance of the marker, telling why it was set up. There are over 200 sites in Wisconsin with historical markers. Some children may wish to research the background of more than one. Most of the markers relate to people, places, and events that are important in the period of Wisconsin history.

To locate a list of markers, use Brevet's Wisconsin Historical Markers and Sites (Sioux Falls, S. D.: Brevet Press, 1974). You can also use a Wisconsin Blue Book.

3. Magazines

Badger History Magazines:

1978	- Irish in Wisconsin
1975	- Norwegians
1974	- Finns in Wisconsin
1974	- Germans in Wisconsin
1979	- Dutch in Wisconsin
1979	- Wisconsin Negroes
1980	- Hispanics
1975	- Westward to Wisconsin
1977	- Tracing Your Roots

Famous Wisconsin Women (Vol. 4) 1974

4. Books

German-American Pioneers in Wisconsin and Michigan by H. Anderson

Folk Dance and Lore of Norway by Jeanne Reek

A Pioneer Cookbook: American Cookery by Amelia Simmons

5. Visual Aids

Study Prints from the State Historical Society

Ethnic Groups in Wisconsin (50¢)

Study Prints: Wisconsin and Its People

from: River Road Publications
830 East Savidge
Spring Lake, MI 49456

Exhibit Kit from the State Historical Society

American/Wisconsin Heritage

Tapes: Christmas Treasure

Sounds of Heritage

Filmstrip and Cassette Tape

Wisconsin Ethnic Heritage: Norwegians (ROA)

Early Settlers in Wisconsin (Clovis)

6. Culminating Activity: Folk Fair

As a class project, have the children plan and present a folk fair for other classrooms and/or for visiting parents. The folk plays and the folk foods from the previous activities could be included. Other items at the fair could be ethnic art and handicrafts, folk music, and child-created storybooks about family or ethnic histories. Additional ideas can be included at this fair.

Unit: Wisconsin's Economy

Activity One: Paper Making

Objective: To focus on one of Wisconsin's earliest industries---namely, paper making---and its continued influence.

Vocabulary:

lumbering	wood pulp
sawmills	natural resource
logging	conservation
lumberjacks	

Materials Needed:

- small piece of wire screen
- facial tissue
- 2 cups of water
- blotters (2)
- newspapers
- wide shallow pan
- rolling pin/spoon or spatula

Procedure:

- A. Dip a few pieces of soft facial tissue in water and squeeze them until you have a little ball of pulp in your hand.
- B. Put the pulp into a bowl and add a cup of water.
- C. Beat it thoroughly until it looks like thick cream.
- D. Pour in another cup of water and mix well (the mixture will be thin).
- E. Pour the mixture into a wide shallow pan.
- F. Carefully slide your screen into the mixture and move it about until it is covered with a thin layer of fibers.
- G. Holding the screen so that the fibers do not shift, lift it from the mixture and lay it on a piece of blotting paper.
- H. Put another blotter on the top.

- I. Place the screen and its blotters on a pad of newspaper and cover it with another newspaper.
- J. Roll the top of the pile hard with a rolling pin.
- K. Turn it over and roll the other side.
- L. Remove the top paper and blotter and you will see the screen.
- M. Lift it carefully from the pulp by raising one corner first and then peeling it off.
- N. Let the sheet dry....A Homemade Piece of Paper.

Other Supplementary Activities

- A. Research and Report: Have the children do research and report to the class on the state forest system of Wisconsin. Have them include in their report what is being done to protect the forests in Wisconsin. For more information, write to the Wisconsin Division of Tourism, Box 7970, Madison, Wisconsin 53707.
- B. Understanding Differences: Bring to class several pieces of soft and hard woods. Label each by type. Give the children the opportunity to touch each kind of wood. Have them press a pencil point into each. Ask them which they think would be easier to drive a nail into. Ask: How easily might each be sawed into lumber or made into furniture? Discuss the advantages and the disadvantages of hard wood and of soft wood. Help the children to relate their findings to the attractiveness of pine as a soft wood and to the growth of the lumber business in Wisconsin.
- C. Model Lumber Camp: Using a flat box filled with soil, make a model of an early lumber camp. Use twigs and branches to represent trees. The model camp should include a corduroy road made by placing twigs of similar sizes side by side.

- D. Story Telling: Children could make up new Paul Bunyan stories or stories about the Hodag of Rhinelander, Wisconsin. These stories could be read or shared with the entire class.
- E. Arbor Day School Program: The children could learn Arbor Day songs, poems, choral readings, and Arbor Day plays to present to the school's student body. This special day would emphasize the importance of trees to our community, to our state, and to our nation. The fourth graders would be able to plant a tree on the school grounds for Arbor Day. In addition, each student would receive a tree seedling to take home to plant. Stewardship of our land and environment would be emphasized.
- F. Tree Identification Club: Have the children form a "tree identification club." This club would go on field trips, work on tree displays, and have a tree of the week activity. Children would be encouraged to write to relatives or pen pals from other parts of the state and/or country for leaves or twigs.
- G. Science Activity: Leaf Blueprints
Using blueprint paper on cardboard, carefully lay the leaves upon it. Cover the leaves with a piece of glass to hold them flat. Then carry everything to a nearby window or outside and let the sunshine on the glass for about 5 minutes. Then remove the glass and leaves. Dip the paper in water, and lay flat to dry. The children should see white prints of the leaves on the blue paper.

Procedure:

- A. Mix the sugar and the water in the pan and bring to a boil.
- B. Cook until the mixture is clear or about one minute.
- C. Pour into the jar.
- D. Hang the string in the mixture.
- E. Wait and describe what happened.

For variety, you may want to add food coloring to your sugar mixture.

NOTE: Years ago, a kind of candy, called rock candy, was made in this same way.

Other Supplementary Activities

- A. Research: Have the children research lead mining in Wisconsin and learn where lead mining was done and how it was done.
- B. Newspaper Articles: Have the children read newspaper articles of long ago to learn about the past. Then have them share and discuss what they have learned about lead mining.
- C. Concentration Game: Send for the game page and the directions from the Museum Department, City of Platteville, P. O. Box 252, Platteville, Wisconsin 53818. Free for the asking.
- D. Writing Activity: Have the children write a classified ad for a miner. What are the working conditions? the hours? the benefits? What kind of experience or background would be necessary?
- E. Art: Construct a mine shaft using what the child knows about mines.
- F. Photo Collage: Have the children make a photo collage of all the items that could be made with raw materials mined in Wisconsin.

Activity Three: Making Simple Butter the Old-Fashion Way

Objective: To identify farming as a major industry in Wisconsin; to make simple butter.

Vocabulary:

farming	pasteurizing
products	homogenizing
dairying	butterfat
churn	Stephen Babcock
curd	diversified
rennet	rotate
wehy	harvest

Materials Needed: quart-size jar with a lid
2 cups of whipping cream
 $\frac{1}{4}$ teaspoon of salt
crackers
1 table knife for butter spreading

Procedure:

- A. Pour the 2 cups of whipping cream and the $\frac{1}{4}$ teaspoon of salt into the jar. Add the lid to the jar.
- B. Shake the jar up and down for about 20 minutes until a solid mass forms. Children may take turns shaking the jar.
- C. Then pour off the liquid, leaving only the solid mass of butter.
- D. Finally, taste the product by spreading the butter on the crackers.

Other Supplementary Activities

- A. Drawing a Bar Graph: Have the children use these statistics to make a bar graph.

<u>Year</u>	<u>Number of Dairy Cows</u>
1870	250,000
1889	793,000
1910	1,250,000
1970	2,062,000
1980	2,548,000

- B. Recipes: Have the children work in groups to do research on the nutritive value of dairy products. Have them report on how dairy products fit into a balanced diet. Have them write a nutritious recipe using dairy products.

- C. "Cheese Tasting" Activity: Have each child bring in slices of cheese made in Wisconsin. The children will taste each cheese after being informed of the cheese's name and of its nutritional value. Add personal comments and opinions to each cheese tasted.
- D. Writing a Memorial Plaque: Explain what a memorial plaque is. Then have each child write the words for a plaque commemorating Stephen Babcock. The plaque's message should be brief and should stress Babcock's contribution to the farmers of the state of Wisconsin.
- E. Art Activity: Construct a model farm. Children could make a table-top display of a dairy farm. They could use clay, cardboard, and construction paper for their buildings. The class could use toy animals or cardboard cut-outs for the animals.
- F. Field Trip: If possible, arrange for the class to visit a dairy farm. Have the children collect or draw pictures of the farm as a follow-up activity. These pictures could be used to make a bulletin board display.

A visit to a creamery to observe the milk being made into cheese is another alternative. The children could then write a report on what they saw.

- G. Cheese Story: The children can make a movie on a long strip of paper. The movie can show how cheese or butter is made. Since it is a silent movie, each picture will need a caption.
- H. A Class Scrapbook about Wisconsin Farming: Pictures about Wisconsin farming can be collected and formed into a scrapbook. All different kinds of crops and livestock should be represented. Pictures of farm life and equipment can also be collected. Have each piece of equipment identified and its use listed. Children could, also, show pictures of several varieties of canned goods grown and packed in Wisconsin.

This scrapbook would cover much information. It would, indeed, show the variety of Wisconsin farms.

I. Making Ice Cream: Class Project

Materials Needed: ice cream freezer
ice cubes
rock salt

Ingredients: 2 eggs
 $\frac{1}{2}$ cup sugar
1 tablespoon vanilla
 $\frac{1}{2}$ pint whipping cream
1 can condensed milk
 $\frac{1}{4}$ quart dairy milk
 $\frac{1}{4}$ teaspoon salt

Procedure:

1. Combine eggs, cream, sugar, salt, and vanilla in bowl and mix well with mixer.
2. Pour into the can, adding condensed milk and stirring well.
3. Add dairy milk to fill line on the can and stir.
4. Churn in the ice cream freezer.

Makes approximately 2 quarts.

Activity Four: Assembly Line Pictures

Objective: To identify manufacturing as important to Wisconsin's economy; to become aware of the assembly line process.

Vocabulary: manufacturing warehouse
assembly line computers
product
mold
castings

Materials Needed: chalkboard
white drawing paper
colored pencils
rulers

Procedure:

- A. Draw a simple sketch of a house on the chalkboard.
- B. Have 8-10 children work together in assembly-line style to draw a number of similar pictures.
- C. Have one child draw walls, another the doors, and a third windows, and so forth.
- D. Have a second group of 8-10 children work together in an assembly-line style to draw a number of pictures of dairies or farms.
- E. At the conclusion of the activity, ask the children to discuss some of the advantages and disadvantages of assembly line work. Can the work be done quickly? Is the finished item a quality product? Is the work interesting to the workers?

Other Supplementary Activities

- A. Field Trip: The class will visit a factory nearby. Before leaving, make a list of the things the children should watch for. Have a class discussion upon returning from the trip.
- B. Plaster Molds: If someone has a mold set for making toys, it could be brought to school to show how molds are used.

- C. Wisconsin Leader Chart: Have the class make a chart of some of the people who have helped make Wisconsin great. List the name of the person, the city he or she came from, and why this person is important.
- D. Guest Speaker: Invite an industrial worker to class to speak about his or her experiences as part of the industrial workforce. Have the children prepare some questions ahead of time to ask the visitor. Among these could be:
1. What do you do?
 2. What other types of jobs are there where you work?
 3. What products do you help produce?
 4. What skills are important and necessary on your job?
- E. Listing: Have the children list the various industries that developed in and around Milwaukee in the 1800s. Then have the children make a list of the products manufactured in Milwaukee today. Lastly, have the class compare and contrast both lists.
- F. Writing Letters: Write letters to the Chamber of Commerce in the various cities in Wisconsin asking for pamphlets telling about the manufacturing that takes place in their cities. Share the information with class members.

Other Related Resource Material to the Unit on

Wisconsin's Economy

1. Bulletin Board Display: Class Project

Place a large sugar maple tree made by a child on the bulletin board for background. Have the other children bring in pictures of wood products, paper, and so forth. They could also illustrate such pictures. Title the board PRODUCTS FROM THE TREE.

2. Wisconsin Leaders Chart

Have the children make a chart of some of the people who have helped make Wisconsin great. They will list the name of the person, the city he or she came from, why this person is important. Leaders in the lumbering, mining, farming, and manufacturing areas will be included.

3. Magazines

Badger History

1966 - Lumbering
1975 - Lumbering
1973 - Folklore
1977 - Wisconsin Agriculture
1971 - Dairying
1970 - Wisconsin Inventors
1967 - Early Wisconsin Industry
1971 - 20th Century Industry

Life on Wisconsin Lead-Mining Frontier by
James T. Clark

4. Books

Wisconsin's Amazing Woods by Theo Kouba
Lumberjack by William Kurelek
Lumberjacks of the North Woods by Lillie Patterson
Wisconsin Folktales by Ruth Manning Sanders
Badger Tales by Clara Tutt
The Manufacturing Frontier by Margaret Walsh

5. Visual Aids

Study Prints from the State Historical Society

Days of Lumbering

Study Prints: Wisconsin and Its People (\$4.95)

Great Lakes Lumbering (\$4.95)

from: River Road Publications
830 East Savidge
Spring Lake, MI 49456

Pictures from the State Historical Society

Dairying (\$2.00)

19th Century Skills and Crafts (\$2.00)

Early Industry in Wisconsin (\$0.50)

Nutrition Unit: Food ...In America

from: Dairy Council of Wisconsin
4337 W. Beltline Hwy.
Madison, WI 53711
608-273-3477

Slides from the State Historical Society

Lumber Rafting

Farming (Gegan)

Filmstrips: Folklore and Legendary Heroes (Gegan)
Early Wisconsin Logging (Banta)
Agriculture and Dairying (Gegan)

Filmstrip and Cassette Tape

Wisconsin's Industry and Commerce (Gegan)

Paper Makes Wisconsin Great (Clovis)

Wisconsin Cities and Industry (Clovis)

6. Culminating Activity: Trade Fair

Have the children plan a fair to show why Wisconsin is a good state in which to live and work. They could make large charts to advertise Wisconsin's products. After the charts have been completed, have the children prepare short speeches to convince other children in the school to buy Wisconsin's products.

This trade fair could be held during an afternoon school assembly program for other children in the school. Another suggestion is to present the trade fair as part of the parent-teacher meeting some evening so the children can share with parents what they have learned about their state's economy.

Unit: Wisconsin's Government

Activity One: Construct a Badger Scrapbook

Objective: To gain a sense of involvement with state-wide events; to construct a Badger scrapbook.

<u>Vocabulary:</u>	government governor Senate Assembly	senators representatives legislature political party
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Materials Needed: a scrapbook
newspapers
magazines
paper and pencil
markers

Procedure:

- A. Divide the scrapbook into sections such as the following:
 - Sports, the University of Wisconsin teams
 - News about the governor
 - News about the state Senate and Assembly
 - News about the senators and representatives in Washington
 - State taxes
 - Advertisements and articles showing that Wisconsin is a good place to live.
- B. Divide the children into groups.
- C. Have the children in a particular group choose a chairman for that group.
- D. Allow the children in a group time to discuss a first and second choice section of the scrapbook they might wish to do.
- E. Have the chairman of each group express the group's primary choice and then secondary choice of a section.
- F. Construct a scrapbook primarily with newspaper and magazine articles about Wisconsin centered around a specific topic.

Other Supplementary Activities

- A. Writing Activity: Have the children write reports on the early leaders in Wisconsin government.
- B. Make a Collection: Have the children make a collection of newspaper clippings which report laws being passed by the Wisconsin State Legislature today.
- C. Resource Person: Invite a senator or an assembly person or county supervisor to talk to the class about how the government works.
- D. Research Chart Work: Using the Blue Book and other biographical sources, make a chart of Wisconsin's governors: where they were born, how they made their living, how long they served, what they did afterwards, what political party they belonged to.

Activity Two: A Capitol Tour

Objective: To trace the history of Wisconsin's capital and the Capitol buildings; to tour the Capitol.

Vocabulary: capital Belmont
Capitol Madison
lawmakers

Materials Needed: compass
Wisconsin road map
mile chart
meter chart

Procedure:

- A. Have the children become acquainted with Wisconsin's first temporary capital.
- B. Then have the children discuss where the capital presently is.
- C. Discuss what direction the present capital is from where the children are now.
- D. Estimate the distance in miles (meters) from the local community to Madison.
- E. Have the children then plan a trip to Madison to visit the state Capitol. How would we go? How many miles are involved? How long would it take to travel those miles?
- F. The trip plans should include a list of things the children would like to see while at the state Capitol.
- G. Use the Wisconsin road map to plan the route to Madison. Indicate highways and the landmarks on the route.
- H. Now, be more exact in calculating the number of miles that will be covered in the round trip.

Other Supplementary Activities

- A. Art: Make a model of the state Capitol building. See how well each child can give the building its true effects. Include an exterior view of the Capitol and/or an interior view of some special features and/or a floor plan.
- B. Comparison: Have each child compare in words and by sketch the first capital at Belmont with the second and the third Capitol buildings in Madison.
- C. Construct an Outline: Have the children pretend they are guides at the State Capitol. Have each child make an outline of the tour they, as guides, would give. Have them outline the specific places and things they would talk about and why.
- D. Explanation Time: Explain the difference between the words capital and Capitol. Illustrate the difference, too.
- E. Touring Time: Tour other State Government offices, City Hall, or the County Courthouse.

Activity Three: A Pictorial Chart

Objective: To understand the three branches of Wisconsin's state government; to make a pictorial chart showing the three branches of state government.

Vocabulary: legislative Constitution
 executive pass a bill
 judicial

Materials Needed: chart paper
 marking pen
 pictures
 news articles

Procedure:

- A. Discuss the three branches of Wisconsin's state government.
- B. Learn the purpose of each branch of Wisconsin state government.
- C. Have the children decide how to construct a pictorial chart showing the three branches of Wisconsin's government.
- D. List the purpose of each branch of government on the chart.
- E. Collect pictures and/or articles of various state officials.
- F. Place pictures and/or articles in the correct position on the chart.

Other Supplementary Activities

- A. Paragraph Writing: Have the children write short paragraphs telling what they think is the most important job done in the governing of our state, counties, and villages. Read aloud in class and discuss the various ideas presented.
- B. Resource Person: Have a local judge come and speak on the judicial branch of government.
- C. Art: Draw a mural showing the important events in the history of our state government.
- D. Additional Resource Person: Have a senator or an assembly person come to talk to the class about how the government works.

Activity Four: Plan a Mock Election

Objective: To understand the functions of a democratic government; to plan a mock election.

Vocabulary: election mock election
 candidate Robert M. La Follette
 ballot

Materials Needed: podium
 paper
 ballots
 note cards
 poster board
 markers

Procedure:

- A. Ask the children to describe what an election is.
- B. Have the children describe a recent election they heard about or read about.
- C. Discuss what it means to be a candidate for an office.
- D. Ask volunteers to pretend that they are candidates for the office of state governor.
- E. Candidates will prepare and present speeches to the class, telling what they would do if they were elected.
- F. After the speeches, the class will discuss the candidates' plans and promises.
- G. Candidates will campaign, make posters, and establish a platform.
- H. The children will vote for their favorite candidate.
- I. Votes will be tallied and the winner announced.

Other Supplementary Activities

- A. Report Time: Have the children prepare a report on the beginning of the two political parties.
- B. Art Activity: Make a mural of the life of Robert M. La Follette.
- C. Writing Activity: Write a classified ad outlining the qualities and experiences the head of your local government should have. Include salary, benefits, and working environment.

5. Visual Aids

Pamphlets from the State Historical Society

How The Counties Got Their Names
 Fact Sheet on Wisconsin
 Famous Wisconsin People
 Our State Song
 Our Wisconsin Flag

Slides from Gegan, Grade 4

Three Forts (tape included)
 Madison (tape included)
 Belmont---Nelson Dewey Home

Filmstrips: Wisconsin Becomes a State (Gegan)
 Wisconsin Government (Gegan)
 Wisconsin State Capital (Gegan)

6. Culminating Activity: Mural entitled "Government in Action in Wisconsin"

Have the children bring in pictures, either photographs from newspapers or drawings, that show some aspect of government in action---for example, a meeting of the state legislature, fire fighters at work, health officials on the job, and as many other aspects of government activity as they can find. Then have the children use the pictures as models for drawing the mural. It should be drawn on a large sheet of paper stretched across a wall.

FINAL CULMINATING ACTIVITIES FOR THE STUDY OF WISCONSIN

- A. A Video Encyclopedia entitled Portrait of America---Wisconsin produced by the Raintree Publishers, Inc., 310 West Wisconsin Avenue, Milwaukee, Wisconsin 53203.
- B. A Finale: Plan a birthday party for Wisconsin on or close to May 29th.

This chapter consisted of a compilation of activities and learning experiences divided into these five units: Wisconsin's geography, history, culture, economy, and government. Additional resources were provided at the end of each unit. For a list of businesses which respond to children's letters see Appendix A. See Appendix B for places who respond positively to tours by children.

CHAPTER IV

SUMMARY

Social studies has been a part of the school curriculum for some time. Through the social studies, children develop an understanding of human relationships: how people live, their needs and their wants. In addition to history, civics, government, economics, and sociology, the knowledge from the areas of law, anthropology, psychology, and science have been incorporated into the social studies curriculum.

Contemporary professional educators think of social studies as citizenship education. Social studies programs are seen as vehicles for preparing young people to live and function in an increasingly diverse nation and interdependent world. Essential to the social studies curriculum is the acquisition of knowledge, the development of democratic values and beliefs, and the acquisition of skills necessary to responsible participation as a citizen.

The aims of a good social studies curriculum should be to help children understand interrelationships

that link people in one community to people in other communities, states, regions, and nations. Through an investigation of the geography, history, culture, economy, and government of the state of Wisconsin, the overall goals of an effective social studies curriculum are met.

The purpose of this action-learning project was to organize the social studies curriculum for fourth grade children in the De Soto Area Schools so as to facilitate instruction related to geographical, historical, and cultural influences relevant to the development and the quality of life in Wisconsin. Additional instructional units focused upon the economic and governmental systems of Wisconsin.

This action-learning project was a compilation of appropriate activities, materials, and other learning experiences for fourth grade children in their study of Wisconsin.

This action-learning paper was designed to assist fourth grade teachers in the De Soto School District in meeting the overall goals of an effective social studies curriculum.

Suggested activities and learning experiences

were selected based upon appropriateness of use for children in grade four, relevancy, ease in implementing, accessibility, and optimal pupil involvement. Five units were developed. Additional resources can be found at the end of each unit and in Appendix A and B.

In concluding, the writer of this paper developed this project to meet the needs of fourth grade teachers and children in the De Soto District. It is hoped that these and others will find the information useful.

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APPENDIX A

LIST OF INDUSTRIES WHICH RESPOND TO CHILDREN'S LETTERS

Oster Corp.
5055 N. Lydell Ave.
Milwaukee, WI 53217

The Larsen Co.
P.O. Box 1127
Green Bay, WI 54305

Gilson Bros. Co.
P.O. Box 152
Plymouth, WI 53073

The Parker Pen Company
219 E. Court St.
Janesville, WI 53545

Kohler Co.
44 High St.
Kohler, WI 53044

Kimberly-Clark Corp.
N. Lake St.
Neenah, WI 54956

Consolidated Papers, Inc.
P.O. Box 50
Wisconsin Rapids, WI 54494

Land O'Lakes Inc.
P.O. Box 115
Spencer, WI 54479

Wausau Homes, Inc.
P.O. Box 1204
Wausau, WI 54401

Bay Shipbuilding Corp.
P.O. Box 8
Sturgeon Bay, WI 54235

Mirro Aluminum Co.
P.O. Box 409
Manitowoc, WI 54220

Carnation Co.
P.O. Box 87
Oconomowoc, WI 53066

Gardner Baking Co.
3401 E. Washington Avenue
Madison, WI 53704

Brownberry Ovens
P.O. Box 388
Oconomowoc, WI 53066

Nabisco, Inc.
P.O. Box 754
Milwaukee, WI 53201

Schoep's Ice Cream Co., Inc.
P.O. Box 3215
Madison, WI 53704

Oscar Mayer & Co.
P.O. Box 7188
Madison, WI 53707

Cutler-Hammer, Inc.
P.O. Box 463-4
Milwaukee, WI 53216

The West Bend Co.
P.O. Box 278
West Bend, WI 53095

Jockey International, Inc.
2300 60th St.
Kenosha, WI 53140

Wigwam Mills, Inc.
P.O. Box 818
Sheboygan, WI 53081

Oshkosh B'Gosh, Inc.
P.O. Box 300
Oshkosh, WI 54901

Western Publishing Co., Inc.
1220 Mound Ave.
Racine, WI 53404

Graber Co.
Graber Plaza
Middleton, WI 53562

APPENDIX B

ADDRESSES FOR BUSINESS LETTERS TO WISCONSIN CITIES

Chamber of Commerce
400 S. Washington St.
Green Bay, WI 54305

Chamber of Commerce
P.O. Box 955
Appleton, WI 54911

Greater Madison
Chamber of Commerce
615 E. Washington Avenue
P.O. Box 71
Madison, WI 53701

Racine Area
Chamber of Commerce
731 Main St.
Racine, WI 53403

Metropolitan Milwaukee
Association of Commerce
828 N. Broadway
Milwaukee, WI 53202

Greater La Crosse Area
Chamber of Commerce
710 Main St.
P.O. Box 842
La Crosse, WI 54601

Regional Chamber of Commerce
Box 175
Wisconsin Dells, WI 53965

Chamber of Commerce
Box 326
Prairie du Chien, WI 53821

Chamber of Commerce
Greater Portage Area
208 De Witt
Portage, WI 53901

State Capitol Building
Executive Office
Madison, WI 53702

Dept. of Administration
Documents Sales and Distribution
B237 State Office Bldg.
Madison, WI 53702

Superior Chamber of Commerce
1213 Tower Ave.
Superior, WI 54880

Wausau Area Chamber of Commerce
427 4th St., P.O. Box 569
Wausau, WI 54401

Stonefield
Cassville, WI 53806

ZIP CODES

Peshtigo - 54157

Wausau - 54401

Eau Claire - 54701

Portage - 53901

Wisconsin Dells - 53965

Prairie du Chien - 53821

Janesville - 53545

Beloit - 53511

Kenosha - 53140