

# **History & Critical Thinking**

## **A Handbook for Using Historical Documents to Improve Students' Thinking Skills in the Secondary Grades**

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The entire contents of this handbook are also available for free  
in PDF format at [www.wisconsinhistory.org/turningpoints](http://www.wisconsinhistory.org/turningpoints)

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## Part I

### Why This Handbook?

This handbook is designed for use with digital collections of primary sources available at the Wisconsin Historical Society's Web site ([www.wisconsinhistory.org](http://www.wisconsinhistory.org)).

It reproduces activities from workshops offered to teachers in 2005 by the Society. Its first half reviews the elements of critical thinking as they pertain to understanding and analyzing historical evidence. This includes 10 handouts that can be quickly adapted for use with students, as well as a toolkit of classroom techniques for encouraging critical thinking and a guide to evaluating it. The handbook's second half offers 20 model lessons, each of which centers on a single document available online at the Society's Turning Points in Wisconsin History collection ([www.wisconsinhistory.org/turningpoints](http://www.wisconsinhistory.org/turningpoints)). These lessons span all eras taught in U.S. history classes, connect local Wisconsin history to national themes in standard textbooks, and walk students and teachers through the analysis of eyewitness accounts with specific suggestions for developing critical thinking skills.

Using primary sources, especially to develop critical thinking, is an unfamiliar practice in most secondary-level history classes. History has traditionally been taught not as a practice in which students engage but rather as a collection of data that they master. "Come on, Bart," Marge Simpson says in a recent episode of the well-known cartoon series, *The Simpsons*. "History can be fun. It's like an amusement park except instead of rides, you get to memorize dates." ("Magical History Tour," which aired Dec. 22, 2004).

Like Marge, we hate to admit that most kids find history boring and we try to persuade them that it's something they should enjoy. But, lulled by oversimplified generalizations and deadened by a stream of names and dates unrelated to their own lives, they know better than to believe us. It's no wonder that they can be reluctant to engage original historical documents. "My teacher made us use this Web site [American Journeys]," one student told us through our feedback button. "I'd rather have all the spinal fluid drained from my body."

It's sad that a young person with so much spunk, intelligence, and eloquence as that correspondent should miss the benefits that history has to offer, especially its potential to be a whetstone for sharpening critical intelligence.

The past is rarely simple. There are usually more than two sides to a question: historical events are not neatly balanced rectangles but irregular polyhedrons that shift their shape as one changes one's perspective. When students engage their minds on

historical evidence, they practice inquiry, evaluation, problem solving, judgement, and synthesis - - the very skills needed to be a useful friend and an effective citizen. Historical documents are one of the easiest and most engaging ways to teach young people how to think clearly and make sound decisions.

But because students don't usually see primary sources in history classes, they report in overwhelming numbers that history bores them. One former student called his history classes "about as exciting as a clam race. All they wanted to talk about was numbers and dates. It ceased to be about people." (Roger Daltry in the *New York Post*, Oct 4, 2003).

Using primary sources puts the people back in; real people, who actually ate breakfast, went to the bathroom, had passionate emotions, and were caught in terrible dilemmas. Their own words about their own lives will often seize a student's attention. And by using eyewitness accounts that come from the student's own city or county, or that were created by someone in their own ethnic group, or were written by a person of their own gender and age, teachers can quickly engage students with their past. This opens the door to helping them learn to think critically.

No teenager cares about names and dates from the Civil War. But give him or her a manuscript letter written by an 18-year-old from the next town that describes his life in a Confederate prison, and their interest will pick up. Show them the iron collar that a Wisconsin soldier removed from an escaping slave and let them read what the slave said about where it came from, and their intelligence, imagination, and feelings will all shift into gear. Many will display a reaction like the very first we got to our American Journeys digital collection, from a student in Florida: "This is soooo cool! Thanks!"

Causing these emotional reactions is one of the goals of the Wisconsin Historical Society's digitization program. When a student experiences that "Wow!" or "Aha!" moment, they can be inspired to analyze, evaluate, and think critically -- skills that enrich them for an entire lifetime. As educators, we've encouraged kids for years to "make smart choices" without always teaching them the skills to do it. By middle and high school, they're able to learn the elements of critical thinking; using historical documents that engage their hearts as well as their heads is a perfect method for teaching them.

All the materials here -- every page of the handbook, and each of the 50 essays and 900 documents on the Turning Points Web site - - may be freely copied, downloaded, and reproduced for non-profit educational use such as classroom handouts, homework assignments, and PowerPoint presentations to teachers and students. They may not, however, be copied and resold for commercial purposes without prior permission from the Wisconsin Historical Society, 816 State St., Madison, WI 53706.

## Part II

### The Elements of Critical Thinking

Critical thinking: "the mental process of actively and skillfully ...  
conceptualizing,  
applying,  
analyzing,  
synthesizing, and  
evaluating  
information  
... to reach an answer or conclusion" \*

#### 10 Elements of Critical Thinking

- |                                       |       |
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\* *Webster's New Millennium Dictionary of English* via [dictionary.com](http://dictionary.com)

## STEP ONE: The Five W's

The five things that a new reporter learns to cover in every article are also the things you need to consider as you look at a text or a picture. Before you start looking at it closely, glance over the document and try to answer these questions. You may not be able to answer all five of them at first.

1. Who created it? Who's it created for? In most texts, an author's name appears near the top; sometimes, as with letters, it will be at the bottom instead. On pictures, the creator's name may appear in a bottom corner, in a caption outside the image, or nowhere at all. The audience usually has to be inferred from the document's content. Before reading closely, just browse the item to answer questions such as, was this a private communication or a published one? Is it aimed at young people or adults? Men or women? The general public or specialists? Any specific ethnic, cultural, or language group? Any specific professional group (such as scientists, lawyers, or legislators)? People in any specific place?

2. What kind of document is it? Published book? Speech? Private diary? Letter? Magazine article? Photograph? Map? Pamphlet? Advertisement? Political handout or flyer? Unpublished meeting minutes? Legal brief? Scientific report? Poster?

3. Where was it made, and where was it supposed to be distributed? Published works will usually have a title page, masthead, or byline; letters will usually have a return address.

4. When was it made? Do you know about anything else going on at the time? Published works will usually have a clear date somewhere near the beginning; letters will usually be dated at the top.

5. Why was it made? What do you suspect its creator was trying to accomplish? Simply inform a single reader? Change public opinion? Persuade influential decision-makers? Create a lasting historical record for posterity? Win a contest such as a court case or election? Educate a particular audience about new facts?

Knowing these things about the document in advance helps you understand what it says and to begin to reach conclusions about its accuracy, completeness, biases, and point of view.

## STEP TWO: What's The Main Point (or Points)?

People write because they have something to say and make pictures because they have something to show. But the main points of a document are not always easy to spot. After addressing the Five W's, examine the document this way:

### Texts

1. Look at the beginning. The main point may be plainly stated, or the author may pose a question he or she intends to answer.
2. Look at the end. There may be a short conclusion where the author sums everything up.
3. Look at the middle. Paragraphs may open with a topic sentence or end with a conclusion reached. Chapters may have entire paragraphs that do this.
4. Look for words that argue: "should," "must," "ought," "necessarily," "surely."
5. Look for words that express causation or conclusion: "because," "and so," "consequently," "therefore," "in short," "in sum," "thus," "hence," "as a result," "in that case," "for that reason," "then," "accordingly."
6. Look for words that express priorities: "essential," "important," "crucial," "fundamental," "basic."

### Pictures

1. What's the largest object?
2. What did the creator put dead center in the middle?
3. What's pushed off to the edges or into the background?
4. Pay attention to the way your eye wanders from one object to the next. Does this sequence make a point or tell a story?
5. Pay attention to your feelings as your eye wanders around. What objects in the pictures cause the most powerful reaction in you?

When you're done, complete these statements:

1. "The main thing the author or artist is trying to say or show is that ..."
2. "Two less important points are that ..."



## STEP THREE: Identifying Underlying Assumptions

An author's main points aren't usually too hard to find, but underlying assumptions are a different story. Occasionally they're plainly stated at the outset but more often they're taken for granted; after all, they're "underlying," not on the surface. To find them requires you to think and imagine more than to read and examine. Your guiding question during this activity is, "What else has to be true before the main points can be true?"

For example, if a plane crash survivor writes a memoir claiming that God saved her life, she has to first believe in God. If the person in the seat next to her was a scientist, his central point might be about physics and how the aircraft designers' foresight spared their lives. She'd never say "I believe God intervenes in human affairs, therefore..." or he say, "I believe in the laws of physics, therefore..." They would both just take their starting assumptions for granted. How do you discover what the author of the document in front of you takes for granted?

1. Write down the main points or central propositions you identified in step two. Then ask yourself, what would a person have to believe first in order for those statements to be true?
2. Consider the intended audience. Does that group hold any values in common that the author would take for granted? Speeches about abortion given at "Right To Life" or "Reproductive Freedom" rallies would start from different assumptions because their audiences do. If an author knows the audience already shares many values, beliefs, or desires, these may not be plainly stated in the document; they'll be taken for granted
3. Look for the author's values: what he or she considers good and bad, desirable and undesirable. If a main point is "Don't take drugs" then one of the author's values must be that drugs are bad.
4. Values are always established by some standards: something is the best, something is the worst, and everything else spreads out in between. What words are used to describe the very best outcome, characteristic, or situation? What is held up as the biggest obstacle or greatest threat to that?
5. Look for the author's biases and prejudices: the values that are so important that the author doesn't even explain or defend them. These are sometimes easy to spot, as when an author forcefully denounces an opposing point of view without offering much, or any, evidence. Strong statements that aren't backed by explanation or evidence are usually biases.

6. Look for the author's omissions and silences: aspects of the issue that aren't there at all. What an author says is only half the story; what goes unsaid completes the picture. Think about the author's central proposition and consider which issues are important to any discussion of it. Did the author take all of those into account, or ignore any important ones? If an author argues that women should not be allowed to hold jobs outside the home (which is true for millions of women around the world today), he probably holds strong values about gender that may not be stated or explained anywhere in his text.

When you're done, complete these statements:

1. "For the main point to be true, these things must be true first: ..."
2. "The author's most important values seem to be ..."
3. "The author's standards of 'best' and 'worst' appear to be..."
4. "The author might be biased about ..."

## STEP FOUR: Identifying Point of View

Almost every creator of a document embraces a cluster of beliefs, desires, and values that go together. This is his or her conceptual framework, or point of view, which is usually shared by a community of like-minded people.

We often hang labels on these worldviews such as "liberal" or "conservative," and we group people who share them under headings like "hippies" or "Islamic Fundamentalists." These labels are always too simplistic; life's simply more complicated than that. But identifying a document's basic point of view is nevertheless important because it enables you to connect it with established patterns of thinking. Answering the question "Where are they coming from?" permits you to understand a document by putting it in a context.

1. Look at the audience you identified and the purpose you discovered in step one. Look at the lists of main points and assumptions you drew up in steps two and three. What do they have in common? Do they make a pattern that you can name or recognize?

2. Look at the document again, noting any buzz words, jargon, or key vocabulary repeated throughout it. Is there a cluster of key concepts in those often-used terms?

3. What authorities does the writer appeal to or use as examples - - scientists, historical figures, religious leaders, fictional heroes, previous writers? What do you know about their points of view?

4. What do the main points and underlying assumptions seem to be on the following pairs of issues:

- |                                     |  |
|-------------------------------------|--|
| - freedom vs. authority             | - obeying the law vs. obeying one's conscience |
| - equality vs. merit                | - tolerance vs. imposed standards              |
| - personal liberty vs. public order | - civic duty vs. private gain                  |
| - local region vs. nation           | - obligation vs. pleasure                      |
| - individual rights vs. common good |  |

5. Hundreds of ways exist to classify conceptual frameworks and worldviews. Try to identify the author's point of view using a well-known label like one of these (or another).

- |              |             |
|--------------|-------------|
| atheist      | liberal     |
| Christian    | libertarian |
| conservative | Marxist     |
| fascist      | progressive |
| feminist     | reactionary |
| Freudian     | scientific  |
| humanist     | utopian     |

## STEP FIVE: Evaluating Reasoning

### A. Finding the Argument

Most documents try to make a point or reach a conclusion by offering reasons. They make an argument, a series of points that advocate something. Here's a famous example used in philosophy classes for 2000 years:

Premise 1: "All men are mortal"  
Premise 2: "Socrates is a man"  
Conclusion: "Therefore, Socrates is mortal"

This three-part argument is called a syllogism.

Here's a well-known graduation joke: "Of course there's a lot of knowledge in universities: the freshmen bring a little in; the seniors don't take much away, so knowledge sort of accumulates." (early 20th-c. Harvard President Abbott Lawrence Lowell):

Premise 1: Freshmen bring a little (knowledge) in  
Premise 2: Seniors take none away  
Premise 3: Knowledge accumulates  
Conclusion: There's a lot of knowledge in universities

Look back over the lists of central points and assumptions you identified earlier. You'll probably see some conclusions supported by some premises. The premises try to provide justification, evidence, or support for the conclusion; they may be among the underlying assumptions you discovered.

Answer these questions:

1. What is the author's most important point, central proposition, or main conclusion - - the big one that prompted him or her to create the text?
2. What premises does it rest on? What reasons does the author give to persuade you that you should agree with it?
3. Try restating the premises and conclusions as in the examples above.

## B. Examining the Argument's Logic

Bad arguments don't make sense. "Making sense" means that one point follows logically from another and that the conclusion follows from the premises. If I'm in Wisconsin and tell you, "I have to go to Chicago so I'm heading north," you'll think I'm weird. The conclusion (head north) doesn't follow logically from the premise (go from Wisconsin to Chicago). Bad arguments fall into well-known patterns called fallacies that are described on the next sheet, "Common Errors of Logic in Argumentative Writing."

Sound or valid arguments, on the other hand, are reasonable; they follow the rules of logic. There are two main patterns of valid argument, deductive and inductive. In a "deductive" argument, the premises inevitably prove the conclusion; logically, they can't lead anywhere else and the conclusion needs no other support (like the Socrates example, above). In contrast, the premises of an "inductive" argument only suggest or point to a conclusion without proving it beyond all doubt; usually they rely on probability to help the reader infer -- make a logical leap to -- the conclusion. Example: "I'm almost never late for school, so I won't be late today." In fact, you might end up late even though you probably won't; there's no causal connection between the premise (almost never) and the conclusion (I won't be late today). Instead, you have to make a leap of faith between the two.

Look at the argument that you outlined above and try to answer these questions about it:

1. Are the author's premises clear? Are they true? Are they supported by any evidence?
- 2.. Does the conclusion follow logically from the premises?
3. How many of the logical errors listed on the next sheet does the author commit?

## 10 Common Errors of Logic in Argumentative Writing

adapted from Steve Moiles, Southern Illinois University ([www.siu.edu/~smoiles/fallac.html](http://www.siu.edu/~smoiles/fallac.html))

1. Hasty Generalization: basing conclusions on irrelevant, incomplete, or inaccurate evidence: "My account can't be overdrawn; I still have checks left."
2. Faulty Cause and Effect: assuming that because B follows A in *time*, A must be the cause of B: "After thousands of immigrants came to the U.S., the Civil War broke out. Immigration caused the Civil War."
3. Reductive Reasoning: reducing a complex effect to a single cause: "Drug abuse wouldn't be a problem if kids would just say no."
4. False Analogies: comparing two things that are more different than they are similar: "Why do I have to take certain courses before I can graduate? No one requires me to buy certain groceries before I can leave the supermarket."
5. Circular reasoning: restating the conclusion instead of supporting it: "He can't be married, he's a bachelor."
6. Equivocation: using a term in a completely different way than one's opponent uses it: "I shouldn't be prosecuted for stealing a copy of the *Detroit Free Press*. We're guaranteed our right to a free press by the Constitution."
7. Ad Hominem Argument: attacking the opponent personally rather than his or her argument: "The president's economic stimulus program shouldn't be taken seriously. He had an affair with a White House intern, after all."
8. False Either/Or Argument: assuming that only two alternatives exist in a complex situation: "Either we support the death penalty or we allow crime to run rampant."
9. Bandwagon Appeal: arguing that readers should accept something because it is popular: "80% of the American public are practicing Christians, so God must exist."
10. Begging the Question: avoiding the point to be proven: "Q: Why are you banging on that pan so loudly?" "A: To keep the wild tigers away." "Q: There aren't any wild tigers in Wisconsin!" "Q: Works really well, doesn't it?"

### C. Examining the Argument's Clarity

Sound arguments use plain language and are clearly expressed. Ask how well your document meets the following important criteria:

1. Definition of terms. Does the author clearly explain what he or she means by key vocabulary? Does the author use terms that are vague or terms that are precise ("Christian" vs. "Roman Catholic"; "science" vs. "molecular biology")? Terms that can mean different things to different people ("liberation," "terrorist")? Emotionally charged terms that refer to ambiguous generalities ("freedom," "the American Dream")?

2. Precision: Does the author use sentences that have a single plain meaning ("25 of the 37 people present reported that...") or vague and over-simplified ones ("Most people would surely agree that...")? Are his or her statements confused or nonsensical ("Although I'm an only child, if I had a sister I know she would like cheese")?

3. Logical consistency: Do propositions contradict one another? Does the author make a claim in one place, and then make another claim elsewhere that contradicts the first one?

4. Relevance: How closely do the examples given, authorities cited, and evidence offered relate to the issue under discussion? Is the document padded with powerful language or emotional examples that don't focus on the central question?

Unclear premises, unsupported conclusions, faulty logic, vague or ambiguous terminology, and emotionally charged, unclear, or irrelevant statements are reasons to doubt an author's conclusions.

## D. Glossary

Argument: A series of points that advocate something.

Point: A statement or a proposition.

Premise: A preliminary point that justifies a conclusion; often there are a series of these leading logically from one to another.

Conclusion: The final point that claims to be true because of the premises.

Deductive (-tion): An argument where the premises *logically prove* the conclusion. To say the conclusion didn't follow from the premises would be nonsense.

Entail (-ment): Premises in a deductive argument are said to "entail" the conclusion because the conclusion is a logical and necessary consequence of the premises

Inductive (-tion): An argument where the premises only *suggest or support* the conclusion without absolutely proving it. The conclusion may be very likely but is not logically inescapable.

Infer (-ence): Mental activity in which a reader extrapolates from premises to a conclusion, making a logical leap; usually inferences are based on probability: "only one airplane in 10,000 crashes, so it's safe for me to fly today." Inferences can be strong (that is, very likely) or weak (not so likely).

Fallacy: An illogical or unreliable argument; see "10 Common Errors of Logic in Argumentative Writing."

Syllogism: A 3-part argument with a major premise and a minor premise leading to a conclusion



## STEP SIX: Evaluating Inferences

The most persuasive arguments are deductive, and contain logical proof of their conclusion: "If  $2 + 2 = 4$ , then  $2 + 2 + 2 = 6$ ." No other conclusion is logically possible and no other proof is needed.

But most arguments are not so certain: their premises don't prove their conclusion through inescapable logic but only lead up to, or imply, it. In these arguments we have to "infer" a conclusion by extrapolating from the premises. These "inductive" arguments can be based on limited causal reasons or on analogies, but they are usually based on probability: "Only one airplane in 100,000 crashes, so it's safe for me to fly today." There is no ironclad logical proof between the premise and the conclusion here. My plane could, in fact, be the very one in 100,000 that crashes next. But it's probably safe for me to fly today anyway.

Inferences can be strong (that is, very likely) or weak (not so likely). Strong inferences have good evidence of likelihood behind them, such as research, statistical testing, or wide experience. Weak inferences show less evidence and rely more on hope, faith, or trust than on demonstrated probability. When a jury is instructed to decide a defendant's fate "beyond a reasonable doubt," the judge is asking them not to convict unless they have deductive proof or a strong inference of guilt.

Look at the arguments you identified in your document and answer these questions:

1. Does the author ever use a deductive argument (one in which the conclusion is logically inescapable if the premises are true)?
2. Does the author ever use an inductive argument (one in which the conclusion must be inferred from the premises)?
3. Is the author's inference a strong one?

Reliance inferences more often than on proof, and relying on weak inferences rather than strong ones, are reasons to doubt an author's conclusions.

## STEP SEVEN: Evaluating Evidence

The evidence an author offers the reader should answer the question, "How do you know?" Documents can contain two types of evidence, personal experience and appeals to authority. Through description of his or her own experience, direct quotations, or references to other sources, an author establishes his or her credibility.

### Personal Experiences

Eyewitness accounts and other primary sources are often full of interest and emotionally powerful. But that doesn't make them true. Different witnesses often have different versions of the same event. To evaluate the reliability of a first-hand report, assess these characteristics of it:

Proximity: Was the author actually there? was he or she in a position to know?

Timeliness: How soon after the event was the evidence created?

Breadth: How much of the event could the author have experienced, the whole thing or only a tiny part? What's likely to have been ignored, covered up, highlighted, or over-emphasized?

Clarity: Does the author clearly explain who, what, where, when, and why?

Point of View: What might the author choose to omit (or not even have noticed) because of his or her worldview?

Bias: What beliefs, desires, or values may have influenced the author's perceptions or descriptions?

### Appeal to the Experiences of Others

Most historical documents also use arguments based on the experiences of people other than the author. To assess their reliability, apply the questions above to the sources the author quotes; how trustworthy are they? Then evaluate how the author uses evidence from external authorities:

Relevance: Are the sources quoted actually about the main topic, or are they brought in from some other context? Do they strengthen the argument's logic or simply drop names?

Breadth: Does the author provide a wide range of authorities or a narrow range?

Completeness: Does the author admit there may be conflicting evidence and explain why he or she rejects it, or are contradictory sources just silently omitted?

Documentation: Does the author identify sources of evidence in footnotes or other citations accurately enough for you to locate and examine them yourself?

Apply the tests described above to a modern or a historical document, then answer these questions:

1. What types of evidence does the author give?
2. Is the evidence directly relevant to the central question or main point?
3. Is the evidence from knowledgeable and trustworthy sources?
4. How much does the evidence help persuade you that the author's main conclusions are correct?

Insufficient, untrustworthy, incomplete, or irrelevant evidence and poor documentation (such as lack of footnotes or other clear references to sources of information) are reasons to doubt an author's conclusions.

## STEP EIGHT: Assessing Completeness

Many documents present only one point of view, and perhaps acknowledge an opposing viewpoint only long enough to reject it. But most important issues have more than two sides: they are not like simple straight lines demanding a choice between black and white, but rather like irregular polyhedrons with many different sides, some more important and complicated than others.

Deciding which side of an issue to take and which aspects to leave out is a judgement, and in that simple choice lies much of a document's meaning. A merchant recalling a trip might include many details about goods and prices while a scientist traveling beside him mainly describes the plants and animals they encountered. What is omitted tells us about the creator's priorities and values.

In a document that's meant to persuade, completeness is reflected in the argument's depth and breadth. By depth we mean how well it addresses the complexities of the topic. By breadth we mean how well it addresses other perspectives or approaches to the topic.

To assess the completeness of any document, you need to rely on your own knowledge and understanding of the subject as well as your creativity and imagination. Locate a short essay such as an encyclopedia article on the topic that your document is about. If it is about Wisconsin history, you'll find reliable short summaries of all important events at [www.wisconsinhistory.org/turningpoints](http://www.wisconsinhistory.org/turningpoints). Your U.S. history textbook may also have a few pages or paragraphs about the events that produced the document. Read these, then review the document's main points and the audience and point of view you identified. Look at the lists of premises and conclusions you compiled. Then answer the following questions about the document's completeness:

1. Omissions: What has been left out by the author that is mentioned in the encyclopedia articles or textbook? How important is this missing information? If it had been included, how would the argument be different? Would its premises or conclusion change?

2. Depth: Does the author take into account all the complexities of the main issue, or simplify it? How important are the omissions to an understanding of the issue? Are there important related questions that the author doesn't talk about at all?

3. Breadth: Does the author take into account other points of view? Are there alternative ways to understand the problem, or to try to solve it? If the author does talk about such alternatives, are they treated clearly, carefully, and in depth? What point of view or conclusion would directly oppose the author's? Does he or she specifically talk about that viewpoint and explain to your satisfaction why it has been rejected?

## **STEP NINE: Imagining Implications**

The implications of a conclusion are the things that would follow if the conclusion is true: "If this were so, what else would happen?" In other words, where does the argument lead?

If "might makes right" is a true conclusion and the most powerful people in society ought to control social life, here are a few implications:

- society will always be at war, as forces compete for control;
- weak or non-combative people will have no say in public affairs;
- democratic elections will not be needed.

If the main point advocated in your document came true, then what would follow? If the author's preferred outcome is accomplished, what else will follow? How will the world be different? Take a few minutes to do the following:

1. Restate the main point in your own words
2. List several implications of it.
3. Do the implications produce an unsupportable conclusion or undesirable outcome?

## STEP TEN: Taking a Stand

Analyzing and understanding other people's texts and pictures is only the first half of critical thinking. The other half is being able to present your own thoughts in a way that is clear, accurate, thorough, and makes sense. To do this, you need to turn the preceding nine steps on their head: instead of asking questions to see if a document embodies good critical thinking, you need to express your own ideas that way.

Select a proposition or a claim advanced in a historical document: "slavery should be abolished," "schools should teach classes only in English," "government authority comes from the consent of the government," "women should not be allowed to vote," etc. Or take a controversial issue in the news today: "gay couples should be allowed to marry," "abortion should be outlawed," "the U.S. should withdraw from Iraq," "smoking should be prohibited in public places," etc.

Phrase your claim as a simple proposition and then do the following:

1. Prepare a short paragraph that puts the issue in context - - explaining "who, what, where, when, and why" - - in a very concise way, not more than a short sentence on each of the five W's (all five may not be applicable).

2. What will be the key terms and concepts in your discussion of this topic? Write a very brief definition of each.

3. For your conclusion to be true, what premises must be true? List the premises, including any underlying assumptions, beliefs, desires, and values you have about the issue (examples: "abortion should be outlawed because: 1, abortion is murder; 2, murder breaks one of the Ten Commandments; 3, I'm a Christian who believes in those")

4. How do you know you're right? What evidence might you need to collect in order to discover if your premises are true?

5. How does your conclusion follow from your premises? Do the premises \*logically prove\* the conclusion is inescapable (deductions)? Or do the premises \*only suggest\* the conclusion is likely (inferences)?

6. What other points of view, evidence, and conclusions might be possible on this topic? List them. What would make you choose one point of view rather than another?

7. If your conclusion is correct, what would happen next? What implications does your argument suggest?

## Part III

### Nurturing Critical Thinking in the Classroom

- 30 Classroom Techniques That Encourage Critical Thinking p. 24  
*pedagogical devices that demand thinking from students*
- Encouraging Critical Thinking during Discussions p. 26  
*getting students to think on their feet*
- Encouraging Critical Thinking through Assignment Instructions** p. 27  
*getting students to think at the keyboard*
- Evaluating Critical Thought p. 28  
*getting students to recognize clear thinking*

## 1. 30 Classroom Techniques That Encourage Critical Thinking

Adapted from *The Miniature Guide for Those Who Teach on Practical Ways to Promote Active & Cooperative Learning* by Wesley Hiler and Richard Paul (Sonoma State Univ.: Foundation for Critical Thinking, 2002) and *Using Internet Primary Sources to Teach Critical Thinking Skills in History* by Kathleen W. Craver (Westport, Conn.: Greenwood, 1999)

1. Start classes with a question: set up anticipation before class begins.
2. Assign questions for them to answer about their reading: "explain why and how..."
3. Give a 5-minute quiz at the start of class (keeps students engaged).
4. Use charts and graphics (visual learners abound).
5. Have them play roles: give a speech as if they were the author of the document.
6. Have them identify premises, assumptions and conclusions in today's newspaper.
7. Have them evaluate reasoning, evidence, and completeness in today's newspaper.
8. Use index cards to call on all students randomly.
9. Make students figure things out in class (combine them into small groups to discuss solutions).
10. Interview each other and restate the other person's views to the class.
11. Talk less; give them time to think about what you've said .
12. Model critical thinking: think aloud on your feet in front of them.
13. Use Socratic questioning: "What precisely do you mean?" "How do you know?" "What is your reason?" "What else has to be true for that to be so?" etc.
14. Promote collaboration: have small groups solve problems and adopt positions.
15. Use pyramid teaching: discuss in pairs, then small groups, then larger groups.



16. Use pre-writing or free writing: start class by having them write about today's topic non-stop for 5 minutes (cannot lift pen from paper or stop writing for 5 minutes).
17. Use peer review or small groups to evaluate each other's in-class work.
18. Use counter-factual questions: "But what if...?" "Why not...?"
19. Require a learning log: have them keep a two-column notebook in which the left-hand column contains topics of readings and lectures and the right-hand column contains what they think about the topics before and after coming to class (hand this in periodically for review).
20. Organize debates: ask them to take sides on an issue, choose groups of 2 or 3 to brainstorm, then have them present their positions in front of the class.
21. Have them write dialogues around an issue: forces them to take both sides.
22. Have them explain the purpose of any given assignment in their own words.
23. Have them document their progress:
  - at the start of each class, they write what they think about the topic;
  - at the end of class, they explain how their thinking changed.
24. Break assignments down step-by-step: many learners require small bits.
25. Encourage discovery rather than memorization: give problem-solving assignments (can be done in groups or peer-reviewed to save you grading time).
26. Promote self-assessment: spell out grading criteria and make them apply it to their own or each other's work.
27. Have them apply the criteria for "Evaluating Critical Thought" to an editorial in today's newspaper, or to their own or a classmate's work.
28. Have them organize and classify a group of short documents by points of view.
29. Have them paraphrase a document's argument in their own words.
30. Have them rank a group of short documents in order by persuasiveness, completeness, depth, breadth, and other criteria of good critical thinking.

## 2. Encouraging Critical Thinking During Discussions

Knowing this repertoire of open-ended questions will push your students to exercise their critical thinking skills during class discussions.

### General Clarification Questions

- Would you say a little more about that?
- Why did you say that?
- What do you mean?

### Main Point Questions

- Let me see if I have this right. Is this your main point?
- I take it that your main point is.....
- Just what exactly is your thesis?

### Reason-Seeking Questions

- Could you say a little more about your reasons for believing that?
- Perhaps you could elaborate on your reasoning...
- Why did you say that?
- Why do you believe that?
- Do you have reasons for that/those conclusion(s)?

### Questions Seeking Relevance Between the Reasons and the Conclusions

- I want to understand you. Could you elaborate on the connection between the reason and the conclusion?
- Are you assuming .....?
- I'm not sure I see the bearing of this point on your conclusion....
- Would more evidence help? How would you get at it?
- How does this support the conclusion?
- How is that relevant?

### Questions Seeking Clarification of Meaning

- I'm not sure how you are using this word.
- Could you give an example of.....?
- Could you give a negative example of....?
- Would this be an example of.....?
- Perhaps we are talking past each other. Are we using this word in the same way?
- What do you mean by.....?
- By.... do you mean.....?

adapted from Robert H. Ennis, *Critical Thinking* (Upper Saddle River, NJ: Prentice Hall, 1996).

### 3. Encouraging Critical Thinking through Assignment Instructions

Asking students to perform these specific skills on homework assignments, quizzes and tests will hone their thinking skills.

- Explain how.....
- Explain why.....
- How are ..... and .... similar?
- How could .... be used to.....?
- How do you know that....?
- How does ..... apply to everyday life?
- How does.... connect with what we have already learned from.....?
- If .... is true, what else is also probably true?
- List some reasons, in statements beginning, "Because..."
- Outline the reasoning (premises and conclusions) in....
- Restate in your own words.....
- What are the implications of.....?
- What are the strengths and weaknesses of....?
- What do we already know about.....?
- What do you think causes..... Why?
- What does..... mean?
- What is a counter-argument for.....?
- What is a new example of.....?
- What is another way to look at.....?
- What is being silently taken for granted here?
- What are some differences between ..... and .....?
- What is the nature of.....?
- What would be the opposite viewpoint of.....?
- What would happen if.....?
- Why do you think that ....?
- Why is ..... important?

For examples of questions such as these applied to historical documents see Part V, "20 Model Lessons Using Primary Sources from Wisconsin History"

adapted from "Comparison of Self-Questioning, Summarizing and Note-taking Review as Strategies for Learning from Lectures," by Alison King. *American Educational Research Journal* 29 (1992).

#### 4. Evaluating Critical Thought

On a scale of 1 to 5, please characterize how well these standards of critical thought were met in the document under review

clear	1	2	3	4	5	unclear
precise	1	2	3	4	5	imprecise
specific	1	2	3	4	5	vague
accurate	1	2	3	4	5	inaccurate
relevant	1	2	3	4	5	irrelevant
believable	1	2	3	4	5	implausible
consistent	1	2	3	4	5	contradictory
fair	1	2	3	4	5	biased
logical	1	2	3	4	5	illogical
deep	1	2	3	4	5	superficial
broad	1	2	3	4	5	narrow
complete	1	2	3	4	5	incomplete

What is the single most important thing that could be done to improve this document?

adapted from *Using Internet Primary Sources to Teach Critical Thinking Skills in History*  
by Kathleen W. Craver (Westport, Conn.: Greenwood, 1999)

## Part IV

### Primary Sources on Wisconsin History Available Free Online

"Primary source" is historians' jargon for documents created by participants in or eyewitnesses to historical events. Though they can take many different forms, primary documents all share the common characteristic of being firsthand evidence. Primary sources are contrasted with "secondary sources," or information produced by people who were not participants in the events described, such as classroom textbooks or scholarly articles. Examples of primary sources include:

books produced at the time	interviews
pamphlets	songs
magazine articles	photographs
newspaper stories	engravings
letters	maps
diaries	cartoons
government reports	advertisements
laws	posters
speeches	museum objects

As this list suggests, primary sources come in many types -- printed publications, handwritten manuscripts, graphical images, museum artifacts, sound and video recordings, etc.

The Wisconsin Historical Society has made tens of thousands of primary sources available on its Web site for free. The most helpful collection for use with this handbook is

#### **Turning Points in Wisconsin History**

located at

*[www.wisconsinhistory.org/turningpoints](http://www.wisconsinhistory.org/turningpoints)*

Turning Points contains digital reproductions of roughly 1,000 primary sources on Wisconsin events, including nearly all the types listed above. You can browse through it using DPI's ten main themes for teaching Wisconsin history, or search it by typing

keywords into search boxes or by opening drop-down menus. There are eyewitness accounts from all eras in U.S. and Wisconsin history, and documents or museum artifacts from every historical period over the last 5,000 years. There are primary sources from nearly every Wisconsin county (type the county name in the search box), and a large number of diaries, memoirs and other eyewitness accounts written by young people. You'll discover primary sources from every major ethnic group, and written by women, children, and working-class people whose voices are not often heard in the standard textbooks.

You'll also find short background essays on more than 50 pivotal events in Wisconsin history (who, what, where, when, why), annotations explaining each primary source (where it came from and why it's important), 100 modern reference maps, an online Dictionary of Wisconsin History, dozens of lesson plans, and the entire contents of this handbook.

A set of pages at Turning Points called "Using Primary Sources" offers more advice on how to utilize them in the classroom, including masters of "document analysis worksheets" that you can print off and duplicate.

Other online collections of Wisconsin primary sources available for free at the Society's Web site are listed at <http://www.wisconsinhistory.org/collections.asp>. These include 15,000 photographs and other images from the Society Archives, hundreds of paintings and thousands of pieces of clothing from the Society Museum, 50,000 pages of Wisconsin newspaper stories from the Society Library, and hundreds of rare books and manuscripts.

When you want to show students how national events affected their own community, start at Turning Points in Wisconsin History.

## Part V

### 20 Model Lessons Using Primary Sources on Wisconsin History

On the following pages are 20 lessons that use specific primary sources from Wisconsin history to develop students' critical thinking skills. Each lesson includes:

- the topic in U.S. or Wisconsin history that the lesson deals with
- the basic historical facts about the event
- links to short background articles where you'll find the basic facts
- links to specific primary sources for students to examine and analyze
- background on that document (who, what, where, when, why)
- links to two related documents created by the same historical events
- 8 to 12 questions that foster critical thinking about the document
- Wisconsin 8th grade and 12th grade standards that the lesson helps to meet

Use the "30 Classroom Techniques That Encourage Critical Thinking" to adapt these models to your specific classroom situation.

The 20 Lessons (the type of document to analyze is given in parentheses):

1. 1673: Marquette and Joliet Explore the Mississippi (travel narrative)
2. 1702: The Effects of the Fur Trade (missionary's letter)
3. 1763: Pontiac Urges Wisconsin Indians to Fight (speech)
4. (1783) 1846: Should Women Be Allowed to Own Property? (lawyer's speech & woman's letter to editor)
5. 1827: Joseph Street Tries to Prevent the Black Hawk War (manuscript report)
6. 1850: The U.S. Government Deceives the Ojibwe (manuscript petitions & letters)
7. 1854: A Real-Life "Little House" Story (pioneer memoir)
8. 1862: A Wisconsin Soldier Refuses to Give Slaves Back to Their Owners (military correspondence)
9. 1865: Should Black Citizens Be Allowed to Vote? (newspaper article)
10. 1869: Should Wisconsin's Forests Be Saved? (scientific report)
11. 1881: Who Built the Effigy Mounds? (newspaper article)
12. 1886: Should Government Use Violence to Suppress Demonstrations? (memoirs)
13. 1890: English-only in Wisconsin Schools? (political speech)
14. 1910: Should Native American Children Be Mainstreamed? (newspaper article)
15. 1911: Should Women Be Allowed to Vote? (political flyer)
16. 1918: German Language Books Burned in the Street (photograph)
17. 1935: What Should the Government Do about Unemployment and Poverty? (government official's memoir)
18. 1950: Communist and Anti-Communist Propaganda (political campaign literature)
19. 1966-1984: Desegregating Wisconsin Schools and Neighborhoods (interviews).
20. 1975-1990: Accommodating New Immigrants (Hmong teenager's memoir)

Several pages at the end of this section integrate these lessons into specific units within the most popular U.S. history textbooks.

## LESSON ONE      Marquette and Joliet Explore the Mississippi in 1673

**Introduction:** Between 1492 and 1580 the Spanish invaded Central America in search of silver and gold. Between 1534 and 1673 the French invaded North America in search of furs and souls. Their occupation began at seaboard villages, grew with the founding of Quebec in 1608, and rapidly spread to the Great Lakes. By 1622, when the Mayflower Pilgrims had barely moved a mile inland from Plymouth harbor, French explorer Etienne Brule was skirting the Wisconsin shore of Lake Superior.

French exploration culminated in the famous voyage of Father Jacques Marquette and Louis Joliet down the Mississippi in 1673. After that, led by the explorer LaSalle, the French built a great arc of military camps and trading posts that stretched from Newfoundland west through the Great Lakes and south to New Orleans. Down that curve trickled fur traders and missionaries, and back up it flowed thousands of beaver, marten, otter, and other skins. For the next century and a half, French culture and commerce dominated "Ouisconsin."

**Background Reading:** "Arrival of the First Europeans"

[http://www.wisconsinhistory.org/turningpoints/tp-006/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-006/?action=more_essay)

**Document to Analyze:** "The Mississippi Voyage of Joliet and Marquette."

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=370>

**Who, What, Where, When, Why:** Father Jacques Marquette wrote this document as the clean copy of a journal he kept on the voyage; it was intended for his superiors in the Jesuit Order, and he expected it to be published. It began as a journal but because this copy was drafted afterwards, it at times reads like a letter or report. Most portions were composed around the campfire after the day's events during the summer of 1673, while other parts are summaries written up to a year later. It was created to describe new things seen for the first time, as a documentary record of the trip.

### **Related Documents:**

Dablon, Claude. "Relation of the discovery of many countries situated to the south of New France, made in 1673"

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=14>

and

Thevenot, Malchisedec. "Carte de la découverte faite l'an 1673 dans l'Amérique septentrionale."

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=103>

**Vocabulary:** unfamiliar words are defined at [www.wisconsinhistory.org/dictionary](http://www.wisconsinhistory.org/dictionary)



### **Student Activities:**

1. Locate and name the St. Lawrence River, the five Great Lakes, and the Mississippi River on a modern map such as that at <http://www.americanjourneys.org/maps/aj-051.pdf>. Find Quebec, Machilimackinac, Wisconsin, and Chicago on that map.
2. How did Marquette cross Wisconsin? Use the map at <http://www.wisconsinhistory.org/reference/maps/pdf/RM005a.pdf>. Where is your school in relation to his route? Find the same places on the 1681 map ([www.wisconsinhistory.org/turningpoints/search.asp?id=103](http://www.wisconsinhistory.org/turningpoints/search.asp?id=103)).
3. Near the beginning of the trip, along the shore of Green Bay, Marquette and Joliet are warned by Menominee elders not to attempt the voyage (see page 231). What reasons do the Menominee give? Marquette says he's going to try it anyway. What reasons does he give? Who do you think has a better argument? Why?
4. In contrast to Marquette, why did French officials want to undertake this journey (see the first page of Joliet's interview at <http://www.wisconsinhistory.org/turningpoints/search.asp?id=14>; click "page & text" to see a typed English translation)? How is that different from Marquette's reason?
5. Marquette says it would all be worth it if what happened (see page 257)? What other things must Marquette believe, if he believes that?
6. Why did Marquette and Joliet turn back before reaching the Gulf of Mexico (see page 256)? List their reasons in statements beginning, "Because..." Did they make the right choice, or should they have continued on? Why do you think that?
7. It took Marquette and Joliet 30 days to go 1,273 miles from Prairie du Chien to Arkansas (June 17 to July 17) but it took them almost twice as long (54 days) to go only 920 miles back to Chicago (July 17 to Sept. 13). How far did they travel each day, on average, on the way down? How many each day on the way back? Why did they go more slowly on the return trip?
8. In China people speak Chinese; in Somalia, Somali; in Germany, German. Explain why we aren't conducting this class in Menominee, Ho-Chunk, or Ojibwe.

### **8th Grade Standards Addressed:**

8.1, 8.2, 8.3, 8.7, 8.10

### **12th Grade Standards Addressed:**

12.1, 12.2, 12.6, 12.8

## LESSON TWO      The Effects of the Fur Trade, 1680-1700

**Introduction:** Between 1650 and 1850, life in Wisconsin centered around hunting beavers. Indians traded their pelts to French-Canadians for trade goods such as metal knives, guns, bullets, and brandy. Soldiers were quartered here to keep the peace, and missionaries were sent to convert the Indians. Indians who had lived for centuries in stable communities scattered through the forest in pursuit of furs while their dependents clustered around French forts where they encountered European germs, alcohol, and sexual exploitation. When a winter's worth of beaver skins were traded in the spring, Indian hunters often found they only paid the previous year's debts and had to borrow again to obtain ammunition and other basic necessities to last through the next winter.

**Background Reading:** "The French Fur Trade"

[http://www.wisconsinhistory.org/turningpoints/tp-007/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-007/?action=more_essay)  
and

"Colonialism Transforms Indian Life"

[http://www.wisconsinhistory.org/turningpoints/tp-008/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-008/?action=more_essay)

**Document to Analyze:** Carheil, Etienne de. "Letter ... to Monsieur Louis Hector de Callières, governor [on conditions in the Upper Lakes in 1702]."

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=16>

**Who, What, Where, When, Why:** Father Etienne de Carheil (1633-1726) came to Canada in 1666. He moved in 1686 to the western Great Lakes and helped bring peace to the region. French officials, soldiers, and fur traders all reaped handsome profits at the expense of the Indians, and Carheil was a leading voice in the 1690s for reform. He was ineffective, however, and left the west in 1702 to spend the rest of his life in Quebec. In this long letter, he tries to persuade officials to curb the excesses of soldiers and traders by giving graphic accounts of their abuses. He is writing from Mackinaw, at the head of Lake Michigan, but describing conditions across the region; we can safely assume these abuses were happening at Green Bay, LaPointe, and elsewhere in Wisconsin.

**Related Documents:**

Lahontan, Louis, baron de. *New Voyages to North-America*.(excerpt)

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=15>  
and

Henry, Alexander. "Excerpt on his 1765-1766 stay in Wisconsin."

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=21>

**Vocabulary:** Unfamiliar words are defined at [www.wisconsinhistory.org/dictionary](http://www.wisconsinhistory.org/dictionary)

**Student Activities:**

1. On page 191 Fr. Carheil states his main points. List three hardships he says the missionaries are experiencing. What does he think they may lead to?
2. On page 193 he says there are two causes for the position the missionaries have been put in. What are those? If he thinks those things are bad, what must he think is good?
3. Why don't the commanders of the frontier garrisons put a stop to the excesses? What four things does he say (pp. 195-199) occupy most of the soldiers' time and energy?
4. Is Fr. Carheil's evidence complete? Does he consider the views of other people who might disagree? Whose views of the situation are not represented in his letter?
5. Baron Lahontan was a soldier who visited Wisconsin in the 1680s and lived close to the fur trade. How does his view differ from the missionary's (see page 46 of his book)? If he thinks the Montreal religious authorities are bad, what must he think is good?
6. From Lahontan's description on pp. 51-55, who do you think benefited most from the fur trade? Indians? Traders in places like Green Bay? Merchants in Montreal? Consumers in Paris? List your reasons in statements beginning, "Because..."
7. American beavers flowed across the Atlantic where they were turned into sturdy hats worn in Europe. Today what animals, minerals, or other resources flow from remote areas of the world to become part of daily life in the U.S.? [teachers: oil is the most obvious; coffee, computer chips, clothing, and cheap labor could be other examples]
8. Think about the resource you identified in the previous question. Who plays a role like the Indian hunter, the small fur-trader, the Montreal or Paris merchant, and the customer keeping warm under their beaver hat? Make a simple chart showing the parallels between those people and people today.
9. See Alexander Henry's description of the consequences when the Lake Superior trade collapsed 1760-1765. What might cause your modern system to suddenly collapse like the French fur trade did in the 1760s? What might be the consequences of that for each of the people on your chart?

**8th Grade Standards Addressed:**

8.1, 8.4, 8.10, 8.11

**12th Grade Standards Met:**

12.1, 12.2, 12.4, 12.12, 12.15

## LESSON THREE Pontiac Urges Wisconsin Indians to Fight, 1763

**Introduction:** By the time Ottawa chief Pontiac gave the speech cited below, English settlers had been crowding Indians off their ancestral lands and French traders had been exploiting them economically for 150 years. During the brief window after the French surrendered in 1760 but before the English could establish control, Pontiac saw a chance for all the oppressed tribes to rise up together and drive the Europeans into the sea. In the early 1760s he traveled everywhere from Kentucky to Canada enlisting support for his vision. In the summer of 1763 simultaneous attacks across the west did, in fact, drive English troops from outposts such as Green Bay and Mackinaw, but a siege of the main British garrison at Detroit was unsuccessful and Pontiac's campaign ultimately failed.

### Background Reading:

"Colonialism Transforms Indian Life"

[http://www.wisconsinhistory.org/turningpoints/tp-008/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-008/?action=more_essay)  
and

"Background Essay" on the "Journal of Pontiac's Conspiracy, 1763"

<http://www.americanjourneys.org/aj-135/summary/index.asp>

**Document to Analyze:** Pontiac's Speech to Indians at Milwaukee, 1763, in: Porlier, Louis B. "Capture of Mackinaw, 1763."

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=47>

**Who, What, Where, When, Why:** Pontiac was born in a community of Ottawa Indians between 1712 and 1725, probably near Detroit, and fought with the French during the French and Indian War (1755-1763). After the English won that war, a group of Ottawa, Ojibwa, Huron, Potawatomi, and other chiefs from Lake Superior met secretly in 1762 to consider how to oust the English; over the next year they reached out to sympathetic tribes in the region. During this period Pontiac visited Milwaukee (a stronghold known to the English as "those renegates of Milwaukee -- a horrid set of refractory Indians") and delivered the speech related here. It was heard by Menominee Indians, passed orally to Souigny (1785-1864), who spoke it in 1848 in the presence of fur trader Louis Porlier. By the time Porlier wrote it down, Pontiac had been dead for more than a century and 30 years had elapsed since Porlier had heard Souigny deliver it. In tone and substance, however, it is very much like the contemporary transcription made of another Pontiac speech in the "Journal of Pontiac's Conspiracy" linked below.

### Related Documents:

Gorrell, James. "Lieut. James Gorrell's journal [1761-1763]" (pp. 36-48)

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=20>  
and

Grignon, Augustin. "Seventy-two years' recollections of Wisconsin." (pp. 224-228)

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=28>

and

"Journal of Pontiac's Conspiracy 1763." (pages 38 and 40)

<http://www.americanjourneys.org/aj-135/>

**Vocabulary:** unfamiliar words are defined at [www.wisconsinhistory.org/dictionary](http://www.wisconsinhistory.org/dictionary)

**Student Activities:**

1. How do we know what Pontiac said in Milwaukee? What is the evidence? How trustworthy is this evidence?
2. In your own life, what information is so important that you've memorized it and don't need to write it down? [teachers: birthdays, Social Security number, pledge of allegiance, Lord's Prayer?] What important texts came down to us for centuries through oral tradition? [Homer, Old Testament, nursery rhymes] How reliable are these?
3. What are Pontiac's main points in this speech?
4. What reasons does he give for Wisconsin Indians to join his campaign? In your opinion, are they good reasons? Would you risk your own life for any of them?
5. How does Pontiac's argument relate to modern ideas such as freedom, liberty, national identity, individual conscience, or civic duty? Would you risk your own life for any of these ideas?
6. In another speech, given later in 1763 when his campaign had lost momentum during the siege of Detroit (see pages 38 and 40 of "Journal of Pontiac's Conspiracy"), he made a different argument. What are his main points there? How do they differ from those in the Milwaukee speech?
7. In textbooks this war is often called "Pontiac's Conspiracy" or "Pontiac's Rebellion." What do those names tell you about who wrote the textbooks? About the audiences for whom they were written? Make up two new names for these events that express two different viewpoints, neither of which repeats the values of the traditional names.

**8th Grade Standards Addressed:**

8.1, 8.4, 8.5, 8.6, 8.11, 8.12

**12th Grade Standards Addressed:**

12.2, 12.4, 12.5, 12.12, 12.13

## LESSON FOUR 1846: Should Women Be Allowed to Own Property?

**Introduction:** In 1787, the Founding Fathers created the U.S. Constitution, the first rulebook for organizing power not from the top down but from the bottom up, through the will of the people. Every new state also needed a constitution, and in 1846 Wisconsin's leaders tried to decide fundamental laws for the new region. At the time, women had no legal rights under most governments. As long as a woman lived at home, all her possessions and any money she earned belonged to her father; after marriage, they belonged to her husband. Some people drafting Wisconsin's constitution tried to insert an article allowing married women to own their own property, such as money earned or inherited. Voters rejected the draft constitution containing this controversial provision but similar legal protections were soon passed by the state legislature.

### Background Reading:

"The Northwest Ordinance, 1787"

[http://www.wisconsinhistory.org/turningpoints/tp-009/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-009/?action=more_essay)  
and

"The State Constitutions of 1846 and 1848"

[http://www.wisconsinhistory.org/turningpoints/tp-015/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-015/?action=more_essay)

**Document to Analyze:** Strong, Marshall M. "Speech ... February 5, 1847." (pp. 235-243)  
<http://www.wisconsinhistory.org/turningpoints/search.asp?id=59>

**Who, What, Where, When, Why:** This speech was given by Marshall M. Strong, a delegate to the 1846 constitutional convention from Racine, who believed that a woman's proper place was in the care of her husband. Early in the legislative session of 1847, Strong made this speech arguing that women's property rights were not only unrepresentative of majority opinion, but sure to produce only "evil." Strong resigned from the convention before its close when his objections were not heeded

### Related Documents:

Agricola. "'Agricola's' Views on Rights of Married Women [February 27, 1847]."

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=56>  
and

Wisconsin. Constitutional Convention (1846). "Rejected Constitution ..., 1846."

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=54>

**Vocabulary:** Unfamiliar words are defined at [www.wisconsinhistory.org/dictionary](http://www.wisconsinhistory.org/dictionary)

### Student Activities:

1. What are Strong's main points about the need for a second convention, should the constitution fail to be ratified? Why did he resign from the constitutional convention?
2. What are Strong's objections to giving married women property rights? List three things he thinks could happen if women were granted those rights.
3. If he believes that women should not own property, what should does he think they be doing? What assumptions does Strong have about women and their capabilities?
4. Is Strong's evidence complete? Does he consider other views? Does he explain why he has this particular conceptual framework?
6. "Agricola" was an anonymous writer to the editor of the *Wisconsin Democrat*. How does this writer's view differ from Strong? What evidence does s/he provide?
7. What does Agricola say about Strong's evidence for his views (pp. 361–362)? What is implied in her criticism of his evidence?
8. Why does Agricola believe that giving a husband legal control over his wife's money is a bad thing? What harm does s/he see coming from it?
9. Who do you think had the most to benefit from either granting or denying a woman's right to own property? Men? Women? Both? List reasons both for and against property rights from the perspective of a man and then of a married woman.
10. Both Strong and Agricola describe women as virtuous and moral, yet arrive at different conclusions about the effects of allowing women to own property. Why do you think this is? Why might people at this time have found appeals to women's virtue compelling? List your reasons in statements beginning "Because..."
11. Are there any good reasons for treating men and women differently under the law? Why? Give at least one example of a situation in which men and women ought not be treated exactly the same way.

### 8th Grade Standards Addressed:

8.1, 8.2, 8.4, 8.5, 8.10, 8.12

### 12th Grade Standards Addressed:

12.1, 12.2, 12.4, 12.6, 12.8, 12.15

## LESSON FIVE      1828: Joseph Street Tries to Prevent the Black Hawk

**Introduction:** In the early 19th century, Wisconsin lead mining was more attractive to settlers than either the fur trade or farming. By 1827 some of the Lead Region had been granted to the U.S. but most of it still belonged to the Ho-Chunk. This didn't stop the miners from invading the area, including future governor Henry Dodge. Prompted by waves of illegal squatters and believing (incorrectly) that U.S. soldiers had helped murder Ho-Chunk prisoners, in late June 1827 a warrior named Red Bird attacked farms and boats near Prairie du Chien, killing six settlers.

That was the situation when Joseph Street arrived in Prairie du Chien late in 1827 as the new Indian agent. Street was immediately worried about a full-scale war, and in a letter written on Jan. 28, 1828, to his superiors in the U.S. War Dept., he describes the tensions caused by white squatters and his fears that the situation will grow violent. Open warfare finally broke out four years later, and Street was still at the center of the action.

### **Background Reading:**

"Lead Mining in Southwestern Wisconsin"

[http://www.wisconsinhistory.org/turningpoints/tp-026/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-026/?action=more_essay)  
and

"The Black Hawk War"

[http://www.wisconsinhistory.org/turningpoints/tp-012/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-012/?action=more_essay)

**Document to Analyze:** Joseph Street's Jan. 28, 1828, Letter to the Secretary of War.

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=265>

**Who, What, Where, When, Why:** In this letter Street is writing from Prairie du Chien to tell his superiors in Washington about tensions on the frontier. The original handwritten letter is in the National Archives; the images you see are from a microfilm copy. To view a typed version of any page, click "Page & Text" at the upper right while reading it. Ho-Chunk elders are quoted at length (especially in the opening pages) and the so-called Winnebago War of 1827 is reviewed in detail, including a Ho-Chunk chief's explanation of Red Bird's behavior (page 2). Near the end of the letter Street urges the government to stop widespread sexual exploitation of Indian women, and reveals how economics, race, and gender relations were all woven together on the Wisconsin frontier (pages 10-12).

### **Related Documents:**

Meeker, Moses, 1790-1865. "Early history of the Lead Region of Wisconsin."

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=895>  
and

Chandler, R. W. Map of the Lead Mines on the Upper Mississippi River. (1829).

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=106>

**Vocabulary:** Unfamiliar words are defined at [www.wisconsinhistory.org/dictionary](http://www.wisconsinhistory.org/dictionary)



**Student Activities:**

1. On page one, how does a Ho-Chunk chief describe his nation's organization and government? List some good and bad things about a community organized that way.
2. On pages 2-3, White-Headed Decorah confronts two Indians and urges them not to drink alcohol. What are some of his reasons for claiming alcohol is bad? How does his argument compare to that of today's government, which simply urges us to "Just say no"? Which kind of argument do you think works better?
3. At the top of page three, what reasons does the Ho-Chunk speaker give for claiming white settlers should not take Ho-Chunk lands? What is he afraid will happen? What does he want the Great Father in Washington to do to preserve peace?
4. At the top of page four Street describes the recent actions of future governor Henry Dodge. Give one reason why Street says it's wrong for Dodge to do that, and one reason why it's alright. What do you think - - are Dodge's actions justified?
5. On pages 5-6 Street explains that the Ho-Chunk don't understand the U.S. legal system. What is the Indian system of justice he describes? List some good things and some bad things about each way of settling disputes (the Ho-Chunk and the U.S.).
6. What does Street get so angry about on pages 9-12 of this letter?
7. What are Street's reasons for denouncing common-law relations between Indian women and white men? Can you think of others? Which reason is the most powerful?
8. Look at the 1829 Chandler map alongside a modern map. Find three places on the modern map that are also on the Chandler 1829 map (look for lakes and rivers rather than for names). Outline the area covered by the Chandler map on the modern one.
9. The Chandler map includes lots of text. How many mines can you count? How many taverns? How many churches or schools? What does that make you think?

**8th Grade Standards Addressed:**

8.1, 8.3, 8.4, 8.5, 8.10, 8.11

**12th Grade Standards Addressed:**

12.1, 12.2, 12.4, 12.5, 12.9, 12.11, 12.12, 12.13, 12.16

## LESSON SIX      1850: Indians & Whites Respond to the Sandy Lake Tragedy

**Introduction:** Starting in the 1830s, U.S. officials tried to remove all eastern Indian nations onto lands west of the Mississippi. In 1850, the government decided to apply this policy to the Lake Superior Ojibwe. To induce them to leave their Wisconsin homeland, agent J. S. Watrous and other officials moved the 1850 Ojibwe annuity payment, required by the Treaty of 1842, to Sandy Lake, Minn., rather than holding it at La Pointe, Wisconsin, as usual. In late November, about 3,000 Ojibwe traveled the 500 miles to Sandy Lake only to find no payment and no provisions: the government had hoped to strand them west of the Mississippi. By the time they were able to make it home, about 400 people had died of hunger, disease, or exposure (more than 10% of the nation).

These government actions set the Ojibwe and many non-native citizens firmly against the policy of removal. Following the uproar, aged Ojibwe Chief Buffalo traveled to Washington in June of 1852, met with President Millard Fillmore, and persuaded him to drop the removal order. The subsequent 1854 'Reservation Treaty' of La Pointe guaranteed the Ojibwe homelands and hunting and fishing rights in Wisconsin forever. Ten years later, when the U.S. wanted more lands, the Ojibwe submitted a lengthy bilingual document to Washington detailing their mistreatment by government representatives from 1826 on.

**Background Reading:** "Treaty Councils, from Prairie du Chien to Madeline Island"  
[http://www.wisconsinhistory.org/turningpoints/tp-013/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-013/?action=more_essay)

**Document to Analyze:** Letters & Manuscripts Related to Sandy Lake, 1850, from the records of the Bureau of Indian Affairs  
<http://www.wisconsinhistory.org/turningpoints/search.asp?id=380>

**Who, What, Where, When, Why:** These contemporary handwritten manuscripts relating to the Sandy Lake Tragedy include protests against removal by Ojibwe leaders and sympathetic white neighbors, descriptions of the journey and conditions at Sandy Lake by Ojibwe chiefs, and petitions in which Ojibwe leaders request the reassignment of Indian agent J. W. Watrous. We are grateful to the Lac Courte Oreilles Historic Preservation Office for helping us make transcripts of these documents available.

### **Related Documents:**

Julia Spears' memoir of Sandy Lake, on pages 114-122 of Bartlett, William W. History, Tradition and Adventure in the Chippewa Valley. (Eau Claire, Wis.: The author, 1929).  
<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1030>  
and

Chief Buffalo's Petition to the President  
<http://www.wisconsinhistory.org/turningpoints/search.asp?id=75>  
and

"Statement made by the Indians, a bilingual petition of the Chippewas,... 1864,"  
<http://www.wisconsinhistory.org/turningpoints/search.asp?id=40>

**Vocabulary:** Unfamiliar words are defined at [www.wisconsinhistory.org/dictionary](http://www.wisconsinhistory.org/dictionary)

**Student Activities:**

1. The three-page "Petition from White Residents Residing on the South Coast of Lake Superior..." claims that the removal policy is "fraught with so many evil consequences" that it should not be pursued. List in your own words the premises they give for reaching that conclusion.
2. On pages 119-120 of Bartlett's *History, Tradition and Adventure in the Chippewa Valley* is a letter by an Ojibwe woman named Julia Spears, recalling the Sandy Lake trek and a speech by chief Kichi Makigan. Why does Kichi Makigan reject the U.S. offer to move the Ojibwe west of the Mississippi?
3. In the "Undated Letter from Sandy Lake from Eight Ojibwe Chiefs..." what is the main thing that they want the Superintendent of Indian Affairs to do?
4. Why did the authors of that letter sign it with X's? What was the purpose of the six witnesses, in signing it?
5. In the "Undated Copy of a Letter from 13 Chiefs and Headmen..." what reasons are given for wanting the Indian agent removed? Restate them in your own words. Which one is the most persuasive, in your opinion?
6. Compare the actions of Indian agent Watrous with those of Indian agent Street in lesson 5. List the ways that the two men are different from one another in attitudes and actions.
7. More than 10% of the Lake Superior Ojibwe died as a result of Indian Agent Watrous' actions yet he suffered no punishment. How could that happen? If any federal or state official caused the deaths of hundreds of people today, wouldn't there be consequences? Why weren't the same standards applied then?

**8th Grade Standards Addressed:**

8.1, 8.4, 8.5, 8.6, 8.11

**12th Grade Standards Addressed:**

12.5, 12.12

## LESSON EIGHT 1854: A Real-Life "Little House" Story

**Introduction:** Laura Ingalls Wilder's novel, *Little House in the Big Woods*, made life on the Wisconsin frontier real to thousands of young readers. Here is a 5-page memoir of a pioneer girlhood in Wisconsin that's as vivid as Wilder's. Angela Haste was 5 when she traveled by covered wagon to Wisconsin in 1856. Writing for her children and grandchildren, 80 years later, she described her clothes, games, food, holidays, school, and daily chores as her family created a homestead in the wilderness of Waupaca County. She also recounts home life during the Civil War when all the men and older boys went away and many, like her big brother, never returned. Two other documents listed below show pioneer settlement from slightly different perspectives than Angela Haste Favell's. Emmanuel Philipp wrote his reminiscence of Sauk County at the request of the Wisconsin Conservation Commission, providing a look at frontier life for boys. The second document is a journal kept by teenager Sarah Foote as her family traveled to Wisconsin from Ohio in 1846.

**Background Reading:** "19th Century Immigration"

[http://www.wisconsinhistory.org/turningpoints/tp-018/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-018/?action=more_essay)

**Document to Analyze:** Favell, Angela Haste. "A Girl Pioneer in the Wisconsin Wilderness." *Milwaukee Journal*, Aug. 7, 1932

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=954>

**Who, What, Where, When, Why:** This document was written by Angela Haste Favell whose family settled in Waupaca County in 1856. Her audience was originally her two children and four grandchildren, but her story was then printed in the newspaper as an example of pioneer life in Wisconsin. Favell wrote this account when she was 80 years old and living in Superior. Like many grandparents, Favell probably sought to share her memories with her family before her unique experiences were lost to history.

### **Related Documents:**

Philipp, Emmanuel. "Gov. Philipp writes story of his boyhood." *Wisconsin State Journal*, 21 March 1920.

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1387>

and

Foote, Sarah. *A Journal Kept by Miss Sarah Foote... April 15 to May 10, 1846.*

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=32>

**Vocabulary:** Unfamiliar words are defined at [www.wisconsinhistory.org/dictionary](http://www.wisconsinhistory.org/dictionary)

### **Student Activities:**

1. What are Favell's main points? Name three aspects of frontier life she highlights. Why does Favell choose to highlight these? What else could she have emphasized?
2. What do you think is Favell's goal in writing this story?
3. Emmanuel Philipp grew up in Sauk County, and eventually became governor of Wisconsin. How does his description of his childhood differ from Favell's? What are Philipp's main points and what message does he hope to impart to his readers?
4. What are the assumptions behind the selection and framing of both Favell and Philipp's reminiscences? Are they different? The same? Why?
5. Both Favell and Philipp wrote for a specific audience. How does that determine and/or limit the point of view?
6. List several differences between the lives of girls and boys on the frontier.
7. Unlike Favell and Philipp who wrote from memory, Sarah Foote wrote about her youth as she experienced it in a daily journal. How is her experience different from the others? What are her goals and how do they shape the outcome? In what ways do the time and the place in which a document was written affect the end result?
8. Do you learn anything different from a diary than from a memoir? List four differences between the two forms of writing.
9. What would you choose to emphasize in a memoir of your own early childhood? What would you leave out? Why?
10. In that memoir of your early childhood, what activities would be included that are also in Favell's and Phillip's (though you probably did them in a different way)? Make a list. What choices did they have to face that you, too, had to face? Make another list.

**8th Grade Standards Addressed:** 8.1, 8.4, 8.12

**12th Grade Standards Addressed:** 12.1, 12.2, 12.3, 12.4

## LESSON EIGHT    **A Wisconsin Soldier Refuses to Return Slaves to Their Owners in 1862**

**Introduction:** One June day in 1862, Sgt. John Perry was in Baton Rouge, Louisiana, when two escaping slaves appeared at his regiment's camp wearing iron shackles. African American refugees who'd escaped from their owners swarmed around every Union Army camp at the time, sometimes outnumbering the troops 2 to 1. This had led General Thomas Williams to issue General Order 46 on June 5, 1862, requiring all U.S. troops to return escaped slaves to their owners. Perry's colonel, Halbert E. Paine, ordered the shackles and iron collars removed from these two slaves, and refused to return them into slavery. In the correspondence cited below, he explains his reasons for this direct disobedience of orders in letters to his commanding officer. Gen. Williams was not impressed by Paine's argument, and stripped him of his command and his weapons. A few months later Gen. Williams was relieved of his own command, Paine was raised to the rank of Brigadier General, and the more memorable of the two slaves left to enlist in a Union regiment of African American volunteers. The next year Paine lost a leg and Perry was wounded in the stomach at the Battle of Port Hudson, where the first African American regiments fought alongside the Wisconsin 4th Infantry.

### **Background Reading:**

Abolition and Other Reforms

<http://www.wisconsinhistory.org/turningpoints/tp-021/>  
and

The Iron Brigade, Old Abe and Military Affairs

<http://www.wisconsinhistory.org/turningpoints/tp-023/>

### **Documents to Analyze:**

"News from the 4th Regiment -- Col. Paine Under Arrest"

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1362>  
and

"A Shameful History"

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1363>

**Who, What, Where, When, Why:** These two newspaper articles appeared in the Wisconsin press in the summer of 1862. The first prints letters between Col. Paine and Gen Williams' staff. The second provides further details from Rev. A. C. Barry, chaplain to the 4th Infantry, who had just returned from the front.

### **Related Documents:**

Perry, John T. "Prize Story" [his account of the refugee slaves, referred to above]

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1352>  
and

The iron collar removed from a fugitive slave by Wisconsin soldiers in 1862  
<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1366>

**Vocabulary:** unfamiliar words are defined at [www.wisconsinhistory.org/dictionary](http://www.wisconsinhistory.org/dictionary)

**Student Activities:**

1. List several reasons why Gen. Williams may have thought refusing to let slaves stay in Union camps was a good idea.
2. In the first article, what reasons does Col. Paine give for refusing to send away escaping slaves? On what premises is his conclusion to disobey a direct order based?
3. Do you think Col. Paine made the right choice? Why? What is it that makes any choice right or wrong?
4. Was it right for Gen. Williams to punish Col. Paine? List several reasons why disciplined chain of command should be maintained during wartime.
5. Most people have sometimes exceeded the speed limit, told a little lie, or downloaded music. How do you decide when it is best to obey and when it is best to disobey a rule? If rules aren't your authority, what is?
6. If your conscience is your guide, how do you know it's not mistaken? Weren't the 9/11 hijackers probably following their consciences?
7. Read Rev. Barry's description of two slaves in "A Shameful History" and then read Perry's "Prize Story." Do you think they describe the same incident involving the same two escaping slaves? What evidence makes you suspect they are the same, or different?
9. We know exactly what happened to Col. Paine for the rest of his life but we cannot discover what happened to Old Steve, the central figure in Perry's account. Why? Why is there so much more historical information available about one than the other? In our society today, what kinds of people are likely to go undocumented?
10. Look at the iron collar removed from Old Steve's neck. How do you react as you examine it? How is that different from how you reacted to the newspaper articles?

**8th Grade Standards Addressed**

8.1, 8.3, 8.4, 8.5, 8.6

**12th Grade Standards Addressed**

12.1, 12.2, 12.5, 12.15, 12.18

## LESSON NINE      1865: Should Black Citizens Be Allowed to Vote?

**Introduction:** The Wisconsin constitution allowed black citizens to vote, provided that the idea was "submitted to the vote of the people at a general election, and approved by a majority of all the votes cast at such election." When in 1849 Wisconsin residents voted on that question, African American voting rights were approved 5,265 to 4,075. But there were several issues on the ballot that day and less than half of all people who went to the polls voted on the black suffrage question. Because "a majority of all the votes cast" that day did not approve black suffrage (the majority had not voted on it at all), most observers believed that African Americans were not permitted to vote in Wisconsin. In subsequent referendums in 1857 and in 1865, voters rejected black suffrage outright.

When during the 1865 referendum, Ezekiel Gillespie, a leader of Milwaukee's black community, was not allowed to register to vote, he sued the election officials. His suit immediately advanced to the Wisconsin supreme court, where his attorney claimed that the phrase in the 1848 constitution (quoted above) meant that only a majority of votes *on the suffrage issue* had to prevail, not a majority of all votes cast on all issues that day. The supreme court agreed with him and ruled that black citizens had been entitled to vote in Wisconsin since 1849. At the time, suffrage applied only to men; it would be more than half a century before women, black or white, would be allowed to vote (in 1920).

**Background Reading:** "Black History in Wisconsin"  
<http://www.wisconsinhistory.org/blackhistory/>

**Document to Analyze:** "Negro Suffrage in Wisconsin." *Daily Milwaukee News*, Nov. 12, 1865.  
<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1384>

**Who, What, Where, When, Why:** This short newspaper article appeared in Milwaukee immediately after the 1865 popular referendum on whether African Americans should be allowed to vote in Wisconsin. Its author is not identified, but its point of view is very clearly against permitting black suffrage. The "radical leaders" to whom it refers were abolitionist Republicans such as Byron Paine and Sherman Booth.

### **Related Documents:**

"First Colored Voter." *The Evening Wisconsin*, June 12, 1897.  
<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1385>  
and

Huber, Henry A. "Citizenship of Wisconsin. Some History of its Progress." *Racine Times-Call*, June 18, 1929.  
<http://www.wisconsinhistory.org/turningpoints/search.asp?id=986>

**Vocabulary:** Unfamiliar words are defined at [www.wisconsinhistory.org/dictionary](http://www.wisconsinhistory.org/dictionary)



### **Student Activities:**

1. Look at the 1865 “Negro Suffrage in Wisconsin” article. Examine the titles of the other articles that appeared in that day’s *Daily Milwaukee News* ( listed in the left column). Can you deduce anything about the newspaper’s point of view on race issues, or about its sympathies during the Civil War, without even reading any of those articles?
2. What does the article say has just happened in the referendum? Who won?
3. Why does the author object to the Gillespie lawsuit in the final paragraph? What premises lead up to his conclusion?
4. If the majority of voters in a community choose something, shouldn’t their decision be respected? What if the majority want the drinking age to be 30? What if they want red-haired people not to vote, or people who don’t speak English, or women, or people who have annual incomes less than \$50,000? Should the will of the majority *always* be respected? If not, list three reasons why it should not.
5. Is there anything in the Declaration of Independence or the Bill of Rights that supports your answer to question number 4? You can see these at [www.ourdocuments.gov](http://www.ourdocuments.gov)
6. The Gillespie decision relied on interpretation of the state constitution’s language. The 1865 “Negro Suffrage in Wisconsin” article interprets the language one way. The decision of the Supreme Court quoted in the last paragraphs of the 1897 “First Colored Voter” article interpreted it differently. Restate in your own words the main points of each of these opposing arguments. Which one do you find more persuasive?
7. How do those argument apply, if they do, to the question of women’s suffrage? Take a stand for or against women’s right to vote that uses some of the same premises.

### **8th Grade Standards Addressed**

8.1, 8.4, 8.5, 8.6

### **12th Grade Standards Addressed**

12.1, 12.2, 12.4, 12.6, 12.18

## LESSON TEN      1867: Should Wisconsin's Forests Be Saved?

**Introduction:** By the 1850s Wisconsin's lumber industry had penetrated far into the northwoods. Although the forests seemed limitless to most people, Milwaukee scientist Increase Lapham feared that the pursuit of profits by lumber barons would harm the environment. In 1867 the state legislature authorized an investigation of what actions, if any, the government ought to take to prevent this. Lapham chaired that investigation and the report linked below is the result of his team's efforts. Unfortunately, legislators, many of whom were indebted to lumber interests for support or were investors in lumber companies themselves, ignored both the problem and the report. But 25 years later, as Lapham's predictions began to come true, the need to save Wisconsin forests led to the first state parks. When the Progressive Movement broke control of government by corporations in the early 20th century, environmental issues finally began to be addressed. In 1907 the state hired John Nolen, a noted landscape architect, to draft a feasibility plan for a State Park System, and his report led to our state park system.

### **Background Reading:**

"Lumbering and Forest Products"

[http://www.wisconsinhistory.org/turningpoints/tp-027/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-027/?action=more_essay)  
and

"The Conservation Movement"

[http://www.wisconsinhistory.org/turningpoints/tp-033/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-033/?action=more_essay)

**Document to Analyze:** Lapham, Increase Allen. Report on the disastrous effects of the destruction of forest trees... (Madison, 1867).

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1271>

**Who, What, Where, When, Why:** Increase Lapham (1811-1875) was the most important Wisconsin scientist of the day. He was appointed to head the committee to investigate the question of forest preservation; the legislature also appointed two non-scientists to the committee but the research and the conclusions were almost certainly all Lapham's. The report was written to advise legislators what laws to write and where to invest tax dollars to address the threat of deforestation, but they did nothing significant after receiving it. To most observers the forests seemed unlimited, and jobs and fortunes could be made by making them into wooden houses, furniture and paper.

### **Related Documents:**

Photographs of "cutover" lands

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1376>  
and

Nolen, John. "State Parks for Wisconsin." (State Park Board, 1909)

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1188>

**Vocabulary:** Unfamiliar words are defined at [www.wisconsinhistory.org/dictionary](http://www.wisconsinhistory.org/dictionary)

**Student Activities:**

1. What did the legislature ask the committee to investigate? Restate their instructions on page three in simpler words.
2. On pages 3-7 Lapham claims several bad things resulted from the destruction of forests in other countries. What are those harmful effects?
3. What state does Lapham fear Wisconsin will soon resemble (page 9), if nothing's done to halt the destruction of forests? Are his evidence and reasoning sound?
4. What two things should be done to solve the problem (page 40)?
5. Lapham argues that government should get involved in this issue. What analogy does he use on page 35, in an inductive argument, to try to infer that it's proper for the state government to act?
6. What logic does he use on page 36, in a deductive argument, to try to prove that it's proper for the state government to act?
7. Do you think government should take actions to preserve the environment? List your reasons in statements beginning with the word "Because..."
8. Are there any limits that should be placed on the government's authority? For example, should it be able to outlaw timber harvesting, build dams that flood valleys, prohibit building on wetlands, seize private property from its owners, or jail violators of its laws? Where would you draw the line? Why there?
9. What actions does the committee urge legislators to take (page 40)? Restate those in your own words.
10. Why did legislators refuse to do anything (see introduction above). What important proposals meet the same fate today for the same reason? [teachers: Sen. Feingold's campaign finance reforms are a good example]

**8th Grade Standards Addressed:**

8.9

**12th Grade Standards Addressed**

12.9, 12.10

## LESSON ELEVEN Who Built the Effigy Mounds?

**Introduction:** Between AD 600 and AD 900 native peoples built distinctive pictorial mounds across the southern two-thirds of our state in the shape of birds, bear, deer, spirit animals and people. These effigy mounds may have symbolized spirits of the sky, earth, and water, each mound group being a picture of the spiritual universe sculpted out of earth. Many of the animals depicted were associated with important clans, or groups of related families, in modern tribes, and if these same groupings had existed a thousand years ago, building the mounds together would have reinforced clan ties.

The mounds puzzled early white settlers, who were reluctant to accept that American Indians were their creators. For most of the 19th century the question of who built the mounds was debated in the press with more energy than critical judgment. A vanished race of mound builders, early European visitors, and even one of the "ten lost tribes of Israel" were all said to have built the mounds. In the late 1840's scientist Increase Lapham spent several years investigating the effigy mounds and hypothesized that ancestors of modern Indians probably built them, a theory supported in 1885 by fellow scientist R.P. Hoy. Finally, in 1894, an exhaustive survey by Cyrus Thomas proved beyond reasonable doubt that Native Americans were the mound builders.

**Background Reading:** "Effigy Mounds Culture"

[http://www.wisconsinhistory.org/turningpoints/tp-004/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-004/?action=more_essay)

**Document to Analyze:** "Who built the Wisconsin mounds?" *Madison Democrat*, March 25, 1906

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1381>

**Who, What, Where, When, Why:** The careful work of Lapham and Thomas did not convince everyone. The author of this short article published in 1906 in the *Madison Democrat* is typical of many people who looked for other explanations. The anonymous author was probably not a scientist or archaeologist. The purpose of the piece was to amuse and perhaps educate the general public about the mounds that surrounded them.

**Related Documents:**

Lapham, Increase Allen. *The Antiquities of Wisconsin* (Washington: Smithsonian Institution, 1855).

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=216>

and

Hoy, P. R. "Who built the mounds?" *Transactions of the Wisconsin Academy of Sciences, Arts and Letters*, vol. VI (1885): 84-100

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1383>

**Vocabulary:** Unfamiliar words are defined at [www.wisconsinhistory.org/dictionary](http://www.wisconsinhistory.org/dictionary)

**Student Activities:**

1. At the end the author claims that "No such Indian settlements as we have knowledge of could have built them." What evidence does he or she give to support this claim?
2. What reasons does the author give for the mounds originally being twice as tall?
3. On page one the author correctly says that modern Indians "claimed to know nothing of their building nor of their builders." From this fact he or she infers that ancestors of modern Indians were not the mound builders. What is wrong with this logic? What explanations for Indians silence on this topic does it overlook?
4. Even today, some people claim that the Wisconsin mounds were built by Viking explorers or by alien visitors from space (really). What kinds of evidence would you want to see before believing those claims? Make a list of types of evidence.
5. Increase Lapham's conclusion in 1855 was that it is not unlikely that ancestors of contemporary Indians built the mounds (p. 89 of his book cited above). What reasons does he give to support this conclusion? Restate them in your own words.
6. The author of the 1906 article mentions several times that mounds are being destroyed by farmers' plows and other modern developments. Should they be preserved? Why do you think that? List your reasons in statements beginning with the word "Because..."
7. Are there any limits that should be placed on the government's power to preserve archaeological sites? For example, should it be able to seize private property from owners to protect them, or jail violators of mound preservation laws? Why or why not?
9. In the 19th c., archaeologists thought it was appropriate to open up the mounds. Today we think that's disrespectful or even sacrilegious. What assumptions must they have made about Indians, graves, science, and religion, to think it was acceptable to dig up mounds?
10. When scientific research collides with moral values or religious beliefs, as in human cloning or stem cell research, how do you think the conflict should be resolved? Why?

**8th Grade Standards Addressed:**

8.1, 8.9, 8.10, 8.11

**12th Grade Standards Addressed:**

12.1, 12.2, 12.9, 12.12

## LESSON TWELVE

## The Bay View Tragedy of 1886

**Introduction:** In the 1880s, workers in Milwaukee began to agitate for the eight-hour workday that we take for granted; until then, workers generally put in much longer days. A two-year, nationwide campaign to get all employers to adopt a standard eight-hour day culminated on May 1st, 1886, when unions urged all American workers not yet on the system to stop working until their employers met the demand. In Milwaukee, peaceful parades and demonstrations prevailed as striking workers shut down factories without violence during the first five days of May 1886. Then came word that in Chicago's Haymarket Square the police had killed demonstrators; many of Milwaukee's workers and businessmen began to prepare for armed confrontation.

The last important factory that remained open was the North Chicago Railroad Rolling Mills Steel Foundry in Bay View. On May 5, a crowd of demonstrators who went there to call out the workers still inside was attacked by troops. Five people were killed and four wounded. While the massacre at Bay View did not end the agitation, the shots fired dampened momentum for the movement and Governor Jeremiah Rusk became celebrated as a national hero, assumed to have saved Milwaukee from anarchy.

**Background Reading:** "The Birth of the Labor Movement"

[http://www.wisconsinhistory.org/turningpoints/tp-030/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-030/?action=more_essay)

**Documents to Analyze:**

Stephen, Jessie. "The Union Badge: Story of a Worker's Family." Milwaukee Leader, May 24, 1930.

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=941>

and

Wallber, Emil. Recollections given in "Bay View Labor Riot of 1886." Milwaukee Free Press, July 3, 1910.

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=933>

**Who, What, Where, When, Why:** Two memoirs of the event should be compared for this lesson. The first is by worker Jessie Stephen, who was in the front line of demonstrators and watched a companion be shot down next to him. The second is a reminiscence by Emil Wallber, who was mayor of Milwaukee at the time and supervised the police; this article also shows photographs taken that day. Both memoirs were written many years after the events they describe and were intended for a general audience of Milwaukee-area newspaper readers. The official report of the state militia (who actually fired the guns), created during and soon after the events, is linked below.

**Related Document:**

"Milwaukee Riots." in Biennial report of the adjutant general ... (Madison, 1887): 13-26.

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=934>

**Vocabulary:** Unfamiliar words are defined at [www.wisconsinhistory.org/dictionary](http://www.wisconsinhistory.org/dictionary)

**Student Activities:**

1. What is the basic point of view of Jessie Stephen's recollections in "The Union Badge"? Who are the good guys and who are the bad guys?
2. How complete is his view of the events? What details is he likely to emphasize and which ones is he likely to overlook or omit?
3. What is the basic point of view of Emil Walber's recollections in "Bay View Labor Riot of 1886"? Who are the good guys and who are the bad guys?
4. How complete is his view of the events? What details is he likely to emphasize and which ones is he likely to overlook or omit?
5. Both memoirs describe what happened at the Bay View Mills. List two important facts on which they agree. List two on which they disagree.
6. When sources of historical evidence disagree, what can you do to discover the truth? Does the official report of the adjutant general fill in the blanks well enough for you?
7. After reading all three documents, who do you think was most responsible for the violence that day? Quote evidence from the documents that supports your view.
8. When workers joined together and acted in unity, they could close down their employer's business and demand a safer workplace, more pay, or other benefits. Was this fair to the person who owned the business? Why do you think that? List your reasons in statements beginning with the word "Because..."
9. In some workplaces, every employee is required to join the union and pay membership dues (this is called a "closed shop"). Is this fair to new employees? Support your answer with statements beginning with the word "Because..."

**8th Grade Standards Addressed:**

8.1, 8.4, 8.10

**12th Grade Standards Addressed:**

12.1, 12.2, 12.4, 12.5, 12.9

## LESSON THIRTEEN

## 1890: English-only in Wisconsin Schools?

**Introduction:** By the 1880s, many immigrants, especially Germans, had established their own schools in their own neighborhoods as a way to preserve their cultures. Yankees often saw these schools as a form of unpatriotic resistance to American culture, and began to call for laws to hold parochial schools more accountable and to require that their classes be conducted in English. When William D. Hoard of Fort Atkinson ran for governor in 1888, he made these school reforms a central theme of his campaign. Rep. Michael Bennett of Dodgeville promptly introduced a bill that required stricter enforcement of attendance, specified that children could only go to parochial schools in their public school district, and required every school, public and private, to conduct its classes in English. English-speaking Yankees thought this would solve the problem of foreign “degradation” of traditional American culture. German Americans, however, denounced the Bennett Law as an assault on their culture by Yankees who sought to force their own values on everyone else. In the middle was a range of moderate voices arguing for the inevitability of assimilation and claiming that learning English would not destroy German culture. Opposition to the Bennett Law was loud, persistent, and widespread, and after only a single term the Republicans and Governor Hoard were voted out of office in 1890. The Bennett Law was repealed the following legislative session.

**Background Reading:** “Americanization and the Bennett Law”

[http://www.wisconsinhistory.org/turningpoints/tp-031/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-031/?action=more_essay)

**Document to Analyze:** Hoard, William D. “Statement in Support of the Bennett Law.”

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=969>

**Who, What, Where, When, Why:** In this short piece, Hoard explains his support for the law and his belief that German Americans will soon realize the benefit of its provisions. This single sheet found among his manuscripts may have been notes for a speech, a letter to the editor, or a political flyer. Click “Zoom & Pan” to focus in on it more closely; scroll down to see a transcription of the text.

**Related Documents:**

Koerner, Christian. “The Bennett Law and the German Protestant Parochial Schools of Wisconsin.”

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=746>

and

“Excerpts from a scrapbook with the title, Bennett Law, Wisconsin, 1889-1890”

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=727>

**Vocabulary:** Unfamiliar words are defined at [www.wisconsinhistory.org/dictionary](http://www.wisconsinhistory.org/dictionary)



**Student Activities:**

1. What problem does Gov. Hoard identify in this speech? What is his main point?
2. What evidence does he use to support his claim?
3. What solution does he propose for this problem?
4. What objections to his position does Hoard anticipate? How does he seek to diffuse these objections?
5. Can you find unspoken assumptions in this source about immigrants, American values, the power of state government, or other important subjects? What are they?
6. The speaker presents himself as a friend to German-Americans. What words and phrases does he use to support his claim of friendship? Do you find any evidence to contradict his claim?
7. Does the speaker also attempt to present himself as a friend to the reader? How?
8. What argument (position or side) is missing from this document? List four opposing points that you find in the two “Related Documents” cited above.
9. Today, the “English-only” issue is still hotly debated. Do you think “English-only” is a good policy for United States schools? Why or why not? Who might agree with your position? Who might disagree?
10. Is it better for young people to learn how to write and speak mainstream English so they can succeed in mainstream America, or to preserve and cherish their own language and ethnic values so those aren’t lost? Take a stand; list your reasons for believing in it.

**8<sup>th</sup> Grade Standards Addressed:** 8.1, 8.4, 8.5, 8.10

**12<sup>th</sup> Grade Standards Addressed:** 12.1, 12.2

## LESSON FOURTEEN      1910: Should Indian Children Be Mainstreamed?

**Introduction:** Until the 1920s, federal Indian education programs tried to assimilate Native Americans by placing them in institutions that replaced traditional ways with those approved by the government. Most white observers saw this as an act of kindness that helped Indians realize the American Dream. Many Indians, however, saw it as an act of aggression. Children were often removed from their families and sent to distant boarding schools to absorb the values, knowledge, and practical skills of mainstream America. Indian children were prohibited from speaking their native languages; those caught breaking this rule were often physically punished. Investigations eventually revealed poor diet, overcrowding, excessive labor, and substandard teaching, and the Bureau of Indian Affairs officially abandoned its policy of assimilation in the 1930s.

### **Background Reading:**

"Americanization and the Bennett Law"

[http://www.wisconsinhistory.org/turningpoints/tp-031/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-031/?action=more_essay)  
and

"American Indian Sovereignty"

[http://www.wisconsinhistory.org/turningpoints/tp-050/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-050/?action=more_essay)

**Document to Analyze:** Woodruff, C.D. "Tomah Indian School: A model institution..."

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=722>

**Who, What, Where, When, Why:** Dr. C.D. Woodruff spent two days observing students and staff at the Tomah Industrial School for this article, hoping to persuade more people to support these institutions. His praise of the staff, cleanliness of the building, and quality of instruction may have been, in part, a response to criticisms of the boarding school system that were emerging at the time.

### **Related Documents:**

Office of Indian Affairs. "Some things that girls should know how to do and hence should learn how to do when in school." (1911)

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=749>

"Sewing Class at School for Indian Children." (photograph)

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=816>

and

Office of Indian Affairs. "Rules for Indian Schools, with course of study, list of text-books, and civil service rules." (1892)

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=747>

**Vocabulary:** Unfamiliar words are defined at [www.wisconsinhistory.org/dictionary](http://www.wisconsinhistory.org/dictionary)

**Student Activities:**

1. What are Woodruff's main points? Name four good things he sees in the school.
2. If Woodruff sees these things as good, what must he think is bad? What assumptions does he have about Indians?
3. What problem or issue does Woodruff see being solved by these schools? How does he know that this is a problem?
4. Whose views of the situation are not represented in his article?
5. Woodruff states that order is the first law of civilization (p. 1). What does he mean? How does Woodruff measure order at Tomah?
6. What inferences are made about Indians? About whites? Why is his description of order different for girls than for boys?
7. One purpose of Indian education programs was to better prepare Indian children for the "duties, privileges, and responsibilities of American citizenship." What are the duties and responsibilities of American citizenship? What do people need to know or do to be citizens? How did you learn these things in your own life?
8. Think about the qualities of citizenship you identified in the previous question. Would the education described by Woodruff prepare someone to be an American citizen? Why or why not?
9. Who gets to decide what qualities and activities are appropriate and considered "American?"
10. Browse through the regulations in the "Rules for Indian Schools..." document. What assumptions must the author of those regulations have made about Indian children?
11. Is it better to preserve one's own culture and live outside mainstream society, or to give up one's language and ways of life to be assimilated? Is there a middle path between these two? Support your conclusion with a list of "Because..." statements.

**8th Grade Standards Addressed:** 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.10, 8.11, 8.12

**12th Grade Standards Addressed:** 12.1, 12.2, 12.3, 12.9, 12.12, 12.13, 12.18

## LESSON FIFTEEN

## 1911: Should Women Be Allowed to Vote?

**Introduction:** When Wisconsin gained statehood in 1848, there was little popular support for women's right to vote. Only a few reformers, such as Warren Chase, spoke out for suffrage at the two constitutional conventions, and it was never seriously considered. Bills to grant women full suffrage were introduced in 1855 and 1867 but both failed. The Wisconsin Women's Suffrage Association (WWSA) was formed in 1869 to begin an organized suffrage campaign, and in the same year the state legislature passed a law allowing women to run for school boards and other school offices. Following this partial success, the WWSA began an all-out suffrage campaign in the legislature in 1884. Elected officials, however, repeatedly refused to let voters consider the question. In 1911, a statewide referendum on suffrage was finally held, and Wisconsin voters - - all men, of course - - voted it down by a margin of 63 to 37 percent.

In 1913, the legislature authorized another referendum but Governor Francis McGovern vetoed the bill, and two years later a more conservative legislature rejected yet another bill that would have let people vote on the issue in a referendum. Concluding that the state legislature was never going to help the suffrage cause in Wisconsin, WWSA leaders devoted their time and energy to the national campaign. Most of Wisconsin's congressmen were sympathetic to a federal women's suffrage amendment to the U.S. Constitution, which finally passed in 1919. Bowing to what it now regarded as inevitable, the Wisconsin legislature ratified the U.S. constitutional amendment giving women the right to vote in federal elections. But an effort to extend suffrage to state elections failed, and Wisconsin women did not gain the right to vote in state elections until the state constitution was finally amended in 1934.

**Background Reading:** "The Woman's Suffrage Movement"

[http://www.wisconsinhistory.org/turningpoints/tp-032/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-032/?action=more_essay)

**Document to Analyze:** "Danger! Women's Suffrage would double the irresponsible vote!"

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1087>

**Who, What, Where, When, Why:** This poster was printed in Watertown, in Jefferson County, during the 1911 referendum on women's suffrage. Although the printer's name is on it, we do not know which organization or political party, if any, may have created it, how many copies were printed, or how widely it may have been distributed.

**Related Documents:**

Dudley, Marion Vienna Churchill. "Suffrage for woman : a plea in its behalf..."

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1052>

and

Youmans, Theodora. "President's Address." (Wis. Woman's Suffrage Association, 1917)

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1045>

**Vocabulary:** Unfamiliar words are defined at [www.wisconsinhistory.org/dictionary](http://www.wisconsinhistory.org/dictionary)

**Student Activities:**

1. Who is this political flyer's intended audience?
2. What action does the flyer ask the reader to take?
3. What principal claim (main point) does the flyer make?
4. What "danger" might women's suffrage be to the three areas the flyer mentions (home, men's employment, and business)? What assumptions about women does that imply?
4. Does the flyer rely more heavily on logic or emotion to make its point? Find specific words to support your answer.
5. The flyer states, "Woman's suffrage would double the irresponsible vote." What does this mean? What evidence is offered for this claim?
6. Why did some men oppose women gaining the right to vote? Might some women themselves also have opposed women's right to vote? Why? List at least three reasons why men or women may have opposed suffrage, in statements beginning "Because..."
7. The two "Related Documents" give pro-suffrage arguments. Restate any one argument contained in either of them in your own words. List its premises and conclusion.
8. How does the nature of the object affect how persuasive it is? Do the flyer and the pamphlets operate on your mind in different ways? List some of the ways each works.
9. Many people felt uneasy and anxious about changes in gender roles in the early 20th century. Why were some Americans threatened by expanded women's rights in general? Do you see similar anxiety about changing social roles in the world around you today? Why does change so often feel disruptive and upsetting?

**8<sup>th</sup> Grade Standards Addressed:** 8.1, 8.4, 8.5, 8.6

**12<sup>th</sup> Grade Standards Addressed:** 12.1, 12.2, 12.4, 12.5

## LESSON SIXTEEN

## 1918: German Textbooks Burned in the Street

**Introduction:** The years 1914-1918 were a time of unusual tension in Wisconsin, as the nations in Europe squared off against one another. The sizable German American population, as well as the politically dominant Progressive and Socialist parties, generally opposed American entry into the war in Europe. When the U.S. officially entered the war on April 6, 1917, 9 of Wisconsin's eleven Congressmen, plus Senator La Follette, voted against the declaration of war. But despite many sources of outspoken opposition, the majority of Wisconsin citizens supported the war, and over 118,000 citizens went into military service. During the war, as happened in other parts of the nation, anti-German sentiment was unleashed in communities that had previously been more tolerant of ethnic differences. Anyone with a German name was a target for harassment; a widely publicized notice from the American Defense Society stated that a German American, "unless known by years of association to be absolutely loyal, should be treated as a potential spy." German Americans reacted variously to the vigilantism directed toward them.

**Background Reading:** "World War One At Home & In the Trenches"  
[http://www.wisconsinhistory.org/turningpoints/tp-037/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-037/?action=more_essay)

**Document to Analyze:** "Burning of German textbooks." (photograph)  
<http://www.wisconsinhistory.org/turningpoints/search.asp?id=817>

**Who, What, Where, When, Why:** This photo shows the charred remains of German language textbooks burned in the street in Baraboo on June 13, 1918, after the town refused to teach the German language in its high school. On the pavement is written, "Here lies the remains of German in B.H.S." The photograph was taken a local merchant and amateur photographer named Edwin B. Trimpey, who donated more than 1,000 photographs to the Wisconsin Historical Society. The two related documents below relate incidents on the Wisconsin home front and on the battlefield.

### **Related Documents:**

"Professor of Northland Tarred and Feathered." *Ashland Daily Press* (1 April 1918)  
<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1160>  
and

"Letters from the Boys." *Neenah Daily Times*. (8 January 1919)  
<http://www.wisconsinhistory.org/turningpoints/search.asp?id=782>

**Vocabulary:** unfamiliar words are defined at [www.wisconsinhistory.org/dictionary](http://www.wisconsinhistory.org/dictionary)

**Student Activities:**

1. What was the United States' relationship with Germany in 1918?
2. Why did the perpetrators want the Baraboo High School German textbooks burned? What might they have feared? What might they have hoped to achieve?
3. The book burners wrote "Here lies the remains of German in B.H.S." in the street next to the books' ashes. What is the symbolism of the opening phrase? Why might the book burners have left a message in the street?
4. Does censorship weaken, strengthen, or have no effect on the appeal of the ideas contained in the books that are censored? Justify your conclusion with "Because..." statements.
5. The U.S. Constitution guarantees freedom of speech. Are there any circumstances in which censorship of speech, such as book burning, are justified? Why?
6. Why was Prof. Schimler kidnapped, tarred, and feathered? What evidence is given in the article to support your explanation?
7. The professor was abducted in the night by a group of masked men. Where else in the U.S. were other types of individuals abducted and tortured by groups of masked men in the period 1890-1920? [teachers: lynchings of African Americans] What are the similarities with this case? What are the differences?
8. Identify the point of view in the *Ashland Daily Press* article. Can you detect explicit or implicit bias for or against Prof. Schimler? Can you detect bias for or against the vigilante group? Support your answer with words and phrases from the article.
9. The article's penultimate paragraph is headed "An American Citizen" and ends with the sentence, "The college authorities say that Professor Schimler has been a very efficient teacher and that there is absolutely no evidence that he was disloyal in words or actions." What implicit assumptions do these statements address? Do you think the masked men's acts might have been justified if he were not a U.S. citizen or had indeed been "disloyal"?

**8<sup>th</sup> Grade Standards Addressed:**

8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.10

**12<sup>th</sup> Grade Standards Addressed:**

12.1, 12.4, 12.5

## LESSON SEVENTEEN    1935: What Should the Government Do about Unemployment and Poverty?

**Introduction:** The stock market crash of October 1929 came as a surprise, putting and to lively economic growth throughout the nation. Milwaukee was especially hit hard by the depression: between 1929 and 1933, the number of people who had jobs in the city fell by 75%, and 20% of people began to receive direct relief from Milwaukee County. Adding insult to injury, a severe drought settled onto the Midwest in the early 1930s, crippling Wisconsin agriculture. While early relief efforts succeeded in helping many urban workers, New Deal programs for farmers were largely ineffective. In the spring of 1933, dairy farmers in the Fox Valley went on strike, withholding milk, closing down cheese and butter factories, and barricading roads in hopes of raising prices. Federal and state government tried many solutions to these problems, the most famous of which is Social Security. This well-known federal program was, in fact, crafted by Wisconsin thinkers with roots in the state's Progressive tradition. Its principles and its mechanics were both new to many American citizens, and the federal government worked hard to get private citizens and employers to enroll. In its first three years, over 30 million men and women signed up for retirement benefits, and more than 2 million handicapped and impoverished citizens began to receive assistance throughout the country.

**Background Reading:** "Social Security: The Wisconsin Connection"

<http://www.wisconsinhistory.org/topics/socialsecurity/>  
and

"Depression and Unemployment"

[http://www.wisconsinhistory.org/turningpoints/tp-045/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-045/?action=more_essay)

**Document to Analyze:** "What's In a Number?"

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1001>

**Who, What, Where, When, Why:** This small pamphlet folds and unfolds accordion-style, and uses cartoons to explain how the new Social Security program worked. It was issued by the federal government about 1941 to educate workers and employers.

**Related Documents:**

Perkins, Frances. "The Roots of Social Security."

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1010>  
and

"Reminiscences of Depression Days"

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1068>

**Vocabulary:** unfamiliar words are defined at [www.wisconsinhistory.org/dictionary](http://www.wisconsinhistory.org/dictionary)



## Student Activities

1. Who created the pamphlet, “What’s in a Number”?
2. For whom (what people or groups) was it created?
3. According to the pamphlet, what groups will benefit from the new Social Security program?
4. Judging by the pamphlet, in what ways is Social Security similar to other New Deal-era programs that you may have studied? In what ways is it different?
5. What assumptions does this source make about workers? [teachers: we’re trying to get at the gender issues here: “At 65, John & his wife may make claims... If John dies, his widow and orphans file claims” i.e., workers are assumed to be male breadwinners]
6. Panel 8 notes, “Checks will come as a matter of right. He and his employer paid for them.” What is the implication here? [i.e., Social Security was earned, not charity]
7. Why might this source’s creator have used a comic book format with both words and pictures, instead of a print-only medium? What advantages does this graphical format have over more traditional, text-only government documents?
8. Read any three of the short chapters in “Reminiscences of Depression Days.” What conditions did the authors share, or what common experiences did they encounter? Should the government step in to help people facing such situations, or is it our own individual responsibility to solve these kinds of problems? Take a stand, and explain your reasons.
9. Read Frances Perkins memoir of being the person charged with trying to solve massive social problems. She was the first woman to serve in the cabinet of any U.S. president. What can you deduce about her character from the way she describes her work in the 1930s? Make a list of personality traits that are revealed or silently implied by her memoir.
10. The elderly people in Kenosha and Frances Perkins both left short memoirs of the Depression. What things are the same, and what different, about their memoirs?

### 8<sup>th</sup> Grade Standards Addressed:

8.1, 8.5

### 12<sup>th</sup> Grade Standards Addressed:

12.2, 12.5, 12.13

## LESSON EIGHTEEN      1954: Communist and Anti-Communist Propaganda

**Introduction:** After several years in the Senate, Joseph McCarthy made headlines when he announced in a 1950 speech in Wheeling, West Virginia that he knew that 205 communists were currently working in the State Department. Since American men and women were getting ready to die in combat against a communist enemy in Korea, this speech garnered great publicity. Capitalizing on people's fears, McCarthy launched a public campaign aimed at eliminating the supposed communist infiltration of the U.S. government that provided a strong platform for his re-election. Easily re-elected in 1952 and chosen chair of the Senate Permanent Investigations Subcommittee, McCarthy tried to expose communists and their sympathizers throughout American political and cultural life.

His Subcommittee interrogated more than 500 people privately and publicly; being called to testify before it ruined political, literary, and business careers. Citing national security, McCarthy often refused to reveal sources of information. Fearful of being named communist sympathizers themselves, many leaders of labor unions and professional organizations joined in the "Red Scare." Other intellectuals and activists refused to answer his questions or appear before his committee despite the threat to their personal well-being. Several famous Hollywood producers and scriptwriters were among the best-known citizens "black-listed" by their employers for refusing to co-operate with his committee. McCarthy's 1953 accusation that the military was harboring communists ultimately led to his downfall. TV commentator Edward R. Murrow successfully exposed his tactics and publicly denounced his actions as a threat to American's core democratic values. In December 1954, the Senate rebuked him for "conduct unbecoming a senator."

**Background Reading:** "Joseph McCarthy: A Modern Tragedy."  
<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1104>

**Document to Analyze:** "Wanted! Your support for Sen. McCarthy's battle against these communist mouthpieces."  
<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1120>

**Who, What, Where, When, Why:** This pamphlet was probably produced in 1954, when McCarthy was battling for his reputation but before the Senate censure. We do not know precisely who authored it, or which organization published it. But in a last-ditch effort to gain support for his position, McCarthy or his supporters cite articles and quotes from communist and socialist publications that oppose him.

Related Documents:

"What has McCarthy done for Wisconsin?"  
<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1121>  
and

"McCarthy: a documented record." *The Progressive*. (1954)  
<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1124>

**Vocabulary:** Unfamiliar words are defined at [www.wisconsinhistory.org/dictionary](http://www.wisconsinhistory.org/dictionary)

**Student Activities:**

1. What action does the pamphlet “Wanted! ...” call for? What is its main point?
2. In your own words, summarize what you see as the main points of the newspapers and individuals quoted in the campaign material.
3. If this were a game of Jeopardy, and the “Wanted!...” documents were the answer, what would the question be?
4. In the pamphlet “What Has McCarthy Done for Wisconsin?” the final page (“Tail Gunner Joe”) asserts that McCarthy “was relieved from active duty at his [own] request ... 6 months before end of Pacific war and was prior to the costly battles of Iwo Jima and Okinawa.” What does this statement attempt to imply about McCarthy?
5. The same pamphlet includes the phrase, “Why Wisconsin’s Junior Senator has NO influence in Washington” below references to major newspapers and magazines. Does that prove the claim to your satisfaction? What does the author hope you will infer?
6. Compare one of the sections in “McCarthy: a documented record” with the “Wanted! Your support...” pamphlet. Use the table on the pages in this handbook called “Evaluating Critical Thought” to assess the merits of each.
7. The “Wanted! Your support...” pamphlet uses the testimony of experts in an unusual way. Why do you think the person who created the material chose this tactic?

**8<sup>th</sup> Grade Standards Addressed:**

8.1, 8.4, 8.5

**12<sup>th</sup> Grade Standards Addressed:**

12.1,12.2,12.4,12.5

## LESSON NINETEEN      1966-1984: Desegregating Milwaukee Schools & Neighborhoods

**Introduction:** Between 1940 and 1960, Wisconsin's African American population increased by nearly 600 percent, from 12,158 in 1940 to 74,546 in 1960. Drawn to jobs in industrial cities during the war, many African American families encountered segregation in housing, employment, and education. By the 1960s, Milwaukee was one of the most segregated cities in the nation, particularly in its schools. The Milwaukee chapter of the Congress of Racial Equality (CORE) and attorney Lloyd Barbee led the fight against school segregation in Milwaukee, organizing boycotts, demonstrations, and court cases. In 1976, after more than a decade of protests and litigation, a federal judge ordered the school board to take immediate steps to integrate the city's schools and in March of 1979, the board agreed to implement a desegregation plan.

### **Background Reading:**

"Post-war African American Migration"

[http://www.wisconsinhistory.org/turningpoints/tp-047/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-047/?action=more_essay)  
and

"Desegregation and Civil Rights"

<http://www.wisconsinhistory.org/turningpoints/tp-049/>

**Document to Analyze:** Bisbing Business Research. "Attitude Study among Negro and White residents in the Milwaukee Negro Residential Areas" (pp. 44-83)

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1189>

**Who, What, Where, When, Why:** Bisbing Business Research was hired by the *Milwaukee Journal* in 1965 to interview residents about major issues facing the city's African American community. 500 people were interviewed (400 black and 100 white) using questions developed by the *Journal*. This study was intended, in part, to assess the day-to-day concerns and racial problems of people living in the city.

### **Related Documents**

"Milwaukee's Negro Community." Citizens' Governmental Research Bureau. (Milwaukee: The Bureau, 1946);

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1095>  
and

"Selma of the North: Milwaukee and the Civil Rights Movement of the 1960s."

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=799>

**Vocabulary:** Unfamiliar words are defined at [www.wisconsinhistory.org/dictionary](http://www.wisconsinhistory.org/dictionary)

### **Student Activities:**

1. On pp. 46-56 of the Bisbing research report, what are the main points of black respondents and white respondents? Summarize the white and the black response to each survey question in your own words.
2. "If they want kids at a certain school, the families should move there. It's an expense for the public, I'm not for any of it." (p. 83, response 3) What are the assumptions being made in this statement? Is this person considering all aspects of school choice?
3. "Forty percent of the Negro respondents and 11% of the White respondents were in favor of racial balance..." (p. 51). Why do you think the majority of African Americans did not want racially balanced schools? What evidence do you have from the verbatim comments and/or survey results?
4. Review tables 7-12 on pp. 57-62. Choose one of the sample groups (geographic area, age group, or income group) and follow this group's answers across all six tables. Do they make a pattern that you can name or recognize? List your observations.
5. Using these same tables, do you notice any differences within the African American community? Do the opinions vary by geographic area? By age? By income? By gender?
6. According to the 2000 Census, Wisconsin's population is roughly 88% white, 6% black, 4% Hispanic, 1% Native American, and 1% other. Does your school reflect the racial and ethnic composition of Wisconsin? Why or why not? What factors do you think influence who lives in your neighborhood and goes to your school?
7. Imagine you are the administrator for the Milwaukee Public Schools. Based on the results of this survey and your background reading, what course of action would you recommend?

### **8th Grade Standards Addressed:**

8.1, 8.3, 8.4, 8.5, 8.10, 8.12

### **12th Grade Standards Addressed:**

12.1, 12.2, 12.3, 12.4, 12.5, 12.13, 12.18

## LESSON TWENTY

## 1975-1990: Accommodating New Immigrants

**Introduction:** Recruited during the Vietnam War as guerilla soldiers to fight the North Vietnamese, Hmong peoples were living literally in the crossfire during the conflict. When the United States withdrew from Vietnam in 1975, the Hmong who had aided the U.S. were left in the hands of the communists they had fought against. Thousands fled to refugee camps in Thailand where resettlement organizations helped to sponsor Hmong immigration to the United States. Wisconsin has the third largest Hmong population in the country, after Minnesota and California; our largest Hmong communities are in La Crosse, Sheboygan, Green Bay, Wausau, and Milwaukee.

Hispanic Americans have been in Wisconsin since before statehood, and by 1925 about 9,000 Mexican Americans lived in Milwaukee; most lost their jobs during the Depression and moved back home. During World War II, Wisconsin growers imported male workers from Jamaica, the Bahamas, British Honduras, and Mexico. After the war, the importation of Mexicans continued, supported by the federal “Bracero” program that brought millions of Mexican farm laborers north until the program was discontinued in 1964. Today, Mexicans are the largest Spanish-speaking group in Wisconsin. Mexicans arriving in the 1950s and after have found an established community to settle into, particularly in Milwaukee. Another fast growing group of Spanish-speakers is Puerto Ricans who began arriving in Wisconsin in the late 1940s drawn to industrial jobs in Milwaukee, Kenosha, and Racine counties. Wisconsin is also home to political refugees and other immigrants from Cuba, El Salvador, Columbia, and Nicaragua.

**Background Reading:** “20<sup>th</sup> Century Immigration”

[http://www.wisconsinhistory.org/turningpoints/tp-052/?action=more\\_essay](http://www.wisconsinhistory.org/turningpoints/tp-052/?action=more_essay)

**Document to Analyze:** “Appendix 1 :... Written by a 15-year-old Hmong Girl Living in LaCrosse (1988)” in Pofahl, Darrell. “To Make A Difference: American Mix: The Southeast Asians and Other Racial Minorities of La Crosse.”

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1325>

**Who, What, Where, When, Why:** This short memoir was written as a homework assignment in a LaCrosse high school in the 1980s by a recent Hmong immigrant who has not been identified. Although she only learned English very recently, her brief account of is extremely powerful; the experiences that she describes were shared by many Hmong immigrants who settled in Wisconsin.

**Related Documents:**

Stevens, Michael, ed. *Remembering the Holocaust* (Madison, 1997)

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1314>

Resettlement Assistance Office. *Thang-Tien. Wisconsin Ways*. (Madison, 1975-1976)

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1285>

and

“Report to the Governor: ... on Problems of Wisconsin’s Spanish Speaking Communities.”

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1262>

**Vocabulary:** Unfamiliar words are defined at [www.wisconsinhistory.org/dictionary](http://www.wisconsinhistory.org/dictionary)

### **Student Activities:**

1. In what country does the Hmong girl’s memoir begin? What countries does she live in or pass through before reaching the U.S.?
2. Explain in your own words why the writer and her family are refugees.
3. The writer and her family had to begin their journey to Thailand with flashlights and “hid in caves by day and continued [their] trip by night.” What does this single fact imply about their journey?
4. The writer mentions that her mother is reluctant to leave family and friends in her home country. Is immigrating harder for adults than for children? Why or why not?
5. The writer mentions many shocking incidents, often very matter-of-factly. Why do you think she recounts these scenes without a great deal of emotion?
6. Compare this narrative with other journeys you’ve learned about in history or in books you’ve read on your own. You may want to consult the short Wisconsin immigrant memoirs at <http://www.wisconsinhistory.org/turningpoints/tp-018/>. What things were the same for earlier immigrants as for the Hmong author? What things were different?
7. Explain who created the newsletter “Thang-tiên. Wisconsin ways” and why. Compare the kinds of advice given in issue 1 and issue 2 of that newsletter. What must the editors of it have realized after the first issue had been distributed?

**8<sup>th</sup> Grade Standards Addressed:** 8.1,8.3, 8.10

**12<sup>th</sup> Grade Standards Addressed:** 12.2, 12.13

## Integrating the Model Lessons into Your Textbook

Reproduced on the following pages are tables of contents from several U.S. history textbooks currently used in Wisconsin schools. Into each table of contents we have inserted citations to the preceding model lessons at points where you may consider using them.

**Ritchie, Donald A. and Albert S. Broussard. American History: the early years to 1877. New York: Glencoe/McGraw-Hill, 2001.**

Unit One:

Chapter 4: European Empires in the Americas

- Critical Thinking Lessons:*
1. 1673: Marquette and Joliet Explore the Mississippi
  2. 1702: The Effects of the Fur Trade
  3. 1763: Pontiac Urges Wisconsin Indians to Fight
  4. 1881: Who Built the Effigy Mounds?

Unit Three:

Chapter 9: Creating a nation

- Critical Thinking Lessons:*
1. (1783) 1846: Should Women Be Allowed to Own Property?

Unit Five:

Chapter 15: The Spirit of Reform

- Critical Thinking Lessons:*
1. 1827: Joseph Street Tries to Prevent the Black Hawk War
  2. 1850: The U.S. Government Deceives the Ojibwe
  3. 1854: A Real-Life "Little House" Story

Unit Six:

Chapter 16: Sectional differences

Chapter 17: Road to Civil War

Chapter 18: The Civil War

Chapter 19: Reconstruction

- Critical Thinking Lessons:*
1. 1862: A Wisconsin Soldier Refuses to Give Slaves Back to Their Owners
  2. 1865: Should Black Citizens Be Allowed to Vote? Ritchie and

Unit Seven:

Chapter 21: the 20th century

- Critical Thinking Lessons:*
1. 1869: Should Wisconsin's Forests Be Saved?
  2. 1886: Should Government Use Violence to Suppress Demonstrations?
  3. 13. 1890: English-only in Wisconsin Schools?
  4. 1910: Should Native American Children Be Mainstreamed?
  5. 1911: Should Women Be Allowed to Vote?
  6. 1918: German Language Books Burned in the Street
  7. 1935: What Should the Government Do about Unemployment and Poverty?
  8. 1950: Communist and Anti-Communist Propaganda
  9. 1966-1984: Desegregating Schools and Neighborhoods
  10. 1975-1990: Accommodating New Immigrants



**Nash, Gary B. American Odyssey: the United States in the 20th Century. New York: Glencoe/McGraw-Hill, 2004.**

**Chapter 4: A New Nation**

- Critical Thinking Lessons:*
1. 1673: Marquette and Joliet Explore the Mississippi
  2. 1702: The Effects of the Fur Trade
  3. 1763: Pontiac Urges Wisconsin Indians to Fight
  4. 1881: Who Built the Effigy Mounds?

**Chapter 7: New frontiers**

- Critical Thinking Lessons:*
1. (1783) 1846: Should Women Be Allowed to Own Property?
  2. 1827: Joseph Street Tries to Prevent the Black Hawk War
  3. 1850: The U.S. Government Deceives the Ojibwe
  4. 1854: A Real-Life "Little House" Story
  5. 1862: A Wisconsin Soldier Refuses to Give Slaves Back to Their Owners
  6. 1865: Should Black Citizens Be Allowed to Vote?

**Chapter 10: Expansionism and World War I**

- Critical Thinking Lessons:*
1. 1869: Should Wisconsin's Forests Be Saved
  2. 1886: Should Government Use Violence to Suppress Demonstrations?
  3. 1890: English-only in Wisconsin Schools?
  4. 1910: Should Native American Children Be Mainstreamed?
  5. 1911: Should Women Be Allowed to Vote?
  6. 1918: German Language Books Burned in the Street

**Chapter 14: The New Deal**

- Critical Thinking Lessons:*
1. 1935: What Should the Government Do about Unemployment and Poverty?

**Chapter 19: Cold War Politics**

- Critical Thinking Lessons:*
1. 1950: Communist and Anti-Communist Propaganda

**Chapter 22: Voices of Protest**

- Critical Thinking Lessons:*
1. 1966-1984: Desegregating Wisconsin Schools and Neighborhoods

**Chapter 24: From Nixon to Carter**

- Critical Thinking Lessons:*
1. 1975-1990: Accommodating New Immigrants

**Boyer, Paul S. Boyer's American Nation. Austin: Holt, Rinehart, and Winston, 2001.**

Unit 1 Beginnings: Prehistory-1800

Chapter 3 The English Colonies: 1620-1763

- Critical Thinking Lessons:*
1. 1673: *Marquette and Joliet Explore the Mississippi*
  2. 1702: *The Effects of the Fur Trade*
  3. 1763: *Pontiac Urges Wisconsin Indians to Fight*
  4. 1881: *Who Built the Effigy Mounds?*

Unit 2 Creating a Nation: 1763-1815

Chapter 6 A Strong Start for the Nation: 1789-1815

- Critical Thinking Lessons:*
1. (1783) 1846: *Should Women Be Allowed to Own Property?*

Unit 3 Growth and Change: 1790-1860

Chapter 9 Working for Reform: 1820-1860

- Critical Thinking Lessons:*
1. 1827: *Joseph Street Tries to Prevent the Black Hawk War*
  2. 1850: *The U.S. Government Deceives the Ojibwe*
  3. 1854: *A Real-Life "Little House" Story*

Unit 4 War and Reunification: 1820-1900

Chapter 13 Reconstruction and the New South: 1865-1900

- Critical Thinking Lessons:*
1. 1862: *A Wisconsin Soldier Refuses to Give Slaves Back to Their Owners*
  2. 1865: *Should Black Citizens Be Allowed to Vote?*

Unit 5 A Nation Transformed: 1860-1910

Chapter 17 Politics in the Gilded Age: 1865-1900

- Critical Thinking Lessons:*
1. 1869: *Should Wisconsin's Forests Be Saved?*
  2. 1886: *Should Government Use Violence to Suppress Demonstrations?*
  3. 1890: *English-only in Wisconsin Schools?*

Unit 6 A World Power: 1897-1920

Chapter 21 World War I: 1914-1920

- Critical Thinking Lessons:*
1. 1910: *Should Native American Children Be Mainstreamed?*
  2. 1911: *Should Women Be Allowed to Vote?*
  3. 1918: *German Language Books Burned in the Street*

Unit 7 Prosperity and Crisis: 1919-1939

Chapter 25 The New Deal: 1933-1940

- Critical Thinking Lessons:*
1. 1935: *What Should the Government Do about Unemployment and Poverty?*
  2. 1950: *Communist and Anti-Communist Propaganda*

Unit 9 A Changing Home Front: 1960-1978

Chapter 33 War in Vietnam: 1954-1975

- Critical Thinking Lessons:*
1. 1966-1984: *Desegregating Wisconsin Schools and Neighborhoods*

Unit 10 Modern Times: 1968-Present

Chapter 36 Launching the New Millennium: 1990-Present

- Critical Thinking Lessons:*
1. 1975-1990: *Accommodating New Immigrants*

**Davidson, James West, Michael B. Stoff, Herman J. Viola. Prentice Hall The American Nation. Upper Saddle River, NJ: Pearson Prentice Hall, 2005.**

#### UNIT 1: ROOTS OF AMERICAN HISTORY

##### Chapter 4: The Thirteen English Colonies (1630–1750)

- Critical Thinking Lessons:*
1. 1673: *Marquette and Joliet Explore the Mississippi*
  2. 1702: *The Effects of the Fur Trade*
  3. 1763: *Pontiac Urges Wisconsin Indians to Fight*
  4. 1881: *Who Built the Effigy Mounds?*

#### UNIT 2: THE REVOLUTIONARY ERA

##### Chapter 8: Government, Citizenship, and the Constitution (1787–Present)

- Critical Thinking Lessons:*
1. ( 1783) 1846: *Should Women Be Allowed to Own Property?*

#### UNIT 4: AN ERA OF EXPANSION

##### Chapter 15: Reform and a New American Culture (1820–1860)

- Critical Thinking Lessons:*
1. 1827: *Joseph Street Tries to Prevent the Black Hawk War*
  2. 1850: *The U.S. Government Deceives the Ojibwe*
  3. 1854: *A Real-Life "Little House" Story*

#### UNIT 5: DIVISION AND REUNION

##### Chapter 18: Reconstruction and the Changing South (1863–1896)

- Critical Thinking Lessons:*
1. 1862: *A Wisconsin Soldier Refuses to Give Slaves Back to Their Owners*
  2. 1865: *Should Black Citizens Be Allowed to Vote?*

#### UNIT 6: TRANSFORMING THE NATION

##### Chapter 21: A New Urban Culture (1865–1914)

- Critical Thinking Lessons:*
1. 1869: *Should Wisconsin's Forests Be Saved?*
  2. 1886: *Should Government Use Violence to Suppress Demonstrations?*
  3. 1890: *English-only in Wisconsin Schools?*

#### UNIT 7: A NEW ROLE FOR THE NATION

##### Chapter 24: World War I (1914–1919)

- Critical Thinking Lessons:*
1. 1910: *Should Native American Children Be Mainstreamed?*
  2. 1911: *Should Women Be Allowed to Vote?*
  3. 1918: *German Language Books Burned in the Street*

#### UNIT 8: PROSPERITY, DEPRESSION, AND WAR

##### Chapter 27: The World War II Era (1935–1945)

- Critical Thinking Lessons:*
1. 1935: *What Should the Government Do about Unemployment and Poverty?*

#### UNIT 9: THE BOLD EXPERIMENT CONTINUES

##### Chapter 30: The Nation in a New World (1970–Present)

- Critical Thinking Lessons:*
1. 1950: *Communist and Anti-Communist Propaganda*
  2. 1966-1984: *Desegregating Wisconsin Schools and Neighborhoods*
  3. 1975-1990: *Accommodating New Immigrants*

**Kennedy, David M., Elizabeth Cohen, and Thomas Andrew Bailey. *The American Pageant: a history of the republic*. New York: Houghton Mifflin, 2002.**

### Revolutionary

- Critical Thinking Lessons:*
1. 1673: Marquette and Joliet Explore the Mississippi
  2. 1702: The Effects of the Fur Trade
  3. 1763: Pontiac Urges Wisconsin Indians to Fight
  4. 1881: Who Built the Effigy Mounds?

### Antebellum

- Critical Thinking Lessons:*
1. (1783) 1846: Should Women Be Allowed to Own Property?
  2. 1827: Joseph Street Tries to Prevent the Black Hawk War
  3. 1850: The U.S. Government Deceives the Ojibwe
  4. 1854: A Real-Life "Little House" Story

### Civil War and Reconstruction

- Critical Thinking Lessons:*
1. 1862: A Wisconsin Soldier Refuses to Give Slaves Back to Their Owners
  2. 1865: Should Black Citizens Be Allowed to Vote?

### World War I

- Critical Thinking Lessons:*
1. 1869: Should Wisconsin's Forests Be Saved?
  2. 1886: Should Government Use Violence to Suppress Demonstrations?
  3. 1890: English-only in Wisconsin Schools?
  4. 1910: Should Native American Children Be Mainstreamed?
  5. 1911: Should Women Be Allowed to Vote?
  6. 1918: German Language Books Burned in the Street

### World War II

- Critical Thinking Lessons:*
1. 1935: What Should the Government Do about Unemployment and Poverty?
  2. 1950: Communist and Anti-Communist Propaganda

### Post-Cold War

- Critical Thinking Lessons:*
1. 1966-1984: Desegregating Wisconsin Schools and Neighborhoods
  2. 1975-1990: Accommodating New Immigrants

**Creating America: a history of the United States. Evanston, IL: McDougal Littell, 2002.**

**Chapter 5: Beginnings of an American Identity**

- Critical Thinking Lessons:*
1. 1673: *Marquette and Joliet Explore the Mississippi*
  2. 1702: *The Effects of the Fur Trade*
  3. 1763: *Pontiac Urges Wisconsin Indians to Fight*
  4. 1881: *Who Built the Effigy Mounds?*

**Chapter 8: Confederation to Constitution**

- Critical Thinking Lessons:* 1. (1783) 1846: *Should Women Be Allowed to Own Property?*

**Chapter 14: A New Spirit of Change**

- Critical Thinking Lessons:*
1. 1827: *Joseph Street Tries to Prevent the Black Hawk War*
  2. 1850: *The U.S. Government Deceives the Ojibwe*
  3. 1854: *A Real-Life "Little House" Story*

**Chapter 18: Reconstruction**

- Critical Thinking Lessons:*
1. 1862: *A Wisconsin Soldier Refuses to Give Slaves Back to Their Owners*
  2. 1865: *Should Black Citizens Be Allowed to Vote?*

**Chapter 21: Changes in American Life**

- Critical Thinking Lessons:*
1. 1869: *Should Wisconsin's Forests Be Saved?*
  2. 1886: *Should Government Use Violence to Suppress Demonstrations?*
  3. 1890: *English-only in Wisconsin Schools?*

**Chapter 24: World War I**

- Critical Thinking Lessons:*
1. 1910: *Should Native American Children Be Mainstreamed?*
  2. 1911: *Should Women Be Allowed to Vote?*
  3. 1918: *German Language Books Burned in the Street*

**Chapter 26: The Great Depression and New Deal**

- Critical Thinking Lessons:* 1. 1935: *What Should the Government Do about Unemployment and Poverty?*

**Chapter 28: The Cold War and the American Dream**

- Critical Thinking Lessons:* 1. 1950: *Communist and Anti-Communist Propaganda*

**Chapter 31: Years of Doubt**

- Critical Thinking Lessons:* 1. 1966-1984: *Desegregating Schools and Neighborhoods*

**Chapter 32: Entering a New Millennium**

- Critical Thinking Lessons:* 1. 1975-1990: *Accommodating New Immigrants*

**Brinkley, Alan. American History: A Survey. Boston: McGraw-Hill, 2003.**

**Chapter 3: Society and Culture in Provincial America**

- Critical Thinking Lessons:*
1. 1673: *Marquette and Joliet Explore the Mississippi*
  2. 1702: *The Effects of the Fur Trade*
  3. 1763: *Pontiac Urges Wisconsin Indians to Fight*
  4. 1881: *Who Built the Effigy Mounds?*

**Chapter 7: The Jeffersonian Era**

- Critical Thinking Lessons:*
1. (1783) 1846: *Should Women Be Allowed to Own Property?*

**Chapter 10: America's Economic Revolution**

- Critical Thinking Lessons:*
1. 1827: *Joseph Street Tries to Prevent the Black Hawk War*
  2. 1850: *The U.S. Government Deceives the Ojibwe*
  3. 1854: *A Real-Life "Little House" Story*

**Chapter 15: Reconstruction and the New South**

- Critical Thinking Lessons:*
1. 1862: *A Wisconsin Soldier Refuses to Give Slaves Back to Their Owners*
  2. 1865: *Should Black Citizens Be Allowed to Vote?*

**Chapter 19: From Stalemate to Crisis**

- Critical Thinking Lessons:*
1. 1869: *Should Wisconsin's Forests Be Saved?*
  2. 1886: *Should Government Use Violence to Suppress Demonstrations?*
  3. 1890: *English-only in Wisconsin Schools?*
  4. 1910: *Should Native American Children Be Mainstreamed?*

**Chapter 23: America and the Great War**

- Critical Thinking Lessons:*
1. 1911: *Should Women Be Allowed to Vote?*
  2. 1918: *German Language Books Burned in the Street*

**Chapter 26: The New Deal**

- Critical Thinking Lessons:*
1. 1935: *What Should the Government Do about Unemployment and Poverty?*

**Chapter 29: The Cold War**

- Critical Thinking Lessons:*
1. 1950: *Communist and Anti-Communist Propaganda*

**Chapter 32: The Crisis of Authority**

- Critical Thinking Lessons:*
1. 1966-1984: *Desegregating Schools and Neighborhoods*

**Chapter 34: Modern Times**

- Critical Thinking Lessons:*
1. 1975-1990: *Accommodating New Immigrants*

**Cayton, Andrew, Elizabeth Israels Perry, Linda Reed, and Allan M. Winkler. *America: Pathways to the Present*. Prentice Hall, 2005.**

Unit 1: Beginnings to 1861

Chapter 3: An Emerging New Nation, 1783–1861

- Critical Thinking Lessons:*
1. 1673: *Marquette and Joliet Explore the Mississippi*
  2. 1702: *The Effects of the Fur Trade*
  3. 1763: *Pontiac Urges Wisconsin Indians to Fight*
  4. (1783) 1846: *Should Women Be Allowed to Own Property?*
  5. 1827: *Joseph Street Tries to Prevent the Black Hawk War*
  6. 1850: *The U.S. Government Deceives the Ojibwe*
  7. 1854: *A Real-Life "Little House" Story*

Unit 2: Building a Powerful Nation, 1850–1915

Chapter 9: Life at the Turn of the Twentieth Century, 1870–1915

- Critical Thinking Lessons:*
1. 1862: *A Wisconsin Soldier Refuses to Give Slaves Back to Their Owners*
  2. 1865: *Should Black Citizens Be Allowed to Vote?*
  3. 1869: *Should Wisconsin's Forests Be Saved?*
  4. 1886: *Should Government Use Violence to Suppress Demonstrations?*
  5. 1890: *English-only in Wisconsin Schools?*

Unit 3: The United States on the Brink of Change, 1890–1920

Chapter 12: The World War I Era, 1914–1920

- Critical Thinking Lessons:*
1. 1910: *Should Native American Children Be Mainstreamed?*
  2. 1911: *Should Women Be Allowed to Vote?*
  3. 1918: *German Language Books Burned in the Street*

Unit 4: Boom Times to Hard Times, 1920–1941

Chapter 16: The New Deal, 1933–1941

- Critical Thinking Lessons:*
1. 1935: *What Should the Government Do about Unemployment and Poverty?*

Unit 5: Hot and Cold War, 1931–1960

Chapter 20: The Postwar Years at Home, 1945–1960

- Critical Thinking Lessons:*
1. 1950: *Communist and Anti-Communist Propaganda*

Unit 6: A Period of Turmoil and Change, 1950–1975

Chapter 24: The Vietnam War, 1954–1975

- Critical Thinking Lessons:*
1. 1966-1984: *Desegregating Schools and Neighborhoods*

Unit 7: Continuity and Change, 1969 to the Present

Chapter 27: Entering a New Era, 1992 to the Present

- Critical Thinking Lessons:*
1. 1975-1990: *Accommodating New Immigrants*

## **Part VI**

### **Wisconsin History Performance Standards**

#### **Performance Standards for History - Grade 8**

B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used

B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and present in United States and world history

B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history

B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians

B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently

B.8.6 Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights

B.8.7 Identify significant events and people in the major eras of United States and world history

B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society

B.8.9 Explain the need for laws and policies to regulate science and technology

B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations

B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin



B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues

### **Performance Standards for History - Grade 12**

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.2 Analyze primary and secondary sources related to historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion]

B.12.3 Recall, select, and analyze significant historical periods and the relationships among them

B.12.4 Assess the validity of different interpretations of significant historical events

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions' and develop a coherent argument in the light of other possible arguments

B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States

B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created

B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world

B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different time in history and discuss the impact those changes had on beliefs and values

B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war

B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation states; and social, economic, and political revolutions

B.12.14 Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity

B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world

B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved

B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

## Part VII

### Critical Thinking: A Selected Bibliography

These books, articles and reports have been selected by Wisconsin Historical Society staff for those who want to pursue topics raised in the workshops. Those containing an ERIC number (in parentheses as part of their citation) are government publications. Their full texts can usually be found at <http://www.ericdigests.org/> or by doing a Google search on the ERIC number. The others - - commercially published books and scholarly articles - - can usually be found with the help of the nearest UW-System campus library.

#### TEACHING CRITICAL THINKING

**Ankeny, Kirk, et al, eds. *Bring History Alive! A Sourcebook for Teaching United States History*. National Center for History in the Schools, Los Angeles, CA, 1996 (ERIC ED417121)**

*Very thorough sourcebook for teaching history, which includes articles and exercises that address incorporation of primary source materials and critical thinking exercises. An excellent resource for middle- and secondary-school history teachers interested in incorporating CT exercises into their classroom instruction.*

**Beyer, Barry K. *Critical Thinking*. Bloomington, Ind.: Phi Delta Kappa Educational Foundation, 1995.**

*A very basic and brief distillation of the essential features of critical thinking, as identified by a first generation CT education specialist, including his concise articulation of the essential elements of CT, an example of CT, and a statement on the importance of CT to a democratic society.*

**Black, Susan. "Teaching Students to Think Critically," *The Education Digest* 70:6 (Fall 2005).**

*A very brief summary of contemporary educational ideas for developing children's "critical thinking" skills. Author cites leading proponents and programs of critical thinking: Richard Paul and Linda Elder (National Council for Excellence in Critical Thinking); Talents Unlimited (the US Department of Education National Diffusion Network program); Stanley Pogrow (HOTS developer); and Barry Beyer, a professor emeritus from George Mason University.*

**Ennis, Robert. *Critical Thinking*. Upper Saddle River, NJ: Prentice Hall, 1996; 1995.**

*Useful general textbook employing natural language in order to assist individuals in the development and self-evaluation of CT, predicated upon the notion that CT dispositions and abilities are essential to a democracy. Ennis emphasizes six basic elements to CT: Focus, Reason, Inference, Situation, Clarity and Overview (FRISCO). Text includes numerous examples and suggestions for self-assessment.*

**King, Alison. "Inquiry as a Tool in Critical Thinking." In D. Halpern and Associates, eds. *Changing College Classrooms: New Teaching and Learning Strategies for an Increasingly Complex World*, pp. 13-38. San Francisco: Jossey-Bass, 1994.**

*Author fervently believes that CT can empower students. A proponent of the constructivist educational model, King stresses the importance of asking students to draw on previous experience(s) and knowledge when introduced to new information. She advocates that college professors need to depart from the traditional lecture model in order for their students to develop CT skills, promoting an application of "Guided Reciprocal Peer Questioning" based on Bloom's taxonomy (application, analysis, evaluation) as fundamental to CT instruction.*

**McMillan, J.H. "Enhancing College Students' Critical Thinking: A Review of Studies," *Research in Higher Education* 26:1 (1987): 3-29 (ERIC EJ 354 319).**

*An early exhaustive summary of higher education studies of undergraduate students' CT skills. Has since been expanded upon, by Lisa Tsui (see below).*

**Milbury, Peter and Brett Silva. "Problem-Based Learning, Primary Sources, and Information Literacy," *Multimedia Schools* 5 (Sept.-Oct. 1998): 40-44 (ERIC EJ 574 027).**

*Authors describe their interdisciplinary collaboration to employ the instructional strategy, Problem-Based Learning (PBL), to develop and teach original lesson plans with the Library of Congress's American Memory Project.*

**Norris, S.P. "Synthesis of Research on Critical Thinking," *Educational Leadership* 42:8 (1985): 40-45 (ERIC EJ 319 814).**

*An early summary of research and philosophy underlying CT education. Author makes the following points: 1) CT is a complex of many considerations; 2) CT is an educational ideal; 3) CT ability is not widespread; 4) CT is sensitive to context; 5) teachers should look for the reasoning behind students' conclusions; 6) simple errors may signal errors in thinking at a deeper level; 7) having a critical spirit is as important as thinking critically; 8) to think critically, one must have knowledge; and 9) we don't know a great deal about the effects of teaching CT.*

**O'Connor, John E. "Reading, Writing, and Critical Viewing: Coordinating Skill Development in History Learning," *The History Teacher* (Long Beach, CA) 34:2 (Fall 2001): 183-192 (ERIC EJ 665 387).**

*Autobiographical summary of his approach (developed over 30 years as a high school teacher) to integrate film and television viewing in history instruction. He supports analysis of these media based on historical methodologies (as "documents"), since they are representations of history; evidence for historical fact; evidence for social and cultural history; and evidence for the history of film and television.*

**Otten, E.H. "Using Primary Sources in the Primary Grades," ERIC DIGEST ED 419772, 1998.**

*Brief advocacy of utilizing primary sources in the elementary classroom, based on the premise that they help to bridge the gap between the past and the present. Author cites the NCSS Curriculum Standards for the Social Sciences' "Time, Continuity, and Change" thematic strand's performance expectation that elementary students have an ability to "identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos and others" (NCSS 1994, 2D, 34).*

**Reed, Jennifer H. and Jeffrey D. Kromrey. "Teaching Critical Thinking in a Community College History Course: Empirical Evidence from Infusing Paul's Model," College Student Journal 35:2 (June 2001): 201-15 (Available through Education Full Text).**

*Authors adopted noted CT expert Richard Paul's model for critical thinking to community-college level history instruction, training students to employ CT to analyze primary documents. Their ANCOVA test results suggested that the experimental group performed significantly higher than the control group in historical thinking and in general critical thinking skills, with large effect sizes in each case, yet no significant differences were notable on the other tests. Authors felt that infusing Paul's model into classroom activities appeared to promote students' abilities to think historically and critically without lessening their overall knowledge of history content.*

**Seymour, Dale and Ed Beardslee. Critical Thinking Activities. Palo Alto, CA: Dale Seymour Publications, 1990.**

*Authors consider CT activities indispensable for every child's primary-level mathematics education. Their book presents basic activities focused on three types of CT skills: patterns, imagery and logic. A strong emphasis is placed on numeric problem solving. While this work is not directly applicable to the teaching of history, it could be creatively adapted to developing visual literacy-based CT exercises.*

**Shiroma, Deanne. "Using Primary Sources on the Internet to Teach and Learn History," ERIC DIGEST ED 442 729, 2000.**

*A good general summary of 1) types and uses of primary sources; 2) methods of using the Internet to obtain primary sources; 3) recommended Web sites, which the author considers "exemplary."*

**Tsui, Lisa. "A Review of Research on Critical Thinking," Typescript of a Paper Presented at the Annual Meeting of the Association for the Study of Higher Education, Miami, FL (ERIC ED 427 572).**

*Author's attempt to go beyond McMillan's 1987 study to review the research on CT among college students. She evaluated a total of 62 studies, the majority of which had indicated that over the course of an undergraduate program, students' critical thinking skills improved. However, Tsui's analysis revealed considerable inconsistency as to the identified factors that affected this growth. Overall, she found evidence that in comparison to courses taught in a more traditional manner, greater gains in CT scores were found among courses with instructional paradigms that emphasized problem-solving or critical thinking, class participation, inquiry and higher-order thinking. Article includes very good general summary of CT literature and a thorough bibliography.*

**Walters, Kerry S., ed. *Re-Thinking Reason: New Perspectives on Critical Thinking*. Albany: SUNY Press, 1994.**

*Extremely valuable fourteen-article anthology presenting the “second wave” of critical thinking research and pedagogy, claiming that teachers and researchers need to expand their criteria of what should be considered critical thinking. Authors challenge premises traditionally associated with institutionally driven perspectives on CT, and emphasize such skills and dispositions as non-analytical thinking, including imagination and intuition.*

**Wineburg, S.S. “Historical Problem Solving: A Study of the Cognitive Processes Used in the Evaluation of Documentary and Pictorial Evidence,” *Journal of Educational Psychology* 83:1 (1991): 73-87 (ERIC EJ 436 869).**

*Article based on the author’s doctoral dissertation from the School of Education at Stanford University. Addresses the complexities of assessing historical understanding/inquiry. Conducted a research study with participants gleaned from universities and high schools (eight historians and eight high school students). Wineburg attempted to address how historical “facts” are developed.*

**Zeisler-Vralsted, Dorothy. “The Wisconsin Collaborative United States History Professional Development Program,” *The History Teacher* (Long Beach, CA) 36:2 (Fall 2003): 221-230.**

*Discusses the Wisconsin Collaborative United States History Professional Development Program, which received a Teaching American History (TAH) grant, in an effort to improve subject knowledge for state K–16 teachers. Led by the National Council for History Education (NCHE)’s master-teacher, Betty Franks, the program further sought to improve critical thinking skills. The author reviews the program’s first-year colloquia, its overall successes and shortcomings.*

## **ASSESSMENT OF CRITICAL THINKING**

**Ennis, Robert H. and Eric Weir. *The Ennis-Weir Critical Thinking Essay Test: An Instrument for Teaching and Testing*. Pacific Grove, CA: Midwest Publications, 1985.**

*Presentation of the “Ennis-Weir,” Robert Ennis and Eric Weir’s general test of critical thinking ability. The test -- which takes the form of a letter to the editor of a fictional newspaper -- was intended to evaluate the test-taker’s ability to appraise an argument and to formulate a written response, similar in conception to the new SAT essay section.*

**Facione, Peter and Noreen C. *The California Critical Thinking Disposition Inventory*. Pacific Grove, CA: Midwest Publications, 1985.**

*Standardized text for CT, developed upon the completion of a two-year Delphi project with the sponsorship of the American Philosophical Association. The California Critical Thinking Disposition (CCTDI) was intended to assess only the affective, attitudinal dimensions of CT: things such as opinions, beliefs, and attitudes towards CT. May be useful for pre- and post-assessments.*

**Halpern, D.F. "Assessing the Effectiveness of Critical Thinking Instruction," *The Journal of General Education* 42:4 (1993): 238-254 (ERIC EJ 650 970).**

*Author provides a strong summary of national imperative to improve college students' critical thinking skills and goes on to itemize the problematics inherent to creating measurement devices and some primary models (such as Gains in IQ Scores and Student Self-Reports). She cites Venezuela's exhaustive attempt to improve the thinking skills of its citizenry, which has received a considerable amount of scholarly review. She concludes that there is significant potential for helping college students to think more critically. She includes a helpful table that summarizes typical skills associated with critical thinking.*

**Norris, Stephen and Robert H. Ennis. *Evaluating Critical Thinking*. Pacific Grove, CA: Critical Thinking Press and Software, 1989.**

*Authors attempt to establish a context and means for evaluating CT skills at the elementary and secondary levels. Intended for classroom teachers, this volume (one of a series focused on developing CT skills) emphasizes the analytical model of CT, includes descriptions of commercially marketed CT tests, along with suggestions for developing one's own evaluative models.*