Voices & Votes

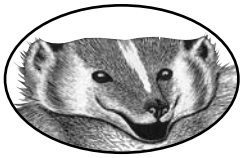
How Democracy Works in Wisconsin

Teacher's Guide and Student Materials

Bobbie Malone
Sarah Clement
Jonathan Kasparek
Kori Oberle

ISBN-10 0-87020-369-X
ISBN-13 978-0-87020-369-5

Design and layout by Jill Bremigan



Contents

Wisconsin's Academic Standards

Standards	Chapter 1 Activities	Chapter 2 Activities	Chapter 3 Activities	Chapter 4 Activities	Chapter 5 Activities	Chapter 6 Activities	Chapter 7 Activities	Chapter 8 Activities
Geography	A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world							
	●		●	●	●	●		
	A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world							
	●		●					
History	B.4.1 Identify and examine information sources used to construct the past							
	●	●	●	●	●	●	●	●
	B.4.5 Identify the historical background and meaning of important political values such as freedom, democracy, and justice							
	●	●	●	●	●	●	●	●
	B.4.7/B8.7 Identify and describe important events and famous people in Wisconsin and United States history.							
	●	●	●			●	●	
	B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations							
	●	●	●	●	●	●	●	●
	B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.							
	●	●	●			●		
	B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in the United States history							
	●	●	●			●		
	B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations							
	●	●	●	●	●	●	●	●
Political Science	C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community							
	●	●	●	●	●	●	●	●
	C.4.2 Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed.							
		●	●			●	●	
	C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior							
	●	●	●	●	●	●	●	●
	C.8.3 Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused							
			●	●	●	●	●	
	C.4.4 Explain the basic purpose of government in American society, recognizing the three levels of government							
	●		●	●	●	●		
	C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of a community							
							●	●
	C.4.6 Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals							
							●	●
	C.8.4 Explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level							
			●			●	●	
	C.8.6 Explain the role of political parties and interest groups in American politics							
						●	●	

Wisconsin's Academic Standards

Standards	Chapter 1 Activities	Chapter 2 Activities	Chapter 3 Activities	Chapter 4 Activities	Chapter 5 Activities	Chapter 6 Activities	Chapter 7 Activities	Chapter 8 Activities
Political Sciences	C.8.7 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate							
						●	●	●
	C.8.8 Identify ways in which advocates participate in public policy debates							
		●		●		●	●	●
Behavorial Sciences	E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions							
	●					●		
	E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world							
	●					●		
	E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people.							
	●					●		
Language Arts	A.4.1/A.8.1 Use effective reading strategies to achieve their purposes in reading							
	●	●	●	●	●	●	●	●
	A.4.3/A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.							
	●	●	●	●	●	●	●	●
	A.4.4/A.8.4 Read to acquire information							
	●	●	●	●	●	●		●
	B.4.1/B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes							
	●	●		●	●	●	●	●
	C.4.2/C.8.2 Listen to and comprehend oral communications							
	●	●	●	●	●	●	●	●
	C.4.3/C.8.3 Participate effectively in discussion							
	●	●	●	●	●		●	
	D.4.1 Develop a vocabulary of words, phrases. and idioms as a means of improving communication							
	●	●	●	●	●	●	●	●
	F.4.1/F.8.1 Conduct research and inquiry on self-selected or assigned topics and use an appropriate form to communicate findings							
			●			●	●	●
Math	A.4.1 Use reasoning abilities to perceive patterns, identify relationships							
			●	●	●	●	●	●
	A.4.2 Communicate mathematical ideas in a variety of ways							
			●		●	●	●	
	A.4.3 Connect mathematical learning with other subjects							
			●		●	●	●	
	A.8.1 Use reasoning abilities to evaluate information, perceive patterns, identify relationships							
			●		●	●	●	
	A.8.6 Read and understand mathematical texts and other instructional materials and recognize mathematical ideas as they appear in other contexts							
			●		●	●	●	

Directions: If you feel your students need a pronunciation reminder for new vocabulary words, create a classroom set of bookmarks per chapter that can be distributed (and collected, if laminated), so that students will feel more confident as readers.

Introduction

Introduction Vocabulary Words

democracy (dih **mok** ruh see)

democratic (dem uh **krat** ik)

enforce

represent (reh pre **zent**)

responsibilities (rih spon suh **bil** uh teez)

Chapter 1

Chapter 1 Vocabulary Words

authority (uh **thor** uh tee)
cede (seed)
Congress (**cong** griss)
consent (cun **sent**)
constitution (con stuh **too** shun)
document (**dah** kyu muhnt)
efficient (uh **fish** unt)
federal (**fed** ur uhl)
finances
govern
legislators (**lej** uh sla turz)
legislature (**lej** uh sla tchur)
politics
representatives (reh pre **zen** tuh tivs)
reservations (rez ur **vay** shuns)
reserved (re **zervd**)
senators
sovereign (**sahv** rihn)
taxes
territorial (ter uh **tor** ee uhl)
territory (**ter** uh tor ee)
treaties
undemocratic (un dem o **krat** ik)

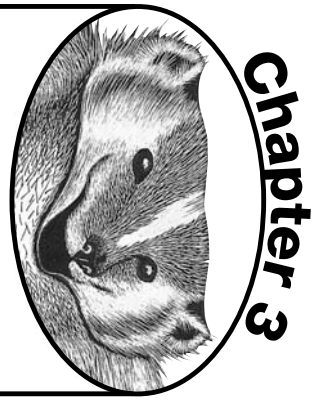
Chapter 2

Chapter 2 Vocabulary Words

adopted (uh **dop** tud)
amended
assembly (uh **sem** blee)
citizens (**sit** ih zuhnz)
compromise (**com** pruh mize)
consensus (cun **sen** sus)
convention (cun **ven** chun)
debate (duh **bate**)
delegates (**deh** luh guts)
ensure
executive (eg **zek** yuh tiv) branch
House of Representatives
judi cial (joo **dish** uhl) branch
legislative (lej uh **slay** tiv) branch
petition (peh **tih** shun)
publish
reject
senate (**sen** it)
sessions
union

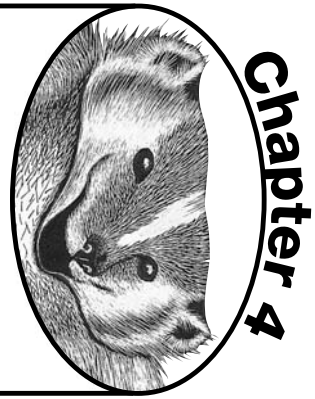
Chapter 3 Vocabulary Words

appeal
appoints
bills
census (**sen** sus)
charges
circuit (**sur** cut)
court of appeals
defendant
evidence (**ev** uh duhnts)
executes (**eg** zeh kyoots)
excutive (eg **zek** yuh tiv)
judgments
override
population (pop yu **lay** shun)
propose (pruh **poze**)
prosecutor (**pross** uh kyoo tur)
rural (**rur** uhl)
suburban (suh **bur** bun)
supreme court
trial (**try** uhl)
trying
unconstitutional (uhn con stih **too** shun uhl)
vacancies (**va** suhn sees)
veto (**vee** toh)



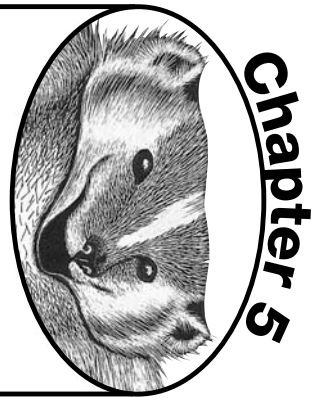
Chapter 4 Vocabulary Words

agencies (**a** juhn seez)
commission (cuh **mih** shun)
consumers
industrial (in **duhss** tree uhl)
licensing (**ly** suhn sing)
manufacturing (man yuh **fak** chur ring)
system (**sis** tum)
tourism (**tur** izm)
universities (yoo nuh **vur** suh teez)



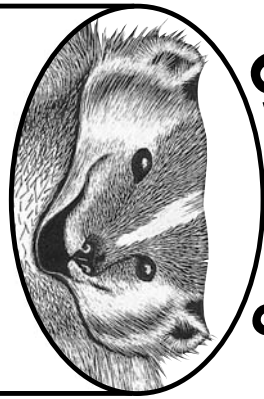
Chapter 5 Vocabulary Words

administrator (ad **mihn** uh stra tur)
alder
aldermanic (al dur **man** ic)
incorporate (in **cor** pur ate)
municipal (myoo **niss** uh puhl)
municipalities (myoo niss uh **pal** ih teez)
ordinances (**or** dih nun suhs)
records (**rek** urds)
regulations
surveying
wards
zoning



Chapter 6 Vocabulary Words

ballot
discrimination (dis krim uh **na** shun)
electors
eligible (**el** uh juh buhl)
excluded (ex **clu** duhd)
La Follette (lah **fah** let)
naturalized (**nach** ur uh lized)
ratify (**rat** ih fye)
referendum (ref uh **ren** duhm)
reform
sued
suffrage (**suh** frahj)
suffragists (**suh** frah jists)



Chapter 6

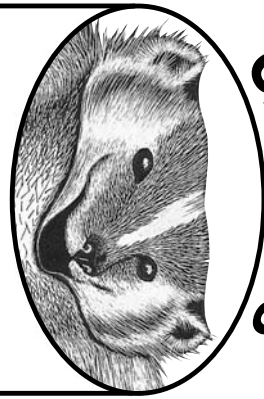
Chapter 7 Vocabulary Words

abolish (ah **bahl** ish)
campaign (cam **pane**)
candidates (**can** dih duts)
compensation (com pen **sa** shun)
Democratic Party
Green Party
Libertarian (lib ur **tehr** ee uhn) Party
majority (muh **jor** uh tee)
nominates (**nahm** in ates)
nomination (nahm uh **na** shun
partisan (**par** tih zun)
platform
political (pah **lih** tih kuhl)
Progressive (pro **greh** siv) Party
Republican (re **pub** luh cun) Party
Whig Party

Chapter 7

Chapter 8 Vocabulary Words

justify (**jus** tuh fy)
policy (**pah** lih see)



Chapter 8

★ ★ ★

Before You and Your Class Read *Voices & Votes*

Voices & Votes: How Democracy Works in Wisconsin introduces students to the fundamentals that are important to understanding, and effectively participating in, a democratic society. Yet even the word "democracy" and its meaning may be unfamiliar to upper elementary students. That's precisely why the content of this volume is distinct from other books in the New Badger History series. What government is, how it works, the very specialized vocabulary of rights and responsibilities associated with government, and the role of citizens in American society are sophisticated concepts that are taken for granted by most adults. Teaching these concepts to young people can be challenging.

Because of the nature and importance of this topic, the authors are aware of the responsibility of equipping students with essential skills to master the concepts and vocabulary, most of which will be new to them. *Voices & Votes* is both a manual of how Wisconsin government works and a brief history of why it operates as it does. As you can tell from the Contents, chapters take students from learning what government is and how government works to the function, significance, and history of the Wisconsin state constitution. Students become familiar with the efficiency of having different branches and levels of government to carry out different responsibilities on behalf of its citizens. They learn about the changing history of voters and political parties at the national and state levels, and finally, they encounter several different forms of civic action in which young people can become engaged even before they are eligible to vote. It's a fairly comprehensive overview with many key concepts for a relatively young audience. The reading strategies and activities in this teacher's guide will help students manage the hefty number of unfamiliar vocabulary words and concepts that they will meet in their reading. Teaching with *Voices & Votes,* therefore, will help students become more effective readers of expository text, a skill that can be applied across the curriculum.

Because the conceptual complexity of the reading material, the strategies for directing the reading and activities are quite explicit in format. Of course, you should vary any instruction to meet your students' needs, but we felt that providing you with a significant amount of scaffolding could effectively address concerns related to student comprehension, application, analysis, and synthesis of the text. Most of the reading should be done in small blocks, deliberately paced so students can pause to discuss the passages just completed or undertake a reinforcing activity. Passages may be read aloud (with students following), read in pairs or small groups, or read round-robin style. Which method you choose will depend on the interests, needs, and reading levels of your students. Such a structured approach will help students comprehend and retain the ideas to which they were just introduced and will begin to empower them to think about and analyze the decisions made by officials and leaders in the world around them. Vocabulary bookmarks for each chapter are included to help students pronounce and recall new words that are being introduced as part of the chapter content.

Setting up and maintaining student portfolios for *Voices & Votes* will allow you to monitor individual concept growth and achievement for assessment.

Intro

Making Democracy Work

Activity 1: Pre-Reading Voices & Votes

Objectives

◆ To help students predict content through previewing

◆ To introduce students to structured note-taking

◆ To encourage students to bring outside experiences to their reading

Chapter Skills and Strategies

Skimming, forecasting, comparing, contrasting, comprehension, building vocabulary, analysis, problem solving

Materials

Clues in the Contents *(one per student and one transparency)*, pp. 3–10

Notes on Key Text Features *(one per student)*, p. 11

Pencils *(one per student)*

Chart paper and marker or overhead transparencies and marker

Overview

This activity introduces students to the major features and functions of the book and familiarizes them with these key elements and how they work. Such previewing will help students anticipate the nature of the text and begin to formulate their own questions to make reading more interactive. Students will use this activity before they begin reading to get a sense of the nature of *Voices & Votes* and some of the ideas and concepts they will encounter.

Pre-reading Procedures

1. Make sure that each student has a copy of *Voices & Votes*. Explain that they will be investigating the book like detectives before they actually begin reading it. They will be looking for clues about the content and key features that will help them solve the mystery of what they should be able to learn from reading it. Of course, some of the clues are the cover image and the title itself. Tell students that's what they will find out by reading this book. Have students brainstorm ideas about the content from the cover itself. The dome of the state capitol with the U.S. and state flag should spark responses. List them on chart paper or on an overhead transparency. Some students will not be able to recognize the word democracy or will be unclear about its meaning. Ask them where they might expect to find a definition (glossary). Ask them to brainstorm their answers to the question: What do voices and votes have to do with democracy? Keep a list of their responses.
2. Have students turn to the Contents, page v. Tell them that the next activity will involve finding clues in the Contents that will help them predict the main ideas contained in the book. Explain that this is an effective way to get an overview of the book before they begin reading it. Their predictions will be like first impressions. What you are trying to do is generate interest and participation before the actual reading begins.
3. Pass out copies of the student worksheets, **Clues in the Contents**. Place a copy of the transparency on the overhead projector to model the first response as students focus on Chapter 1.

4. Fill in the first chart with student responses. Then ask students to complete their charts individually.
5. When students complete their charts, ask students to form pairs or groups of no more than 4 to compare and contrast their findings. Ask one student in each group to summarize the ideas and share with the rest of the class.
6. Collect worksheets to save as pre-reading assessment and to compare with overall summaries as the book is completed.
7. Ask students to remain in their small groups, and pass out copies of **Notes on Key Text Features**. Explain that just as it's important to use the Contents to predict the main ideas of a book before reading it, it's also a great strategy to look through the book and identify features (for example: symbols, maps, photos, graphic displays, bold text, sidebars, etc.) Have students work together to list at least 5 things that they think will help them read for ideas. The worksheet will also give students a place to note why they find a particular feature helpful.
8. Ask students to share their ideas. Tell them to listen closely, so that no one repeats a feature that another student has already mentioned. Keep a running list on a transparency or chart paper. Point out any features that students have not named, such as highlighted vocabulary words, some of which are defined at the bottom of the page where the word is introduced for the first time.
9. Collect **Notes on Key Text Features** worksheets for student portfolios.

Closure

Encourage students to articulate how previewing a book should help make the actual reading more fun and more meaningful. Let them know that such a strategy is good to use for any new instructional material.

Name_____ Date_____

Clues in the Contents

Introduction: Making Democracy Work

Chapter 1: How Does Government Work?

Questions to Think About

Government Has Different Levels

Why Do We Have to Have All these Levels of Government?

Government Can Change

Why Did Wisconsin Want to Become a State?

Looking Back

Words and ideas that I think will be important	What I already know about this chapter	Other questions I think might be answered

Name_____ Date_____

Clues in the Contents

Chapter 2: The Wisconsin Constitution

Questions to Think About

Constitutions Define Basic Rights and Responsibilities

Constitutions Describe Government

Constitutions Can Change...Sometimes

The Need for Consensus

The Story of Wisconsin's Constitution

Looking Back

Words and ideas that I think will be important	What I already know about this chapter	Other questions I think might be answered

Name_____ Date_____

Clues in the Contents

Chapter 3: State Government and Tribal Government

Questions to Think About

The Legislative Branch

The Executive Branch

The Judicial Branch

Checks and Balances

Tribal Governments

Looking Back

Words and ideas that I think will be important	What I already know about this chapter	Other questions I think might be answered

Name_____ Date_____

Clues in the Contents

Chapter 4: Government Working for the People

Questions to Think About

Teaching the People

Protecting Our Resources

Travel Around the State

Keeping Business Safe and Fair

Looking Back

Words and ideas that I think will be important	What I already know about this chapter	Other questions I think might be answered

Name_____ Date_____

Clues in the Contents

Chapter 5: Local Government

Questions to Think About

County Government

Municipal Government for Cities, Villages, and Towns

Looking Back

Words and ideas that I think will be important	What I already know about this chapter	Other questions I think might be answered

Name_____ Date_____

Clues in the Contents

Chapter 6: Who Are the Voters in Wisconsin

Questions to Think About

Defining "the People"

Women Demand the Right to Vote

African Americans' Struggle for the Vote

American Indians and the Question of Citizenship

Looking Back

Words and ideas that I think will be important	What I already know about this chapter	Other questions I think might be answered

Name_____ Date_____

Clues in the Contents

Chapter 7: Political Parties and Elections

Questions to Think About

Political Parties in Wisconsin

Elections in Wisconsin

Looking Back

Words and ideas that I think will be important	What I already know about this chapter	Other questions I think might be answered

Name_____ Date_____

Clues in the Contents

Chapter 8: Voices for Change

Questions to Think About

Our Communities/Ourselves

Students Organize for Change

Changes Take Time

Jumping In with Strong Feelings

Looking Back

Words and ideas that I think will be important	What I already know about this chapter	Other questions I think might be answered

Name_____ Date_____

Notes on Key Text Features

Feature	How this feature should help	Page
Caption		

Intro
Activity 2: Words Make a Difference

Objectives

◆ To reinforce key vocabulary

◆ To prepare students for reading

Chapter Skills and Strategies

Vocabulary-building, writing

Materials

Making Democracy Work Vocabulary worksheet (*one per student*), p. 13

Democracy at the Center graphic organizer (*one per student*), p. 14

Pencils (*one per student*)

Overview

This activity will introduce students to the kind of vocabulary-building activities that will accompany all the chapters in *Voices & Votes*. Students will find and write definitions for key vocabulary words in the text, then be able to use them correctly in the original sentences they create, which will focus on structuring fluency for the word democracy. Student worksheets in Words Make a Difference graphically demonstrate the relationship between key words and concepts.

Reading Procedures

1. Remind students that new words are in color and that definitions are either within the sentence itself or at the bottom of each page the first time the word is introduced. Where else in the book can they find definitions? (glossary)
2. Pass out copies of **Making Democracy Work Vocabulary** worksheets to each student and go over pronunciations with students. Have students fill them out.
3. Make sure each student has a copy of *Voices & Votes*. Have students open their books to Introduction: Making Democracy Work, page vi. Ask students to follow along in their texts as you read aloud. At the end of the second paragraph, elicit responses to the question: "What do you think of when you hear the word 'government'?"
4. Continue reading aloud, encouraging students to think about each new concept as each is introduced.
5. After reading and discussing the introduction, pass out copies of **Democracy at the Center** to students. Ask them to notice the way all the words radiate out from democracy. Elicit ideas as to why they think the worksheet is so designed (importance of the concept; everything else is related to it). Tell them that they will have a chance to use the new vocabulary words in sentences. Each sentence should use both the new word (such as "represent") *and* the word democracy. Explain that the purpose of the graphic organizer is to show how each of the radiating words contributes to the idea of democracy.
6. Have students turn in their graphic organizers for assessment, if desired.

Name_____ Date_____

Making Democracy Work Vocabulary Words

Directions: On this page, you'll find a list of vocabulary words that you will be reading in the chapter. Some of these words will be new to you. Writing down the definitions will help you learn the meanings. You will find definitions in the text of the Introduction and in the glossary at the end of the book.

Words	Definitions	Page No.
democracy (dih **mok** ruh see)		
democratic (dem uh **krat** ik)		
enforce		
represent		
responsibilities (rih spon suh **bil** uh teez)		

Name_____ Date_____

Democracy at the Center

Directions: Complete the sentence in each box. In each box, create a sentence using the new vocabulary word. Underline the word in the sentence. Look at the pages in the Introduction and your Vocabulary Words worksheet to help you.

democratic

In a democracy or **democratic** country like the United States, people choose their own leaders.

responsibilities

In a democracy, _____

_____

_____

_____

_____

_____

_____

_____.

enforce

In a democracy, _____

_____

_____

_____

_____

_____

_____

_____.

exercise

In a democracy, _____

_____

_____

_____

_____

_____.

represent

In a democracy, _____

_____

_____

_____

_____

_____

1 How Does Government Work?

Activity 1: Getting Started, Navigating the Chapter, and Summing Up

Chapter Skills and Strategies

Reading comprehension; building vocabulary; map reading; sequencing; analysis; organizing; problem solving; synthesizing; self-expression

Materials

Chapter 1 Vocabulary Words worksheet *(one per student),* p. 18

Looking Ahead in Chapter 1 worksheet *(one per student),* p. 20

Comparing Governments graphic organizer *(one transparency and one per student),* p. 21

The Most Important Leaders in Wisconsin Territory graphic organizer *(one per student),* p. 23

Levels of Government graphic organizer *(one per student),* p. 22

Thinking About What I've Learned in Chapter 1 *(one per student),* p. 24

Activity 2: From Territory to Statehood Board Game, pp. 25–29

Activity 3: Wisconsin Takes Shape, pp. 30–34

Pencils *(one per student)*

Overview

As you can tell by the title, there are several components to this activity: this structure will repeat in the remaining chapters as well. The pre-reading section will help students get acquainted with expository reading and begin to assimilate information about the basic structure of government. Teacher directions and graphic organizers will help students through the sections of the chapter, guiding them to anticipate, navigate, identify key elements, summarize, and analyze the reading. The framework in this chapter includes incorporating both the board game and the map-reading activities. Finally, the materials also present a graphic organizer for students to synthesize and reflect on what they have learned in the chapter.

Pre-reading Procedures

1. Remind students that reading for information takes special skill and that part of the art of expository reading will be learning to *predict* what the chapter is about.
2. Pass out the student books, and ask students to look at the Contents again. What clues did they already identify to help them predict what the chapter will cover? (The chapter has the main ideas outlined.)
3. Then ask them to turn to the chapter itself and page through to see that these ideas are in bold. What other features does the chapter have that will help them *even before they start reading?* (sidebars, maps, pictures) Remind them that new words are highlighted, and that definitions are at the bottom of each page or are defined in the text. Where else in the book can they find definitions? (glossary) Where else in the book can they find topics? (index)
4. Pass out the **Chapter 1 Vocabulary Words** worksheets and go over pronunciations with students. You may choose to have them write the definitions for the first section of reading ahead of time, or ask them to enter new words as they find them in each part of the chapter as they read. Why is it important to learn so many difficult words? Explain to students that vocabulary building is powerful. Most law-related words cannot be simplified, since these words are the common currency of communication in the political world. Being able to use such words correctly will truly

make students informed citizens. There's no shortcut around them. Since these are the key words adults use in discussing government, students will be acquiring vocabulary that will help them negotiate the real world of political ideas.

5. Pass out the **Looking Ahead in Chapter 1** worksheets and work through them as a class, giving students plenty of time to fill them in before they start reading. Tell students to make the best predictions that they can, based on what they know and the words they have already encountered.
6. Collect the **Looking Ahead** pages and tell students that you will return them after they have read the chapter so that they can see if their predictions were accurate. The worksheets will also give teachers an indication of prior student knowledge and form a baseline of understanding.

Reading Procedures

1. Ask students to open the book to the introductory pages, 2–3, for Chapter 1. Remind students that opening pages introduce every chapter in the book. The opening pages begin with a paragraph that links the basic content of the chapter to a familiar aspect of daily life. The introduction also poses the main questions that the chapter will address and that students should be able to answer for themselves after they have completed their reading. Pointing such features out to students will help them become effective readers of informational text.
2. Ask a student or students to read the introduction aloud. Discuss the example of the baseball team. Ask students to think of other examples of cooperation in which people assume different roles and work toward a common end.
3. Work through the chapter, section by section. The first section, "Government Has Different Levels," has a basic graphic flow chart, with 4 kinds of government indicated: federal, state, municipal, and tribal. The more familiar levels of government are explained on the left-hand side of the chart. The special section on tribal government that is also part of the chapter helps explain why tribal and federal governments are on the same level—as sovereign nations, they signed treaties with one another. Tribal governments in some instances stand outside of state government, but in other ways follow both state and federal laws. You can tell students that the chart will become more meaningful as they read.
4. After reading and discussing the Government Has Different Levels section, pass out the **Comparing Governments** worksheets to the students and display the transparency on the overhead projector. Work through the first parallel with students, who should then complete the first part of the worksheet independently. Have students save the second part of the page to fill in after they have read the section on tribal government.
5. After reading and discussing Why Do We Have to Have All These Levels of Government?, pass out copies of **Levels of Government** graphic organizer, and ask students to summarize the information they have learned about federal, state, and local government in the appropriate boxes.
6. After students have read and discussed the material in Government Can Change, there are 2 activities that help reinforce territorial history. The first, **Activity 3:**

Wisconsin Takes Shape, includes all directions. The activity provides an excellent way to link map skills and historical thinking skills, so you will want to work through it carefully with students to make sure that they are reading the maps correctly before completing the activity independently.

7. The second is **The Most Important Leaders in Wisconsin Territory** graphic organizer, which introduces students to the biographies of 2 prominent figures. Pass out copies of the graphic organizer to students, and ask them to use the material in this section to help them complete the information.
8. When students have completed the graphic organizer, they can play the game in **Activity 2: From Territory to Statehood Board Game**. Asking students to articulate what they have learned and to try to incorporate new vocabulary words in their descriptions (oral and written) is extremely important in helping them make the concepts their own.

Closure

Ask students to assemble all their completed graphic organizers to hand in. After students have read and discussed the entire chapter, as a final assessment, ask students to fill in their reflections on their worksheets, **Thinking About What I've Learned in Chapter 1**. Keep a portfolio for each student to chart his/her progress.

Name_____ Date_____

Chapter 1 Vocabulary Words

Directions: On this page, you'll find a list of vocabulary words that you will be reading in the chapter. Some of these words will be new to you. Writing down the definitions will help you learn the meanings. You will find definitions in the text of Chapter 1 and in the glossary at the end of the book.

Words	Definitions	Page No.
Government Has Different Levels		
Congress (**cong** griss)		
federal (**fed** ur uhl)		
govern		
legislators (**lej** uh sla turz)		
legislature (**lej** uh sla tchur)		
representatives (reh pre **zen** tuh tivs)		
sovereign (**sahv** rihn)		
Why Do We Have to Have All These Levels of Government?		
efficient (uh **fish** unt)		
Tribal Governments		
cede (seed)		
consent (cun **sent**)		
reservations (rez ur **vay** shuns)		
reserved (re **zervd**)		
treaties		

Name_____ Date_____

Words	Definitions	Page No.
Government Can Change		
territorial (ter uh **tor** ee uhl)		
territory (**ter** uh tor ee)		
undemocratic (un dem o **krat** ik)		
Why Did Wisconsin Want to Become a State?		
constitution (con stuh **too** shun)		
document (**dah** kyu muhnt)		
finances		
politics		
taxes		
Looking Back		
authority (uh **thor** uh tee)		

Name_____ Date_____

Looking Ahead in Chapter 1

Directions: Below are the main topics in this chapter. Look at the Contents and fill in the missing topics.

Questions to Think About

_____

_____

_____

_____

Looking Back

Here are the **"Questions to Think About"** in Chapter 1.

How does government work?

Why is it important to know how government works?

How does democracy in Wisconsin work?

Why is the state capital in Madison?

What's the difference between state government and national government?

Who really makes decisions about how government works?

What kind of governments do Wisconsin Indian Nations have?

What are 3 things that you think you might know about how government works in Wisconsin?

1. _____

2. _____

3. _____

What are 3 things that you think you might learn in this chapter?

1. _____

2. _____

3. _____

After looking through Chapter 1, describe one picture or illustration in the chapter that looks interesting. On what page did you find it? Why did it catch your attention?

_____

_____

Name_____ Date_____

Comparing Governments

Directions: Fill in the blanks to complete the chart below, and use information in Chapter 1 to help you.

 **Federal**	 **State**
The capital of the United States is _____.	The capital of Wisconsin is _____.
The people of the United States elect a _____. to head the nation.	The people of Wisconsin elect a _____. to head the state.
The government of the 50 _____ make up part of the government of the United States.	The local governments of _____, _____, and _____ are part of the government of Wisconsin.

 **Federal**	 **Tribal**
The United States is sovereign, which means _____.	Indian Nations are sovereign, which means _____.
Through treaties with Indian Nations, the United States _____.	Through treaties with the United States, Indian Nations _____.
The people of the United States _____ their own leaders.	Indian people living on _____ elect their own leaders.

Name_____ Date_____

Levels of Government

Directions: You know that different levels of government have different responsibilities. In each of the boxes below, write sentences that tell the responsibilities of that particular level of government.

Federal

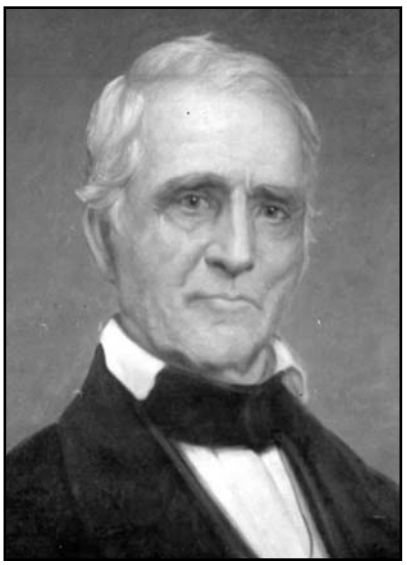
State

Local

Name_____ Date_____

The Most Important Leaders in Wisconsin Territory

Directions: Fill in the missing information. Don't forget to write a caption for each photo that decribes each leader.



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_____

_____

I am_____

I moved to Wisconsin Territory as a

_____

I led_____

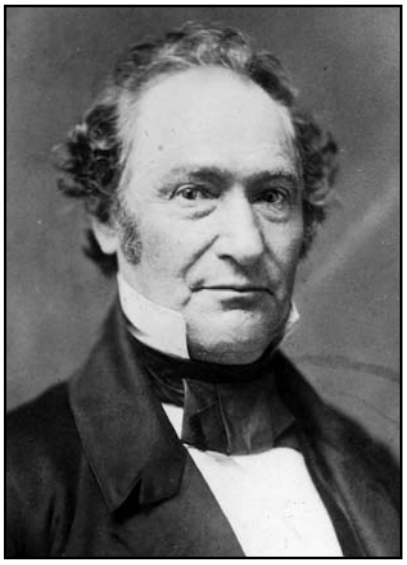
_____

I also served as_____ **in**

Wisconsin and_____

in the United States.

★ ★



WHi Image ID 11337

_____

_____

I am_____

I moved to Wisconsin Territory as a

_____

I led_____

_____

I served as_____ **in**

Wisconsin and_____

in the United States.

I did the most to make Madison the capital

because_____.

Name_____ Date_____

Thinking About What I've Learned in Chapter 1

Directions: Complete the following, using your own words and underlining any new vocabulary words from the chapter. Use your vocabulary worksheets to remind you.

Four important things that I want to remember about the way government works in Wisconsin:

1._____

2._____

3._____

4._____

The most interesting thing that I learned in this chapter:_____

_____

Why I found this information the most interesting:_____

_____

After reading this chapter, I think knowing about government makes me understand more

about democracy because _____

_____

★ ★ ★

Activity 2: From Territory to Statehood Board Game

Objectives

◆ To reinforce student understanding of the significance of the move from Wisconsin Territory to the state of Wisconsin

Materials

From Territory to Statehood game board, cut out, assembled, and laminated (if desired) (*one per group*), pp. 28–29

From Territory to Statehood Board Game Pieces and Numbered Move Pieces (*one set per group*), p. 27

Scissors (*one for each student or a pair for each group*)

Paper Cup (*one per group*)

Overview

In this activity, students will play a simple board game relating to the history of Wisconsin in the years before it attained statehood. Students will gain a greater understanding of the conditions a territory had to meet in order to petition for statehood and the events that led up to it. The game reinforces the sequence and narrative of this historical experience.

Procedures

1. Divide students into groups of no more than 4. Give each group one **From Territory to Statehood** game board.
2. Distribute one copy of the **From Territory to Statehood Board Game Piece**s and **Numbered Move Pieces** to each group. Have every student choose a **Game Piece** and cut it out. Have students cut out **Numbered Move Pieces**, fold them in half (with the number inside) and place them in the paper cup.
3. When **Game Pieces** are ready, tell students the object of the game is to make it from Start (Territory) to Finish (Statehood). Students will choose a **Numbered Move Piece** from the cup and move the indicated number of spaces, following instructions on the spaces they land on. Remind students to refold and replace the **Numbered Move Pieces** in the cup when they are done with their turn.
4. Explain to students that they will face several challenges along the way, just like settlers did on Wisconsin's road to statehood. Point out the "Stop" spaces and explain that students must stop on each of these spaces and complete the instructions. Only then can they move forward.

   Remind them of the steps necessary to achieve statehood:

   - ◆ Territory: This challenge replicates the requirement that in order to apply for territorial status, that area had to have 5,000 free male inhabitants.
   - ◆ Population: Before a territory could petition for admission to statehood, there had to be 60,000 Euro-American settlers living in the territory.
   - ◆Constitution: Settlers had to have an approved Constitution. As students will learn in Chapter 2, writing a constitution that everyone agreed upon was difficult for Wisconsin.
5. Players take turns drawing numbers and moving forward, following the directions on the game board squares. The game is over when one player lands exactly on the state seal.

Closure

Ask students what they've learned from playing the game. Have groups answer the following questions, then discuss.

What were the 3 major requirements Wisconsin had to meet before becoming a state? (Becoming a territory, having a large enough population, writing a constitution) Which requirement was the most difficult for you to meet in this game? What steps along the way helped Wisconsin to become a state?

Enhancement

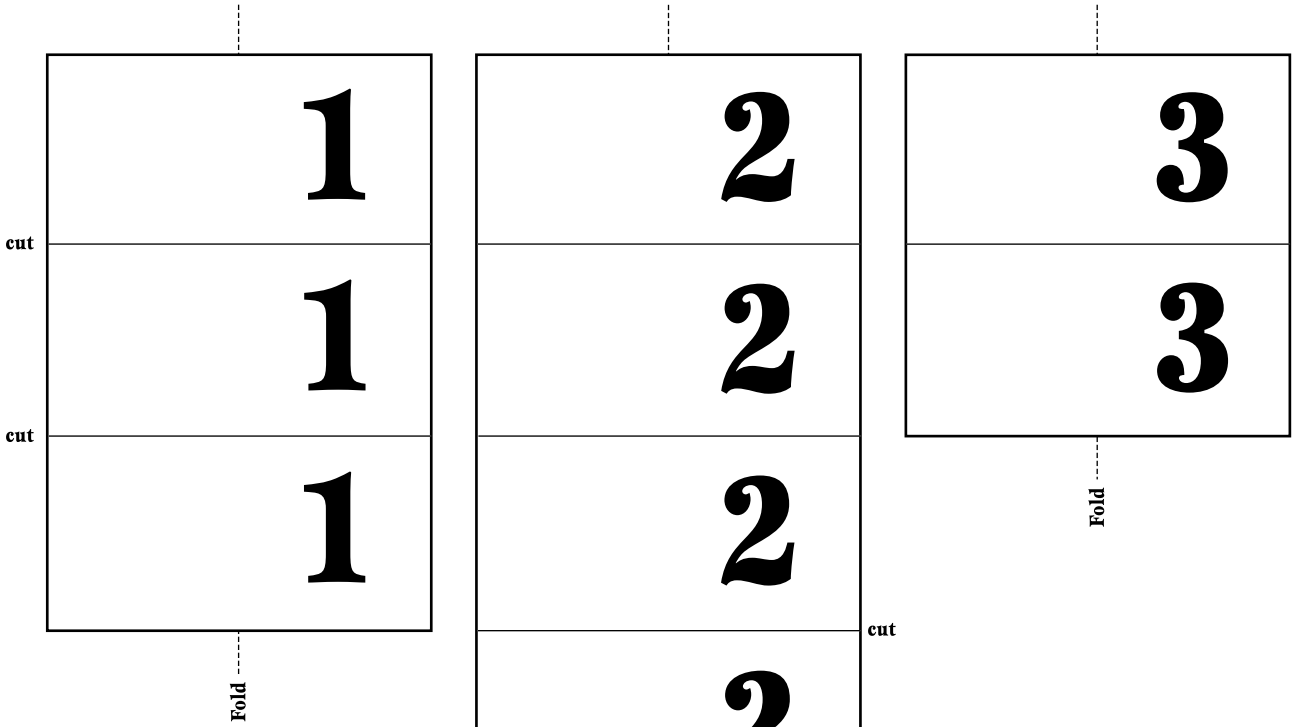
The topic of statehood is covered in several excellent corollary readings and activities.

The poster set, *Destination Wisconsin,* contains 2 posters of major figures in early Wisconsin government: James Doty and Henry Dodge. Also, included are several other figures prominent in mid-19th century Wisconsin: Juliette Kinzie, Samuel Mazzuchelli, and Increase Lapham.

Chapter 5 in *Learning from the Land,* "Surveying, Selling, and Settling the Land," introduces students to land surveys and sales and how these methods helped Wisconsin's population grow. The Teacher's Guide activity on pages 64–70 asks students to think about the growing cities and land surveys and analyze 2 different "paper towns" for their potential success as cities.

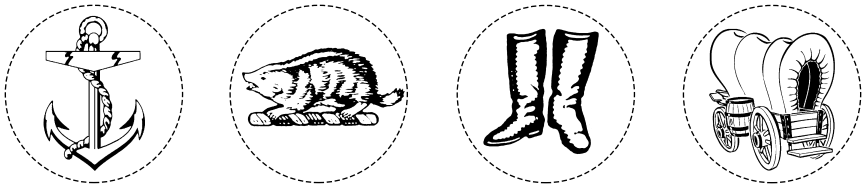
Wisconsin History on Stage, pages 16–21, features a play about the debate over the location of the capital of Madison, "James Duane Doty: Founding Father of Madison."

Game Cards



Example

Game Pieces



From Territory to Statehood

STOP!
Population: You must pull a 3 for your population to be large enough to apply for statehood.

It's 1846 and the white population of Wisconsin is now 155,277.

Choose delegates for the Constitutional Convention.

Delegates meet in 1846–1847 but can't agree! **Move back 2.**

Debates about the constitution take longer than you expected. **Lose a turn.**

STOP!
Constitution: You must pull a 3 for your voters to accept your Constitution.

Wisconsin voters accept new constitution.

Wisconsin becomes 30th state to join the union.

Finish

Start Start Start Start Start

Governor James Duane Doty, appointed by the president is unpopular with the people of Wisconsin. **Lose 1 turn.**

By 1840, the white population of Wisconsin Territory is 30,945.

The northern two-thirds of Wisconsin is sparsely settled.

Milwaukee is a major port for incoming settlers.

Finish

Settlers begin coming to Wisconsin to mine for lead.

In 1825 the Erie Canal opens and brings more settlers to Wisconsin .

Move ahead 1.

Black Hawk War of 1832.

Move back 1.

Farming develops near mining towns in southwest part of the territory.

By 1833, treaties have opened up much land for settlement.

Hundreds of Cornish miners come to work in lead mines in the 1830s and 1840s.

Land surveyors are corrupt in dividing up land.

Move back 1.

Construction of the Military Road begins in 1835.

STOP!

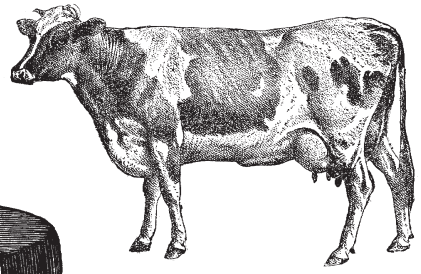
Territory: You must pull a 2 in order for Wisconsin to become a territory.

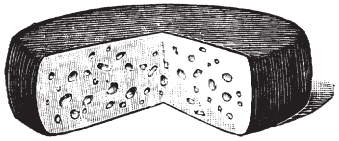
In 1836, Wisconsin is created as its own territory.

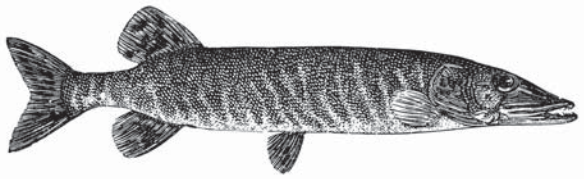
On November 28, 1836, Madison is chosen as the territorial capital.

Books are written about Wisconsin territory and more settlers come.

Move ahead 1.







Madison

1 *Activity 3: Wisconsin Takes Shape*

Teacher Background

After the Revolutionary War, the new United States claimed all of the tribal land contained within the area bounded by the Great Lakes, the Mississippi River, and the Ohio River. American settlers moved into these lands, and the U. S. government and individual states obtained segments of the land through treaties. Virginia, New York, Connecticut, and Massachusetts claimed portions of what became known as the "Northwest Territory." Between 1782 and 1784, these states forfeited their claims, leaving the area's administration to the Continental Congress. The Northwest Ordinance of 1787, written by Nathan Dane, declared that the territory would be divided into 3 to 5 states, prescribed a gradual transition from dependent territory to statehood, established basic rights for settlers (including freedom of religion and trial by jury), and forbade slavery.

The Constitution also set several important precedents for future states. It specified the following:

- Congress, not the states, would administer new territories
- New states would share equal status with the 13 original states
- States would be republics, governed by popularly elected officials

With these provisions in place, negotiations with Great Lakes tribes, federal land surveys, and white settlement began. Ohio was admitted to the union in 1803, Indiana followed in 1816, Illinois in 1818, and Michigan in 1837. The area that would become Wisconsin was part of Indiana Territory (1800–1809), Illinois Territory (1809–1818), and Michigan Territory (1818–1836).

In 1836, Congress passed the Wisconsin Organic Act, which created Wisconsin as a separate territory and described the territory's government. The 11,683 white settlers and soldiers living in the new territory had limited say in their government. Under the terms of the Organic Act, the president appointed most territorial officials, and the governor appointed local officials. Also, Congress could veto any territorial law and determined the territory's budget. However, in some ways, Wisconsin Territory was more democratic than other territories. Although only white men could vote, Wisconsin Territory lacked the property restrictions of many eastern states. In contrast to other territorial legislatures—which often had only one house appointed by the president—Wisconsin's territorial assembly consisted of 2 elected houses—the House of Representatives and the Council.

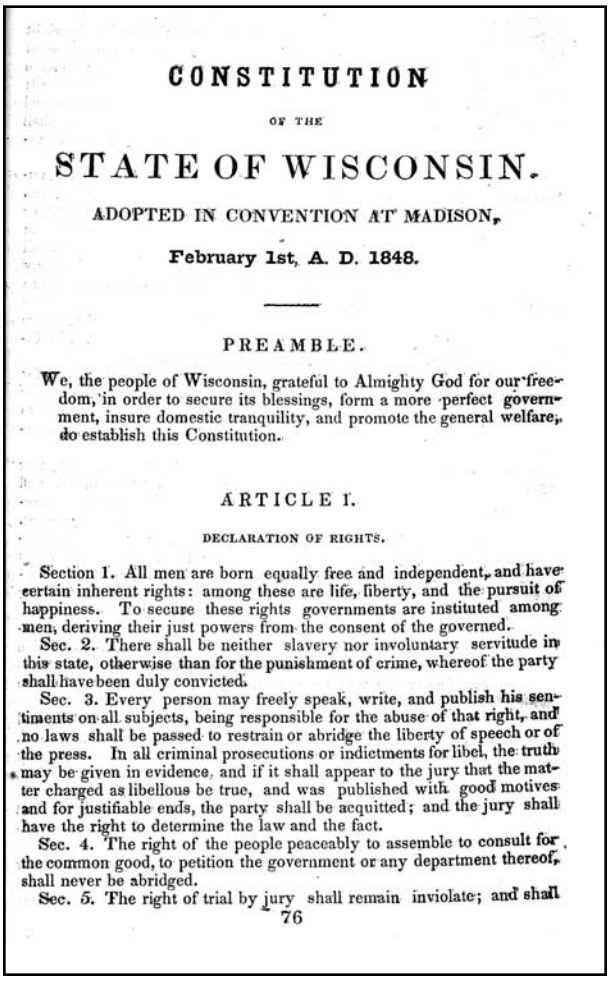
In national affairs Wisconsin citizens had a very limited voice. They could not vote in national elections, and the elected territorial delegate, who sat in the House of Representatives, could speak on issues but was barred from voting. Because it was not yet a state, Wisconsin did not send anyone to the U.S. Senate.

As the territory's population increased, so did the agitation for statehood. Despite regular recommendations for statehood, Wisconsin residents rejected statehood 4 separate times before 1846. By that year, the population had grown to over 155,000, well beyond the 60,000 threshold set by the Northwest Ordinance. Wisconsin residents wanted to elect their own officials and participate in the next presidential election. They also sought to garner more national political power in the form of 3 representatives to Congress and 2 senators. Financial incentives also existed. In the early years, Congress paid the territory's

bills and provided generous appropriations for internal improvements. By the mid-1840s, Congress had become more reluctant to pay for the territory, and instead encouraged statehood by providing each new state with a 500,000-acre grant of public land and an additional 72 sections to fund a public university.

In 1846, Wisconsin voters overwhelmingly endorsed the formation of a state government, and Governor Henry Dodge called for an election to select 125 delegates to a convention to draft a constitution. Meanwhile, Wisconsin Delegate Morgan L. Martin introduced a bill in Congress to allow the territory to draft a constitution and form a state government. This Enabling Act was quickly passed by both houses and signed by President Polk.

Wisconsin's first attempt to form a state government failed. Voters rejected the Constitution of 1846 (see Chapter 2 of Student Reader), postponing statehood for another year and a half. A second convention met in 1847 and drafted a new constitution, which the voters approved on March 13, 1848. Congress passed legislation admitting Wisconsin to statehood in May 1848, and President Polk signed the Admission Act on May 29, 1848.



CONSTITUTION

OF THE

STATE OF WISCONSIN.

ADOPTED IN CONVENTION AT MADISON,

February 1st, A. D. 1848.

PREAMBLE.

We, the people of Wisconsin, grateful to Almighty God for our freedom, in order to secure its blessings, form a more perfect government, insure domestic tranquility, and promote the general welfare, do establish this Constitution.

ARTICLE I.

DECLARATION OF RIGHTS.

Section 1. All men are born equally free and independent, and have certain inherent rights: among these are life, liberty, and the pursuit of happiness. To secure these rights governments are instituted among men, deriving their just powers from the consent of the governed.

Sec. 2. There shall be neither slavery nor involuntary servitude in this state, otherwise than for the punishment of crime, whereof the party shall have been duly convicted.

Sec. 3. Every person may freely speak, write, and publish his sentiments on all subjects, being responsible for the abuse of that right, and no laws shall be passed to restrain or abridge the liberty of speech or of the press. In all criminal prosecutions or indictments for libel, the truth may be given in evidence, and if it shall appear to the jury that the matter charged as libellous be true, and was published with good motives and for justifiable ends, the party shall be acquitted; and the jury shall have the right to determine the law and the fact.

Sec. 4. The right of the people peaceably to assemble to consult for the common good, to petition the government or any department thereof, shall never be abridged.

Sec. 5. The right of trial by jury shall remain inviolate; and shall

76

Journal of the Convention to form a Constitution for the State of Wisconsin, WHS Library

1 *Activity 3: Wisconsin Takes Shape*

Objectives

- To introduce students to historical geography
- To increase students' map reading skills
- To give students note-taking experience
- To reinforce students' familiarity with the territorial era in Wisconsin history

Materials

Wisconsin Takes Shape map page (*one transparency and one copy per student*), p. 33

Wisconsin Takes Shape worksheet (*one copy per student*), p. 34

Scissors

Glue sticks

Pencils

Colored pencils

Overview

This activity acquaints students with the historical boundary changes that Wisconsin experienced on the road to statehood. Students will sequence the maps and make notes about the changes.

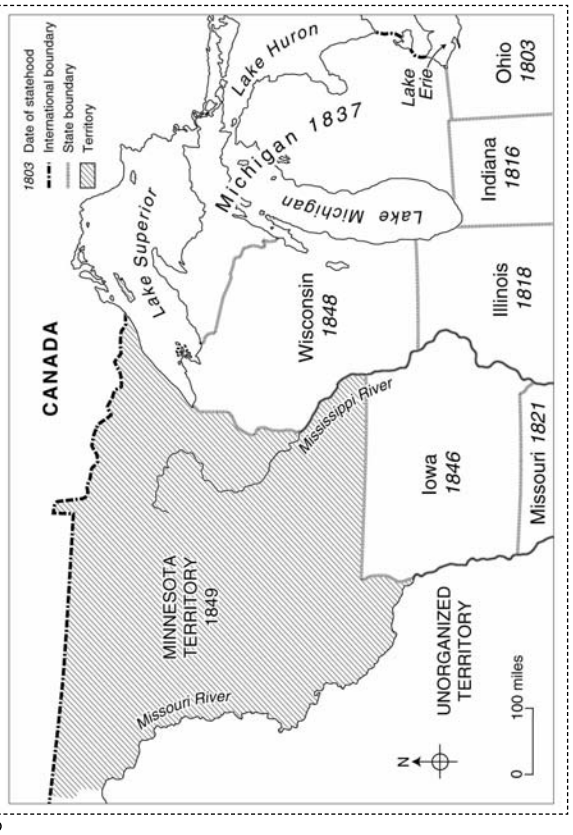
Procedures

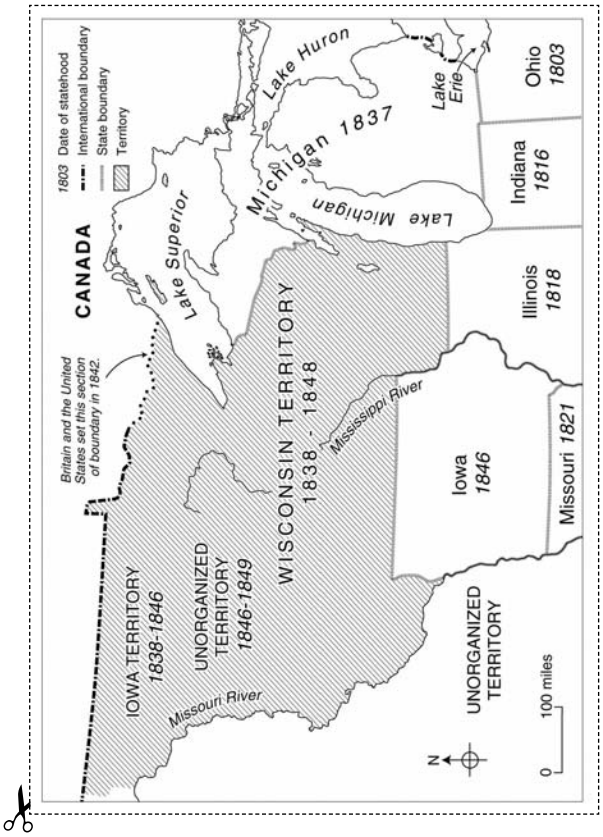
1. Place the transparency of the Wisconsin Takes Shape map page on the overhead projector.
2. Pass out copies of the map page and worksheet to each student. Explain that Wisconsin's current borders weren't always the same. There were significant changes between 1836 and 1849. The whole activity is designed to give students the time to learn how to read historical maps. Depending on their background in geography, you can help them "read" at least one of the maps as a class and discuss.
3. You may want students to work in small groups or in pairs or individually, again, depending on the nature of your class.
4. Go over the directions to make sure all understand that they will be sequencing, coloring, and describing changes for each map.
5. Have students share their findings within small groups.
6. Divide a blank transparency into 4 quarters that correspond with the 4 maps. Allow each group a chance to contribute "changes" to your list.

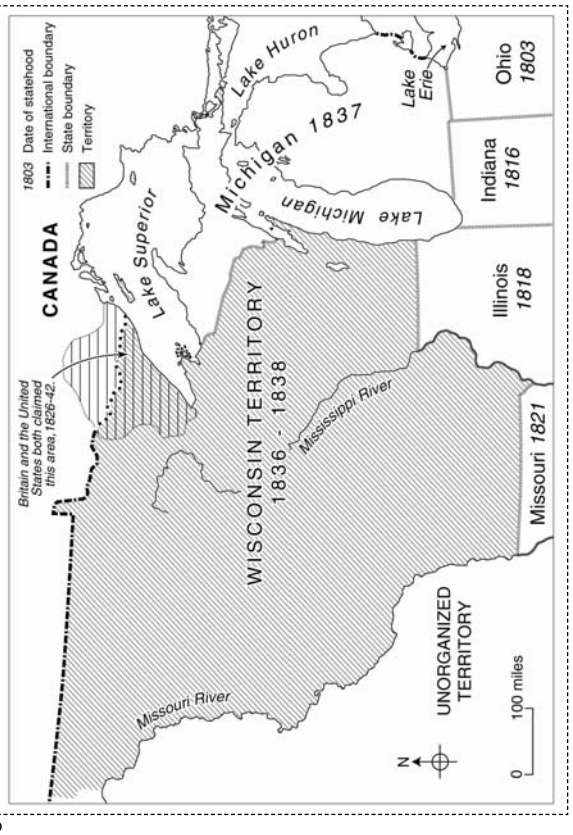
Closure

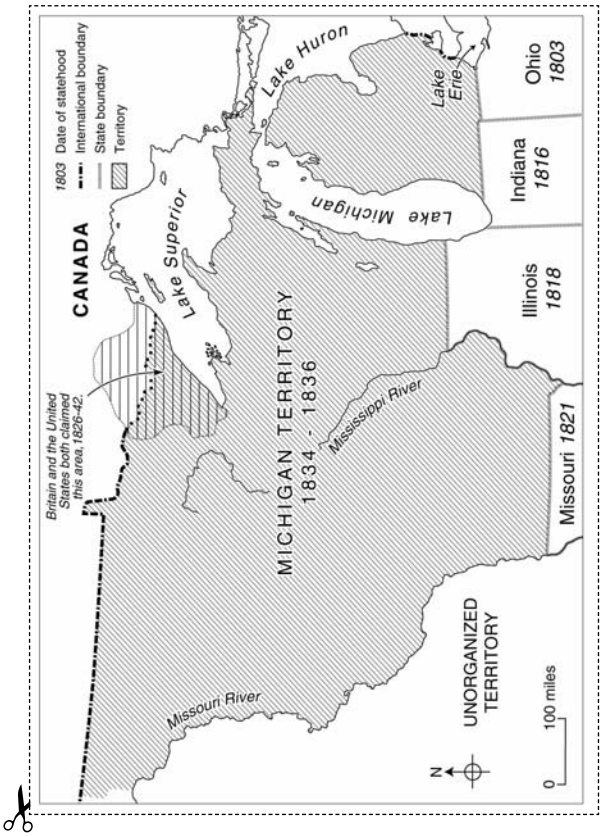
Have students turn in their maps for assessment.

Wisconsin Takes Shape Maps









Name_____ Date_____

Wisconsin Takes Shape

Directions: Cut out each of the 4 maps on the map page. Place them in the correct sequence, with the earliest map in the first box, and the latest map in the fourth. Look carefully at each map and see how it is different from the others. Using map colors, color Wisconsin Territory or the state of Wisconsin. Then on the lines below each map, write 2 things that make it different from the map that follows it or comes before it.

2 The Wisconsin Constitution

Activity 1: Getting Started, Navigating the Chapter, and Summing Up

Chapter Skills and Strategies

Reading comprehension; following oral and written directions; building vocabulary; analysis; organizing; problem solving; synthesizing; self-expression; comparing and contrasting; finding relevant links and analogies to daily life; role-playing; sequencing; reading aloud with expression

Materials

Chapter 2 Vocabulary Words worksheet (*one per student*), pp. 37–38

Looking Ahead in Chapter 2 worksheet (*one per student*), p. 39

Why Do We Need a Constitution? graphic organizer (*one per student*), p. 42

A Closer Look at the Wisconsin Constitution activity, pp. 45–49

Using the Right "C" Word worksheet (*one per student*), pp. 40–41

Writing Wisconsin's Constitution activity, pp. 51–65

Writing Wisconsin's Constitution, Teacher Background, pp. 51–52

Thinking About What I've Learned in Chapter 2, p. 44

Pencils (*one per student*)

Overview

The organization of materials and procedures in Chapter 2 parallels those of Chapter 1, with students adding more of their own writing to graphic organizers and worksheets. There are several graphic organizers to accommodate the different topics encompassed in this chapter.

Pre-reading Procedures

1. Pass out the student books, and ask students if they recall how to begin a new chapter (to revisit the Contents in order to predict the content that lies ahead).
2. Ask a student to define the word "constitution" and ask them why they think that a whole chapter is devoted to learning about it. If a constitution describes the responsibilities of government and how it should work, what would a classroom constitution look like? A school constitution? Guide discussion about the need for rules (or laws) that people understand in order to function cooperatively.
3. On the chalkboard or on a blank transparency, have students brainstorm the rules that students need to follow as citizens of the classroom and school. Distribute the **Looking Ahead in Chapter 2** worksheets, and ask students to fill in the missing subheads from Chapter 2. How do these topics relate to the discussion about school rules? That's what the chapter will answer.
4. Then ask students to turn to the chapter itself and page through. What special features does this chapter offer? (sidebars, maps, pictures) Remind them that new words are highlighted, and that definitions are at the bottom of each page. Again, there are many adult words that demonstrate the connection between a constitution and the democratic society that accepted these rules in order to function. Where else in the book can they find definitions? (glossary) Where else in the book can they find topics? (index)
5. Pass out the **Chapter 2 Vocabulary Words** worksheets and go over pronunciations with students. You may choose to have them write the definitions for the first section of reading page ahead of time, or ask them to enter new words as they find them in each part of the chapter as they read. Why is it important to learn so many difficult words? Remind students that most law-related words cannot be simplified, and that being able to use such

words correctly will truly make students informed citizens. There's no shortcut around them, but mastering the words will help them be more powerful thinkers.

Reading Procedures

1. Ask students to open the book to the introductory pages, 20–21, for Chapter 2. What features about the introduction look familiar?

2. After reading the introductory pages together (or read aloud to the students), they can complete their **Looking Ahead** worksheets and turn them in. Since you have already discussed the purpose for having a constitution, students might already be curious about rights and responsibilities, so they will be ready to move into the heart of the chapter itself.

3. Pass out copies of **Why Do We Need a Constitution?** graphic organizer, and go over the examples with students. You may want students to use them for note-taking as they read the section, Constitutions Define Basic Rights and Responsibilities and Constitutions Describe Government. Allowing the students time to write down their responses as they read may prove very helpful in mentally "placing" so much new information. These organizers can all be submitted for informal assessment as well.

4. When you reach the end of the Constitutions Describe Government section, it would be an excellent time to introduce the activity, **A Closer Look at the Wisconsin Constitution.**

5. For the historical sections, Constitutions Can Change . . . Sometimes, The Need for Consensus, and The Story of Wisconsin's Constitution, students will have 2 very different kinds of activities. **Using the Right "C" Word** not only perks up vocabulary practice, but also helps students, once again, learn words in a context that reinforces their part in articulating the historical narrative. **Writing Wisconsin's Constitution** allows students to more fully understand 3 of the most contentious issues in the constitutional debates by giving them the opportunity for role-playing. Reviewing the **Writing Wisconsin's Constitution, Teacher Background** will give you any additional information that you need.

Closure

Ask students to assemble all their completed graphic organizers to hand in. After students have read and discussed the entire chapter, as a final assessment, ask students to fill in their reflections on their worksheets, **Thinking About What I've Learned in Chapter 2.** Add materials to the portfolio for each student that charts his/her progress.

Name_____ Date_____

Chapter 2 Vocabulary Words

Directions: On this page, you'll find a list of vocabulary words that you will be reading in the chapter. Some of these words will be new to you. Writing down the definitions will help you learn the meanings. You will find definitions in the text of Chapter 2 and in the glossary at the end of the book.

Words	Definitions	Page No.
Introduction		
adopted (uh **dop** tud)		
Constitutions Define Basic Rights and Responsibilities		
citizens (**sit** ih zuhnz)		
ensure		
petition (peh **tih** shun)		
publish		
Constitutions Describe Government		
executive (eg **zek** yuh tiv) branch		
judicial (joo **dish** uhl) branch		
legislative (lej uh **slay** tiv) branch		
Constitutions Can Change…Sometimes		
amended		
sessions		

Name_____ Date_____

Words	Definitions	Page No.
The Need for Consensus		
compromise (**com** pruh mize)		
consensus (cun **sen** sus)		
delegates (**deh** luh guts)		
House of Representatives		
Senate (**sen** it)		
The Story of Wisconsin's Constitution		
assembly (uh **sem** blee)		
convention (cun **ven** chun)		
debate (duh **bate**)		
reject		
union		

Name_____ Date_____

Looking Ahead in Chapter 2

Directions: Below are the main topics in this chapter. Look at the Contents and fill in the missing topics.

Questions to Think About

_____

_____

_____

_____

_____

Looking Back

After looking at the Contents, **"Questions to Think About"** section, and through the chapter, answer the following questions.

What are 3 things that you think you might know about the Wisconsin Constitution?

1. _____

2. _____

3. _____

What are 3 things that you think you might learn in this chapter?

1. _____

2. _____

3. _____

Describe one picture or illustration in the chapter that looks interesting. Why did it catch your attention?

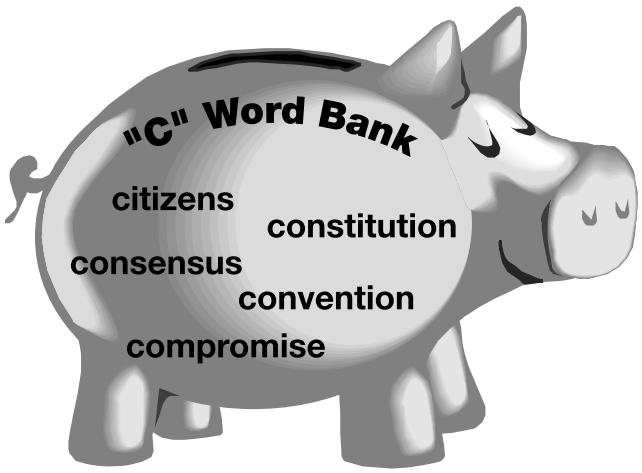
_____

_____

Name_____ Date_____

Using the Right "C" Word

Directions: Many new, Chapter 2 vocabulary words begin with the letter "C." Use the words from the "C" Word Bank to fill in the blanks in the imaginary news story. Use your vocabulary sheet to remind you of the definitions, so that the words make sense in the sentence. You will only use each word one time. Cross out the word in the Word Bank after you have used it correctly in the story.



Wisconsin Voters say "No!" to the Constitution!

April 1847

Wisconsin had been a territory since 1836, but it wasn't until 10 years later that we, the people of Wisconsin Territory decided it was time to become a state. Before we could join the union, we had to decide how our government would work and write a **1**_____.

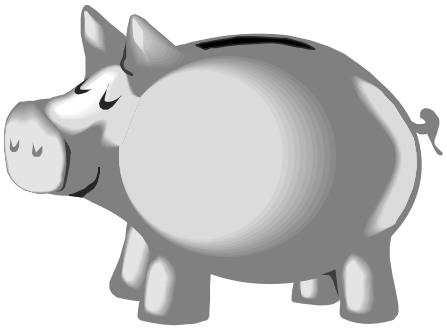
In the fall of 1846, 124 people met in Madison at a constitutional **2**_____ to write. As the people of Wisconsin soon found out, this was hard work. The delegates had to make many difficult decisions and they did not always agree on the answers. The biggest disagreement was about married women and their right to own property.

Some people believed women should be able to control their property themselves; others thought that their husbands should control it after they were married. This argument caused a great deal of trouble. Another difficult decision was about who would be able to vote. Some delegates wanted to give immigrants the right to vote, but others thought that only people who were already **3**_____ should be able to vote.

Finally, those of us who could vote here in Wisconsin Territory were given a chance to voice our opinions about the new constitution. It took a long time for that vote to take place—from December 16, 1846 to April 6, 1847. Look at the result! Those who could vote rejected the constitution!

Now another group of delegates will meet in Madison to write a new constitution. There will not be so many delegates this time. Hopefully, they will be able to talk about these important issues, listen to everyone's opinion, and be willing to **4**_____ , even when they cannot agree.

Once the delegates reach a **5**_____and they agree on the constitution, it will be up to the voters of Wisconsin Territory to vote again. Let's hope that the territory of Wisconsin will soon become a state and join the United States of America. I want to be able to vote for the president and see Wisconsin send voting senators and representatives to Congress!



Name_____ Date_____

Why Do We Need a Constitution?

Directions: In Chapter 2, find the missing details for each category, and fill in the blanks with your answers. Then you'll have a summary of the reasons why constitutions are important in a democracy.

The Constitution of the United States defines the basic **rights** of its citizens. Here are 4 of these rights:

A. _____

B. _____

C. _____

D. _____

The U.S. and Wisconsin constitutions also define what the government **cannot** do. Below are 3 things that government cannot do to its citizens:

A. _____

B. _____

C. _____

The Wisconsin Constitution defines how the government will work. Here are 4 of the ways that the constitution ensures that democracy will work in our state:

A. _____

B. _____

C. _____

D. _____

Why Do We Need a Constitution?: Answer Key

Our constitution defines the basic rights of those who live in the United States. These rights include:

- right to freedom of speech
- right to freedom of religion
- right to petition the government
- right to assemble
- right to trial by jury

The U.S. and Wisconsin constitutions also define what the government *cannot* do. Below are 3 things that government cannot do to its citizens:

- government cannot take a person's property without reason
- government cannot send people to jail without a trial
- government cannot break its own laws

The Wisconsin Constitution defines how the government will work. Here are 4 of the ways that the constitution ensures that democracy will work in our state:

- people agree to work together to select leaders
- people select representatives to pass laws
- people select a governor to enforce the laws
- people select judges to resolve conflicts and disputes peacefully
- people agree to follow the rules created by the constitution

Using the Right "C" Word: Answer Key

1. constitution
2. convention
3. citizens
4. compromise
5. consensus

Name_____ Date_____

Thinking About What I've Learned in Chapter 2

Directions: Complete the following, using your own words and underlining any new vocabulary words from the chapter. Use your vocabulary worksheets to remind you.

Four important things that I want to remember about the Wisconsin Constitution:

1. _____

2. _____

3. _____

4. _____

The most interesting thing that I learned in this chapter: _____

_____

Why I found this information the most interesting: _____

_____

After reading this chapter, I think the constitution helps make democracy work because

_____

_____

★ ★ ★

2 Activity 2: A Closer Look at the Wisconsin Constitution

Objectives

◆ To familiarize students with the Wisconsin Constitution

◆ To expose students to a primary source—in this case, a government document—}and to help them "translate" the language into more familiar terms

◆ To have students analyze the effects of government on their daily lives

Materials

The Wisconsin Declaration of Rights worksheet (*one per student*), p. 47–48

Descriptions of Rights (*one per student*), p. 49

Thinking About Our Rights worksheet (*one per student*), p. 50

Pencil, Scissors, and Glue or Tape

Overview

This activity will give students an opportunity to look closely at selected text from the Wisconsin Constitution and become familiar with interpreting government documents for themselves. Student worksheets will help to personalize the Wisconsin Constitution by asking students to examine the effect the Wisconsin Constitution has upon their own lives.

Procedures

1. Pass out a copy of **The Wisconsin Declaration of Rights** worksheet and **Descriptions of Rights** to each student. Students will also need scissors and glue or tape to complete this worksheet.
2. Explain to students that they are looking at text from the Wisconsin Constitution, specifically, the Declaration of Rights. Remind students that this worksheet does not contain the entire Constitution, but only selected articles from the Declaration of Rights. Point out the ellipsis (. . .) in Section 3 to students. Explain that this symbol is used when something has been left out or edited on purpose. For example, in this case, not all of Section 3 is printed on the worksheet. In addition, mention to students that they might not know all of the words used in the Declaration of Rights, and that this is okay. They should look for words that they *do* know and do their best to understand the main point of each section. Explain that this is the way adults handle difficult or unfamiliar informative text.
3. Have students cut apart their **Descriptions of Rights**. Explain that they will match each brief description to one of the rights listed on the page. Tell students that the most important part of this assignment is to determine the KEY WORDS in both documents that MATCH. They could begin with the words that they recognize in the Declaration of Rights, underline them, and try to find the closest match with what they know in the Descriptions of Rights. Or they can find the key words in the Descriptions of Rights and try to match these to the key words in the Declaration of Rights. Remind students to match all rights and to review their choices BEFORE gluing their answers down. Give students ample time to work on this task, and tell them not to begin to glue answers down until AFTER class discussion.
4. Once students have their preliminary answers ready, go over the answers as a class. Ask students what key words they noticed that helped them match the 2 sections together. When you are done going over the answers, have students glue or tape the descriptions onto the sheet.

5. Hand out copies of **Thinking About Our Rights**. Using the **Wisconsin Declaration of Rights** worksheet, have students complete **Thinking About Our Rights**, following the written instructions. Have students turn in both papers for assessment.

Closure

Ask students to share their responses from their **Thinking About Our Rights** worksheets (What right do you think is most important in your life now? Why are all of the rights in the Constitution important?) Guide student discussion about the importance of the Declaration of Rights.

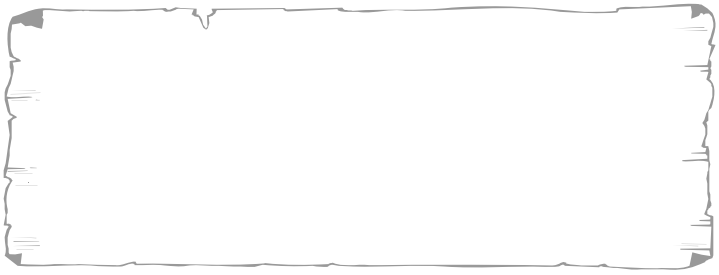
Enhancement

The full text of the Wisconsin Constitution is available at the Reviser of Statutes Bureau's web site http://www.legis.state.wi.us/rsb/unannotated_wisconst.pdf.

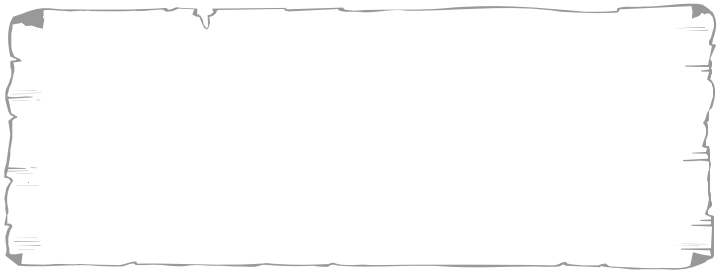
Name_____ Date_____

The Wisconsin Declaration of Rights

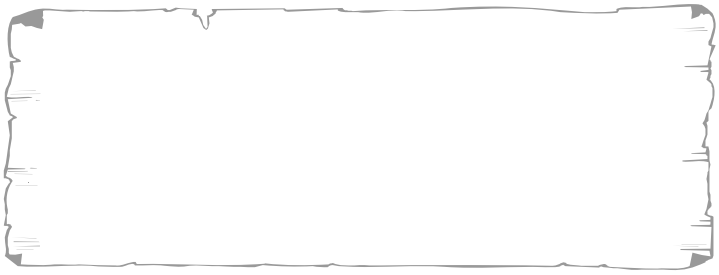
(Selected from the Declaration of Rights)



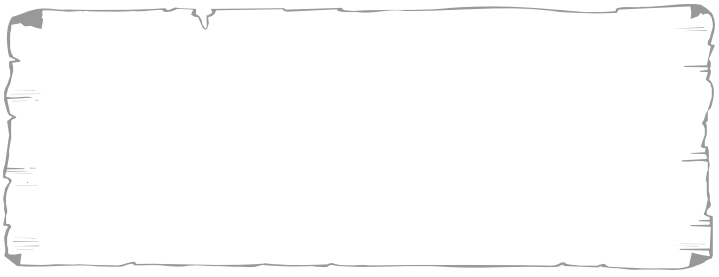
Section 1. All people are born equally free and independent, and have certain inherent rights; among these are life, liberty and the pursuit of happiness; to secure these rights, governments are instituted, deriving their just powers from the consent of the governed.



Section 2. There shall be neither slavery, nor involuntary servitude in this state, otherwise than for the punishment of crime, whereof the party shall have been duly convicted.

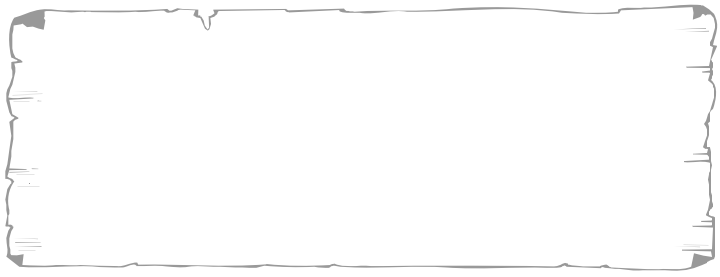


Section 3. Every person may freely speak, write and publish his sentiments on all subjects, being responsible for the abuse of that right, and no laws shall be passed to restrain or abridge the liberty of speech or of the press. . . .

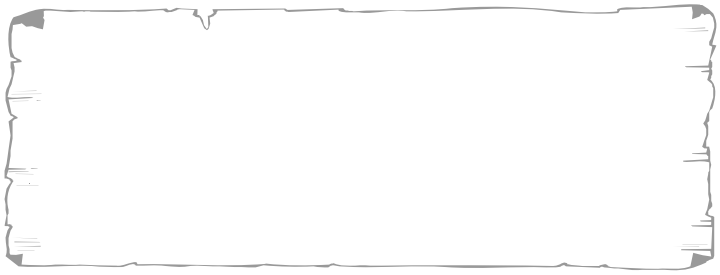


Section 4. The right of the people peaceably to assemble, to consult for the common good, and to petition the government, or any department thereof, shall never be abridged.

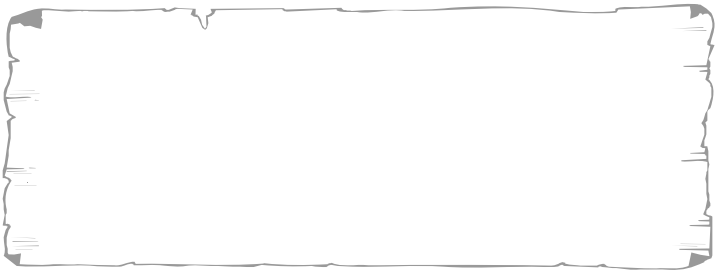
Name_____ Date_____



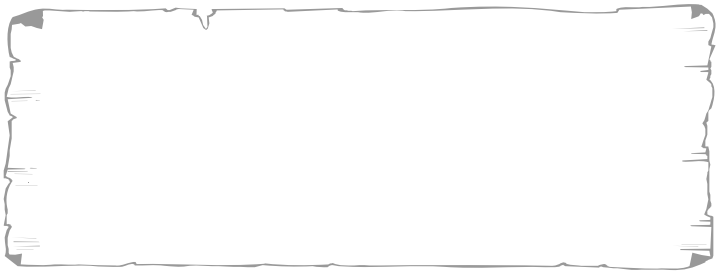
Section 11. The right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures shall not be violated; and no warrant shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the places to be searched and the persons or things to be seized.



Section 18. The right of every person to worship Almighty God . . . shall never be infringed; nor shall any person be compelled to attend, erect or support any place of worship, or to maintain any ministry, without consent; nor shall any . . . preference be given by law to any religious establishments or modes of worship; nor shall any money be drawn from the treasury for the benefit of religious societies, or religious . . . seminaries.



Section 25. The people have a right to keep and bear arms for security, defense, hunting, recreation or any other lawful purpose.



Section 26. The people have the right to fish, hunt, trap, and take game subject only to reasonable restrictions as prescribed by law.

Descriptions of Rights

All people are equal and have the right to life, liberty, and the pursuit of happiness.

There is no slavery in the state of Wisconsin.

Everyone has the right to free speech and to publish his or her opinions on all subjects as long as it isn't harmful to other people.

People have the right to assemble and to give their opinion to the government.

No one can enter another person's house and take his or her things without a good reason and permission from the government.

Everyone has the right to worship the god of his or her choice. The government shall never force anyone to worship or to pay money to a religious group.

We have the right to have arms as long as we use them according to the law.

We have the right to fish, hunt, trap, and take game as long as we do it according to the law.

Name_____ Date_____

Thinking About Our Rights

Directions: Looking at the Wisconsin Declaration of Rights and the matched descriptions that you just completed, think about and write why each of these rights is important today.

Right	What makes this right important today?
Section 1: Equal Rights	
Section 2: Prohibition of Slavery	
Section 3: Free Speech	
Section 4: Assemble and Petition	
Section 11: Search and Seizure	
Section 18: Worship	
Section 25: Bear Arms	
Section 26: Fish, Hunt, Trap, Take Game	

What right do you think is most important in your life now?_____

_____

Why are all of the rights in the Constitution important?_____

_____

2 *Activity 3: Writing Wisconsin's Constitution*

Teacher's Background

Note: The framers of the first state constitution debated other significant issues, but those discussed below are pertinent to the role-playing playing activity.

Holding a convention and drafting a state constitution were important steps on the road to statehood. In the summer of 1846, local party caucuses nominated delegates in each county, and the people elected 124 delegates. They wanted to include reforms in the constitution that other delegates deemed too radical. The delegates' minimal legislative experience and the inefficient organization of the event made the convention a lengthy affair, running from October to December.

The basic framework of state government resembled those of other states. A bicameral legislature would create laws, and an elected governor would head the executive branch. The judicial branch's composition, however, caused serious debate. The U.S. Constitution and the constitutions of eastern states appointed justices for life. To democratize the process, Wisconsin and other newer states created elective judiciaries.

Suffrage was also a major question. Moses Strong proposed very generous provisions that allowed non-citizens to vote provided they established a 6-month state residency and filed a declaration of intent to become citizens. Strong was accustomed to the rapid inclusion of immigrants in daily life in the rough-and-tumble lead region from which he hailed. Others were more nativist (suspicious of newcomers) and wanted to exclude immigrants from politics until they had become full citizens. But the convention recognized the need for the participation of Wisconsin's large immigrant population. A compromise was reached: Non-citizens could vote if they had proved one-year residency, had formally registered their intent to become citizens, and had sworn an oath of allegiance.

The delegates were much less supportive of another minority group: African-Americans. Some liberals from the eastern counties, such as Charles Burchard and Alexander Randall, championed African Americans' right to vote. Burchard, Randall, and others convinced the convention to submit the question of African American suffrage to the people via a referendum to the constitutional vote. The same reformers who championed African American suffrage also supported allowing married women to own property independently from their husbands. In the early nineteenth century, female-owned property transferred to the husband at marriage, and any property gained after marriage belonged solely to the husband. The push for married women's property rights enraged delegates who held traditional views of women's roles. Others, such as David Noggle of Beloit, argued that married women could surely manage their own property since they already ably supervised the operation of their husband's property. The convention approved the provision.

The debates over property rights for married women and other controversial issues so angered Moses Strong that he resigned from the convention. Between December 16, 1846—the date the convention adjourned—and April 6, 1847—the date Wisconsin residents voted on the constitution—a great debate raged over the merits of the document. On April 6, 1847, Wisconsin voters rejected the proposed constitution by a

wide margin: 14,116 for and 20,231 against. Just over 22,000 people voted on the question and rejected the proposal by a 2-to-one margin.

After voters rejected the constitution, Governor Henry Dodge convened a special legislative session in October to discuss the situation. Within 10 days, the legislature passed a law calling for a new convention of 69 delegates to meet on December 15 to revise the 1846 constitution.

Fewer delegates made the convention more manageable, and only 6 members returned from the 1846 convention. Within 7 weeks, the delegates had produced a constitution that differed from its predecessor. Property rights for married women and African American suffrage were dropped from the constitution The new constitution allowed the legislature to enfranchise African Americans in the future, provided the law be approved by a referendum.

Once these changes were made, opposition to the new constitution dwindled, and voters approved the document in March 1848. Although fewer people voted on the constitution in 1848 than the year previously, the outcome was overwhelmingly favorable. Of 22,591 votes cast, three-fourths were for ratification. On May 29, 1848, President James K. Polk signed the bill admitting Wisconsin to the union.

Activity 3: Writing Wisconsin's Constitution

Objectives

◆ To present historical actors to the students in imaginative form

◆ To help students grasp the seriousness with which controversial issues were debated

◆ To help students comprehend the past as a very different place from the world in the 21st century

◆ To acquaint students with the real dynamics of a democratic society as it was over 150 years ago in Wisconsin

Materials

Thinking About Issues *(overhead transparency)*, p. 56

Character Cards, cut apart *(one card per student)*, pp. 60–64

Key Player Scripts *(one copy for each of the 4 key players)*, pp. 57–59

In My Own Voice Worksheet *(one copy per student)*, p. 66

1846 Constitutional Ballots *(one per student)*, p. 65

Two Ballot Boxes (one marked "White Males," and the other left plain)

Overview

This activity will allow students to enter into the world of the Wisconsin Constitutional Convention of 1846 through role-play and debate. Students will gain a more tangible grasp of the kinds of issues that made compromise difficult in 1846 and essential in 1848 on the road to Wisconsin statehood.

Procedures

1. As a class, discuss what the students already know from Chapter 2 about the historical controversies (African American and immigrant voting rights and women's property ownership) and issues that will be important in this debate. Ask students to open *Voices & Votes* to "The Story of the Wisconsin Constitution," page 30. Place a transparency of **Thinking About Issues** on the overhead to help students mentally sort out issues and prepare for the debate. Discuss fully, and answer any questions that students may have.

2. Explain that all students are going to take part in a dramatic reading that, although fictionalized, has some real historic leaders as characters in it. The reading is in the form of 3 debates that will highlight the issues that they have just discussed.

3. Hand out a **Character Card** to each student. If there are not enough character cards for your entire class, there can be multiples of any character except the "key players" (David Noggle, Moses Strong, Marshall Strong, Edward Ryan). Explain to students that all characters are real people: both the famous historical personalities and the others who are listed in the 1850 Federal Census. The key players' positions, for the most part, are based on documentary evidence, although their "lines" are fictional. For the other characters, information such as their names, ages, and where they were born is true. Other information, like their political opinions, has been created for this play.

4. Explain the structure of the "play" to the students. There will be 3 separate debates. In each, the focus will be to discuss one important issue from the Constitutional Convention of 1846. Each debate will begin with the major players arguing about one

controversial issue. The words and opinions from these **"Key Player" Scripts** are based on the words and opinions from the journals from the actual Constitutional Convention of 1846. (Please note: The opinions and significance of David Noggle's character have been modified slightly from his true historical role in order to provide a better debate for students.)

5. After the key players are finished with their scripted lines, other students in the class will have a chance to discuss the issue. Remind students that in 1846, only white men would have had the opportunity to vote. Many of their characters never had the historical opportunity to make their opinions known. Remind students to role-play by using the information on their assigned character card and the results of the pre-activity discussion to put themselves in the shoes of their character. What would their character have felt about each issue? Why? Discuss this active learning aspect. It's quite different from students who will play "assigned" roles in the script.
6. At the end of the discussion of each part of the debate, explain to the students what the Constitutional Convention has decided to put in the 1846 Constitution about each major issue. At the time you complete a debate, write the outcome on a blank transparency and place on the overhead, or write on the chalkboard, so students will remember what the 1846 Constitution contained.

   Part 1: Immigrants—All white male citizens and all white male immigrants who plan on becoming citizens can vote, if they are at least 21 years old and have lived in Wisconsin for one year.

   Part 2: African Americans—The Convention decided by a close margin that voters would be asked to approve or reject African-American male voting when they voted on the proposed constitution.

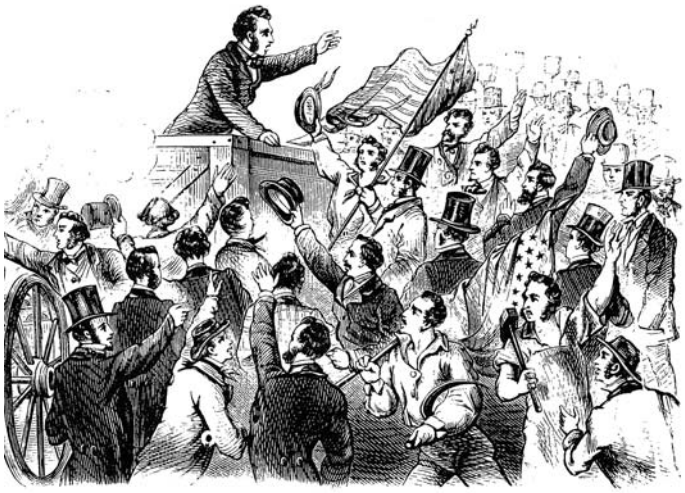
   Part 3: Women—The right for married women to own property in their own names was included in the first constitution.
7. After students have discussed each of the 3 issues, tell them that it is time for the class to vote on the 1846 Constitution and the question of African American male voting rights. Pass out **1846 Constitutional Ballots** to each student. Explain to the students that by voting for the 1846 Constitution, they are agreeing to the statements the teacher earlier wrote on the board or put on the overhead. Remind students that they are not to vote on the constitution from their *own* point of view, but rather to try and imagine how *their character* would have voted, if their character had been given the opportunity.
8. Have students deposit their ballots into the appropriate ballot boxes. Students portraying characters who would have been able to vote (white males) should place their ballots in one box and students portraying characters who would not have been able to vote should place their ballots in another box.
9. Before you announce the results, explain to students what actually happened in 1846. Emphasize that very few of them would have been able to vote in 1846—only white males. Remind students, as they learned through the role-play, that people

thought very differently about these issues a century and a half ago! Explain that in 1846, Wisconsin voters rejected the Constitution *and* rejected the question to give African American men the right to vote.

10. When you announce the results, remind students that this *might have been what happened* if everyone had the ability to vote in 1846. How are your class's results different? Have students discuss the difference.

Closure

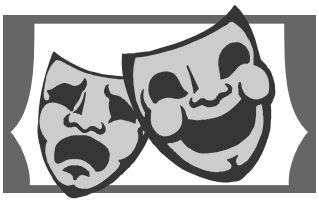
Pass out and have students complete a **"In My Own Voice"** sheet. By encouraging students to state their own issues and questions related to the state constitution, this opportunity for reflective writing takes students beyond role-playing and makes an ideal assessment.



Thinking About Issues

The people at the constitutional convention had many important issues to talk about. Try to put yourself in their situation and think about their point of view.

Important constitutional debates	**Reasons that people *AGREED* with this idea**	**Reasons that people *DISAGREED* with this idea**
African American males have the right to vote.		
Immigrant men should be able to vote.		
Women should be able to own property.		



Key Player Scripts

Part One: The debate over Voting Rights for White Male Immigrants

Moses Strong: *[Places paper on table.]* Here is the section of the Constitution about who will be able to vote in the State of Wisconsin. We decided that every white male citizen, who is at least 21 years old, and every immigrant who plans on becoming a citizen can vote. Voters must have lived in Wisconsin for at least 6 months before voting.

David Noggle: Women are not allowed to vote?

Marshall Strong: Women are not allowed to vote anywhere in the United States, and Wisconsin should be the same way. But why should immigrants be able to vote? They are not even part of the country yet!

Moses Strong: Because it is more fair. Many immigrants want the responsibility of voting and should be able to. They have to obey our laws and should have a voice in making them.

Edward Ryan: I agree. Immigrants work very hard to improve this country, and it can take a long time for them to become naturalized citizens. If they have lived in Wisconsin and want to vote, why should they have to wait?

David Noggle: Why do voters have to live in Wisconsin for 6 months before they can vote?

Marshall Strong: So that they **know** the people they are voting for, they **know** the issues, and **know** the needs of their community.

Moses Strong: Perhaps 6 months is not long enough. I come from the lead-mining district, and many miners come from Illinois during the summer and fall. This would allow them to vote here even though they live in Illinois!

Edward Ryan: Then let's make men live in Wisconsin for at least one year before they can vote.

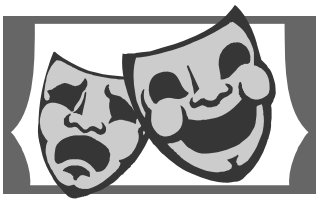
Marshall Strong: I think we should not allow so many people to vote. We don't want too many people who do not know **who** they are voting for or **why**. I think we should prevent poor people and criminals from voting, too.

David Noggle: That does not seem fair—poor people should be able to vote.

Edward Ryan: Let's not let convicted criminals vote as part of their punishment for breaking the law, but let's let poor people vote, even though they may vote the wrong way.

Moses Strong: So the final decision is that all white citizens and all immigrants who plan on becoming citizens can vote, if they are at least 21 years old and have lived in Wisconsin for one year.

[All nod their heads and agree]



Key Player Scripts

Part Two: The debate over Voting Rights for African American Males

David Noggle: Perhaps we should remove the word "white" from the voting qualifications.

Moses Strong: But that would allow African Americans the right to vote! They are not allowed to vote anywhere in the United States, and no white person in Wisconsin wants African Americans to be considered **equal**.

David Noggle: But many people in Wisconsin oppose slavery.

Moses Strong: Perhaps in Waukesha. But no one west of the Rock River will accept black voting rights.

Marshall Strong: And just because somebody opposes slavery does not mean they want former slaves to have equal rights.

Edward Ryan: I am opposed to it. Wisconsin will be overrun with runaway slaves. They don't know about Wisconsin, and we don't want them in our state.

David Noggle: That's not true. Free African Americans live in New York City, and they are model citizens: They work hard, obey the law, and teach their children.

Marshall Stong: But they don't vote because they're not educated enough to elect good leaders. African-Americans are not equal to whites and should not be allowed to shape our government.

David Noggle: I agree that African-Americans are not equal, but they already live here and obey our laws. We have decided to let immigrants vote because **they** obey our laws and should have a voice in making them. Shouldn't we do the same thing for African Americans?

Marshall Strong and Edward Ryan: No.

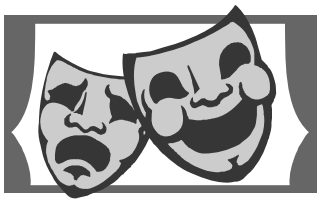
Moses Strong: I don't think so either, but this is very important. Perhaps we should let the voters of Wisconsin decide.

David Noggle: The voters must approve our constitution before it goes into effect. What if citizens vote on whether or not to allow African Americans to vote when they vote on the constitution? That will decide the question.

Edward Ryan: I think it is a bad idea. I don't want African Americans voting in Wisconsin, even if most of the voters want them to vote!

Marshall Strong: But letting the people vote is more democratic. And, don't worry. The voters won't approve African American voting rights anyway.

Moses Strong: I disapprove of African Americans voting, and I will urge people to oppose it. But I think it is fair to allow the people of Wisconsin to decide.



Key Player Scripts

Part Three: The debate over Property Rights for women

David Noggle: Our last job is to consider Article 14, which would allow married women to own their own property, independently of their husbands.

Marshall Strong: What? Married women should not own their own property. That is a wild and dangerous experiment! Any property owned by a woman should be given to her husband!

Edward Ryan: I agree. Allowing women to own property goes against social customs and biblical teachings. Women are too delicate and too weak. Owning property will lead women to go into the "hustle and bustle" of business. Their place is at home caring for their families.

David Noggle: But that's just silly! A man trusts his wife with his property like his home. And he trusts his wife to raise his children, and aren't they more important than property? Certainly women can be trusted to own their own property.

Edward Ryan: But if women are allowed to own property, then a man might use his wife to cover up his own mistakes. If he owes people money or land, he might give it all to his wife so that he will not have to pay what he owes.

David Noggle: Do you really think that women are so weak and stupid that they could not manage their own property?

Moses Strong: It is not just a matter of trust, but one of education and upbringing. Women are incapable of protecting their own business interests. They need men to take care of them.

David Noggle: But we live in the 1840s! The idea that women need men to help and protect them is old and outdated. Is that what you think of your wives and your mothers?

Marshall Strong: I just don't like the idea. Why don't we leave it out of the constitution and let the state government decide in the future?

David Noggle: No, no, no. This is too important to leave up to the legislature. It's an important principle, and we must put it in the constitution so it can't be taken away in the future.

Moses Strong: Yes, it is an important question. But it is too new. We should do nothing and wait to see what might happen in other states.

Edward Ryan: We know what will happen. Allowing women to own property will lead to women not looking to their husbands for advice.

David Noggle: You are all basing your decision on the belief that all women are foolish and weak. That is not so. I do not believe it, and the people of Wisconsin do not believe it, either.

Marshall Strong: *[Angry]* This is too much! I'm not going let the people accept this constitution with this kind of nonsense in it. *[Storms out]*.

Character Cards

John Fitzgerald

White Male

Age: 50

Location: Milwaukee

Occupation: Fisherman

Origin: Ireland

Married women should be able to own property: No

Immigrants should be able to vote: Yes

African American men should be able to vote: No

William May

White Male

Age: 28

Location: Mineral Point

Occupation: Miner

Origin: England

Married women should be able to own property: Yes

Immigrants should be able to vote: Yes

African American men should be able to vote: No

Ezekial McIntyre

White Male

Age: 38

Location: Richland County

Occupation: Merchant

Origin: Nova Scotia

Married women should be able to own property: No

Immigrants should be able to vote: No

African American men should be able to vote: No

Frederick Oberback

White Male

Age: 35

Location: Highland

Occupation: Farmer

Origin: Germany

Married women should be able to own property: No

Immigrants should be able to vote: Yes

African American men should be able to vote: No

Edward Ryan

White Male

Age: 35

Location: Racine

Occupation: Lawyer

Origin: Ireland

Married women should be able to own property: No

Immigrants should be able to vote: Yes

African American men should be able to vote: No

Character Cards

David Noggle

White Male

Age: 39

Location: Janesville

Occupation: Lawyer

Origin: Pennsylvania

Married women should be able to own property: Yes

Immigrants should be able to vote: Yes

African American men should be able to vote: Yes

Marshall Strong

White Male

Age: 35

Location: Racine

Occupation: Lawyer

Origin: Massachusetts

Married women should be able to own property: No

Immigrants should be able to vote: No

African American men should be able to vote: No

Moses Strong

White Male

Age: 38

Location: Mineral Point

Occupation: Lawyer

Origin: Vermont

Married women should be able to own property: No

Immigrants should be able to vote: Yes

African American men should be able to vote: No

John Offer

African American Male

Age: 22

Location: Milwaukee

Occupation: Barber

Origin: Maryland

Married women should be able to own property: No

Immigrants should be able to vote: No

African American men should be able to vote: Yes

Elizabeth Johnson

White Female

Age: 36

Location: Dunkirk

Origin: Ireland

Married women should be able to own property: No

Immigrants should be able to vote: Yes

African American men should be able to vote: No

Character Cards

John West

African American Male

Age: 36

Location: Rutland

Occupation: Farmer

Origin: North Carolina

Married women should be able to own property: Yes

Immigrants should be able to vote: Yes

African American men should be able to vote: Yes

Elizabeth Hanson

White Female

Age: 37

Location: Milwaukee

Origin: Norway

Married women should be able to own property: Yes

Immigrants should be able to vote: Yes

African American men should be able to vote: No

Theressa Dohme

White Female

Age: 45

Location: Springfield

Origin: Germany

Married women should be able to own property: Yes

Immigrants should be able to vote: Yes

African American men should be able to vote: No

Catharine Fuller

White Female

Age: 25

Location: Harmony

Origin: Pennsylvania

Married women should be able to own property: No

Immigrants should be able to vote: No

African American men should be able to vote: No

Olive Leonard

White Female

Age: 72

Location: Janesville

Origin: Connecticut

Married women should be able to own property: No

Immigrants should be able to vote: No

African American men should be able to vote: No

Character Cards

Lucy Babcock

White Female

Age: 47

Location: Lima

Origin: Pennsylvania

Married women should be able to own property: Yes

Immigrants should be able to vote: No

African American men should be able to vote: Yes

Delilah Hessler

White Female

Age: 25

Location: Richland County

Origin: Pennsylvania

Married women should be able to own property: No

Immigrants should be able to vote: No

African American men should be able to vote: No

Elizabeth Blute

White Female

Age: 36

Location: Mineral Point

Origin: England

Married women should be able to own property: Yes

Immigrants should be able to vote: Yes

African American men should be able to vote: No

Wilhelmina Ban Rueben

White Female

Age: 33

Location: Wilson and Holland

Origin: Holland

Married women should be able to own property: Yes

Immigrants should be able to vote: Yes

African American men should be able to vote: No

Mary Ann Cadotte

Native American Female

Age: 30

Location: La Pointe Village

Origin: Wisconsin

Married women should be able to own property: Yes

Immigrants should be able to vote: Yes

African American men should be able to vote: No

Character Cards

Omechoquedoque Charette

Native American Female

Age: 42

Location: Fond du Lac Village

Origin: Wisconsin

Married women should be able to own property: No

Immigrants should be able to vote: No

African American men should be able to vote: No opinion

Joyce Valentine

African American Female

Age: 37

Location: Oregon

Origin: North Carolina

Married women should be able to own property: Yes

Immigrants should be able to vote: Yes

African American men should be able to vote: Yes

Mary Hodge

African American Female

Age: 24

Location: Mineral Point

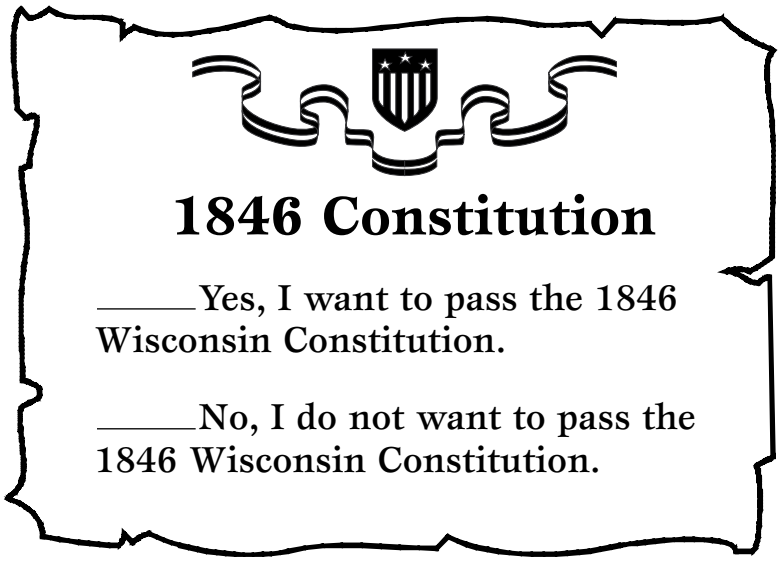
Origin: Illinois

Married women should be able to own property: No

Immigrants should be able to vote: No

African American men should be able to vote: Yes

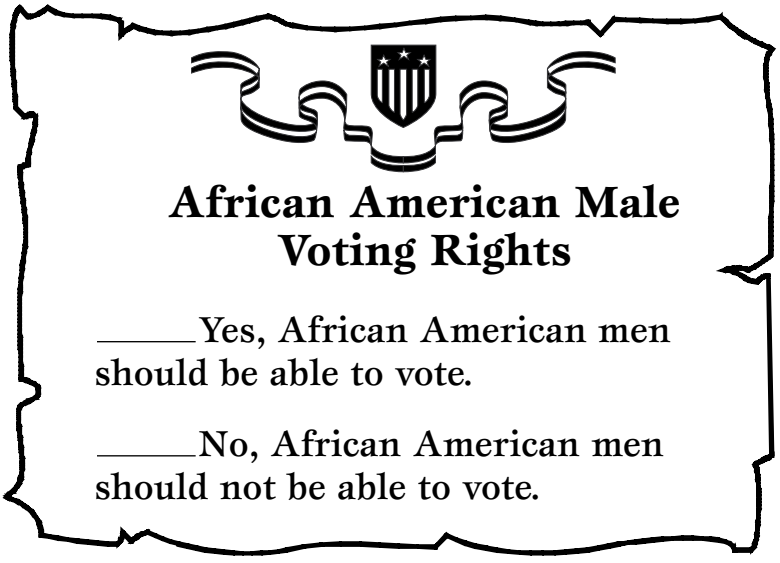
1846 Constitutional Ballots



1846 Constitution

_____Yes, I want to pass the 1846 Wisconsin Constitution.

_____No, I do not want to pass the 1846 Wisconsin Constitution.



African American Male Voting Rights

_____Yes, African American men should be able to vote.

_____No, African American men should not be able to vote.

Name_____ Date_____

In My Own Voice

My character was_____

Why do you think your character felt the way he or she did?

How did your character's opinions make you feel?

3 State Government and Tribal Government

Activity 1: Getting Started, Navigating the Chapter, and Summing Up

Chapter Skills and Strategies

comprehension; building vocabulary; analysis; organizing; problem solving; synthesizing; self-expression

Materials

Chapter 3 Vocabulary Words worksheet *(one per student)*, pp. 70–71

Looking Ahead in Chapter 3 worksheet *(one per student)*, p. 72

Do the Math! graphic organizer *(one per student)*, p. 73

Executive Branch graphic organizer *(one per student)*, p. 74

The Judicial Branch and Trial by Jury graphic organizer *(one per student)*, p. 75

Classifying Historic Headlines activity, pp.78–81

Checks and Balances graphic organizer *(one per student)*, p. 76

Finding Information in the *Wisconsin Blue Book* activity, pp. 82–84

Thinking About What I've Learned in Chapter 3, p. 77

Pencils *(one per student)*

Wisconsin Blue Book

Overview

The organization of materials and procedures in Chapter 3 continues to correspond with those in the earlier chapters. Chapter 3 is the longest and most complicated chapter in the book, because it contains relevant and fairly detailed information about each branch of state government, and also describes the way tribal governments function and affect those who live on Wisconsin Indian reservations. For this reason, there are more graphic organizers, which will help students keep up with the facts presented and help them to assimilate the facts by giving students ample opportunity to interact with the materials. You should warn students ahead of time that this is the most demanding chapter! On the other hand, this skill-building will ensure that students become increasingly independent in their work on graphic organizers and worksheets.

Pre-reading Procedures

1. Ask students if they recall how to begin a new chapter. (to revisit the Contents in order to predict the information that lies ahead) Make sure that each student has a copy of *Voices & Votes*. Even before you read the introductory pages to Chapter 3 with your students following in their books, it's a good idea for students to begin the chapter by opening their books to page 38, where they can look at the 3 Branches of Government chart. Students were introduced to the idea of the 3 branches of government at the end of Chapter 2, and the greater part of Chapter 3 is devoted to explaining what each branch of government actually does. Tell them that they will be able to reconstruct this chart, branch-by-branch, in graphic organizers. Such a concrete grasp of this structure should make these abstract concepts much more comprehensible and memorable.
2. Distribute the **Looking Ahead in Chapter 3** worksheets, and ask students to flip back to the Contents to begin to fill in the missing subheads from Chapter 3.
3. Then ask students to turn to the chapter itself and page through. What special features does this chapter offer? (charts, sidebars, maps, pictures) Remind students that these features are really important in clarifying the text, so they should pay close attention to them. As the class reads through the chapter, ask key questions when you reacheach chart, to make sure that students follow the way these graphic features convey information.

4. Pass out the **Chapter 3 Vocabulary Words** worksheets and go over pronunciations with students. Students can see that this chapter has the lion's share of difficult vocabulary, so it will probably work best to introduce one section of words at a time. Have students enter the definitions beforehand or as they come across the words in context, whichever method seems best for the students in your class. There's no shortcut around this demanding vocabulary.The graphic organizers and activities that accompany the reading will offer additional places for students to use the vocabulary in sentences of their own.

Reading Procedures

1. Ask students to open the book to the introductory pages, 36–37, for Chapter 3. Focus students' attention on the key to the legislative, judicial, and executive symbols. Tell students that these symbols are useful visual reminders of all the state government discussion in the chapter. They will see them repeated throughout the chapter and on the branch-specific graphic organizer sheets.
2. Read the opening pages aloud to the students and discuss. You might want to draw a tree with 3 branches on the chalkboard or on a blank overhead transparency and label each branch. Tell students that they will be assembling that tree, one branch at a time. Tribal government does not constitute a fourth branch but is a separate entity that functions much like state government.
3. Be sure to treat this chapter in 3 separate sessions, so that students have a chance to read, assimilate, and react to the material, and have a chance to graphically organize one branch of government at a time.
4. Be sure to spend some time discussing the Wisconsin Branches of Government chart, page 38, to make sure that students can "read" the way information is presented here, and point out that they will be exploring the legislative branch first. Although it looks fairly simple on this chart, it will actually be the most complex of the 3 branches to understand, just because much of it involves math.
5. Review the vocabulary for the Legislative Branch, making sure that students recognize the difference in sight and pronunciation for "legislator," "legislature," and "legislative." You may choose to pass out the **Do the Math!** graphic organizers right away and let students work through the answers as they interact with the content of the chapter.
6. As you work with the students on this part of the chapter, take time to point out that the information on the 29th Senate District (the 85th, 86th, and 87th Assembly Districts) is not only explained in words on pages 42–43, it also is represented graphically on maps on page 43. Go over the maps with students to make sure that they can understand the way maps can convey ideas as well as locations. Be sure to stress the idea that having 2 legislative bodies ensures that democratic government is as accessible to and representative of the interests of as many voters as possible.
7. Before moving on to the Executive Branch, have students work in pairs to review their answers on the **Do the Math!** graphic organizers, and ask them to present any questions. Give each student pair a chance to question or offer a comment. Have students turn in their organizers for initial assessment.
8. Return to the Wisconsin Branches of Government chart, page 38, and direct students to the central portion where the Governor's Office is located, with all the elected officials listed. That's the gist of this section of Chapter 3. Tell students

although these officials do a great deal of work, this part of the chapter is much shorter and easier to understand than the Legislative Branch, because each of these officials represents *all* the people in the state.

9. Pass out the **Executive Branch** graphic organizers, so students can fill them in as the class reads this part of the chapter. Have students meet in groups of 3 or 4 afterwards to compare what they have written and to see if anyone has a question to present to the rest of the class.
10. Hold up a copy of the *Wisconsin Blue Book* and tell students that this resource contains much more information about each of these elected officers, in case anyone wants to read more. The *Blue Book* is also available online at http://www.legis.state.wi.us/lrb/bb/.
11. Have students turn in their graphic organizers.
12. Once again, have students return to the Wisconsin Branches of Government chart, page 38, to take a look at the Judicial Branch. Point out that the Judicial Branch is divided into 3 different *levels*, which is different in organization from the other 2 branches. Tell students that they will be learning about what happens at each level. Review the vocabulary for the Judicial Branch, and have students work with the vocabulary sheets either before or as they read this part of the chapter. Explain that one of the most important rights in a democracy is the right to trial by jury, and that learning about how our court system works is critical to recognizing how this right functions.
13. After students have worked with the vocabulary sheets and read this section of the chapter, distribute the **Judicial Branch and Trial by Jury** graphic organizers. The upper portion of the organizer is self-evident. The lower portion represents a courtroom, with all the leading characters in a trial. Students will have a visual reminder of the various roles they learned in their vocabulary sheets; this organizer reinforces that vocabulary.
14. To help students apply what they have learned about the 3 branches of government, have them work through the **Classifying Historic Headlines** activity, page78.
15. For the Checks and Balances section, pass out the **Checks and Balances** graphic organizers before students read, and ask them to look at the chart on page 76 to make sure that the information is intelligible. As they read the section, they can fill in the appropriate information. Discuss when students have completed their charts.
16. Tell students to think about comparing and contrasting tribal and state governments as they read this section. Use a blank transparency or the chalkboard to list similarities and differences as students call attention to them.
17. Ask students to assemble all their completed graphic organizers to hand in.

Closure

After students have read and discussed the entire chapter, it's a good time to do the final 2 assignments as an assessment. The first is the **Using the Wisconsin Blue Book** activity, page 82, which gives students the opportunity to use an excellent government resource to learn who the current Wisconsin leaders are in Congress and state government. Finally, ask students to fill in their reflections on their worksheets, **Thinking About What I've Learned in Chapter 3**. Add these materials to the portfolio for each student that charts his/her progress.

Name_____ Date_____

Chapter 3 Vocabulary Words

Directions: On this page, you'll find a list of vocabulary words that you will be reading in the chapter. Some of these words will be new to you. Writing down the definitions will help you learn the meanings. You will find definitions in the text of Chapter 3 and in the glossary at the end of the book.

Words	Definitions	Page No.
Introduction		
legislative (**lej** uh slay tiv)		
executive (eg **zek** yu tiv)		
executes (**eg** zeh kyoots)		
judicial (ju **dish** uhl)		
The Legislative Branch		
bills		
census (**sen** sus)		
population (pop yu **la** shun)		
propose (pruh **poze**)		
rural (**rur** uhl) senators		
suburban (suh **bur** bun)		
The Executive Branch		
appoints		

Name_____ Date_____

Words	Definitions	Page No.
The Judicial Branch		
appeal		
charges		
circuit (**sur** cut)		
defendant		
evidence (**ev** uh duhnts)		
prosecutor (**pross** uh kyoo tur)		
trial (**try** uhl)		
trying		
Checks and Balances		
override		
unconstitutional (uhn con stih **too** shun uhl)		
vacancies (**va** cuhn sees)		
veto (**vee** toh)		

Name_____ Date_____

Looking Ahead in Chapter 3

Directions: Below are the main topics in this chapter. Look at the Contents and fill in the missing topics.

Questions to Think About

_____

_____

_____

_____

_____

Looking Back

After looking at the Contents, "Questions to Think About" section, and through the chapter, answer the following questions.

What are 3 things you think you already know about state and tribal government?

1._____

2._____

3._____

What are 3 things that you think you might learn in this chapter?

1._____

2._____

3._____

Describe one chart or map in the chapter that looks interesting. On which page did you find it? Why did it catch your attention?

_____

_____

_____

_____

_____

Name_____ Date_____

Do the Math! The Legislative Branch

Directions: Fill in the blanks below. Use the information in the chapter to help you.

Problem 1:

The Senate is_____than the Assembly. There are _____ times as many people elected to the Assembly as there are Senators in the Senate. There are_____Senate districts, and_____Assembly districts, so Wisconsin voters elect_____Senators and_____Representatives.

Problem 2:

Write 4 reasons why having 2 houses—the Assembly and the Senate—is better than having just one:

1. _____

2. _____

3. _____

4. _____

Problem 3:

Senate districts are_____, so they represent the views of more people in more areas. Assembly districts are_____, so representatives know more about the people they represent. But don't forget: having 2 houses makes it easier for more points of view to be represented at the state level.

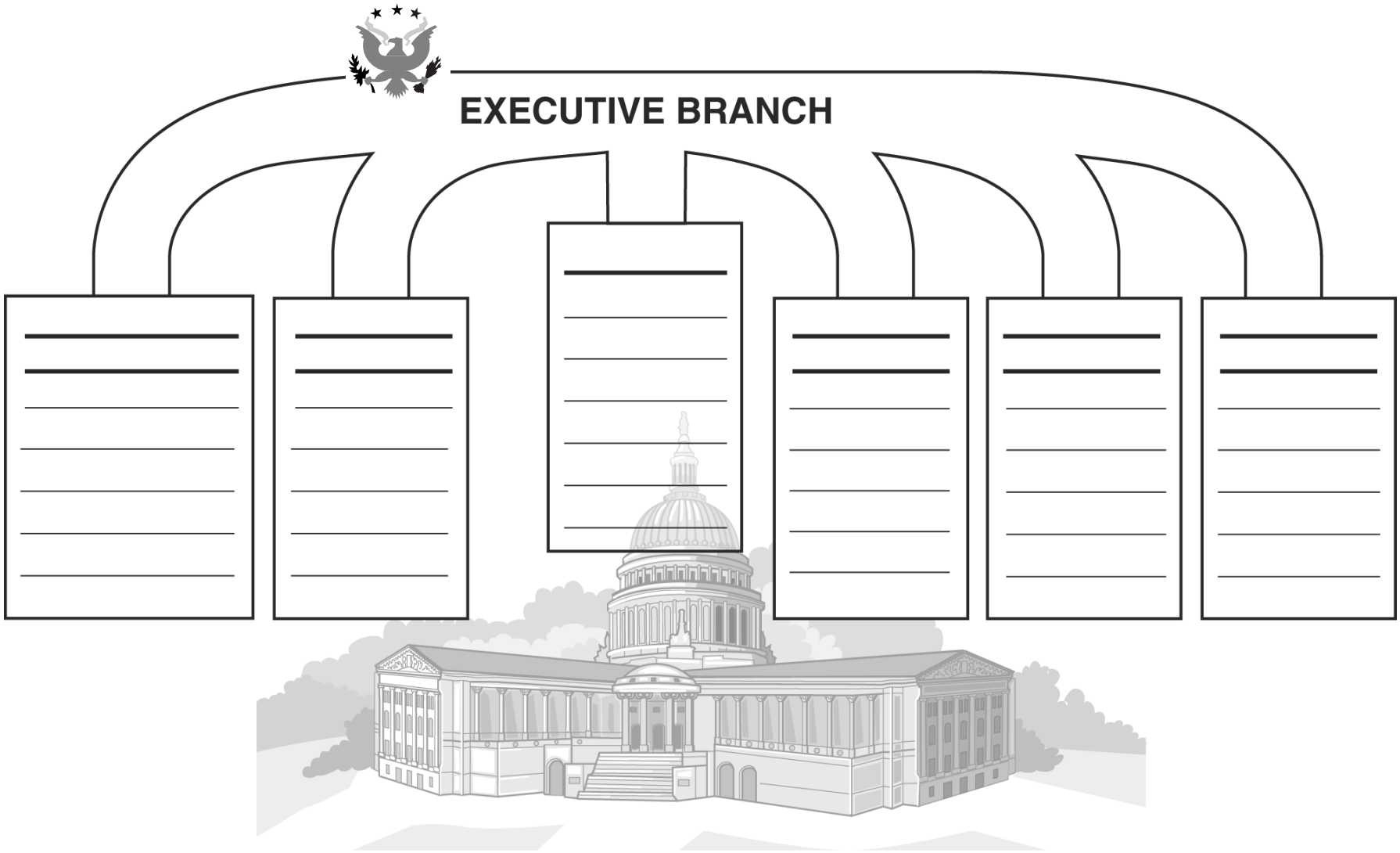
Problem 4:

Senators serve_____year terms, and representatives serve_____year terms. Senators serve_____as long as representatives. All Senate and Assembly districts are supposed to represent the_____number of people in each district. Because people often move from rural areas to cities and suburbs, every_____ years, the legislature needs to redraw the map of districts to keep them_____. Redistricting helps give everyone the chance to have an equal_____in the legislature.

Name _____ Date _____

The Executive Branch

Directions: Each box represents one executive officer. Put the title of each in a separate box. In the space below each title, describe that official's job or responsibility to the people of Wisconsin. Look back at the chart on page 38 to help you get started.



Name_____ Date_____

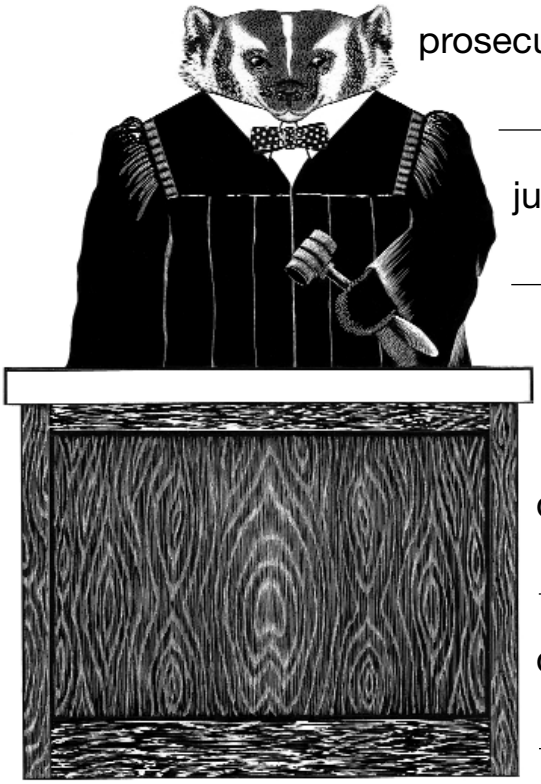
The Judicial Branch

Directions: Fill in the name of each of the 3 levels of courts in the boxes for the Judicial Branch. Fill in the definition for each of the vocabulary words represented by the key people who take part in a courtroom trial.

Judicial Branch

Trial by Jury

Fill in the definitions of the role each of these plays in a trial.



prosecutor_____

_____

judge_____

_____

jury_____

_____

defendant_____

_____

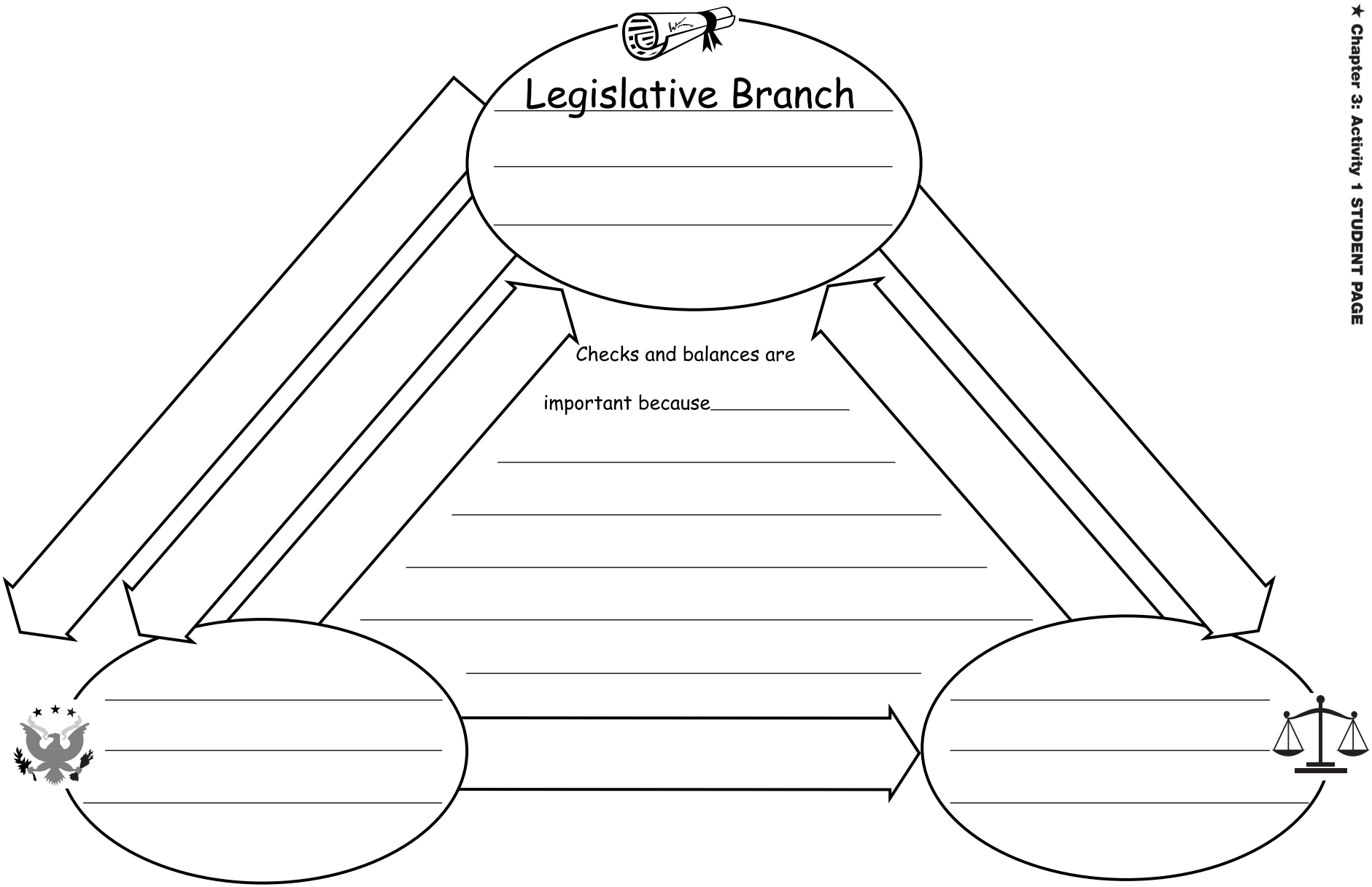
defense attorney_____

_____

Name_____ Date _____

Checks and Balances

Directions: Use the Checks and Balances chart on page 53, and fill in the information on this chart in your own words.



Name_____ Date_____

Thinking About What I've Learned in Chapter 3

Directions: Complete the following, using your own words and underlining any new vocabulary words from the chapter. Use your vocabulary worksheets to remind you.

Two important things that I want to remember about the Legislative Branch of Wisconsin Government:

_____

_____

Two important things that I want to remember about the Executive Branch of Wisconsin Government:

_____

_____

Two important things that I want to remember about the Judicial Branch of Wisconsin Government:

_____

_____

Tribal government is like state government because_____

_____.

Tribal government is different from state government because_____

_____.

The most interesting thing that I learned in this chapter_____

_____

Why I found this information the most interesting:_____

_____

After reading this chapter, I think having 3 levels of state government makes democracy work better because_____

_____.

★ ★ ★

3 Activity 2: Classifying Historic Headlines

Objectives

◆ To introduce historic newspapers as a source of information about the operations of different branches of state government

◆ To give students practice in applying what they've read about the different levels of state government

◆ To link students to newspapers as sources of information about what each branch of government does today

Materials

Historic Headlines
(one copy per student)

Classifying Headlines
(one copy per student)

Scissors

Glue sticks

Local newspapers

Bulletin board or large poster board

Headlines Today

Overview

This activity allows students to classify and interpret historic headlines that concern the workings of the 3 branches of state government.

Procedures

1. Distribute the **Historic Headlines and Classifying Headlines** pages. Tell students that these headlines are from real Wisconsin newspapers. Each of them deals with the workings of one branch of state government. Students will classify each headline by gluing it in the correct column.
2. Either collect local newspapers for a week or 2 prior to this lesson, or collect them (front and local sections) over the next 2 weeks.
3. Then divide students into pairs, and give each pair of students a section from one of the papers. Ask them to look for and cut out any headlines that refer to the work of one of the 3 branches. Have students bring those in on a daily basis.
4. Create a bulletin board space or a poster devoted to **Headlines Today**, and use the **Headlines Today** listings to make columns for each category: Legislative, Executive, and Judicial.
5. Allow students who bring in the newspaper headlines to discuss the article or issue to which the headline refers. Then add the headline to the proper column.

Closure

Discuss and compare today's issues to the historic ones.

Wisconsin State Symbols: Answer Key

	State Symbol	This symbol was introduced by...
Beverage	**Milk**	**Wisconsin Legislature**
Bird	**Robin**	**Wisconsin school children**
Dance	**Polka**	**Students at Charles Lindbergh Elementary School in Madison (support from other groups too)**
Dog	**American Water Spaniel**	**Students at Washington Junior High School in New London**
Fish	**Muskellunge**	**Wisconsin Legislature**
Flower	**Wood Violet**	**Wisconsin school children**
Insect	**Honey Bee**	**Students at Holy Family School of Marinette and the Wisconsin Honey Producers Association**

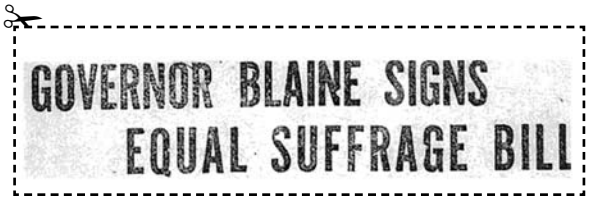
Historic Headlines


Judge Asks For Authorities to Show Order Right

Court Wants Proof That It May Order New Primary Election


GOVERNOR IN SESSION WITH FARM LEADERS


COMMITTEES ARE NAMED IN SENATE


GOVERNOR BLAINE SIGNS EQUAL SUFFRAGE BILL


RADICAL CHANGE IN LAW NEEDED, SOLONS DECLARE


GOVERNOR ACTS TO BLOCK RECURRENCE OF MILK STRIKE


GOV. LAFOLLETTE READS HIS INAUGURAL MESSAGE


PFISTER KNOCKS OUT "SENTINEL"

Supreme Court Gives Him a Complete Victory in His Suit for Libel.


WOMEN SERVE IN LEGISLATURE FOR THE FIRST TIME


MUNICIPAL COURT IS RAVING STAGNATION


La Crosse County Created By Legislative Act In 1851

Name _____ Date _____

Classifying Headlines

Directions: Cut the headlines out from the Historic Headline sheet, choose the right category, and glue each under the appropriate column.

 Legislative	 Executive	 Judicial

Headlines Today

Legislative

Executive

Judicial

8 Activity 3: Finding Information in the Wisconsin Blue Book

Objectives

- To help students develop research skills
- To introduce students to a valuable government resource
- To acquaint students with information relevant to the political life of the state, including information pertinent to their own locale

Materials

Several recently issued copies of the *Wisconsin Blue Book* or computer with internet access

Using the *Wisconsin Blue Book (one copy per student)*

Wisconsin State Symbols worksheet

pencils

Overview

In this activity, students will use the *Wisconsin Blue Book* to find the right answers. This activity can be a computer investigation because the Wisconsin Blue Book is also available online through the Legislative Reference Bureau at http://www.legis.state.wi.us/lrb/bb/. A print copy may be easier for students to use.

Procedures

1. Explain to students that they will be looking up current information about state government leaders in the *Wisconsin Blue Book*.
2. Divide students into small groups, with one copy of the *Blue Book* for each group. Or if you only have one copy, allow student groups to take turns doing this activity.
3. Ask students what part of the *Blue Book* they need to consult first (Contents). They will find that the first chapter contains biographies of state officials, and they will be able to use that information to fill in their **Using the Wisconsin *Blue Book*** worksheets.
4. To complete the specific information pertinent to your county, they will have to consult various maps. The first is the map of congressional districts, where they can find the county and the number of your district. Then they can find the names of the appropriate representative.
5. To find their state senator, they will have to look through the various maps of state senate districts (which also include the 3 assembly districts that make up the senate district). Then they will be able to identify both numbers and the appropriate state senator and assembly person.
6. Information about the state symbols can be found inside the front and back covers and by having students look in the index under "state symbols." Have students use the information they find to fill out the **Wisconsin State Symbols** worksheet.
7. Students should answer the final questions individually.

Closure

Discuss using this resource with your students. Ask how it feels to use an "adult" resource that allows multiple ways to use it or independent study.

Name _____ Date _____

Using the *Wisconsin Blue Book*

Directions: Use the *Wisconsin Blue Book* to help you find information. Both the Contents and the Index will be useful.

United States Legislature

U.S. Senators

1. _____

2. _____

U.S. Representative

My Congressional District is _____
(use map in *Blue Book*)

My U.S. Representative is _____

Wisconsin Executive

My governor is _____

My Lieutenant Governor is _____

Wisconsin Legislature

Wisconsin Senate

My Senate District is _____

My state senator is _____

Wisconsin Assembly

My Assembly District is _____

My state representative is _____

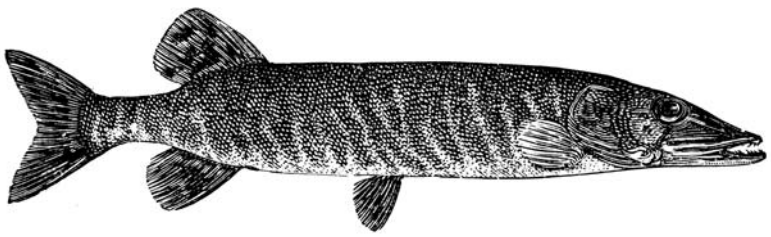
Name_____ Date_____

Wisconsin State Symbols

Directions: Using the *Wisconsin Blue Book*, look at the section about Wisconsin State Symbols and fill in the following chart.

	State Symbol	This symbol was introduced by...
Beverage		
Bird		
Dance		
Dog		
Fish		
Flower		
Insect		

Describe 3 other interesting features that you found in the *Wisconsin Blue Book*.



4 Government Working for the People

Teacher Background: The Changing Scope of State Government

When Wisconsin became a state in 1848, the responsibilities of state government were minimal, and the entire state government, excluding the legislature, was administered by only a few dozen people. As the population grew, state government expanded to provide more services and more specialized services. In the years immediately before and after statehood, Wisconsin' s government began to provide education, ensure public health, and create charitable and reform institutions.

1839: Territorial assembly provided for food inspectors.

1849: Superintendent of Public Instruction ordered to visit all county schools, recommend textbooks and courses of instruction, and distribute funds to schools.

1850: Wisconsin Institute for the Education of the Blind established in Janesville.

1852: Wisconsin School for the Deaf established in Delavan.

1865: After the Civil War, a rapidly industrializing society forced state government to adopt a more intensive regulatory aspect, which peaked during the Progressive Era in the early 20th century.

1868: Superintendent of Public Instruction authorized to license school teachers.

1874: Board of Fish Commissioners created to operate fish hatcheries and stock lakes and streams. Railroad commission created to supervise rail operations and monitor shipping rates.

1876: State Board of Health established to collect vital statistics, investigate sanitary conditions, educate the public about disease and hygiene, and to license restaurants, health facilities, barbers, embalmers, and other public places. After 1911, the board investigated water pollution cases.

1881: State Board of Supervision of Wisconsin Charitable, Reformatory, and Penal Institutions, renamed the Board of Control in 1891, created to administer state prison and charitable institutions.

1885: The legislature levied a one-tenth-cent property tax to support county schools.

1887: Governor appoints game wardens to enforce laws protecting fish and game.

1889: Office of the Dairy and Food Commissioners created to enforce food safety, food labeling, and weights and measures regulations.

1903: State Banking Department created to regulate state banks. The agency was renamed the Office of the Commissioner of Banking in 1967. Department of State Forestry created to protect forests without harming water resources or impeding economic development.

1905: State Railroad Commission created to supervise rail operations, appraise railroad property, and set freight rates. In 1907, the Railroad Commission starts regulating all public utilities.

1911: Industrial Commission created to set safe standards for workplaces and public buildings; the first building codes were released in 1914. The commission also administers the first workers' compensation program in the nation.

1915: Department of Agriculture created, consolidating food inspectors, the State Veterinarian, the Livestock Sanitary Board, and other agencies. The Department collected farm and livestock statistics, regulated farm and veterinary practices, and provided information on agriculture and dairying. State Conservation Commission created to consolidate all conservation and outdoor recreation responsibilities of the state.

1921: Department of Markets created to promote consumption of Wisconsin agricultural products.

1927: Legislature enacts school equalization law to increase support for property-poor school districts.

1929: Department of Agriculture and Markets created, combining several related agencies.

1931: Railroad Commission renamed Public Service Commission, continues to regulate public utilities and transportation.

1932: The Great Depression forced Wisconsin to provide a social safety net for citizens suffering economic hardship. Wisconsin enacted an unemployment insurance law to provide compensation for the unemployed. The state also began programs to promote Wisconsin agricultural products and encouraged companies and individuals to conduct business in Wisconsin.

1939: Department of Public Welfare created. The department combined control of prisons and reformatories with the duties of the State Board of Health.

1955: Division of Industrial Development created to promote economic growth in Wisconsin. It became Department of Business Development in 1971 and Department of Commerce in 1995.

1959: Beginning in 1959, the state government began to undergo significant reorganization. In that year, the Department of Administration was created to manage the daily business of all state agencies. In 1967, many state agencies were consolidated and others were created—including the Department of Justice—to more efficiently carry out the state's business. Increasingly state government has emphasized environmental protection, business and economic development, and administration of the public welfare programs enacted by the federal government in the late 1960s.

The legislature creates the Department of Administration to assume common administrative functions of other agencies, such as accounting, budgeting, and purchasing.

Department of Resource Development created to control water and air pollution.

1967: The Department of Health and Social Services created to administer public welfare, public health, and care for the aged for the state. Until 1995, the DHSS administered AFDC and other federal welfare programs. The department was renamed Department of Health and Family Services in 1996 and began welfare reform.

Department of Justice created, headed by the Attorney General and consolidating a variety of crime-investigation agencies. Department of Natural Resources created by combining the functions of the Department of Conservation and the Department of Resource Development

1977: Department of Agriculture, Trade and Consumer Protection created to regulate farm practices and food safety and to protect consumers from unfair trade practices.

1989: Department of Corrections split off from the Department of Health and Social Services.

4 Activity 1: Getting Started, Navigating the Chapter, and Summing Up

Chapter Skills and Strategies

Reading comprehension; building vocabulary; classifying; analysis; organizing; problem solving; synthesizing; self-expression; role-playing; sequencing; reading aloud with expression; learning about varying perspectives on an issue

Materials

Chapter 4 Vocabulary Words worksheet *(one per student)*, p. 90

Looking Ahead in Chapter 4 worksheet *(one per student)*, p. 91

Teaching the People graphic organizer *(one per student)*, pp. 92–98

Teaching the People timeline *(one per student)*, pp. 92–98

11x17 sheets of paper *(one per student)*,

The Work of Wisconsin's Executive Branch graphic organizer *(one per student)*, pp. 99–100

The Work of Wisconsin's Executive Branch Concept Map *(one per student)*, p. 101

Thinking About What I've Learned in Chapter 4, p. 102

Pencils *(one per student)*

Glue sticks

Scissors

Wisconsin Blue Book

Overview

The organization of materials and procedures in Chapter 4 continues to correspond with those in the earlier chapters. You and the students will be relieved to see that this chapter is far less demanding than the past 2, since the material is more concrete and limited to services provided by the state on behalf of its citizens. Students will increasingly work independently on graphic organizers and worksheets.

Pre-reading Procedures

1. Pass out the copies of *Voices & Votes* and the Looking Ahead in Chapter 4 worksheets. Ask students to remind you how to begin the new chapter.
2. When they have turned to the Contents, ask them to notice the differences between Chapter 4 and the first 3 chapters. Although they all contain the Questions to Think About and the Looking Back sections, the first 3 chapters have more topics in between. Chapter 4 is definitely shorter and simpler in structure.
3. Ask students to begin to fill in the subheads from Chapter 4, and then tell students to notice the first word in 3 of the intermediate sections of Chapter 4: Teaching, Protecting, Keeping. Discuss the similarities in these 3 verbs and lead students to think of the concept, "taking care of" or "caring for." These verbs convey the essence of the chapter, the way state government reaches out to help the people of Wisconsin.
4. Then ask students to turn to the chapter itself and page through. Call attention to the chart on page 67 and tell students that this concept map contains the basic ideas that they will encounter in the chapter. Compare these verbs to those in the subheads (teaching, protecting, keeping). Instead of "teaching," we now have "educates." The new verbs are "promotes" and "constructs." Tell students that they will have a chance to make their own concept maps after they finish the chapter to help them remember the key ideas.
5. Pass out the **Chapter 4 Vocabulary Words** worksheets, and ask students to think about the difference between this list and that from Chapter 3 (much shorter in Chapter 4). Students should feel relieved! Go over pronunciations with students, and give them a chance to write down the definitions before reading the chapter.

Reading Procedures

1. Ask students to open the book to the introductory pages, 56–57, for Chapter 4. After reading the introduction, ask students to identify all the other personnel that help make a school function. (cafeteria workers, school librarian, resource teachers such as art, music, or special education, etc.) The state has many more people working for it than those pointed out in this chapter, and they offer more ways of helping citizens than those specified in the chart the students just looked at. This chapter shows the scope of work the state carries out for its people.
2. After students have read the section, "Teaching the People," you can distribute copies of the **Teaching the People** graphic organizer and review the directions. Point out to students that there are a variety of right answers because there are 10 slates to fill in and many more than 10 facts. Tell students that they will be reassembling these slates on a timeline, so it will be helpful to include dates.
3. After students have filled in their graphic organizers individually, have them meet in small groups to discuss their answers.
4. Then pass out the **Teaching the People Timeline**, scissors, and glue sticksstick, so that students can complete their assignments and turn them in for assessment.
5. When students have completed the chapter, they are ready to design their concept maps. Pass out **The Work of the Executive Branch** graphic organizers, and carefully go over the directions with students.

Closure

Ask students to fill in their reflections on their worksheets, **Thinking About What I've Learned in Chapter 4** and add to the portfolio for each student that charts his/her progress.

The Work of Wisconsin's Executive Branch Concept Map: Answer Key

Governor
manages the day-to-day activities of the state (represents all the people)

Superintendent of Public Instruction
makes sure teachers do a good job (for example, licenses and supervises them and schools)

Department of Natural Resources
protects our environment and wildlife (keeps state parks and forests clean and safe)

University of Wisconsin System
provides college education to Wisconsin residents

Department of Agriculture and Consumer Protection
makes sure our food is safe to eat

Department of Transportation
builds and maintains state highways

Department of Tourism
gives visitors information about travel around the state

Name_____ Date_____

Chapter 4 Vocabulary Words

Directions: On this page, you'll find a list of vocabulary words that you will be reading in the chapter. Some of these words will be new to you. Writing down the definitions will help you learn the meanings. You will find definitions in the text of Chapter 4 and in the Glossary at the end of the book.

Words	Definitions	Page No.
Introduction		
agencies (**a** juhn seez)		
manufacturing (man yuh **fak** chur ring)		
Teaching the People		
industrial (in **duhss** tree uhl)		
licensing (**ly** suhn sing)		
system (**sis** tum)		
universities (yoo nuh **vur** suh teez)		
Travel Around the State		
commission (cuh **mih** shun)		
tourism (**tur** izm)		
Keeping Business Safe and Fair		
consumers		

Name_____ Date_____

Looking Ahead in Chapter 4

Directions: Below are the main topics in this chapter. Look at the Contents and fill in the missing topics.

Questions to Think About

_____

_____

_____

_____

Looking Back

After looking at the Contents, "Questions to Think About" section, and through the chapter, answer the following questions.

What do you already know about the governor?_____

_____

What are 2 responsibilities of government that you expect to find in this chapter?

_____

_____

What are 2 things about this chapter that look interesting? Why?

_____

_____

Teaching the People

Directions: In each of the "slates," write one historical fact about state education. Be sure to include the date. Cut out the Teaching the People timeline. Mount the timeline on a larger piece of paper. Then cut out each slate and glue each in the right decade above or below the timeline. Draw a line from the slate to the right date on the timeline.

1845

1855

1865

1875

1885

1895

1905

1915

1925

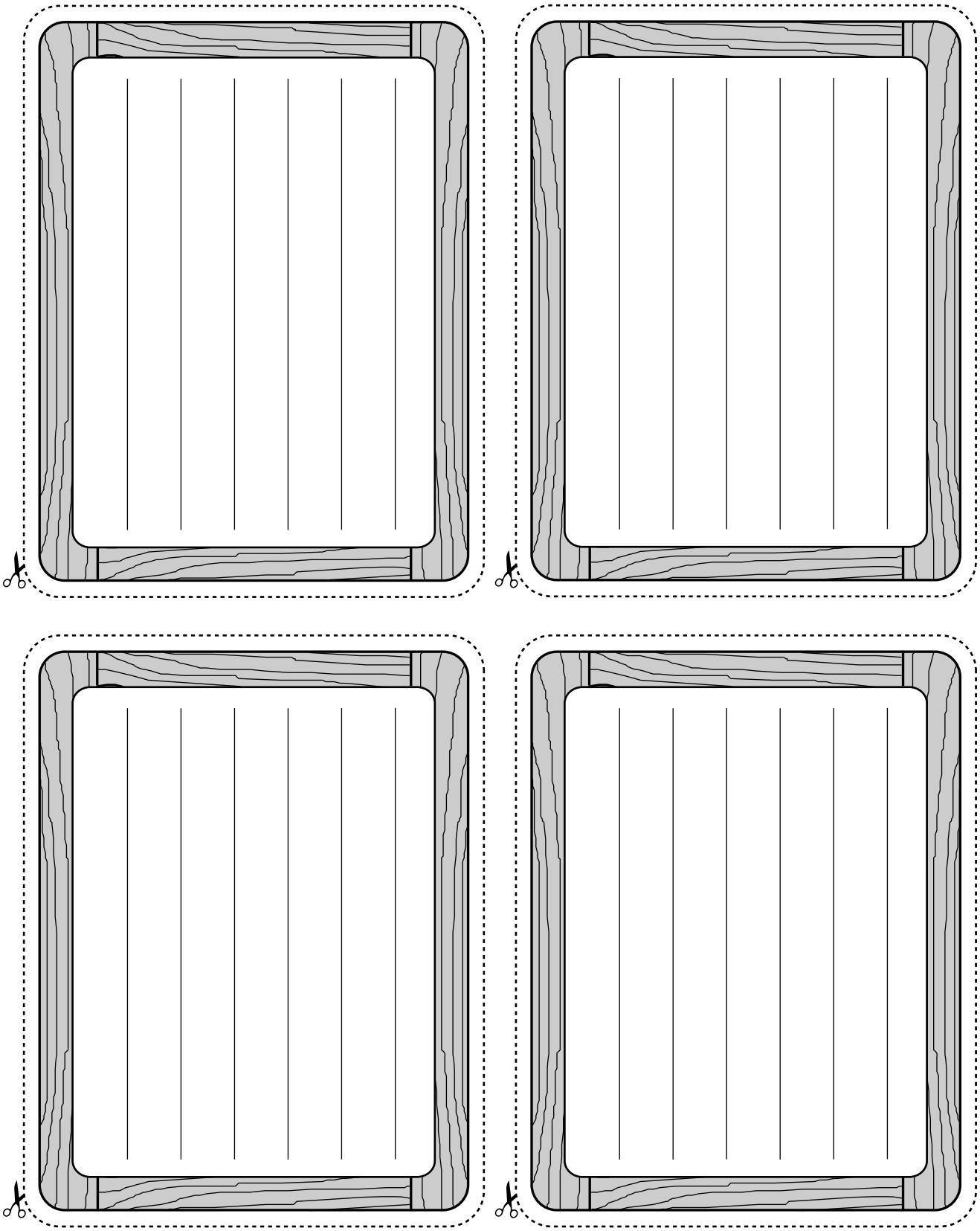
1935

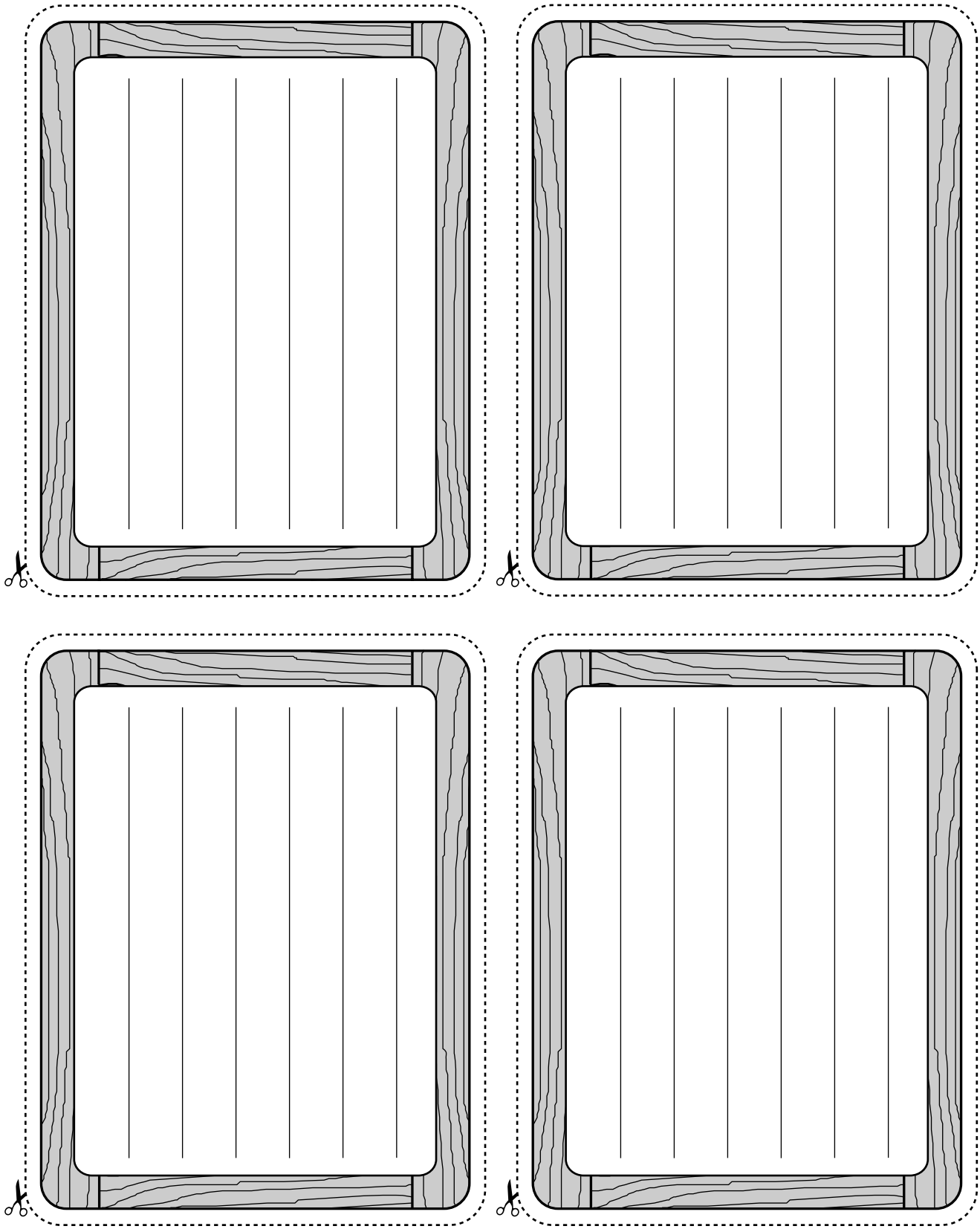
1945

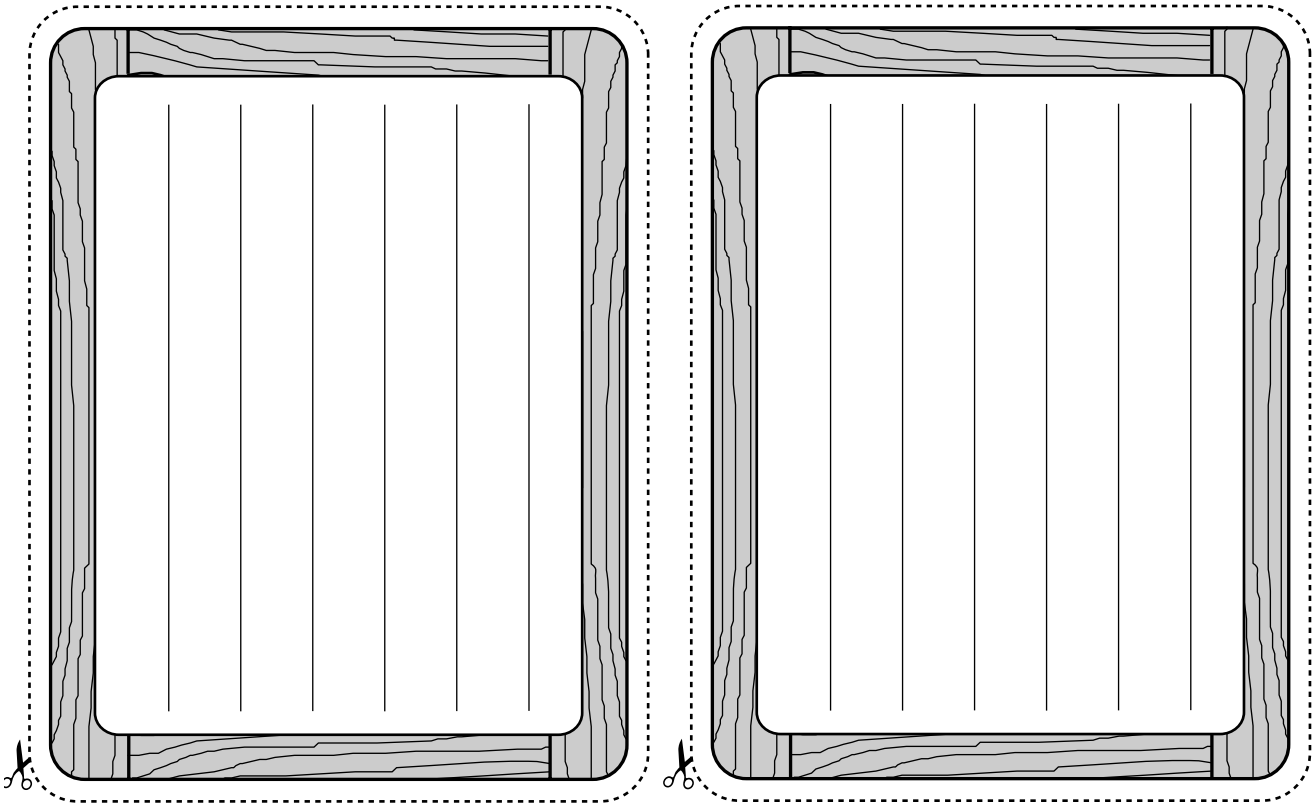
1955

1965

1975







Name_____ Date_____

The Work of Wisconsin's Executive Branch

Directions: Each state agency helps the governor of Wisconsin do a good job. Using the job descriptions below, fill in the work that each state agency does in the appropriate box. Then look at the chart on page 67. Now it's your turn to make a chart that will help you remember each of these jobs. On a separate piece of paper, design the page by deciding where you want to place each of the state agency boxes. Then cut out the boxes and glue them on your copy of The Work of the Executive Branch Concept Map.

Job Descriptions

provides college education to Wisconsin residents

protects our environment and wildlife

gives visitors information about travel around the state

manages the day-to-day activities of the state

builds and maintains state highways

makes sure our food is safe to eat

makes sure teachers do a good job

Department of Natural Resources

_____

_____

_____

Superintendent of Public Instruction

_____

_____

_____

Department of Transportation

_____

_____

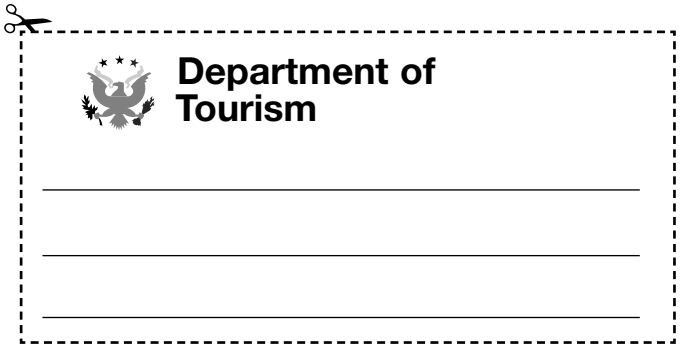
_____

Department of Agriculture and Consumer Protection

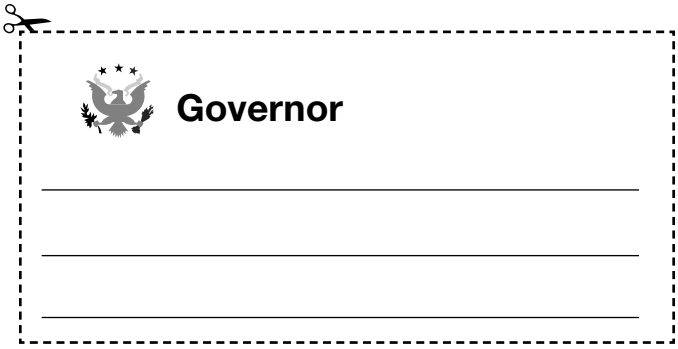
_____

_____

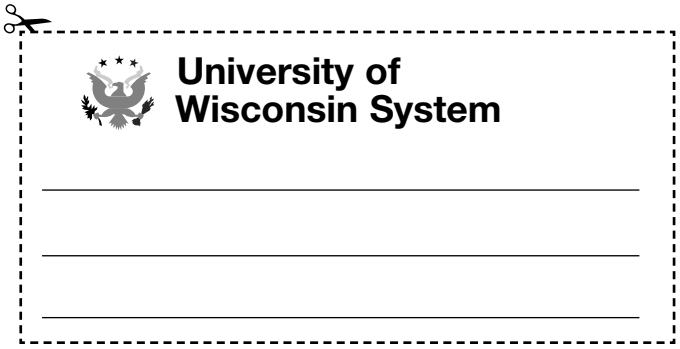
_____



Department of Tourism



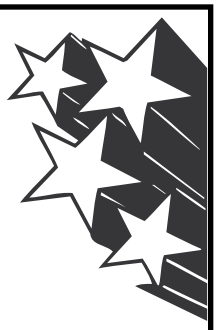
Governor



University of Wisconsin System

Name_____ Date_____

The Work of Wisconsin's Executive Branch Concept Map



Name_____ Date_____

Thinking About What I've Learned in Chapter 4

Directions: Complete the following, using your own words and underlining any new vocabulary words from the chapter. Use your vocabulary worksheets to remind you.

State agencies do many things to help the people of Wisconsin. I am going to describe 4 agencies and the work that each of these does.

_____

_____.

_____

_____.

_____

_____.

_____

_____.

The most interesting thing that I learned in this chapter:_____

_____

Why I found this information the most interesting:_____

_____

After reading this chapter, I think the ways government helps people makes democracy work better because

_____

_____

★ ★ ★

4 Activity 2: Classroom Debate: The Future of Gray Wolves

Teacher Background: Gray Wolves

Long before European settlers reached the shores of Green Bay, gray wolves, or timber wolves, were a key part of Wisconsin's environment. The bison, elk, and deer that inhabited the area provided food for a sizable number of wolf packs. Wolves coexisted with Native American communities and early European arrivals. As late as the 1830s, perhaps 5,000 wolves continued to live in Wisconsin. An increasing number of American settlers, however, adversely affected the wolves' natural habitat. Settlers hunted bison and elk to extinction, and land cleared for farms and villages left less room for other kinds of prey. With less food available, wolves began preying on livestock. Faced with this problem, and steeped in traditional European folklore that associated wolves with evil forces, farmers demanded action from the state government. In 1865, the legislature enacted a cash bounty on wolves, paying $5 for each wolf killed. By 1900 gray wolves had been eliminated from all but the far northern part of the state. but even far away from villages and cities, wolves came into conflict with human settlement. In the early 20th century, deer hunting became a major tourist industry, and hunters feared that the remaining wolves would wipe out the dwindling population of white-tailed deer. To maintain the deer population in northern Wisconsin, the legislature increased the bounty on wolves to $20 for adults and $10 for pups. The bounty continued until 1957, at which time wolves were extinct in the state.

During the 1960s, opinions regarding the gray wolf changed. In 1974, wolves were given federal protection as an endangered species under the terms of the Endangered Species Act. The status as a protected species began a remarkable comeback for the gray wolf. Only a few wolves remained in the lower 48 states, mostly in Minnesota. As the number of wolves in Minnesota increased, many migrated into northern Wisconsin.

Wisconsin's policy toward wolves changed drastically as well. Rather than paying bounties to eliminate them, the Wisconsin Department of Natural Resources (DNR) declared the gray wolf an endangered species in 1975. A study undertaken in 1979 discovered 5 wolf packs and a total of around 28 wolves. Within 20 years, the number of wolves increased to about 200. In 2003, the number was around 335. By 2004, the number had climbed to over 400. In 1999, the DNR downgraded the wolf from "endangered" to "threatened." In March 2004, the DNR changed the wolf's status to "protected," and in July 2004, Department of the Interior Secretary Gale Norton announced plans for the federal government to remove the gray wolf from the federal endangered species list.

The return of wolves to Wisconsin, however, brought renewed controversy, and wolves and humans once more began to cross paths. In October 2003, a wolf was killed by a car near Spring Green, approximately 75 miles from the nearest known pack. Other sightings occurred in Sauk, Iowa, and Richland Counties. Wolves also attacked livestock and other domestic animals. In 2003, 22 separate incidents of attacks by wolves killed nearly 40 animals, mostly cows and sheep. In contrast, only 5 attacks occurred between 1976 and 1989. The Wisconsin DNR reimbursed the owners of animals killed by wolves, and "problem" wolves were trapped and killed.

In light of these attacks, the DNR considered how to balance the need to protect a species that had nearly been driven out of the state with the needs of state residents who viewed

wolves as a problem. The state had learned the lesson not to hunt a species to extinction, but once again the wolves could potentially pose problems. Should management of the wolf population remain solely with the state? Or should farmers and ranchers have the authority to shoot problem wolves? And what about hunters? Since the wolves had reestablished themselves in the state, should the DNR create a "wolf season" similar to the "deer season"? Such a move could potentially increase tourism dollars, but could the wolves once again disappear from Wisconsin?

Stewardship of our natural resources is a major responsibility for everyone. Decisions on managing the restored wolf population may be difficult, but it is a challenge that Wisconsin will be prepared to meet.

4 Activity 2: Classroom Debate: The Future of Gray Wolves

Objectives

- To learn the value of participating in a debate
- To look at any event or issue from more than one viewpoint

Materials

Gray Wolves: Teacher Background materials for use by teacher before student activity

Gray Wolves: Student Background sheet *(one per student)*, pp. 107–109

Different Points of View worksheet *(one per student)*, p. 110

In My Own Voice worksheet *(one per student)*, p. 111

Blank transparency *(optional)*

Vis-à-Vis Markers *(optional)*

Overview

This activity emphasizes the importance of being an informed citizen before making and acting on a decision.

Procedures

1. Ask students what comes to mind when they think of the word "wolf"? (feelings, stories, fairytales, etc.) What else do they know about wolves in Wisconsin? Brainstorm and jot ideas on a transparency or chalkboard.
2. Explain to students that right now in Wisconsin, there is an important debate going on about gray wolves. Some people think that we should protect wolves because they are an important part of the environment and were once endangered. Some people think that there are too many wolves, that they are dangerous to people and other animals. These people want to be able to hunt wolves. After you briefly explain this to students and before you begin to initiate the activity, tell students that you are going to take an informal vote about wolves, based only on what they think they might know. Ask students to consider which side of this debate they might agree with most. Tell students that you are going to have a preliminary vote about the issue, even without knowing any more information. Have each student write, "I would support a hunting season for gray wolves," or "I would not support a hunting season for gray wolves," on a piece of paper. Collect these "ballots" and set them aside. You will use the results later.
3. Hand out **Gray Wolves: Student Background** reading. Explain to students that it's important to get more information about issues before making a final decision. Read the background reading aloud to make sure students all understand the issues.
4. Divide students into small, even numbered groups for the debate itself. Within each group, half of the students will represent people who want to continue to protect wolves and half will represent people who feel that the wolf population is too large and too dangerous. Pass out the **Different Points of View** worksheet. Members of each side should work together to fill out their worksheet, summarizing their point of view on each issue based on the student reading. The worksheet also asks students to think of 3 questions that they want to ask the other side during the debate.

5. After each side has completed its worksheet, have students begin their discussion. Within each group, members of each side should briefly explain their opinions about gray wolves and the major issues related to them. Each side should use the questions they created on their worksheet to question the opposition and to help clarify any questions they may have.
6. After all small groups have completed their discussions, bring students back into a large group. Ask students to think about the new information they learned and the discussion they just had. Encourage students to briefly discuss this experience. What did they learn from it? What new insight did the process reveal?
7. Now that students have gained new information, tell them that they will be voting again about the gray wolf issue. Have each student write, "I would support a hunting season for gray wolves," or "I would not support a hunting season for gray wolves," on a piece of paper. Collect their ballots and compare and contrast the results of the 2 votes with the students. Were the results similar or different? Ask them if knowing more information changed their opinions about the subject. Why is it important to learn about a subject before making a decision about it?

Closure

Hand out the **In My Own Voice** worksheet. Student should answer these questions independently. This can also be used as an assessment.

Enhancement

If time permits, you may consider sharing information about gray wolves with your students from the Department of Natural Resources (http://dnr.wi.gov/org/land/er/mammals/wolf/) Students may find it particularly interesting to see the aerial photographs and distribution map of gray wolves in Wisconsin. The Environmental Education for Kids (EEK!) page about timber wolves is located at http://dnr.wi.gov/org/caer/ce/eek/critter/mammal/wolves.htm.

Student Background: Gray Wolves

Long before European settlers reached the shores of Green Bay, gray wolves (sometimes called timber wolves), roamed freely in Wisconsin. The bison, elk, and deer that lived in the area provided food for many wolf packs. American Indian communities and early European arrivals did not really bother the wolves, and the wolves did not bother them. There was lots of land and not too many people around. As late as the 1830s, perhaps 5,000 wolves continued to live in Wisconsin.

But as the number of Euro-American settlers grew larger, the wolves' natural habitat began to shrink. Wolves hunted bison and elk, but so did settlers. In fact, settlers hunted bison and elk until both became extinct (completely destroyed). The land settlers cleared for farms and villages left less room for other kinds of prey, that is animals that wolves fed upon. With less food available, wolves began preying on settlers' livestock.

In fact, farmers hated wolves for killing their livestock. Farmers felt that wolves were truly evil forces, and they demanded action from the state government. In 1865, the legislature passed a bill that allowed people to earn cash for killing wolves. The state paid $5 for each wolf killed. By 1900, gray wolves disappeared from all but the far northern part of the state.

Even far away from villages and cities, wolves came into conflict with human settlement. In the early 1900s, deer hunting became a major tourist industry. Hunters feared that the remaining wolves would kill all the white-tailed deer. To help keep up the deer population in northern Wisconsin, the legislature offered people $20 to kill an adult wolf and $10 to kill wolf pups. By 1957, no wolves remained in the state.

Gray Wolves page 2

During the 1960s people began worrying about endangered species, and people began changing their minds about the gray wolf. In 1974, the federal government passed the Endangered Species Act, which protected wolves and many other species. At the time, only a few wolves remained in the lower 48 states, mostly in Minnesota. The number of wolves in Minnesota increased, and many migrated into northern Wisconsin.

Wisconsin's policy toward wolves also changed a great deal. Rather than paying people to kill wolves, in 1975, the Wisconsin Department of Natural Resources (DNR) declared the gray wolf an endangered species. In 1979, the DNR discovered 5 wolf packs and a total of around 28 wolves. Within 20 years, there were about 200 wolves, and by 2004, the number climbed to over 400.

When the number of wolves began to grow, the DNR worried less about wolves being "endangered." In 1999, the DNR called the gray wolf a "threatened" species, and in March 2004, the DNR changed the wolf's status to "protected." In July 2004, the federal government took steps to remove the gray wolf from the federal endangered species list.

The return of wolves to Wisconsin also brought conflict. Once again, wolves and humans began to cross paths. In October 2003, a car killed a wolf near Spring Green, about 75 miles away from the nearest known pack. Other sightings occurred in Sauk, Iowa, and Richland Counties. In the 13 years betwen 1976 and 1989, wolves attacked livestock and other farm animals or pets only 5 times. But in 2003 alone, there were 22 separate wolf attacks. These attacks killed nearly 40 animals, mostly cows and sheep. The Wisconsin DNR repaid the owners of animals killed by wolves, and the wolves that caused the attacks were trapped and killed.

Despite the dangers that wolves might pose to livestock and animals, some people believe that we still have a responsibility to continue protecting the gray wolf. They fear that removing government protection from gray wolves will put the animals in danger again. Supporters also remind us that the number of gray wolf attacks is small when compared to attacks by other animals.

Gray Wolves page 3

The growing wolf population and increasing attacks on livestock, farm animals, and pets caused the DNR to rethink its ideas about the gray wolf. How should the state balance the need to protect a species that had almost become extinct with the desire of some state residents to keep wolves away from their animals? The state had learned the lesson not to hunt a species to extinction.

But once again the wolves might still pose problems. Should management of the wolf population remain solely with the state? Or should farmers and ranchers have the authority to shoot problem wolves? And what about hunters? Since the wolves had reestablished themselves in the state, should the DNR create a "wolf season" similar to the "deer season"? Such a move *might* bring in more tourism dollars, but could the wolves once again disappear from Wisconsin?

Taking care of our natural resources is a major responsibility for everyone. Decisions on managing Wisconsin's wolf population may become difficult, but it is a challenge that Wisconsin will be prepared to meet.

Name_____ Date_____

Different Points of View

Directions: Use the reading and the discussion to fill in this sheet.

I am representing_____

Fill in the following chart according to the opinions of the side you are representing.

Important Issues	What my side thinks about the issue...
The effect gray wolves have on tourism in Wisconsin.	
Gray wolves were once an endangered species.	
There have been gray wolf attacks, which might be dangerous to animals.	
There are an increasing number of gray wolves in Wisconsin.	

Three questions I want to ask the other side during the debate:

1._____

2._____

3._____

Name_____ Date_____

In My Own Voice

Directions: Fill in the information after the debate.

1. What side of the debate do you support? Give 3 reasons for your answer.

2. Did the reading and debate change your first opinion about gray wolves? How?

3. How were you affected by other students' different points of view?

4. Why is it important to find out more about an issue before you make a decision?

5 Local Government

Teacher Background: An Introduction to Local Government

Local government in Wisconsin dates to territorial days. Counties were first established in 1818, when the area that would become Wisconsin was still part of Michigan Territory. Brown County encompassed the eastern portion, Crawford County made up the western portion, and Michilimackinac County included the northernmost area. When Wisconsin became a territory in 1836, it was composed of 6 counties: Brown, Crawford, Iowa, Milwaukee, and 2 additional counties – Des Moines and Dubuque – that were west of the Mississippi River and became part of Iowa Territory in 1838. The territorial legislature had the authority to create additional counties, and when Wisconsin became a state in 1848, there were 29 counties, all but 9 south of the Fox and Wisconsin Rivers.

Counties in Wisconsin have 2 purposes: First, counties provide self-government. Counties construct and maintain roads, manage police and fire protection, operate hospitals and parks, and deal with other local issues. Second, counties serve as administrative units of the state. The sheriff is elected by the residents of the county but is charged with enforcing state laws. Similarly, the district attorney represents the state in circuit courts when prosecuting criminal cases.

At first, there were 2 forms of county government in Wisconsin. Settlers from New York and New England brought the "supervisor" system of county government. This was sometimes known as the "unit" system, since each town, village, or city (or unit of government) had a representative on a board of supervisors. This was a very decentralized form of government, and most services were administered by towns or villages. In contrast, 5 counties in the southwest (Iowa, Grant, Lafayette, Green, and Sauk) used the "commission" system of government. In this form of county government, a small board of commissioners were elected from county precincts to represent the county as a whole rather than the locations from which they were elected. Most services were provided by the county, and town government did not exist. The state constitution required that there be one form of county government, but it was not until 1870 that the supervisor system was used by every county.

Municipal government first appeared in Wisconsin in 1821 with the establishment of the Borough of Prairie du Chien. Municipal governments include towns, villages, and cities. Towns were first authorized in 1827 as subdivisions of counties. Towns must *not* be confused with "townships," the 36-square-mile parcels of land created by the Northwest Ordinance. In practice, towns often followed surveyors' lines but might include *several* townships of land in sparsely settled areas.

Towns are local governments for thinly settled, largely rural parts of counties. The most important function of towns is to construct and maintain roads and provide fire and police protection. Over time, some towns have adopted greater powers involving zoning and building regulations, water and sewer services, and recreational facilities. The town form of government was most prevalent in New England and was brought to Wisconsin by settlers from that area. The legislative body is the "town meeting," an annual

assembly of all voting citizens who collectively approve local laws and the budget. The day-to-day administration of towns is delegated to a town board, usually consisting of 3 supervisors, and several elected officials, including a clerk, treasurer, constable, and justice of the peace.

Areas that wish to gain more authority can become a village or a city by being incorporated by the state government. Villages (usually less than 1,000 inhabitants) and cities generally have more authority to raise money and undertake building projects and provide services. Much like a town, villages are governed by a board of trustees and elected officials, but can undertake greater internal improvements. Cities have more autonomy still. They are generally incorporated when an area is densely settled and requires an immediate government with more power to provide services, such as streets, sewer services, police and fire protection, or law enforcement. Cities are governed by a city council composed of aldermen elected from single districts and a mayor elected by the people. Some cities use a city manager system, in which the city is administered by a professional hired by the city council.

5 Activity 1: Getting Started, Navigating the Chapter, and Summing Up

Chapter Skills and Strategies

Reading comprehension; building vocabulary; classifying; analysis; organizing; problem solving; synthesizing; self-expression; map-reading; research; using a telephone book for government information

Materials

Looking Ahead in Chapter 5 worksheet *(one per student)*, p. 117

County Borders Today *(one transparency and one per student)*, p. 118

Counties, 1844 *(one transparency)*, p. 119

Counties, 1848 *(one transparency)*, p. 120

Chapter 5 Vocabulary Words worksheet *(one per student)*, p. 116

Mapping Local Governments Activity, pp. 124–125

Which Description Fits Which Local Government? *(one per student)*, p. 121

The Many Jobs of Local Government *(one per student)*, p. 122

Local Government Detectives, p. 128

Thinking About What I've Learned in Chapter 5, p. 123

Pencils *(one per student)*

Map colors or slender felt tip pens *(one per student)*

Overview

The organization of materials and procedures in Chapter 5 is similar to that in Chapter 4. Once again, the basic ideas are straightforward and not conceptually difficult for young learners. Although there are more vocabulary words in this chapter, you'll find fewer graphic organizers. Students will continue to develop more independence in the writing skills they employ in response to the material introduced.

Pre-reading Procedures

1. Pass out the copies of *Voices & Votes* and the **Looking Ahead in Chapter 5** worksheets. Ask a student to direct others to begin.
2. When students have turned to the Contents, ask them to notice a key difference between this chapter and the other 7 chapters. Although all chapters have the same general features, Chapter 5 has just 2 topics. Ask students to begin to fill in the subheads and note that the 2 unique parts are county government and municipal government. In which county is your school located?
3. Distribute copies of the **County Borders Today** map to students and have them find your county. Have them trace around the border of your county with a pencil or thin marker. Brainstorm and discuss what students already know about counties. Accept any answers or associations, such as state fair, county roads, county line, etc. What do counties DO? That's one of the things students can expect to learn in this chapter.
4. Pass out the **Chapter 5 Vocabulary Words** worksheets, and ask students to focus on the first 2 words, which are probably unfamiliar, but they've already encountered "municipal" as one of the 2 main topics of the chapter. Have students look the 2 words up in the glossary and write in the definitions on their sheets before you begin the chapter.

Reading Procedures

1. Ask students to open the book to the introductory pages, 70–71, for Chapter 5. After reading the introduction, ask students to think about the first question, "How do more levels of government give us more freedom?" Remind them that they already know how having different branches of government allows for more input from more people, that is, more and better representation. See if they can predict what they might find out about how local governments extend these notions of democracy.

2. After students have read the paragraph on page 72 about the arrangement of Wisconsin counties in Wisconsin Territory, put the transparency of the **Counties, 1844** map on the overhead projector. Then place the transparency of **County Borders Today** over it. Where does your county fit?
3. The next paragraph describes the number of counties at statehood. Leave the **Counties, 1844** map on the overhead and replace the **County Borders Today** with a transparency of **Counties, 1848**. Did your county exist at statehood? If not, have students find out when your county was created. The *Wisconsin Blue Book* has this information in a section called "Basic Data on Wisconsin Counties," where it shows the date created, the county seat, population, and land in square miles. Have a pair of students look up the information and announce results to the class. Then have students place the date within the county on their **County Borders Today** maps.
4. Now have students use their **County Borders Today** maps to find Menominee County. Have them trace the border with a pen or pencil and write the date it was created inside the county borders. Put maps aside for the time being.
5. After students have completed reading Chapter 5, distribute copies of the **Mapping Local Governments** activity and allow students time to complete.
6. **Which Description Fits Which Local Government?** is an excellent way for students to graphically classify the basic functions of local government and offers them an opportunity to review the chapter in the process. Have students complete by working individually or in groups, if there are a number of lower-level students who need to be with stronger readers in order to be successful. Turn in for assessment.
7. To allow students a different form of self-expression, distribute **The Many Jobs of Local Government** pages, so that they can illustrate a sentence in the book related to the function of local government.
8. This is the perfect place to initiate the activity, **Local Government Detectives**, pages 127–128.

Closure

Ask students to fill in their reflections on their worksheets, **Thinking About What I've Learned in Chapter 5** and add to the portfolio for each student that charts his/her progress.

Name _____ Date_____

Chapter 5 Vocabulary Words

Directions: On this page, you'll find a list of vocabulary words that you will be reading in the chapter. Some of these words will be new to you. Writing down the definitions will help you learn the meanings. You will find definitions in the text of Chapter 5 and in the Glossary at the end of the book.

Words	Definitions	Page No.
Introduction		
municipal (myoo **niss** uh puhl)		
Questions to Think About		
municipalities (myoo nih sih **pal** ih teez)		
County Government		
administrator (ad **mihn** uh stra tur)		
records (**rek** urds)		
surveying		
Municipal Government for Cities, Villages, and Towns		
alder		
aldermanic (al dur **man** ic)		
incorporate (in **cor** pur ate)		
ordinances (**or** dih nun suhs)		
regulations		
wards		
zoning		

Name_____ Date_____

Looking Ahead in Chapter 5

Directions: Below are the main topics in this chapter. Look at the Contents and fill in the missing topics.

Questions to Think About

_____

_____

Looking Back

After looking at the Contents, "Questions to Think About" section, and through the headings, photographs, and captions in the chapter, list 4 things that you think are going to be important to remember after you read.

1._____

2._____

3._____

4._____

Why did you choose those 4?_____

_____

_____

Name_____ Date_____

County Borders Today

Directions: Trace a line around the border of your county.

Counties, 1844

Counties, 1848

CHIPPEWA = Counties that have changed

DANE = Counties that have not changed

Name_____ Date_____

Which Description Fits Which Local Government?

Directions: Match the descriptions below to the right form of local government. Be careful! There are 18 boxes to fill in and only **16** descriptions, so not all levels of local government have the same amount of information! Use the information in Chapter 5 to help you. Cross out each description in the list once you have copied it into the right column, so you don't use it again!

Town Government	Village or City Government	County Government

Provides services to homes and businesses, including water and electricity

Has a sheriff, judge, and district attorney to enforce laws

Maintains County Trunk Highways

Repairs small, rural roads

Passes laws and a budget at meetings where everyone can participate

Operates parks or other recreational areas

Operates libraries or parks

Governed by a small board of supervisors and a few elected officials

Ideal for a community that is small in population and small in area

Ideal for a large geographic area containing many smaller communities

Provides police and fire departments

Keeps streets safe for driving

Governed by a board of supervisor and an elected executive

Keeps public records

Usually run by an elected mayor or chairperson

Ideal for a community small in area but large in population

Name_____ Date_____

The Many Jobs of Local Government

Directions: Choose a sentence from Chapter 5 that talks about one of the jobs of local government. Write the sentence below and draw a picture to illustrate it.

_____

_____

_____

Name_____ Date_____

Thinking About What I've Learned in Chapter 5

Directions: Complete the following, using your own words and underlining any new vocabulary words from the chapter. Use your vocabulary worksheets to remind you.

Of the many things I learned about local governments, I think it is important to remember the following things about county government and municipal government.

County Government

1._____

2._____

Municipal Government

1._____

2._____

The most interesting thing I learned in this chapter:_____

_____

_____

After reading this chapter, I think local government helps make democracy work because

_____

_____

_____

★ ★ ★

5 Activity 2: Mapping Local Governments

Objectives

◆ To help students sharpen map skills

◆ To familiarize students with 3 counties in different parts of the state

◆ To help students visually link the state's demographic information to the geography of the state.

Materials

County Borders and Names Today maps (already begun by students), p. 118

Mapping Local Governments worksheet *(one per student)*, p. 125

pencils

Overview

In this activity, students will have to identify actual villages, towns, and cities on county maps, thereby becoming more familiar with state geography and demography, and reinforcing the information in the chapter by making it more visual.

Procedures

1. Distribute **Mapping Local Governments** worksksheets. Ask students to notice on the large maps where Bayfield, Sauk, and Racine counties are located (North, South Central, Southeast). Tell students that the **Mapping Local Governments** activity involves identifying towns, villages, and cities in each of the 3 counties. Remind them that each form of local government has its own functions.
2. Have students notice that each form of local government also has its own map symbol. Students are to draw the symbol around the "dot" for each location on the county map and then identify the community.
3. After students have completed the work on the **Mapping Local Governments** worksheets, have them add this information (with appropriate map symbols) to their **County Borders and Names Today** maps and trace the border of each of these counties.

Closure

Have students turn in both maps for assessment.

Which Description Fits Which Local Government?: Answer Key

Town Government
- Repairs small, rural roads
- Passes laws and a budget at meetings where everyone can participate
- Governed by a small board of supervisors and a few elected officials
- Ideal for a community that is small in population and small in area

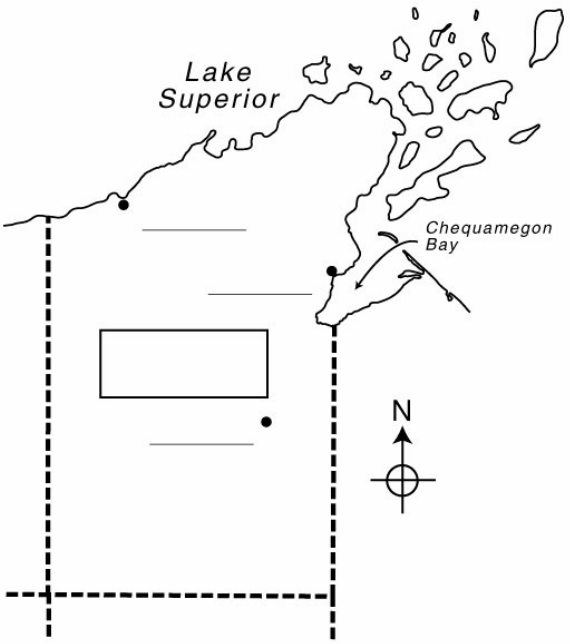
Village or City Government
- Provides services to homes and businesses, including water and electricity
- Provides police and fire departments
- Keeps streets safe for driving
- Operates libraries or parks
- Usually run by an elected mayor or chairperson
- Ideal for a community small in area but large in population

County Government
- Keeps public records
- Has a sheriff, judge, and district attorney to enforce laws
- Maintains Country Trunk Highways
- Operates parks or other recreational areas
- Governed by a board of supervisors and an elected executive
- Ideal for a large geographic area containing many smaller communities

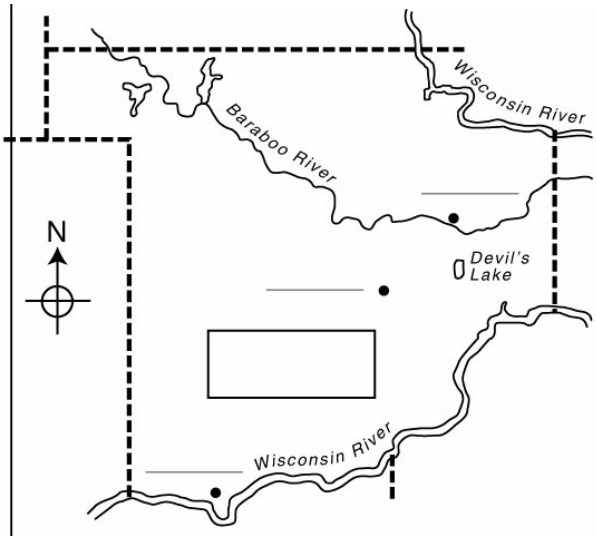
Name _____ Date _____

Mapping Local Governments

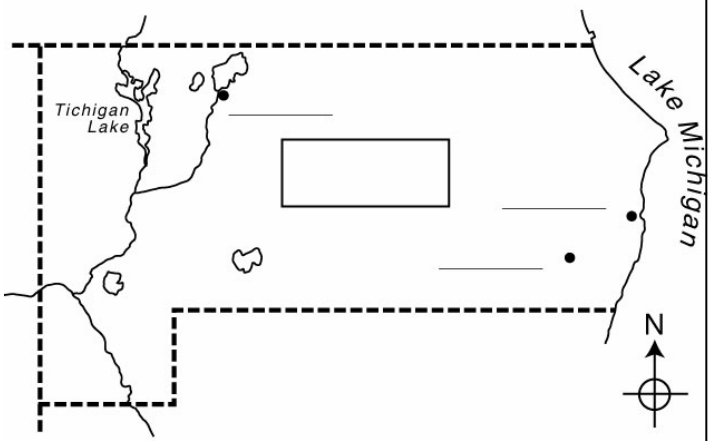
Directions: Use the information on this page and the key in the lower right corner to help you identify the counties, cities, villages, and towns to complete the 3 county maps. First use the right symbols to label each place as a city, village, or town then label each map with the name of the county it represents.



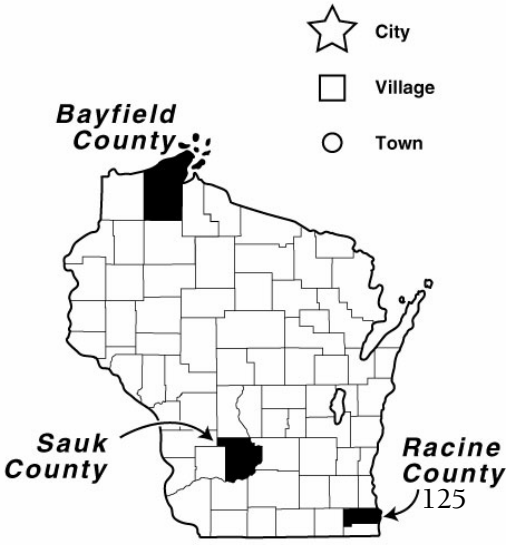
☆	**Washburn**	Population just under 3,000 people Located on Chequamegon Bay County seat
□	**Mason**	Population of 72 people Located near the center of the county
○	**Port Wing**	Population of about 400 people Located near the center of the county



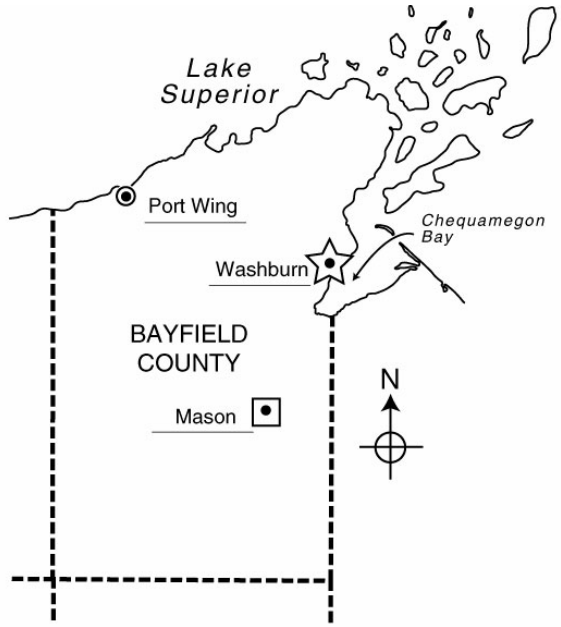
☆	**Baraboo**	Population of almost 11,000 people Located along the Baraboo River Home of the Ringling Bros. Circus
□	**Spring Green**	Population of about 1,400 people Located in the south of the county
○	**Westfield**	Population of about 600 Located in the center of the county



☆	**Racine**	Population of over 81,000 people Located on Lake Michigan
□	**Sturtevant**	Population of about 5,200 people Located in the southeast part of the county
○	**Norway**	Population of about 77,000 people Located in the northern part of the county



Mapping Local Governments: Answer Key



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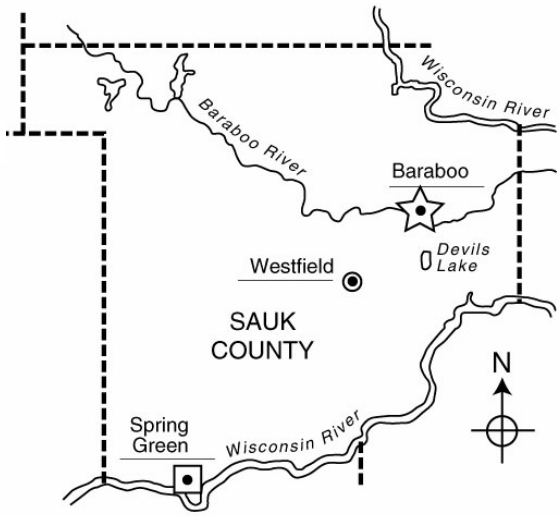

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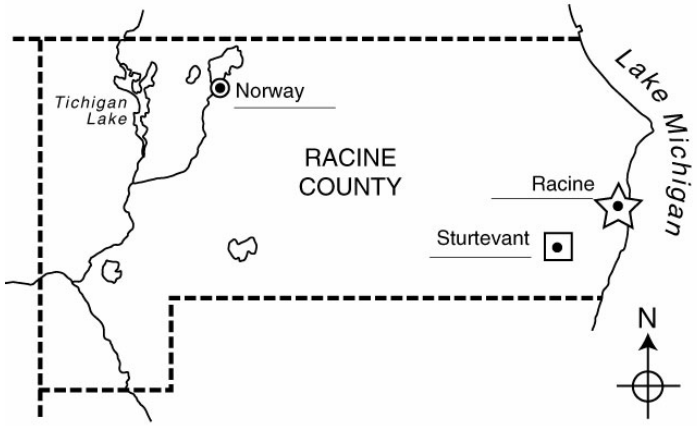

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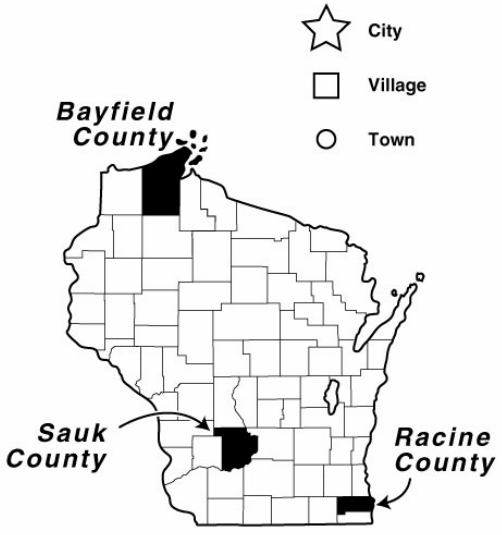
Norway	Population of about 77,000 people Located in the northern part of the county



5 Activity 3: Local Government Detectives

Objectives

◆ To familiarize students with community resources and how to find information

◆ To improve research skills

Materials

Local Government Detectives worksheets *(one per person and one transparency)*, p. 128

Local telephone books *(one per small group of 2-4 students)*

Pencils

Overview

In this activity, students will use the local telephone book (or local government web page) to find out information about the local government in their communities.

Procedures

1. Before beginning this activity with your students, teachers may want to complete the worksheet themselves. Some information on the worksheet may not be in every phone book (or on a local government web page).
2. Explain to students that this less lesson involves real detective work in community analysis, and that they will be finding and assembling lots of very useful information. They'll also find things that will surprise them about their community.
3. Ask how many students have used the local telephone book. Discuss the kinds of things that they have looked up, if any are familiar with its structure.
4. Divide students into groups, and for each group, provide one copy of the local telephone book.
5. Distribute **Local Government Detectives** worksheets to each student and place the transparency on the overhead and make sure that all students understand what they are to do.
6. Before they begin, go over the structure of the phone book with them. Are there colored pages for government-related information? Where are they located? What other things about the way the phone book is organized should be helpful?
7. Instruct each student to fill in his/her own worksheet, even though the group is working as a unit.

Closure

Before students hand in their worksheets for assessment, ask them to reflect upon the research process. What kinds of skills did they use? Do they feel like they understand more about the community in which they live? What information is most useful to know? How do they think such information will help them act as responsible citizens?

Name_____ Date_____

Local Government Detectives

Directions: Use your local telephone book for information to fill in the blanks.

Information about the city / village / town (circle one) of_____,

Located in_____county.

Population of_____ people.

1. Who is the mayor or president?_____

2. What is one way to contact him or her (phone number, address or email)?

_____

3. How do you contact the police?_____

4. Is there a library in your community?_____

   Where is the library located?_____

5. Is there a hospital in your community?_____

   Where is it located?_____

6. Is there a park in your community?_____

   Where is it located?_____

7. How many elementary schools are in your community?_____

8. List the names here_____

_____

9. What are 3 things your local government does or services it provides for you?

_____

_____

_____

10. Which information surprised you?_____

_____

11. What else would you like to know about your community?_____

_____

6 Who Are the Voters in Wisconsin?

Teacher Background: Women and the Right to Vote

In July 1848, a large group of people gathered in Seneca Falls, New York, to discuss women's rights in the United States. Dismayed that states denied women the right to vote even during a period of democratization and reform, the delegates to this convention endorsed a "Declaration of Sentiments." The delegates declared that "all men and women are created equal." The convention's leaders{m}Susan B. Anthony and Elizabeth Cady Stanton{m}embarked on a crusade for woman's suffrage. Despite their cogent arguments and continual activism, the suffrage movement met with only limited success. At the turn of the 20th century, only a few western states allowed women the right to vote. Not until 1920, with the ratification of the 19th Amendment, did American women have the fundamental political right of voting.

In Wisconsin, the fight for suffrage was particularly divisive. The suffrage movement benefited from vigorous leadership, including Belle Case La Follette, the Rev. Olympia Brown, and Theodora Winton Youmans, and gradually the arguments in favor of suffrage began to change. The progressive movement called for regulation of businesses and industry to ensure the health and safety of workers and consumers, and the Socialist Party in Milwaukee made great developments in public sanitation. Suffrage leaders argued that if women were the natural caretakers of the family, then they needed to extend that role to society as a whole. Belle La Follette emphasized that women needed the vote in order to reform society and protect their children.

Progress was slow. In 1886, the legislature allowed women to vote in school board elections based on the idea that women should have some influence over their children's education. Suffrage leaders saw this as an opening. In 1887, Olympia Brown tried to vote in a municipal election and filed a lawsuit when her ballot was rejected. She argued before the state supreme court that because the city council passed the school budget, municipal elections were as critical to education as school board elections. Rather than extend women the right to vote, the court ruled that "school board election" was defined too loosely and ruled the law unconstitutional. Suffragists had to start over.

The leaders of the movement continued to organize support for suffrage, and during the Progressive Era, they began to wear down the opposition. Between 1903 and 1909, the legislature rejected several bills to extend suffrage to women, but the vote was increasingly close. Finally, in 1911, victory seemed at hand. The legislature passed a bill allowing women to vote, providing that the measure was approved by the voters in a referendum to be held in November 1912. The bill was reluctantly signed by progressive Republican Governor Francis McGovern. Suffrage leaders then began a statewide campaign, "Votes for Women," spearheaded by Ada James. Newspaper advertisements, parades, speeches, rallies, and demonstrations all were used to convince the all-male voters that women deserved the right to vote. To the suffragists' dismay, these male voters rejected the suffrage measure 227,024 to 135,545.

Why would the most progressive state reject such a basic issue as the right to vote? Certainly supporters could point to fundamental fairness in allowing both men and women to vote. They could also draw on their traditional roles as wives and mothers

who needed the right to vote for reformers to protect their families. This reform impulse, however, may have inadvertently worked against them. Conservative voters did not support reform and would not support suffrage anyway, and many other voters must have worried about the impact of women voters pushing for too much reform. One of the most vigorous opponents of the suffrage referendum was the brewing industry, which feared that women would capitalize on this success to push prohibition. Opponents warned of the potential doubling of the "irresponsible" vote, and the fear of prohibition must have alienated foreign-born citizens from central and eastern Europe. As suffragists hung up their banners, one sadly noted that "the last thing a man becomes progressive about is the activities of his own wife." Women in Wisconsin had to wait another 8 years for the 19th Amendment but received some modest consolation when Wisconsin became the first state to ratify the national suffrage amendment.

6 Activity 1: Getting Started, Navigating the Chapter, and Summing Up

Chapter Skills and Strategies

Reading comprehension; building vocabulary; classifying; analysis; organizing; problem solving; synthesizing; self-expression; debating; decoding political cartoons

Materials

Chapter 6 Vocabulary Words worksheet *(one per student)*, p. 133

Looking Ahead in Chapter 6 worksheet *(one per student)*, p. 134

The Struggle to Vote graphic organizer *(one per student)*, p. 135

Women's Right to Vote Timeline *(one per student)*, p. 138

Writing about Women's Suffrage worksheet *(one per student)*, p. 136

Writing about Women's Suffrage images *(one per student)*, p. 137

Vote at 16? activity 2, pp. 140–145

Thinking About What I've Learned in Chapter 6, p. 139

Overview

The organization of materials and procedures in Chapter 6 are very basic, although conceptually different from the 2 previous chapters. The content is an expansion of information initially introduced in Chapter 2, dealing with those eligible to vote and how eligibility has changed over time. That is, the information is presented as a historical narrative, rather than a "how things work" format. Students will be asked to analyze the material in a variety of ways to help them make the content more memorable.

Pre-reading Procedures

1. Pass out the copies of *Voices & Votes* and the **Looking Ahead in Chapter 6** worksheets. Ask a student to direct others to begin.
2. As students fill in their worksheets from the Contents materials, ask if anything looks familiar. Someone may recall that these 3 groups of people were not able to vote back when the Wisconsin Constitution was adopted in 1848. If no one remembers, you can tell them to look back in their books at Chapter 2, on pages 30–35 where these groups were introduced as non-voters.
3. Ask students to brainstorm reasons why voting is such an important point of people's "voices."
4. Then allow students time to complete their worksheets.
5. Pass out the **Chapter 6 Vocabulary Words** worksheets. Write the words "discrimination," "eligible," and "excluded," on the board or on a blank transparency on the overhead projector. Tell students that these are the key words to understanding and appreciating the material covered in Chapter 6. Have students look up these words first, and talk about them and how a democracy *should* work, that is, fighting discrimination to make the voices of *all* Americans heard at the ballot box.

Reading Procedures

1. Ask students to open the book to the introductory pages 84–85, for Chapter 6. After reading the introduction aloud to the class, ask students to think about the first question, and tell them that it will be very important for them to answer that question for each of the 3 groups discussed in the chapter.
2. Have students read the first paragraph under "Defining the People." If any group is excluded from voting, then that group cannot fully be considered as "the People." The chapter will talk about the struggles that these 3 groups had to endure.

3. Distribute copies of **The Struggle to Vote** graphic organizers. Tell students that as the class reads about each group, they will be able to categorize information they want to remember.
4. When students complete reading about "Women Demand the Right to Vote," pass out the **Women's Right to Vote Timeline** pages. Ask students to use the information in the text to fill in the timeline.
5. Then distribute **Writing about Women's Suffrage** pages to the students. Remind them that they will be writing in their own words and incorporating 5 new vocabulary words. The images they choose should be central to the stories they choose to tell.
6. After students have completed their reading and their graphic organizers, guide a discussion in which students have a chance to express what they see as the similarities and differences in the groups' experiences with discrimination, being excluded, and finally gaining eligibility. Remind students that these words were singled out because they were keys to the significant content of the chapter, and tell them that, as a study skill, remembering key words is a good way to recall important information.
7. To help students deal with taking a stand on an issue related to changes in the electorate, introduce the **Vote at 16?** activity, pages 140–145.

Closure

Ask students to fill in their reflections on their worksheets, **Thinking About What I've Learned in Chapter 6** and add to the portfolio for each student that charts his/her progress.

Women's Right to Vote Timeline: Answer Key

1848 Elizabeth Cady Stanton and Susan B. Anthony organize a large meeting in Seneca Falls, New York, to talk about women's rights

1867 Wisconsin suffragists organize meeting in Janesville

1885 Wisconsin legislature passes a bill giving women right to vote in school board elections

1912 Wisconsin voters do NOT give women the right to vote

1920 19th Amendment is ratified

Name_____ Date_____

Chapter 6 Vocabulary Words

Directions: On this page, you'll find a list of vocabulary words that you will be reading in the chapter. Some of these words will be new to you. Writing down the definitions will help you learn the meanings. You will find definitions in the text of Chapter 6 and in the Glossary at the end of the book.

Words	Definitions	Page No.
Introduction		
excluded (ex **clu** duhd)		
Questions to Think About		
eligible (**el** uh juh buhl)		
Defining "the People"		
electors		
naturalized (**nach** ur uh lized)		
Women Demand the Right to Vote		
discrimination (dis krim uh **na** shun)		
La Follette (lah **fah** let)		
ratify (**rat** ih fye)		
reform		
suffragxe (**suh** frahj)		
suffragists (**suh** frah jists)		
African Americans' Struggle for the Vote		
ballot		
referendum (ref uh **ren** duhm)		
sued		

Name_____ Date_____

Looking Ahead in Chapter 6

Directions: Below are the main topics in this chapter. Look at the Contents and fill in the missing topics.

Questions to Think About

_____

_____

_____

_____

Looking Back

After looking at the Contents, "Questions to Think About" section, and through the headings, photographs, and captions in the chapter, list 4 things that you think are going to be important to remember after you read.

_____

_____

_____

_____

_____

Why did you choose those 4?_____

_____

Name_____ Date_____

The Struggle to Vote

Directions: Use the information in the chapter to help you fill in the blanks correctly.

Common Themes	Women	African Americans	Wisconsin Indians
At statehood, what was each group's experience?			
2 important things I want to remember about each group's struggle to vote	1. 2.	1. 2.	1. 2.
How and when did each group finally succeed in being eligible to vote and getting a real voice in government?			

Name_____ Date_____

Writing about Women's Suffrage

Directions: Choose 2 of the images on the page of images. Then cut and paste them on this sheet where you will write a paragraph to explain how each image helps describe Women's Suffrage. You will need to include the following 5 vocabulary words in the 2 paragraphs. Cross each out after you have used it: excluded, eligible, suffragists, ratify, discrimination.

Images

Drawing used in campaign to gain right to vote for women

WHi Image ID 5158

*Headline in **La Crosse Tribune and Leader-Press,** June 5, 1919*

La Crosse Tribune and Leader-Press

Members of the Political Equality League in an early Ford automobile

WHi (X3) 32702

Mrs. McCullough speaking from an automobile used during the Wisconsin Woman Suffrage campaign of 1912

WHi Image ID 1879

Name_____ Date_____

Women's Right to Vote Timeline

Directions: Use the information on Women's Suffrage in Chapter 6 to fill in the right information for each of the dates on this page.

1848

1867

1885

1912

1920

Name_____ Date_____

Thinking About What I've Learned in Chapter 6

Directions: Complete the following, using your own words and underlining any new vocabulary words from the chapter. Use your vocabulary worksheets to remind you.

When I look back over my Struggle to Vote chart, I can compare and contrast each group's history on voting rights. This is what I think about their combined experiences:

_____

_____

_____

_____

_____

_____

The most interesting facts I learned in this chapter:_____

_____

After reading this chapter, I think that including more voices in voting helps make democracy work because

_____

_____

_____.

★ ★ ★

6 Activity 2: Vote at 16? A Debate

Objectives

- To introduce students to a contemporary suffrage issue
- To reinforce the value of debate as a format to present arguments on both sides of an issue, backed up by evidence
- To introduce students to political cartoons
- To give students the experience of designing their own political cartoon on an issue

Materials

Questions About Voting Age *(one per studen)*, p. 142

About Political Cartoons *(one transparency and one per student)*, p. 143

Sample Political Cartoons *(one transparency)*, p. 144

Voting Age Cartoon *(one per student)*, p.145

pencils

crayons, markers, colored pencils

Overview

Now that students have had experience with taking a stand, this debate is more challenging than previous ones, since it is less structured and scripted and gives students more opportunities to think through and discuss the issue on their own. The content encourages students to think about a current suffrage issue and to recognize that attitudes toward inclusion and positions on both sides of the issue continue to evolve. As closure, students will draw a political cartoon expressing one side of the debate.

Procedures

1. This debate asks students to think about a contemporary suffrage issue, changing the voting age to 16. Briefly introduce students to the topic of the debate by explaining that there are still questions about suffrage that exist today. In 1971, the voting age was lowered from 21 to 18. Some people today, both youth and adults, think that we should lower the voting age again, this time to 16.
2. Do an informal poll of the class to see how students initially feel about this topic. Ideally, the results will allow you to divide the class in half, with each student arguing for the side of the debate that they actually feel they support. If this doesn't happen, ask for volunteers and try to divide the class evenly.
3. For each side of the issue, have students work in groups of 2 or 3 so that there are the same number of groups pro and con, and explain that each group is to appoint a spokesperson. Give each student a copy of **Questions About Voting Age**. Have students work together with other members of their team to complete the worksheets. Ask students to discuss why they support this side of the argument or why someone else would.
4. Tell students that they *will* be able to use this sheet during the debate. Make sure that students realize that they must support their answers with their own ideas. Remind them that the only way to win a debate is to present compelling evidence. Give students ample time to complete their worksheets, and offer assistance to any group that needs help.
5. Call for the debate, asking each team to have its appointed spokesperson stand, with spokespeople for each side grouped together. Explain to students that you, the teacher, will be acting as the moderator and asking the questions listed on the worksheet. The affirmative side, supporting 16-year-old voting rights, will get a chance to answer the question first followed by the negative side.
6. Once the class has gone through all the questions on the worksheet, members of each side should have the opportunity to "cross-examine" the other side and ask their own questions.

7. Give students time to reconvene with their side before they make their final argument. Have students use the back side of their worksheet and think of the 3 strongest arguments in support of their side of the debate. Once they are ready, have students present this information.

Closure

1. Ask students to brainstorm some of the ways that people express their opinions about politics. (letters to the editor, demonstrations, letters or emails to government officials, town meetings, voting, etc.)
2. Explain to students that another way to express your opinion is through a political cartoon. Put the **About Political Cartoons** transparency on the overhead and discuss. Then pass out copies of the sheet to the class. Explain that you will be showing the class historical political cartoons drawn by Bill Saunders that appeared in the Milwaukee Journal. Ask students to use their **About Political Cartoons** sheets to help them analyze each cartoon.
3. Then display each of the **Sample Political Cartoons** on the overhead while blocking the others. The text below should help guide discussion. Do one cartoon at a time, and allow for enough time to discuss so that students get the point of the cartoon, even if they do not understand the political events behind it.

   A) **Across the board cuts** (August 3, 1980): At the time, the man holding the wood would have been easily recognized by people as Lee Dreyfus, then governor of Wisconsin. He loved to wear a vest, so cartoonists always pictured him that way. Drawing politicians in a stereotypical way and over exaggerating their features helps people recognize characters in the cartoon. Ask students what they think "Across-the-board" cuts might mean. Help them understand the metaphor. Who does the cartoonist think will be hurt most? Who does the cartoonist blame?

   B) **War on drugs** (September 14, 1986): In this cartoon, exaggeration is used in another way. What war are these soldiers fighting? (the war on drugs) What type of weapon do they plan to use? (a cannon) Do they have the right kind of ammunition needed to use a cannon? (No. They need cannonballs, but they only have bullets). What do the bullets represent? What do you think the cartoon is saying?

   C) **Dairy Lobby** (November 7, 1983): The state of Wisconsin has always strongly supported the dairy industry. Explain that a lobby is a group that tries to push for its own interests in state government. Political cartoons also reference cultural things that many people are familiar with, like movies, places, songs, or fairy tales. What is this cartoon referencing? (Pinocchio) The puppet is then-governor Tony Earl. Why do you think the cartoonist made him into a puppet? What is the cartoonist saying? (The character with the "Dairy Lobby" apron controls "Earl.")

   D) **Seat belts** (January 14, 1987): Explain the word, "mandatory" to the students. Do you think that the legislator wants mandatory seatbelts? What character do you recognize from this cartoon and what is he associated with? (The grim reaper, death) What do you think this cartoon is saying?
4. Pass out a copy of **Voting Age Cartoon** for each student. Tell students that they are going to create their own political cartoon based on the 16-year-old voting rights debate. Students can create a cartoon either for or against either side of the argument, not just the side they supported during the debate. Students should also write a paragraph explaining their cartoon. These worksheets can be collected for assessment.

Name_____ Date_____

Questions About Voting Age

Directions: Use the spaces below to write down your opinions about each question. Make sure to support your opinions with evidence and ideas.

I am for / against *(circle one)* the right of 16-year-olds to vote.

Do you think that 16-year-olds **know enough** about the government and politics to vote?

Do you think that 16-year-olds are **responsible** enough to vote?

Do you think that if the government gave 16-year-olds the right to vote, they would **want to vote?**

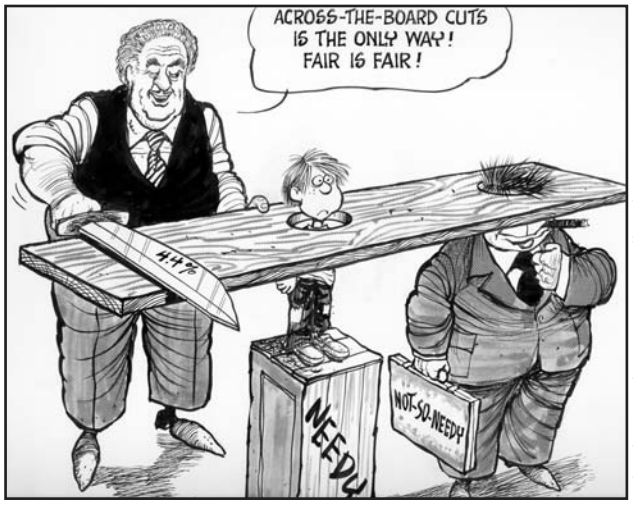
Do you think it's **fair** to let 16-year-olds vote?

Do you think that changing the voting age to 16 would **change** the government's relationship with youth for the better or the worse?

About Political Cartoons

- Political cartoons are NOT just like other comics.
- While they are often funny, political cartoons make us think.
- These cartoons express an opinion or point of view about some issue or problem in the news.
- They often use easily recognized symbols (such as the Democratic donkey or the Republican elephant)
- They often use a **caricature** (**ka** rih ka chur) of an important person, a drawing that changes the person's looks to make him or her funnier or uglier
- They often use **stereotypes** (**ster** ee oh types) or overly simple pictures or opinions of a person, group, or thing in order to make their point of view more obvious
- The words or captions under the cartoon also help stress the point of the cartoon.

Sample Political Cartoons by Bill Sanders from the *Milwaukee Journal*



Milwaukee Journal, August 3, 1980, Bill Sanders, © 2005 Journal Sentinel, Inc., reproduced with permission.

Milwaukee Journal, April 7, 1983, Bill Sanders, © 2005 Journal Sentinel, Inc., reproduced with permission.

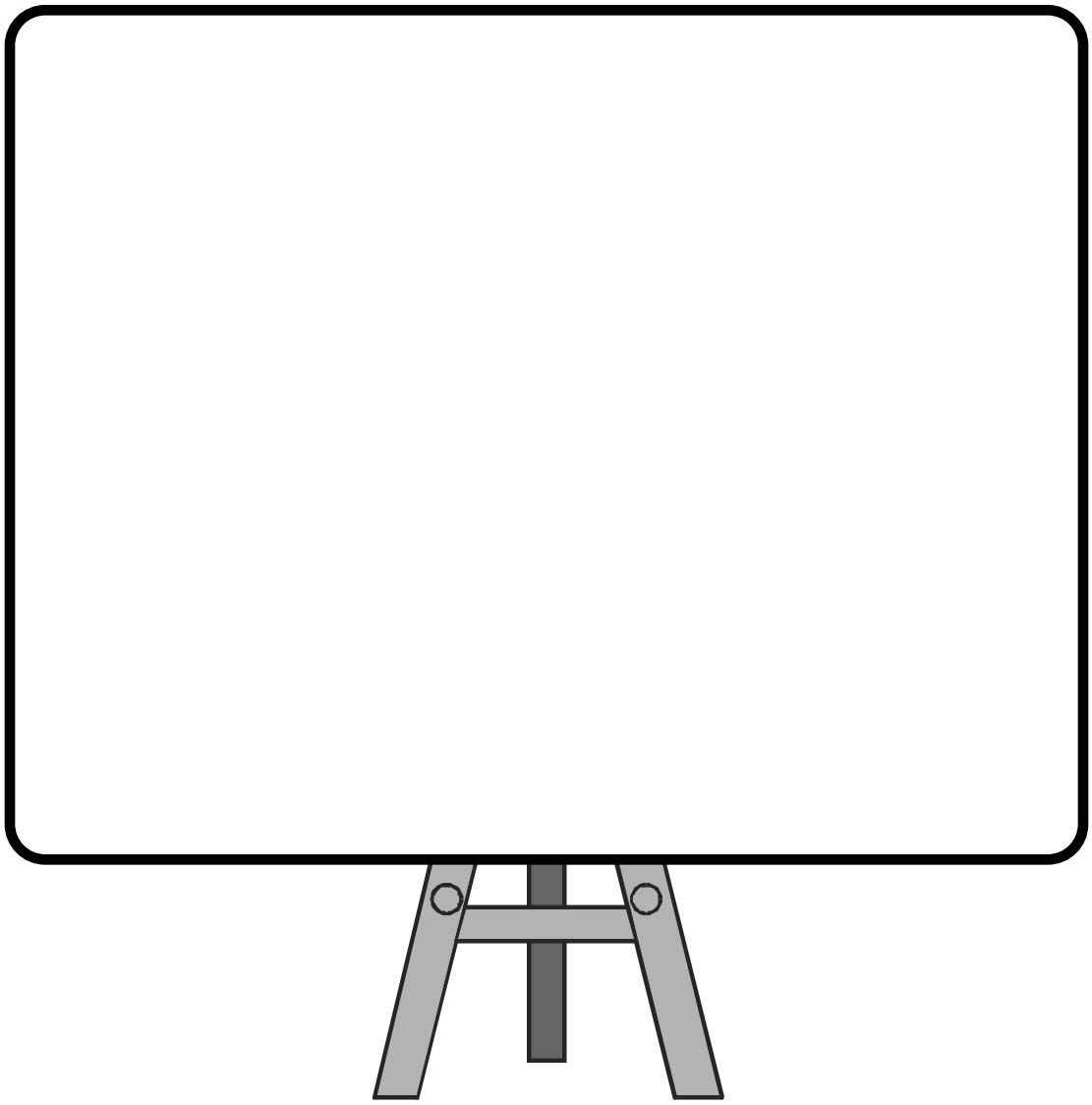
Milwaukee Journal, January 14, 1987, Bill Sanders, © 2005 Journal Sentinel, Inc., reproduced with permission.

Milwaukee Journal, September 14, 1986, Bill Sanders, © 2005 Journal Sentinel, Inc., reproduced with permission.

Name_____ Date_____

Voting Age Cartoon

Directions: Draw a cartoon for or against changing the voting age to 16 in the space provided. On the lines below, write a short paragraph that explains your cartoon.



What my cartoon is saying about 16 year old voting rights…

7 Political Parties and Elections

Activity 1: Getting Started, Navigating the Chapter, and Summing Up

Chapter Skills and Strategies

Reading comprehension; building vocabulary; classifying; analysis; organizing; problem solving; synthesizing; self-expression; applying math concepts

Materials

Chapter 7 Vocabulary Words worksheet *(one per student)*, p. 148

Looking Ahead in Chapter 7 worksheet *(one per student)*, p. 149

Using the Right "P" Word worksheet *(one per student)*, p. 150

Fall and Spring Elections graphic organizer *(one per student)*, p. 152

I Want to Be a Candidate activity, pp. 159–162

Thinking About What I've Learned in Chapter 7, p. 153

Overview

The organization of materials and procedures in Chapter 7 is more similar to the first 3 chapters, since there is much new information related to democratic and civic literacy that will probably be unfamiliar to students. In addition to the graphic organizers and other activities that will be familiar this far into their study of *Voices & Votes,* students will be asked to personalize this information by preparing to become a candidate for office.

Pre-reading Procedures

1. Pass out the copies of *Voices & Votes* and the **Looking Ahead in Chapter 7** worksheets. Ask a student to direct others to begin.
2. As students fill in their worksheets from the Contents materials, ask what looks different (there are only 2 major topics: political parties and elections). Tell the students that there will be lots to learn in this chapter, even if there are only 2 major themes. Students will have an easier time keeping track of information if they realize that all can be grouped into these 2 categories.
3. This would be an ideal time to see what students already know about political parties and elections. Divide a blank overhead transparency into 2 columns, labeling one "political parties" and the other "elections." Then allow students time to brainstorm everything they think they already know about both categories. You will be able to use this information for reflection with students about how much they are learning during the reading of this chapter.
4. Pass out the **Chapter 7 Vocabulary Words** worksheets. Ask students to notice that most of the new vocabulary words come in the first part of the chapter on political parties, and that they will see 4 of these words right away in the introduction. Focus on these initial words: political, candidates, nominates, campaign, and have students look these up immediately.
5. Explain that for one of the chapter's activities, each student will choose a political office to run for and will write a short paragraph about what he or she will want to do in office. They should keep this activity in mind as they read.
6. Although there are more vocabulary words than in the last 3 chapters they've read, tell them there are fewer than in Chapter 3. All of these words are essential for students to learn in order to function as citizens engaged in our democracy.

Reading Procedures

1. Ask students to open the book to the introductory pages, 98–99, for Chapter 7. After you read aloud and discuss the introduction, return to the overhead transparency. Cover the "election" column. Tell students to take a good look at the ideas they expressed before reading the chapter, and tell them that they will have a chance to revise their ideas after reading the chapter.
2. After students have completed the readings on "Political Parties in Wisconsin," distribute the **Using the Right "P" Word** worksheets to the class. Tell students that they will have to be careful readers to make sure the vocabulary words have the right context. Collect and save for the **I Want to Be a Candidate** activity.
3. After students have completed the readings on "Elections in Wisconsin," distribute the **Fall and Spring Elections** graphic organizers, and have students fill in the correct information. Again, keep for the **I Want to Be a Candidate** activity.
4. Return the **Using the Right "P" Word** worksheet and the **Fall and Spring Elections** graphic organizer to students. Tell them that these pages will be useful in reminding them of things they will want to include in the **I Want to Be a Candidate** activity, pages 159–162.
5. Distribute the **I Want to Be a Candidate** worksheets, page 161 and begin by explaining that students will apply what they've learned in Chapter 7 to 1) identify a set of issues or a platform they wish to change and improve, 2) choose a political office to run for that will address this platform, 3) identify whether they will be running in a spring or fall election, 4) identify by which political party they will be supported, and 5) list what groups of people with similar interests and issues might support them in their bid for office.
6. To conclude the activity, students will write a short paragraph about what they will do if elected to office.

Closure

Ask students to fill in their reflections on their worksheets, **Thinking About What I've Learned in Chapter 7** and add to the portfolio for each student that charts his/her progress.

Fall and Spring Elections: Answer Key

Fall elections	**Spring Elections**
Occur in September and November	Occur in February and April
Candidates belong to a political party	Are non-partisan
In primary, voters must choose a party and vote only for candidates who belong to that party	In primary, voters can vote for any candidates
Elect Governor	Elect Municipal officials
Elect members of the legislature	Elect Supreme Court Justices
Elect Representatives to Congress	Elect Superintendent of Public Instruction
Elect President every 4 years	Presidential primaries every 4 years

Name_____ Date_____

Chapter 7 Vocabulary Words

Directions: On this page, you'll find a list of vocabulary words that you will be reading in the chapter. Some of these words will be new to you. Writing down the definitions will help you learn the meanings. You will find definitions in the text of Chapter 7 and in the Glossary at the end of the book.

Words	Definitions	Page No.
Introduction		
campaign (cam **pane**)		
candidates (**can** dih duts)		
nominates (**nahm** in ates)		
political (pah **lih** tih kuhl)		
Political Parties in Wisconsin		
abolish (ah **bahl** ish)		
compensation (com pen **sa** shun)		
Democratic Party		
Green Party		
Libertarian (lib ur **tehr** ee uhn) Party		
partisan (**par** tih zun)		
platform		
Progressive (pro **greh** siv) Party		
Republican (re **pub** luh cun) Party		
Whig Party		
Elections in Wisconsin		
majority (muh **jor** uh tee)		
nomination (nahm uh **na** shun)		

Name_____ Date_____

Looking Ahead in Chapter 7

Directions: Below are the main topics in this chapter. Look at the Contents and fill in the missing topics.

Questions to Think About

_____

_____

Looking Back

After looking at the Contents, "Questions to Think About" section, and through the headings, photographs, and captions in the chapter, list 4 things that you think are going to be important to remember after you read.

_____

_____

_____

_____

Why did you choose those 4?

_____

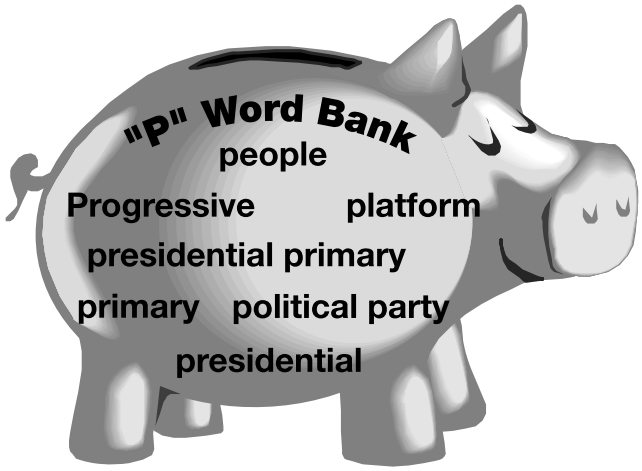
_____

_____

Name_____ Date_____

Using the Right "P" Word

Directions: Did you notice that many of the new vocabulary words in Chapter 7 begin with the letter "P"? Use the words from the "P" word bank to fill in the blanks in the imaginary news story. Use your vocabulary sheet to remind you of the definitions, so that the words make sense in the sentence. You will only use each word one time. Cross out the word in the word bank after you have used it correctly in the story.



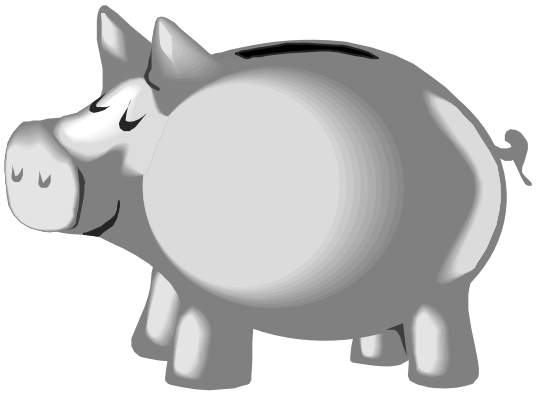
In fall elections, voters in Wisconsin choose most state leaders, including the governor and members of the legislature. Because each candidate runs as a member of a _____, like the Democrats or Republicans, these elections are_____. Democrats, Republicans, and other parties each draft a statement of ideas. This statement or_____explains what the party stands for and what candidates will do if elected.

How are candidates chosen? Until 1905, a special convention of members of the party met to pick the candidates. Some people thought this was unfair. Robert M. La Follette, who was a leader of the_____reform movement, wanted the voters to choose the party's candidates.

Name_____ Date_____

The_____election allowed voters to choose a candidate to represent each party. Candidates who won in these elections then competed against each other in the general election.

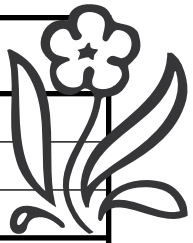
Every 4 years, Wisconsin voters also get to vote for a_____ candidate. In those years, a special_____ is held early in the spring so voters can help chose the Democratic or Republican candidates who will compete in the national election in November. All of these elections ensure that the _____ have a voice in choosing their leaders.



Name_____ Date_____

Fall and Spring Elections

Directions: Place the facts below the chart in the correct column of the chart. Use the information in Chapter 7 to help you decide which column works for a particular fact.



Fall Elections	Spring Elections

Occur in February and April

Occur in September and November

Candidates belong to a political party

Are Non-partisan

In primary, voters can vote for any candidates

In primary, voters must choose a party and vote only for candidates who belong to that party

Elect Municipal officials

Elect Governor

Elect Supreme Court Justices

Elect members of the legislature

Elect Superintendent of Public Instruction

Elect Representatives to Congress

Presidential primaries every 4 years

Elect President every 4 years

Name_____ Date_____

Thinking About What I've Learned in Chapter 7

Directions: Complete the following, using your own words and underlining any new vocabulary words from the chapter. Use your vocabulary worksheets to remind you.

These are 5 main ideas I want to remember about political parties in Wisconsin:

1._____

2._____

3._____

4._____

5._____

These are 5 important things I want to remember about elections in Wisconsin:

1._____

2._____

3._____

4._____

5._____

The most interesting 2 facts I learned in this chapter:

1._____

2._____

After reading this chapter, I think that including political parties and elections help make democracy work because

_____

_____

_____

★ ★ ★

7 Activity 2: Why Vote Twice? Primary and General Elections

Objectives

- To help students recognize the difference between primary and general elections
- To give students a sense of the mathematics of election results

Materials

Why Vote Twice? Primary and General Elections worksheets *(one per student and one transparency)*, pp. 156–158

Why Vote Twice? Primary and General Elections Story *(one transparency)*, p. 155

pencils *(one per student)*

Overview

This activity will reinforce the content on primary elections in Chapter 7 by providing students with a hands-on example of the way primary elections work: providing voters with more of a voice in how candidates are elected to office.

Procedures

1. Tell students that they will be analyzing election results to better understand the way primary elections work. Distribute the **Why Vote Twice? Primary and General Elections** worksheets to students, and place the **Why Vote Twice? Primary and General Elections Story** transparency on the overhead projector. Cover the information about the general election until later. Read the "results" of the primary elections aloud to the students.
2. Ask students to fill in the missing information on their election charts, then double-check what they wrote.
3. Work through questions one through 3 as a class. Read each question aloud, and then give students time to answer it before going on.
4. Once the class has completed question 4, discuss primary elections with the students. Make sure that students understand why having more choices in a primary does not typically yield a candidate who has received the majority of the votes. Encourage students to think through and lead the discussion, based on their answers.
5. Uncover the results of the general election and read to class, allowing students ample time to fill in their charts.
6. Give students time to answer the remaining questions alone or in small groups.
7. Once the class has completed the questions, ask one spokesperson from each group to talk about that group's conclusions, or ask individual students to reflect on their experience.

Closure

Ask students to answer the following questions on a piece of lined paper. Have them hand their responses in for assessment. What are the differences between primary and general elections? Why is it important to have both primary and general elections?

Why Vote Twice? Primary and General Elections Story

The community of Anytown, Wisconsin, recently held elections for mayor. First, they held a primary election. One thousand voters showed up at the polls to vote. Voters were able to choose one of 5 candidates. Here are the election results:

Amy got 300 votes.

Bob got 395 votes.

Charlotte got 200 votes.

Dale got 50 votes.

Emily got 55 votes.

In the general election, the same voters returned to the polls. In this election, Amy got 600 votes, and Bob got 400 votes.

Your job is to analyze the election results by answering the questions on your worksheet.

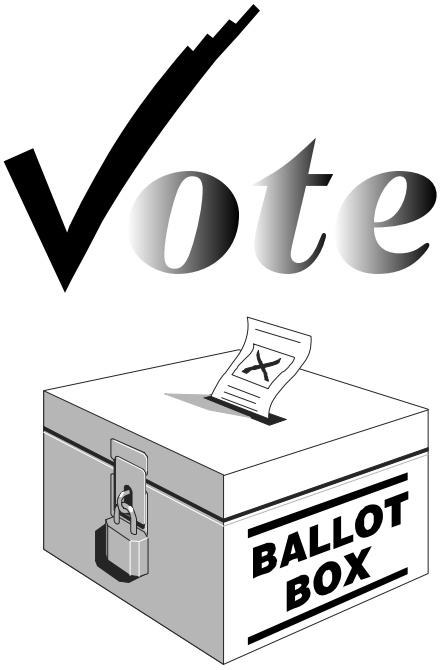
★ ★ ★

Name_____ Date_____

Why Vote Twice? Primary and General Elections

Directions: Use the information in the story to help you fill in the blanks correctly.

The community of Anytown, Wisconsin, recently held a primary election for mayor. The votes were distributed as follows:



★ ★ ★

PRIMARY ELECTION FOR MAYOR OF ANYTOWN, WISCONSIN.

AMY_____**VOTES**

BOB_____**VOTES**

CHARLOTTE_____**VOTES**

DALE_____**VOTES**

EMILY_____**VOTES**

Only the 2 candidates with the most votes can move on to the general election. What 3 candidates are eliminated?

_____ _____ _____

Primary elections make sure that the final winner will be elected by a **majority** of the voters.

Candidate	How many voted for the candidate?	How many didn't vote for the candidate?
Amy		
Bob		
Charlotte		
Dale		
Emily		

Name_____ Date_____

Use the space below to show your math work.

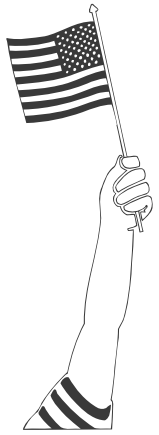
Did any candidate receive a majority or more than half (500) of the votes?_____

If the leading candidate in the primary was declared the winner of the election, would this be fair? Why or why not?

_____

_____

_____



★ ★ ★

GENERAL ELECTION FOR MAYOR OF ANYTOWN, WISCONSIN

AMY_____**VOTES**

BOB_____**VOTES**

Who won the general election and is now serving as mayor?_____

Candidate	How many voted for the candidate?	How many didn't vote for the candidate?
Amy		
Bob		

In this election, did either candidate receive a majority of the votes?_____

Name_____ Date_____

In what 3 ways are the general election results different from the primary election?

Why is it important to have both a primary and a general election? You can use information in Chapter 7 to help you answer this question.

In what ways did the election for mayor of Anytown help you understand more about primary and secondary elections?

7 Activity 3: I Want to Be a Candidate

Objectives

◆ To employ this chapter's new vocabulary within original writing

◆ To help students personalize and organize the process of becoming politically engaged

◆ To help students effectively translate cognitive understandings into graphic art containing persuasive messages

Materials

Completed student materials from Chapter 7 for review:

Using the Right "P" Word worksheet *(one per student)*, p. 150

Fall and Spring Elections graphic organizer *(one per student)*, p. 152

New student materials:

I Want to Be a Candidate worksheet *(one per student, one transparency)*, p. 161

Now That I Have Been Elected . . . worksheets *(one per student)*, p. 162

colorful paper, markers, glue, buttons, scissors to construct promotional campaign materials

pencils

Overview

This culminating activity draws on completed student work with the **Using the Right "P" Word** worksheet and the **Fall and Spring Elections** graphic organizer. Using what they've learned about political parties and elections, students will identify a political platform and prepare to become a candidate for political office. This activity also prepares students for the reading and activities they will do in conjunction with **Chapter 8: Voices for Change**.

Procedures

1. After you have reviewed the completed **Using the Right "P" Word** worksheets and the completed **Fall and Spring Elections** graphic organizers, return them to students and tell them that these pages will be useful in reminding them of things they will want to think about and include in the **I Want to Be a Candidate** writing activity.
2. Preview the **I Want to Be a Candidate** worksheet, page 161 and decide how you want to use it with your students. Either have students imagine themselves as adults dealing with municipal, county, and state issues and political offices, or have students proceed as themselves dealing with classroom issues and classroom political offices, (unfair sharing of classroom pets or computer work stations; classroom president or student council member). Consider asking students to vote on whether they want to pursue this activity as imaginary adults or as themselves.
3. Distribute the **I Want to Be a Candidate** worksheets, page 161 and explain that students will apply what they've learned in Chapter 7 to
   ◆ identify a set of issues or a platform they wish to change and improve
   ◆ choose a political office to run for that will address this platform
   ◆ identify whether they will be running in a spring or fall election
   ◆ identify by which political party they will be supported (if applicable, depending on the office)
   ◆ list what groups of people with similar interests and issues might support them in their bid for office.
4. Once students have identified their platform, political office, and political party have them design and produce effective campaign materials such as posters, buttons, flags, or banners. Students should employ graphics and text that communicate their choices of platform, office, and party.

5. To conclude the activity, remind students that it's not ALL about a candidate winning the office for which she or he ran. Discuss why and how political and civic engagement doesn't end when the election is over. Ask students to assume that they have won their elections. Distribute the **Now That I Have Been Elected** worksheets, page 162, and have students write a short paragraph about what they will do if elected to office. Ask them to also list some of the challenges they may face while enacting their platforms.
6. If your students voted to complete this activity as themselves dealing with real classroom issues and offices, consider conducting classroom elections as the natural culmination of their **I Want to Be a Candidate work**.

Closure

Consider having students critique the campaign materials they created as part of their "running for office" work. This opportunity encourages students to analyze how well their intended messages have been communicated to their peers. Discuss the graphic and text elements that are effective as well as those that need refining and replacing.

Using the Right "P" Word: Answer Key

In fall elections, voters in Wisconsin choose most state leaders, including the governor and members of the legislature. Because each candidate runs as a member of a **political party**, like the Democrats or Republicans, these elections are **partisan**. Democrats, Republicans, and other parties each draft a statement of ideas. This statement or **platform** explains what the party stands for and what candidates will do if elected.

How are candidates chosen? Until 1905, a special convention of members of the party met to pick the candidates. Some people thought this was unfair. Robert M. La Follette, who was a leader of the **Progressive** reform movement, wanted the voters to choose the party's candidates. The **primary** election allowed voters to choose a candidate to represent each party. Candidates who won in these elections then competed against each other in the general election.

Every 4 years, Wisconsin voters also get to vote for a **presidential** candidate. In those years, a special **presidential primary** is held early in the spring so voters can help chose the Democratic or Republican candidates who will compete in the national election in November. All of these elections ensure that the **people** have a voice in choosing their leaders.

Name_____ Date_____

I Want to Be a Candidate

Directions: Fill in the blanks after making your decision about being a candidate.

1. What important political issues or platform do you wish to address/change?

_____

_____

2. What political office will you run for in order to address this platform?

_____

_____

3. Will you be running during a spring election or a fall election?_____

Why?_____

4. With what political party will you work to gain election? (If you are running in a spring election, you may be seeking help from more than one party.)

Democrat Republican

Libertarian Wisconsin Green Party

Other_____

5. What groups of people with similar interests and issues might support you and your campaign?

_____

_____

_____

Name_____ Date_____

Now That I Have Been Elected...

Directions: Write a short paragraph about what you will do if elected to this office.

What are some of the challenges you may face while enacting your platform?

1. _____

2. _____

3. _____

8 Voices for Change

Activity 1: Getting Started

Chapter Skills and Strategies

Reading comprehension; building vocabulary; classifying; analysis; organizing; problem solving; synthesizing; self-expression; collaborative group work, conflict resolution; oral communication; participation and deliberation skills; listening and questioning skills; assessing strengths and weaknesses; sequencing

Materials

Chapter 8 Vocabulary Words worksheet *(one per student)*, p. 165

Looking Ahead in Chapter 8 worksheet *(one per student)*, p. 166

What is a Citizen? Concept Map *(one per student)*, p. 167

Students Can Make A Difference worksheet *(one per student)*, p. 168

Thinking About What I've Learned in Chapter 8 worksheet *(one per student)*, p. 169

Thinking About What I've Learned in *Voices & Votes* worksheet *(one per student)*, p. 170

Overview

The organization of materials and procedures in Chapter 8 corresponds with those in the previous 7 chapters. Both the content and the activities of this chapter build on what students learned from **Chapter 4, Government Working for the People** and **Chapter 5, Local Government**. While this final chapter is shorter than earlier ones, students will feel empowered as they read about what their peers have been doing to make a difference in their schools and communities. Students will continue to master independence in the writing and organizing skills they employ in response to the material introduced.

Pre-reading Procedures

1. Pass out the copies of *Voices & Votes* and the **Looking Ahead in Chapter 8** worksheets. Ask a student to direct others to begin paging through the chapter and looking at its main ideas and its illustrations.
2. When students have turned to the Contents, ask them to notice a key difference between this chapter and the other 7 chapters. Although all chapters have the same general features, Chapter 8 has topics about young people. Ask students to fill in the subheads and note that they will be reading about actions and feelings of their peers who are democratically engaged in their schools and communities.
3. Pass out the **Chapter 8 Vocabulary Words** worksheets, and ask students to look the words up in the glossary and write in the definitions on their sheets before you begin the chapter. Consider having students review related new **Vocabulary Words in Chapter 4**, **Government Working for the People,** and **Chapter 5, Local Government.**
4. Distribute copies of the **What is a Citizen? Concept Map** to students and allow them time to begin mapping, based on their understandings of "citizen" gleaned from their readings of earlier chapters. Remind students that as a Chapter 2 pre-reading procedure, (page 35) they brainstormed on the chalkboard or transparency the rules that students need to follow as citizens of the classroom and school. What do young citizens DO in addition to following rules? That's one of the things students can expect to learn in this chapter.

Completed student materials from Chapter 4 for review (optional):

- Chapter 4 Vocabulary Words worksheet, p. 90
- The Work of Wisconsin's Executive Branch Concept Map, pp. 99–101

Completed student materials from Chapter 5 for review (optional):

- Chapter 5 Vocabulary Words worksheet, p. 116
- Mapping Local Governments Activity, pp. 124–126
- Which Description Fits Which Local Government?, p. 121
- The Many Jobs of Local Government, p. 122

Pencils *(one per student)*

5. Also remind students of their work translating Chapter 4's **The Work of Wisconsin's Executive Branch** graphic organizer (pages 99–100) into the **The Work of Wisconsin's Executive Branch Concept Map** (page 101). You may ask students to continue this mapping activity both during and after reading the chapter.

Reading Procedures

1. Ask students to open the book to the introductory pages, 112–113, for Chapter 8. After reading the introduction, ask students to think about the first question, "In what ways can students make positive changes in their schools and communities?" Remind them that they have already read about how government works for the people (Chapter 4), and how local governments work in general, (Chapter 5). See if they can predict what they might find out about how students are organizing for and feeling about making changes in this chapter.
2. After students have read the "Students Organize for Change" paragraphs and the "Jumping In with Strong Feelings" paragraphs on pages 114–121, have them complete the **Students Can Make A Difference** worksheet. Part 1 asks them to identify the specific activities the groups of students performed and match them to the solution that resulted. Part 2 has students put the action tasks into sequential order. Both of these activities will prepare students for creating their own action plans later on in Activity 3, **Student Action Plan.**

Closure

Ask students to fill in their reflections on their worksheets, **Thinking About What I've Learned in Chapter 8.** Add these to the portfolios for each student to chart his/her progress.

(Optional) Consider asking students to refer to both their individual portfolios and to the **Looking Back** section of Chapter 8 before adding their reflections to their worksheets, **Thinking About What I've Learned in *Voices & Votes*.**

Name_____ Date_____

Chapter 8 Vocabulary Words

Directions: On this page, you'll find a list of vocabulary words that you will be reading in the chapter. Some of these words will be new to you. Writing down the definitions will help you learn the meanings. You will find definitions in the text of Chapter 8 and in the Glossary at the end of the book.

Words	Definitions	Page No.
Students Organize for Change		
justify (**jus** tuh fy)		
Jumping In with Strong Feelings		
policy (**pah** lih see)		

Name_____ Date_____

Looking Ahead in Chapter 8

Directions: Below are the main topics in this chapter. Look at the Contents and fill in the missing topics.

Questions to Think About

_____

_____

_____

_____

Looking Back

After looking at the Contents, "Questions to Think About" section, and through the headings, photographs, and captions in the chapter, list 4 things that you think are going to be important to remember after you finish reading this chapter.

_____

_____

_____

_____

Why did you choose these 4?_____

_____

_____

Name_____ Date_____

What is a Citizen? Concept Map

Directions: Add as many of your own definitions to the concept map below that help describe the ways you now think of what being a citizen can mean. You can review the chapters in the book to remind yourself. Your map is your own design.

Name_____ Date_____

Students Can Make A Difference

Part 1:

Directions: Put the number of the student activities performed to accomplish each of the solutions described. **1.** Reread Chapter 8's section "Student Organize for Change." **2.** Think about the specific activities that students did to accomplish each change described. **3.** Write the numbers of the activities from the list below in the right-hand column of the chart.

Change Students Made	Activities Students Did
example ➡ putting up lit warning signs at intersection	12,5,11,10
building a bike path	
clearing brush by railroad crossing	
buying new playground equipment	
putting a 4-way stop at an intersection	

Student Activities

1. write letters to adults
2. investigate results of problem
3. make compromises
4. running a school store
5. interview people affected by problem
6. investigate causes of problem
7. present idea to adults at meetings of government
8. identify a problem
9. create an action plan
10. organize ways to solve problem
11. present evidence
12. offer a solution
13. convince adults at meetings of government

Part 2:

Directions: Put the following list of student activities in the order that they occurred in the "Jumping In with Strong Feelings" section.

_____attend School Board meeting

_____feel policy needed changing

_____School Board votes to allow classroom pets

_____speak at School Board meeting

_____list reasons why classroom pets are good

Name_____ Date_____

Thinking About What I've Learned in Chapter 8

Directions: Complete the following, using your own words and underlining any new vocabulary words from the chapter. Use your vocabulary worksheets to remind you.

Of the many things I learned about how young people are involved in their schools and communities, I think it is important to remember the following 3 facts.

1._____

because_____

2._____

because_____

3._____

because_____.

The most interesting thing I learned in this chapter:_____

_____

After reading this chapter, I think involvement by young people helps make democracy work

because_____

_____.

★ ★ ★

Name_____ Date_____

Thinking About What I've Learned in *Voices and Votes*

Directions: Complete the following, using your own words and underlining any new vocabulary words from this book. Use your vocabulary worksheets to remind you.

Of the many things I learned about how democracy works in Wisconsin, I think it is important to remember the at least one thing from each chapter.

Chapter 1_____

Chapter 2_____

Chapter 3_____

Chapter 4_____

Chapter 5_____

Chapter 6_____

Chapter 7_____

Chapter 8_____

The most interesting thing I learned in this book:_____

_____

After reading this book, I think democracy works in Wisconsin because

_____

_____.

8 Activity 2: Public Policy Issue Debate

Objectives

- To assist students in identifying public policy issues from other issues
- To provide students with collaborative group work experiences
- To help students improve oral communication skills
- To expose students to differing viewpoints and perspectives within their peer groups

Materials

Teacher Background Materials on Public Policy Issues

Public or Private Issues? (transparency), p. 173

Choosing an Issue to Make a Change worksheet *(one per group)*, p. 174

Adding *Your* Voices worksheet *(one per student)*, p. 175

pencils

Teacher Background: Public Policy Issues

Here are potential public policy issues (sorted by school and community) that you may suggest to students as they work together to identify an issue they want to change. As a classroom facilitator, please remember that your role is in providing assistance and inspiration so that students may identify, select, and take ownership of the issues that are truly important to them.

School	**Community**
pets in the classroom	improve safety at railroad crossing
new playground equipment	bike path as safe route connecting 2 parks
discipline policies	improve safety at dangerous intersection
value of recess	recycling
dress codes	land use
cell phones	improving voter participation
skateboarding	gang problems
internet censorship	stray cats and dogs
better lunchroom food	unemployment
students' rights	affordable housing

Overview

In this activity, students will work collaboratively to identify a contemporary public issue pertinent to their school and/or community and will debate the pros and cons of 2 of these issues. This activity builds on Chapter 2's role-playing activity, **Writing Wisconsin's Constitution**, page 51, except that this isn't a scripted debate. Students will select their own issues, create their own solutions, identify the pros and cons of their proposed solutions, and debate each other's viewpoints.

Procedures

1. As a class, discuss what the students already know from Chapter 8 about the public policy issues that other students identified as needing change (dangerous intersections, classroom pets, new playground equipment). Place the transparency of **Public or Private Issues?** on the overhead to help students sort out these 2 kinds of issues. Use these examples to help students get started with first sorting issues between public and private, and then second, brainstorming both public and private issues that you will add to the lists. Ask students to brainstorm examples of both public and private issues. Discuss fully, and answer any questions that students may have.
2. Explain that all students are going to take part in small group collaborative work to identify and discuss a public policy issue in their school and/or community that their group would like to change. Have students create groups of 4 or 5 each. Review the **Teacher Background Materials on Public Policy Issues** to prepare for helping some groups

identify an issue, as needed. Please remember that in democratic classrooms, teachers facilitate student decisions rather than making decisions for the students.

3. Hand out a **Choosing an Issue to Make a Change** worksheet to each group. Explain to students that they will choose one member of their group to lead them through the worksheet activity and another member to write the group's decisions/answers on the worksheet. They will also choose another member of their group to report later on from their completed worksheet to the entire class. Monitor the progress of this group work and facilitate as needed.
4. When all groups have finished their worksheets, have each group's reporter share his/her work with the entire class. Encourage the other groups to ask questions of the reporters, who may refer to members of their groups for answers.
5. When all groups have reported on their issues, ask students to vote on 2 issues from all of the issues presented. These 2 issues will become the topics of 2 separate debates, each of which will involve the entire class. After students have selected the 2 debate issues, devise a method to organize all students into 2 equally-sized groups.
6. Explain to these 2 debate groups that they will first work individually and then as a group to create a list of the pro and con ideas about their issue. First hand out a copy of the **Adding *Your* Voices** worksheet to each student and allow enough time for students to work independently to complete it. Then convene each of the 2 debate groups and have students share their pro and con ideas in order to determine whether they are for or against the change being proposed. Each debate group will have 2 teams: one team in favor of the proposed change, the other against the proposed change.
7. Have the first group begin its debate with a description of the issue and the change being proposed. Group members will state their pro and con ideas, discussing and debating the values of both perspectives. Members of the second group may ask questions of the debate group members. As the discussion winds down, ask all students to vote on their view of the issue
8. Then have the second group follow the same steps outlined above in item 7.

Closure

Have students count the 2 votes and discuss the outcomes. How did their group work and debate process change their individual viewpoints on the issues discussed?
Have students do individual reflective writing about what they liked and didn't like about this activity and why. Consider gathering their worksheets and reflective writing for formal assessment.

Public or Private Issues?

Examples:

Public Issues	**Private Issues**
making a bike path for safe travel	getting a new bike
having a recycling plan at school	saving empty aluminum cans

Some issues to sort by public or private:

watching a favorite TV program

better food in the school cafeteria

drinking soda after doing homework

staying up late on a school night

creating a classroom constitution

Name_____ Date_____

Choosing an Issue to Make a Change

Directions: Have your group's recorder complete this page based on your discussion.

Describe the public policy issue that your group wishes to address. Is this a school or community issue?

Why is this issue important to your group? How does your group feel about this issue?

Describe how your group will change this issue.

Which groups of people might be affected by your project?

Which individuals and groups might like your project? Why?

Which individuals and groups might not like your project? Why?

Name_____ Date_____

Adding *Your* Voices

Directions: Complete this page before your debate.

Hey! You *can* make a difference!

I am debating this issue:

_____

_____

_____

Here's how I would like to change this issue:

_____

_____

_____

Here are some of the reasons for and against changing this issue.

Pro	Con
1.	**1.**
2.	**2.**
3.	**3.**
4.	**4.**
5.	**5.**
6.	**6.**

8 Activity 3: Student Action Plan

Teacher Background on *Do Something* and *Project Citizen* Curricula

Do Something (http://www.dosomething.org/)

Do Something is a service-learning education program for young people begun in 1993 nationally and in 2001 in Wisconsin. Its mission is to help schools provide youth with the tools to be active citizens in 3 action areas: community building, health, and the environment. The organization includes staff, sponsors and partners, as well as youth and adult advisory boards. Community Coaches® is *Do Something*'s national network of specially-trained and recruited state certified educators. These educators implement and oversee *Do Something* programs at their schools, and they serve as mentors for kids' service-learning projects.

Do Something Wisconsin (http://www.dosomething.org/states/wisconsin/)

Wisconsin has a large concentration of trained Community Coaches. School districts using the *Do Something Wisconsin* curricula include Green Bay, Milwaukee, and Waupun. Community Coaches are educators who have been trained to facilitate students' active civic engagement using *Do Something* materials, which are aligned with Wisconsin's Model Academic Standards for students in grades K-12.

If you are interested in having *Do Something* programs at your school, please contact:

Teri Dary, Executive Director
Do Something Wisconsin
701 Beekman St.
Waupun, WI 53963
920.324.3855
tdary@dosomething.org

To have a *Do Something* certified Community Coach trained in your school, contact your local school district's superintendent and outline the benefits to you and your community. The Community Coach 2-day training program prepares educators to:

1. Learn to effectively integrate service-learning methodology into their curriculum.
2. Strengthen skills in working with young people in a youth-owned program and fostering youth-led leadership.
3. Gain a clear understanding of Do Something's program structure and philosophy.
4. Develop a plan for creating a "Do Something" culture which builds character and citizenship skills.
5. Understand how to guide their students in conducting community needs assessment and develop community-building projects.
6. Incorporate a model for infusing the program into the classroom in conjunction with state standards.
7. Obtain a plan for data collection and assessing students' skill development.

Project Citizen (http://www.civiced.org/project_citizen.php)

Project Citizen is a portfolio-based civic education program developed by the Center for Civic Education (www.civiced.org) for middle grade students. It focuses on the role of state and local governments in the U.S. federal system and helps young people develop their research, critical thinking, and participatory skills. Student groups cooperatively identify and research public policy issues, develop portfolios of their work, and present their projects before panels of civic-minded community members. This national curriculum includes a student text and a teacher's guide with directions for leading students through the *Project Citizen* process and in developing and presenting their portfolios.

Project Citizen's Five-Step Process

- Identifying a problem in the community that requires a public policy solution.
- Gathering and evaluating information on the problem.
- Examining and evaluating alternative solutions.
- Developing a proposed public policy to address the problem.
- Creating an action plan to get their policy adopted by government.

Consider contacting your state coordinator or the Center for Civic Education to involve your students in *Project Citizen*. Enlist community and business leaders, other educators, as well as state and local government officials to help students prepare, present, and assess their portfolios.

Center for Civic Education
5146 Douglas Fir Rd
Calabasas, CA 91302-1467
818.591.9321 / 800.350.4223
www.civiced.org

See the State Bar of Wisconsin's Legal Explorer Web-site; click on the "Law-Related Education" button, and then click on the "Project Citizen Programs" button.
http://www.legalexplorer.com/education/education-pcitizen.asp?CalType=LRE

Other related resources for helping students identify issues and create action plans:

Barbara A. Lewis. *The Kid's Guide to Social Action: How to Solve the Social Problems You Choose—and Turn Creative Thinking into Positive Action.* Minneapolis: Free Spirit Publishing, 1998

Marc Kielburger. *Take Action! A Guide to Active Citizenship.* Gage Learning Corp., 2001.

Web-sites for kids

Kids Can Make A Difference (http://www.kidscanmakeadifference.org/) educates students in middle and high school about the causes of and solutions to hunger and poverty. Contact kids@kidscanmakeadifference.org.

YOUTH NOISE (www.youthnoise.com) is a group of young people{m}from all 50 states, the District of Columbia and more than 176 countries—together with a small group of adults working to provide information from more than 300 nonprofit partners to date

that will spark youth action and voice. YOUTH NOISE is a project of the Tides Center, a nonpartisan, nonsectarian, nonprofit organization. YN funders include the David and Lucile Packard Foundation, Surdna, AOL Time Warner Foundations, Carnegie Corporation, Save The Children, Pew Charitable Trusts, and individual donors. Partners who have provided in-kind support include the Advertising Council, AOL Time Warner, Alloy, Bolt, Cisco Systems, Infopop, McCann-Erickson, Google, Volunteer Match, Vignette, NetIQ individuals formerly of US Interactive, eBay, and Yahoo.

Related resources for educators

Carol W. Kinsley. *Enriching the Curriculum through Service Learning.* Association for Supervision and Curriculum Development, 1995.

Larry N. Gerston. *Public Policymaking in a Democratic Society: A Guide to Civic Engagement. Armonk, NY:* M. E. Sharpe, 2002.

Rahima C. Wade. *Building Bridges: Connecting Classroom and Community through Service-Learning in Social Studies.* National Council for the Social Studies, 2000.

8 Activity 3: Student Action Plan

Objectives

◆ To acquaint students with the real steps of making an action plan

◆ To provide students with collaborative group work experiences

◆ To empower students by helping them know and feel HOW they can make a difference in their schools and communities

Materials

Completed student materials from Chapter 8 for review (optional)

Students Can Make A Difference worksheet *(one per student)*, p. 168

Choosing an Issue to Make a Change worksheet *(one per group)*, p. 174

Adding *Your* Voices worksheet *(one per student)*, p. 175

Teacher Background Materials on Public Policy Issues, Activity 2, p. 171

Teacher Background on *Do Something* and *Project Citizen* Curricula, pp. 176–178

From Activity 3:

Action Plan A: What Will We Do? worksheets *(one per group)*, p. 181

Action Plan B: How Will We Do It? worksheets *(one per group)*, p. 182

pencils

Overview

This activity is another collaborative work group opportunity and it picks up where the previous activity, **Public Policy Issue Debate**, leaves off. Here student groups will create master plans for enacting the changes they have identified as necessary to the public policy issues they have selected. In so doing, they will gain a more concrete sense of the planning and organizing that they will conduct while creating an action plan for affecting change in their schools and/or communities.

Procedures

1. Explain that all students are going to work in small groups to create action plans for some of the issues they worked with in this chapter's Activities 1 and 2. First, as a class, they will discuss and vote on which of the public policy issues they wish to work on.. Depending on the size of your class, have students select 4, 5, or 6 issues. Ideally, they will select both school issues and community issues. As teacher/facilitator, consider referring to the completed worksheets from Chapter 8's Activity 1 and Activity 2 to help students select their issues:

   Students Can Make A Difference worksheet
   Choosing an Issue to Make a Change worksheet *(one per group)*
   Adding *Your* Voices worksheet *(one per student)*

   Then devise a way for students to form work groups of 4 or 5 students each, with one issue per group.

2. Hand out an **Action Plan A: What Will We Do?** worksheet to each group. Explain to students that they will choose one member of their group to lead them through the worksheet activity and another member to write the group's ideas/answers on the worksheet. They will also choose another member of their group to report from their completed worksheet to the entire class. Monitor the progress of this group work and facilitate as needed. The objective of this worksheet is to have students focus on brainstorming and listing all of WHAT they may need to do and think about to enact their proposed change. Putting this WHAT list into the logical order of HOW students will proceed to affect change is the objective of the **Action Plan B: How Will We Do It?** worksheet. Distribute the **Sample action plans from *Do Something* and *Project Citizen*** to students for their use, as needed.

3. After all groups have completed the **Plan A** worksheet, explain that each group's reporter will share his/her list with the entire class. During sharing, students may hear tasks that they had not yet thought of; therefore, after the sharing is done, allow time for groups to meet to revise their **Plan A** documents.

4. Hand out an **Action Plan B: How Will We Do It?** worksheet to each group. Explain that each group will now work together to put their list of tasks (as found on the **Action Plan A** worksheet), into the order in which the tasks need to be accomplished. This newly arranged list then becomes the group's master action plan for accomplishing the change they have selected.

Closure

Consider having students implement their action plans. This opportunity takes students beyond the "planning" to the "doing." By putting their plans into action, they have an ideal chance for self-assessment as they evaluate and refine the parts of the plan that work and don't work.

Group Name_____ Date_____

Public Policy Issue_____

Action Plan A: What Will We Do?

Directions: Think through these questions as you brainstorm a master list of tasks that will need doing to accomplish the change you want to make. Record your list on this worksheet.

What things do we need to do? Where will our work take place? With whom will we need to work? What resources will we need? How will we know when our work is complete?

Our Brainstorming List of What We Will Do

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

Group Name_____ Date_____

Public Policy Issue_____

Action Plan B: How Will We Do It?

Directions: Working from the brainstorm list you created as your group's Action Plan A, use this worksheet to arrange your list of tasks in the order that they must happen for you to complete your change.

Think through these questions as you arrange your list of tasks.

In what order do we need to do these things?

How much time do we have to complete each step, and the whole project?

Our Brainstorming List of What We Will Do

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

Notes

Notes

Notes

Notes

Notes

Notes