



This lesson plan is appropriate for grades K-5

Introduction

Where are you right now? Are you in a classroom? Are you at home reading this online? Are you sitting in a lecture hall? Wherever you are, that's Wisconsin, right?

So, what makes Wisconsin what it is? What is it that tells you: Wisconsin: You Are Here?

Is it a plate of deep fried cheese curds? Beads of sweat on a cold glass in the summer? Effigy mounds? The smell of brats and corn grilling over coals? The sweet taste of homemade fry bread? The red and white of the Wisconsin Badgers or the green and gold of the Green Bay Packers? A marsh filled with wild rice? The blast of frigid air as you fly down a sledding hill?

For this exercise you will select images that represent Wisconsin and defend your choice using concepts from *Thinking Like A Historian*: What matters? Why does it matter? How do we know?

What makes Wisconsin, Wisconsin?

Theme

Wisconsin's unique blend of people and foods, traditions and pastimes, landscapes and waterways, and industrial innovations create an instantly recognizable identity that answers the question: What Makes Wisconsin, Wisconsin?

Read Aloud

"When I was a child, my Wisconsin was rolling hills, fireflies, farms, blaring tornado sirens..., and lightning that cut across the sky in an angry gash. It was the flashy touristy charms of the Wisconsin Dells, the quiet grace of Taliesin, the bewildering collections of jewelry, dolls, and pipe organs at the House on the Rock, and the truly bizarre Don Q Inn with its theme rooms, barber chairs in the lobby, and rundown passenger plane out front. It was water towers with town names painted on the side-proclaiming themselves to the fields and surrounding towns-and cemeteries located right in town." - Erika Janik, *A Short History of Wisconsin*, 2010, State Historical Society of Wisconsin

Objective

To understand that Wisconsin is many things to many people, some of which are easily recognizable, others that are not, and that understanding will help students relate to the idea that they are part of the Wisconsin story.

The student will:

- Select an image from provided images here: <http://wihist.org/2bjqLtt>
 - Image can be copied to word processor, printed, and/or projected as desired
- Categorize image into one or more of the following categories
 - Food
 - Jobs
 - Landscapes and/or Waterways
 - Traditions or Pastimes



- Industry
- Stereotypes (positive or negative)
- Explain (in short-form essay or presentation) how their image answers the question: What Makes Wisconsin, Wisconsin? Then relate the image chosen with their own lives
 - How does the image relate to your idea of Wisconsin?
 - Why did you choose the image to represent Wisconsin?
 - What matters about the image to you?
 - Why does it matter to you personally?

The image relates to Wisconsin because...and I chose it because...

Extension A:

- Bring an object or image from home to compare and contrast with selected image
 - How does the home object/image represent your view of Wisconsin?
 - Why does it matter to you personally?
- Share with the class

Extension B:

Each of the images represents Wisconsin's past and/or present. Consider further research into the categories represented by each image. For example, the dairy industry in Wisconsin develops after wheat crops started failing from 1860 onward. Yet without intervention by concerned scientists like Dr. Stephen Babcock and Dr. Kate Pelham Newcomb, Wisconsin's dairy industry may have failed due to corruption and inadequate sanitation practices. Study of this industry crosses generations and is still relevant with both Wisconsin's economy and image abroad.

For further research:

University of Wisconsin Library Catalog: <https://search.library.wisc.edu/>

Archival Finding Aids: <http://wihist.org/1WBKcmu>

Wisconsin Historical Society Collections: <http://wihist.org/1y8gsC9>

WHS Press Publications: <http://www.wisconsinhistory.org/whspress/>



Standards:

Social Studies

- **Social Studies Inquiry Practices and Processes**
 - Develop claims using evidence to support reasoning.
 - Communicate and critique conclusions.
- **Behavioral Science**
 - Examine individual cognition, perception, behavior, and identity (Psychology).
- **Geography**
 - Evaluate the relationship between identity and place.
- **History**
 - Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.

English/Language Arts – College and Career Readiness

Please refer to Reading, Speaking, and listening standards for the 4th grade, as well as College and Career Readiness standards available here:

<https://dpi.wi.gov/sites/default/files/imce/standards/pdf/ela-stds-app-a-revision.pdf>