

Wisconsin: A Place with a Past

The material in this chapter is mainly devoted to the geography and topography of Wisconsin—its location in the United States, North America, and the world at large; its rivers and landforms; its soil types and vegetation. The following activities will help students develop and expand the ideas presented in this chapter.

Activity 2.1 *Your Cosmic Address*

Overview

This activity reinforces and expands concepts presented in “Locating Wisconsin in the United States” and “Locating Wisconsin in the World” (*Wisconsin: Our State, Our Story*, pp. 16–19). In this activity students determine a “Cosmic Address” that locates them within their state, country, continent, planet, and universe.

Management

Materials

- Student Activity 2.1 (Teacher Page 1; Student Pages 1–2)

Grouping

- Whole class
- Small group
- Individual, supervised or independent

Activity 2.2 *County, Country, or Continent*

Overview

Part 1 of this two-part activity helps students master the distinctions among three key terms: *county*, *country*, and *continent*. Part 2 helps students familiarize themselves with the notion of a Cosmic Address for places outside Wisconsin and the United States.

Management

Materials

- Student Activity 2.2 (Teacher Page 1; Student Pages 1–2)
- Globe or large-scale world map

Grouping

- Whole class
- Small group
- Individual, supervised or independent

Activity 2.3 A Wisconsin Puzzle

Overview

With the addition of material from appropriate reference materials, this activity makes an excellent follow-up to students' study of Wisconsin's waterways and land regions in *Wisconsin: Our State, Our Story*, pp. 28–35.

Management

Materials

- Student Activity 2.3 (Teacher Pages 1–2; Student Pages 1–7)
- Reference materials about Wisconsin regions, such as *Learning from the Land*, *Working with Water*, and similar works
- Scissors, paste, and extra paper or poster board for each group

Grouping

- Small group

Activity 2.4 Where Would You Like to Live?

Overview

Why do people choose to live in a certain place? Sometimes people choose to live near friends or relatives. Other times, they choose to be near a place where they can find work. But what about long ago, in the days when people from other parts of the United States or even from Europe were first settling in Wisconsin? These people had no information other than the land itself—the kind of soil, the distance to a river, and so on. In this activity students will use features of the land itself to help choose a place to live. In this way, the activity provides a culminating project for this chapter, giving students a chance to think critically about how geography affects the choices that people make about where and how they live.

Management

Materials

- Student Activity 2.4 (Teacher Pages 1–2; Student Pages 1–6)
- Writing paper

Grouping

- Whole class
- Small group
- Individual, supervised or independent

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Activity 2.1: Your Cosmic Address

Teacher Materials

Preparation/Organization The only materials needed for this activity are the two student worksheets for Activity 2.1. The activity may be done with the whole class, small groups of 3 to 5 students, supervised individuals, or individual students working on their own.

Procedure

1. Hand out copies of Student Pages 1–2 and work with students through the instructions at the top of the first page. (**Note:** If your students live in an area that uses RFD or fire road numbers, make sure they understand how this system relates to the house numbers and street names of other addresses.)
2. Read and discuss the directions with students, making sure students understand how to do the activity. Complete the first line or two with them. Then give students time to complete the activity on their own. When students have finished, ask volunteers to share their responses, using this as an opportunity to correct errors and reconcile any discrepancies that occur.

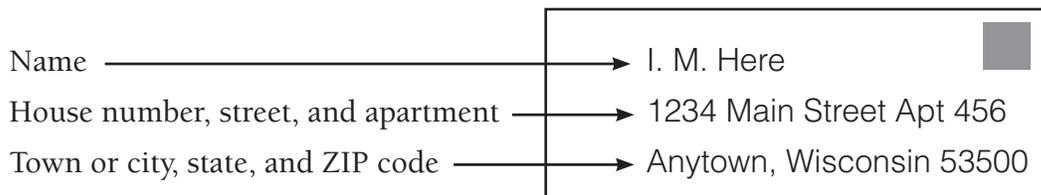
Answers

Student answers will vary, but each student should have filled in each line of his or her cosmic address. Make sure students understand that their cosmic addresses include two hemispheres—in this case, Northern and Western.

Name _____ Date _____

Activity 2.1 Your Cosmic Address

When you see your address on something that comes in the mail, it usually looks like this:



If you think about it, though, there is more to where you live than this. You also have a **cosmic address**. It includes your county and your country. It also includes your continent (North America, South America, etc.), as well as the hemispheres in which you live (Northern or Southern, Eastern or Western) and your planet.

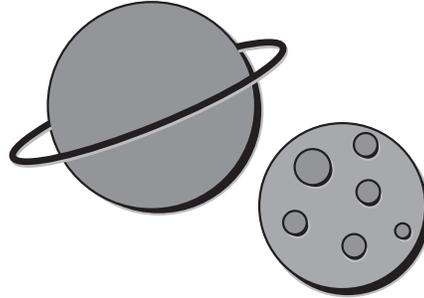
Fill in the following to write your complete, cosmic address:

- Name _____
- Street number _____ Street name _____ Apt _____
- Village or City _____
- County (NOT country) _____
- State (abbreviated) _____
- Zip code _____
- Country (NOT county) _____
- Continent _____
- Hemispheres _____
- Planet _____

Name _____ Date _____

Here are some more interesting facts about your cosmic address.

- The Earth is one of the eight planets in our solar system.
- Our solar system is one of more than 100 billion star systems in the Milky Way Galaxy.
- The Milky Way is one of the largest of about 30 galaxies in the Local Group of galaxies.
- The Local Group lies near the outskirts of the Local Supercluster, which is also called the Virgo Supercluster.



To learn even more about your cosmic address, take a look at this web site:

- <http://www.atlasoftheuniverse.com/>

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Activity 2.2: County, Country, or Continent

Teacher Materials

Preparation/Organization A globe or a large-scale map of the world as well as the worksheets for Activity 2.2 are needed for this activity. The activity may be done by the class as a whole or by small groups, as well as by supervised individual students and those working independently.

Procedure

1. Distribute Student Pages 1–2. Then guide students through Part 1. When you have finished, you may wish to help students make lists of the names (and spellings) of various counties, countries, and continents.
2. Direct students to Part 2 and help them complete Steps 1 to 3. Make sure that students understand how to follow the line of 45° North Latitude. (**Note:** You might want to have them trace the line with their fingers.)
3. Next have a volunteer read aloud the directions for Step 4. Make sure students understand that they are to continue following the same line of latitude eastward. (**Note:** You might suggest that when students follow 45° North Latitude across a broad expanse, like the Atlantic Ocean, they should place one finger on the first country and then move the finger along the line until they get to the next country.)
4. Then let students do Step 4 on their own. When they have finished, ask volunteers to share their answers, making sure they realize that the next country is France and that it is part of the continent of Europe. Finally, have students complete the remaining step on their own.
5. You may wish to have students continue further, either on their own or with your guidance. If so, emphasize that as students continue to follow the line of 45° North Latitude they:
 - (a) will pass through many countries.
 - (b) will have to look carefully to determine which countries they pass through.
 - (c) may pass through some countries more than once.

Answers

Part 1: Answers will vary.

Part 2: Students should begin to trace the line in the United States (North America) and then continue to Canada (North America). After students cross the Atlantic Ocean they should move on to France (Europe) and then through the northern part of Italy (Europe). Students following the line of 45° North Latitude beyond this will cross through the following countries in Europe: Croatia, Romania, Ukraine, and Russia. In Asia they will cross through Kazakhstan, China, Mongolia, and Japan.

Name _____ Date _____

Activity 2.2 County, Country, or Continent

Part 1

County . . . country . . . continent . . . The words sound a lot alike. But guess what? They're not the same. Exactly how do a county, a country, and a continent differ?

1. A **county** is a part of a state. Wisconsin has 72 counties.

Which Wisconsin county do you live in?

2. On page 17 of *Wisconsin: Our State, Our Story*, you learned that a **country** has both physical and political boundaries. A **physical boundary** is something like a range of mountains, a river, or even an ocean that separates one area from another; a **political boundary** is a human-made border of some kind. The United States has both physical and political boundaries with its neighbors.

Name one country **other than** the United States.

3. A **continent** is a much larger land mass. Usually, several countries make up a continent. For example, the countries of Canada and the United States of America are part of the continent of North America. So are other countries—such as Mexico, Belize, Guatemala, Honduras, El Salvador, Costa Rica, and Panama.

Name one continent **other than** North America.

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Activity 2.3: A Wisconsin Puzzle

Teacher Materials

Preparation/Organization Students will need both the worksheets for Activity 2.3 and reference materials containing information about Wisconsin's physical regions. (Works such as *Learning from the Land* and *Working with Water* are good for this.) Students will also need scissors, paste, and additional paper or poster board. You will need to form five groups. The activity is best done by groups of three to five students. (**Note:** There are several worksheets involved in the activity. You might wish to have one or more students help you prepare these in advance.)

Procedure

1. Divide students into five groups and assign each group a specific Wisconsin region. Pass out the appropriate map (Student Pages 2–6) to each group and direct students to the research materials you have gathered.
2. Explain that each group will study the vegetation, soil, minerals, and other characteristics of its assigned region. Tell students that they will find information in the research materials you have provided, such as *Wisconsin: Our State, Our Story* and other books about Wisconsin, such as *Learning from the Land: Wisconsin Land Use* and *Working with Water: Wisconsin Waterways*.
3. Have each group appoint one “scribe” to fill in the chart/key at the bottom of that group's map.
4. Then tell students to conduct their research, reminding the scribes to fill in the charts/keys with the information that is found. When students have finished, have each group illustrate its map with symbols to represent the information. Then have students draw symbols in the key to show what their pictures represent. For example, if the vegetation of a region is prairie grass, students can draw tufts of grass. If the region is hilly, they can draw hills. If the soil is sandy, they can make diagonal lines. If the region has a great deal of a certain kind of mineral, students can make up a symbol—such as black squares for lead—for that mineral. (**Note:** You might wish to point out that some regions may have more than one type of vegetation, mineral, soil, etc. Explain that students should list all of those types and put the symbols in the areas in which each type is found.)
5. Make a photocopy of each completed regional map and have each group *carefully* cut out its region from the photocopy.

6. Provide the class with a piece of poster board or a large piece of paper and have the groups work together to assemble the “jigsaw” pieces into a one large map. (**Note:** Have students begin in the northern part of the state with the Lake Superior Lowland and then work south.) When the pieces are properly arranged, have students paste them to the paper or poster board.
7. Distribute a copy of the “Physical Regions of Wisconsin Chart” (Student Page 7) to each student and have students fill in information for the region they studied.
8. Then form new small groups, with each group containing at least one representative from each of the five regions. Ask students to present information about their regions to the other members of their group. As presenters do this, have the other students fill in their charts with the information provided.
9. Finally, have students turn in their completed charts for assessment.

Answers

Student charts should contain the following information:

- Lake Superior Lowland—Vegetation: forests, mostly pine and birch; Topography: flat near Superior and Ashland, then sloping gently toward the southern shore of Lake Superior; Soil Type: clay; Minerals: sandstone for use in building construction.
- Northern Highland—Vegetation: forests; Topography: hilly, with ridges and valleys; Soil Type: sand and stone; Minerals: copper.
- Central Plain—Vegetation: plains with some forest; Topography: mostly low-lying land with some tall cliffs; Soil Type: silt and loam; Minerals: copper.
- Western Upland—Vegetation: plains, marshes, and some forests; Topography: ridges and coulees (deep valleys), hills; Soil Type: silt and loam, fertile silt and clay; Minerals: lead and zinc.
- Eastern Ridges and Lowlands—Vegetation: plains and forests; Topography: limestone ridges separated by lowlands; Soil Type: fertile silt and clay; Minerals: copper.

Name _____ Date _____

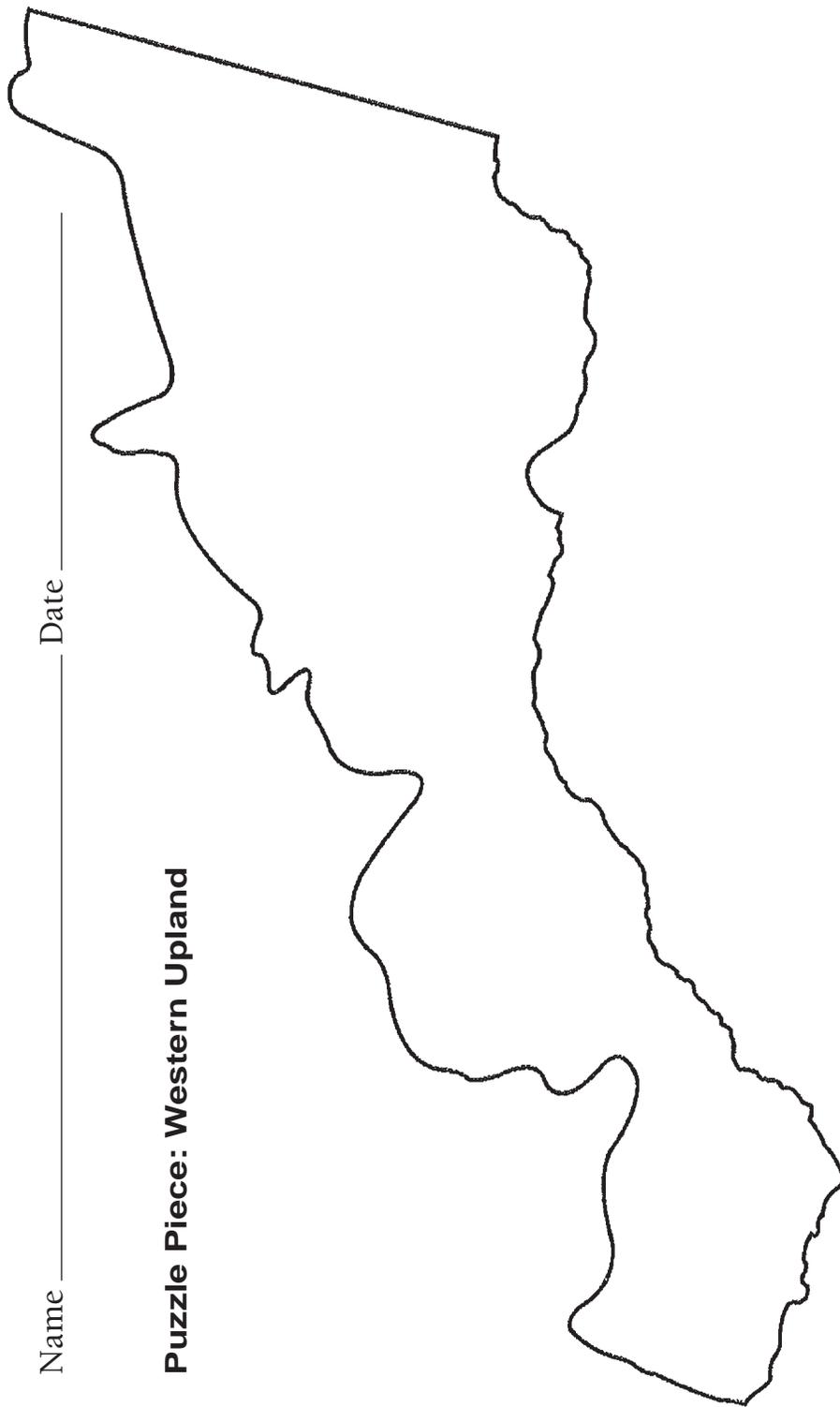
Activity 2.3 A Wisconsin Puzzle

For this activity you will be working in a group to learn about one of Wisconsin's regions.

1. Work with your group to gather information about the physical properties of your assigned Wisconsin region. Then help your group's scribe use that information to fill in the chart at the bottom of the page. When you have finished, follow your teacher's instructions to illustrate your region's map. Draw symbols in the chart to create a key for your map.
2. When your teacher calls the groups together, work with them to assemble the pieces into a map of Wisconsin. Be sure to be careful when you cut out your region!
3. Your teacher will then form new groups. You and the other members of your new group will share what you've learned about your regions. Carefully fill in the information needed for the "Physical Regions of Wisconsin Chart" (Student Page 7).

Name _____ Date _____

Puzzle Piece: Western Upland



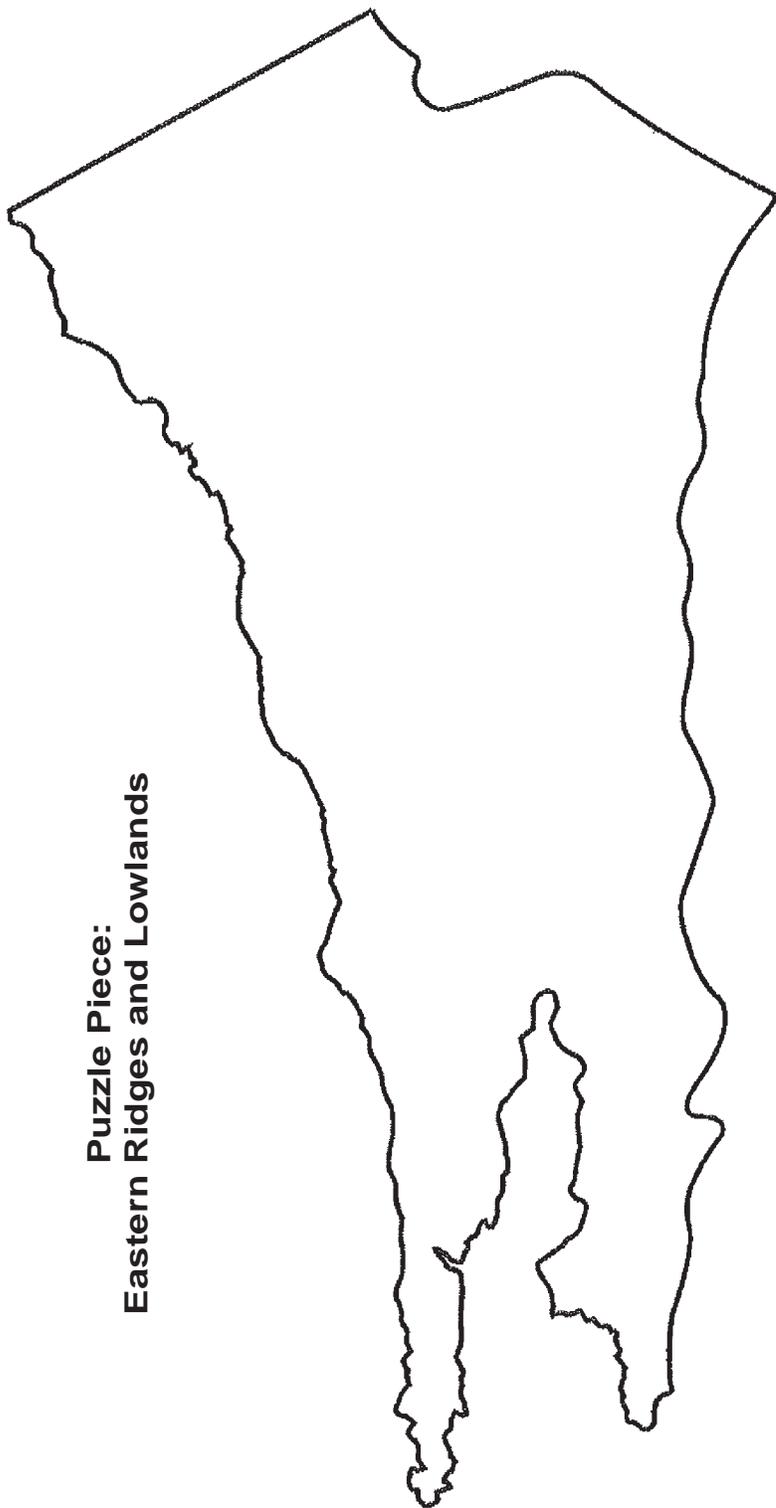
Directions: Fill in information and symbols in the map key below. Then put symbols on the map piece.

Region	Vegetation	Topography	Soil Type	Minerals	Other
Western Upland					

KEY

Name _____ Date _____

**Puzzle Piece:
Eastern Ridges and Lowlands**



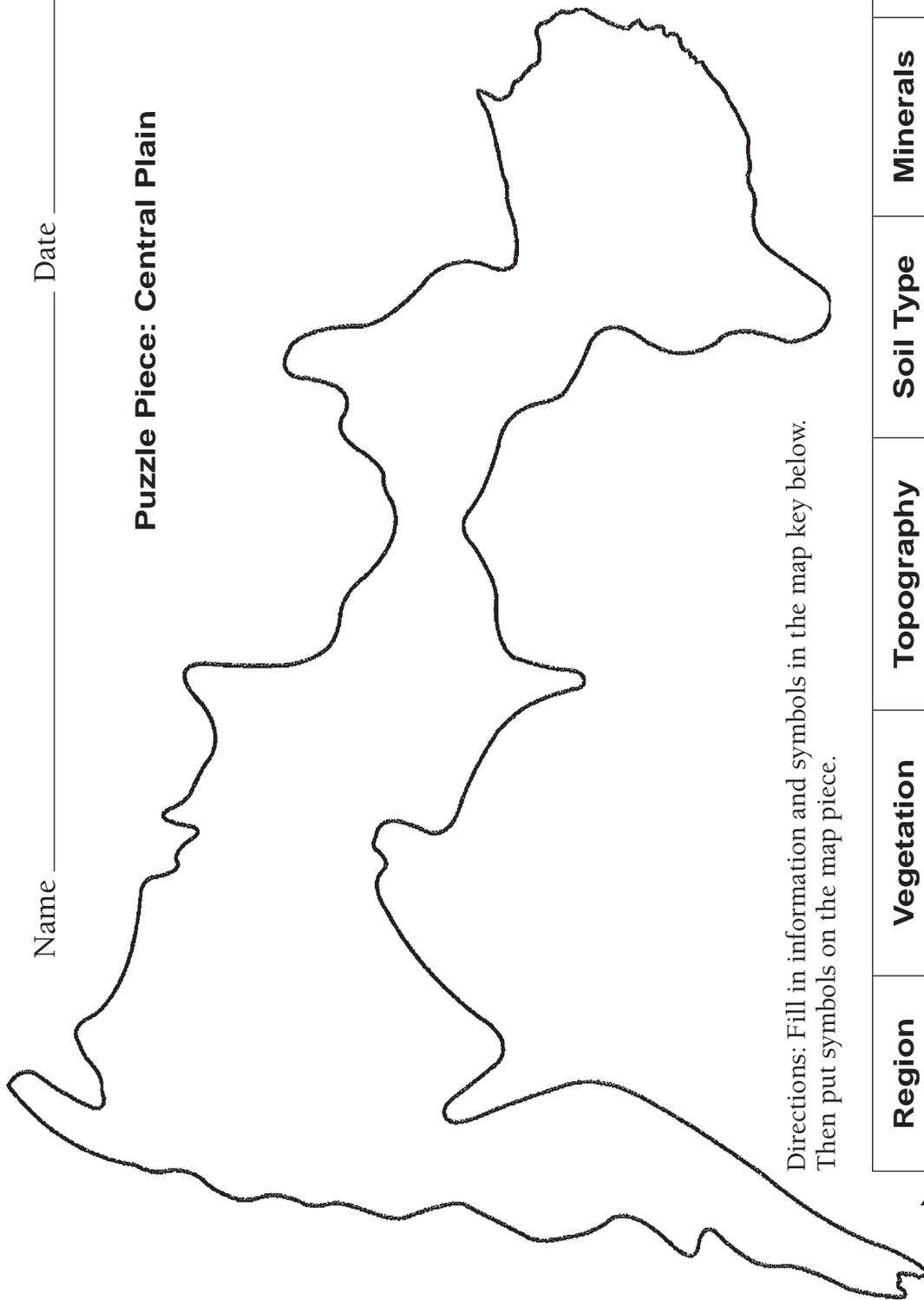
Directions: Fill in information and symbols in the map key below. Then put symbols on the map piece.

Region	Vegetation	Topography	Soil Type	Minerals	Other
Eastern Ridges and Lowlands					

KEY

Name _____ Date _____

Puzzle Piece: Central Plain



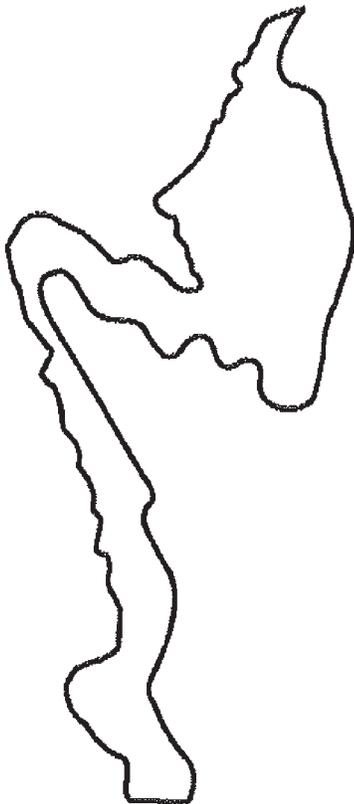
Directions: Fill in information and symbols in the map key below.
Then put symbols on the map piece.

Region	Vegetation	Topography	Soil Type	Minerals	Other
Central Plain					

KEY

Name _____ Date _____

**Puzzle Piece:
Lake Superior Lowland**



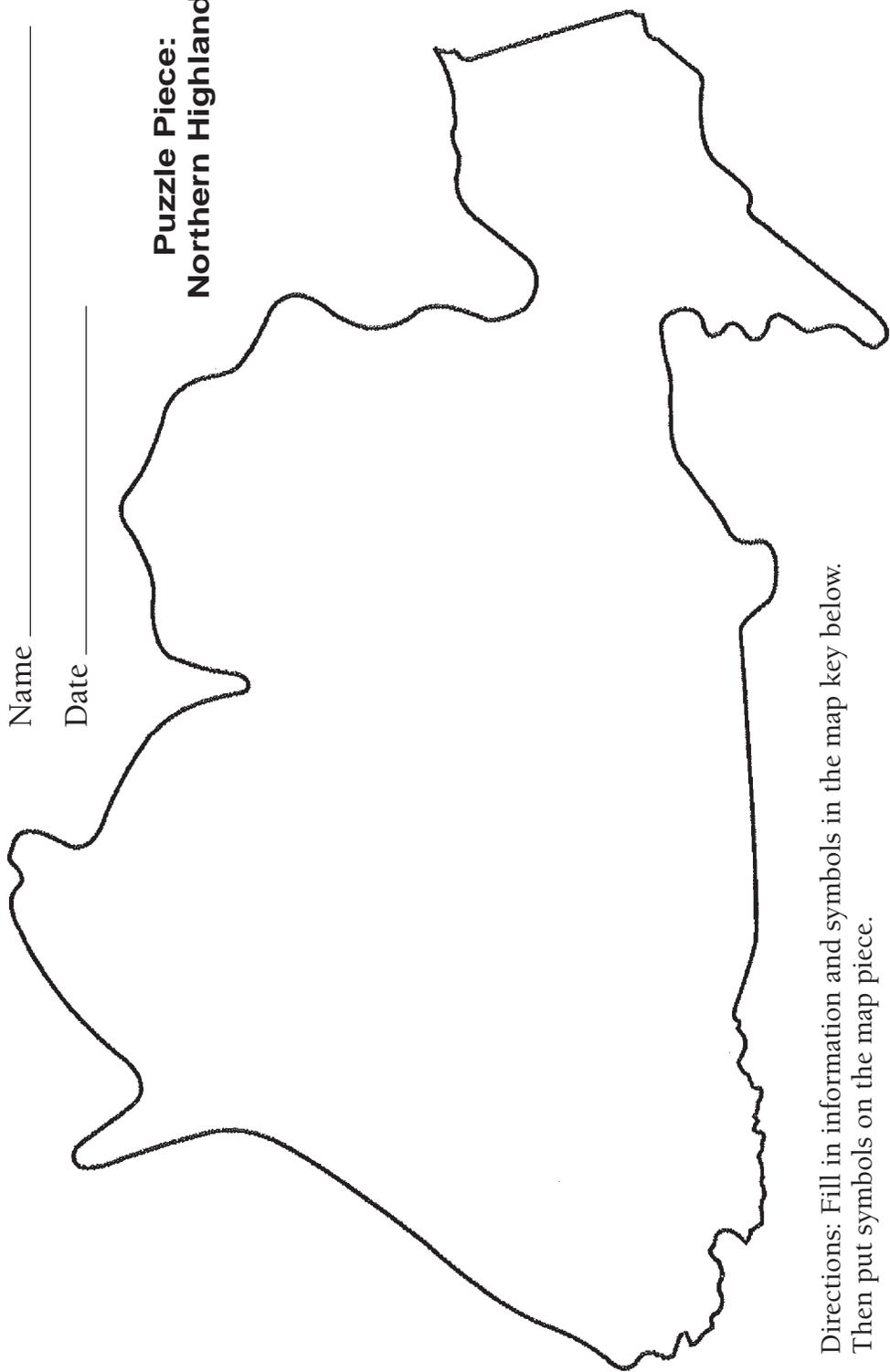
Directions: Fill in information and symbols in the map key below. Then put symbols on the map piece.

Region	Vegetation	Topography	Soil Type	Minerals	Other
Lake Superior Lowland					

KEY

Name _____
Date _____

**Puzzle Piece:
Northern Highland**



Directions: Fill in information and symbols in the map key below.
Then put symbols on the map piece.

Region	Vegetation	Topography	Soil Type	Minerals	Other
Northern Highland					

KEY

Name _____ Date _____

Physical Regions of Wisconsin Chart

Region	Vegetation	Topography	Soil Type	Minerals	Other
Lake Superior Lowland					
Northern Highland					
Central Plain					
Western Upland					
Eastern Ridges and Lowlands					

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Activity 2.4: Where Would You Like to Live?

Teacher Materials

Preparation/Organization Students will need Students Pages 1–6 for Activity 2.4. They will also need a sheet of ruled paper for writing a short assessment paragraph. This activity is best done in groups of 3 to 5 students, followed by a class discussion and an individual writing assignment.

Procedure

1. Form groups of 3 to 5 students and have students imagine that each group represents a different pioneer family coming to Wisconsin about the year 1840. Explain that at that time period there were few people to advise settlers about where to live. Pioneers had to make decisions solely on the information they saw on different maps.
2. Distribute one copy of the “Rivers of Wisconsin” map (Student Page 1) to each group. Have students discuss with one another how they might use the information on the map to help choose a good place to live. Ask questions such as: *Would you want to live on the banks of one of these rivers? Which one? What benefits would this have? What problems might arise?*
3. Have students discuss these issues with the members of their group. Next have one student in each group use a pencil to lightly mark the place the group has chosen to settle. Then have students work together to answer the questions at the bottom of Student Page 1. Have a second “scribe” write in the group’s responses.
4. Now distribute the “Soil Types of Wisconsin” map (Student Page 2). Ask students what information this map shows. Tell the groups to consider how the new information might change their choice of a place to live. Why? When students have finished their discussion and marked a new location to settle, have them work together to answer the questions at the bottom of Student Page 2.
5. For the “Vegetation of Wisconsin” map (Student Page 3) ask students if they would rather live where there are lots of trees or where there is prairie. Why? Have them discuss the pros and cons of each location with the members of their groups. As they discuss the issues, have them mark their new location on the map and answer the questions, just as they did with the first two maps.
6. Have students repeat the same procedure for the next two maps, “Minerals Mined in Wisconsin” (Student Page 4) and “Growing Seasons of Wisconsin” (Student Page 5).

7. When students have completed the maps, have each group place all of their maps side by side. Point out that groups may have changed their choices as they learned new information. Have each group review the pros and cons of the different places chosen.
8. Then have each group mark the overall “best” choice for settlement on the blank map of Wisconsin (Student Page 6). Invite groups to compare where they chose to settle. Discuss the choices with the class as a whole, having groups explain the reasoning behind their decisions.
 - Did all groups choose to live in approximately the same place?
 - What factors proved important in each group’s decision?
 - How did the members of the group decide which factors were more important than others?
9. Then, as a class, discuss the following:
 - How would people today choose where to live?
 - Would people today find this same information important?
 - What other information would people of today find important?
10. Conclude by having each student write a short paragraph about how this activity helped him or her think about the different ways in which land was and can be used.

Answers

Answers will vary. Students should, however, be able to support their decisions with reasons and explanations.

Name _____ Date _____

Activity 2.4 Where Would You Like to Live?

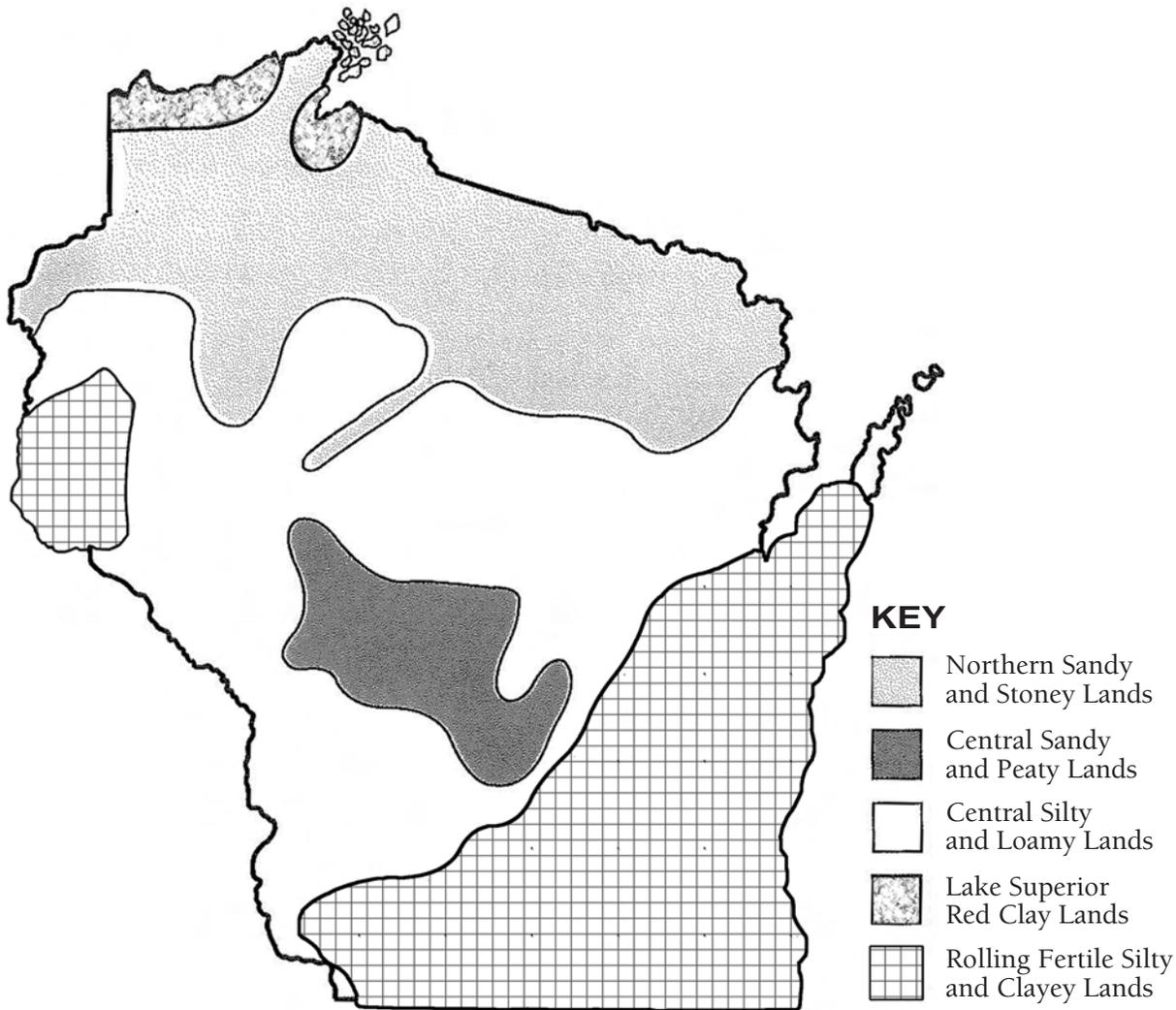


1. Where would you like to live? Explain your choice. Mark the place with an X.

2. What additional information would help you make a better decision?

Name _____ Date _____

Soil Types of Wisconsin

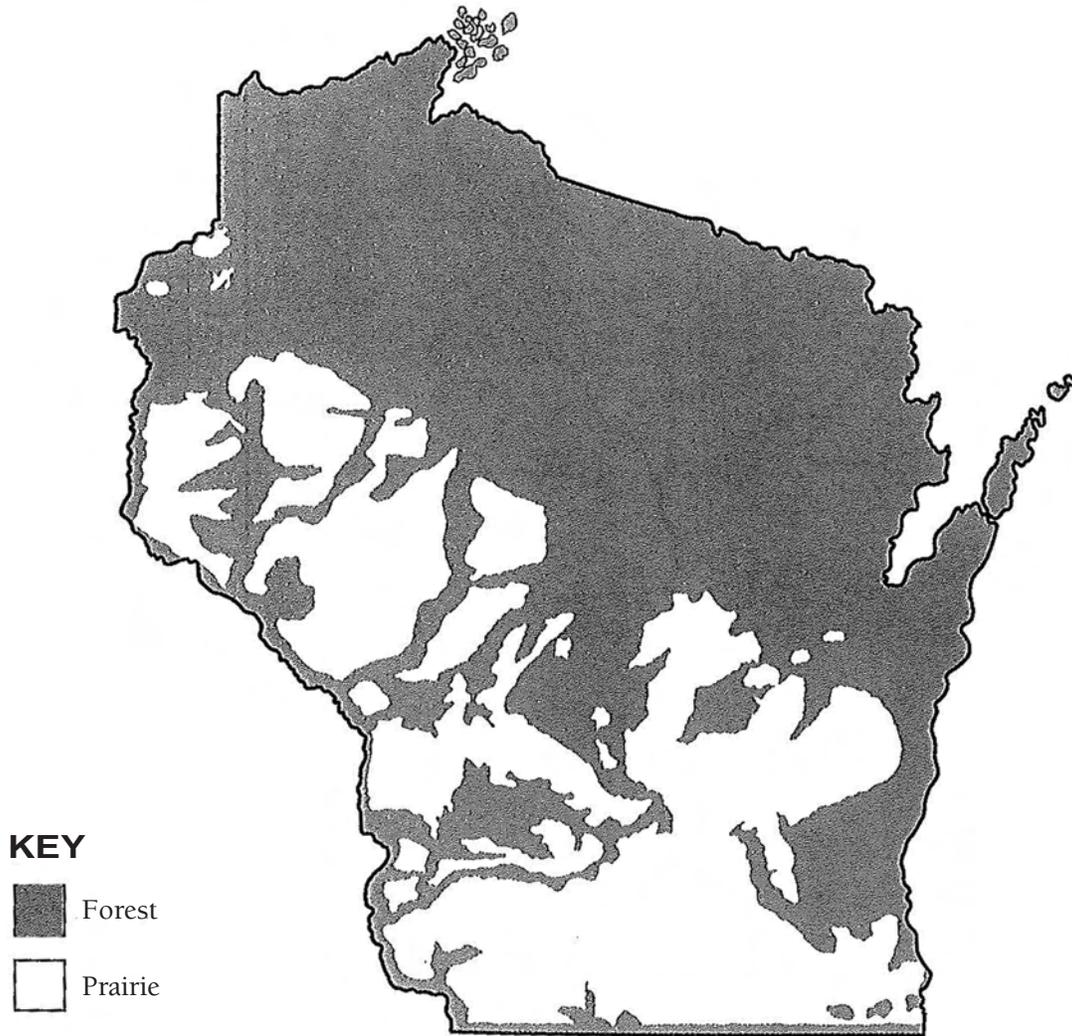


1. Where would you like to live? Explain your choice. Mark the place with an X.

2. What additional information would help you make a better decision?

Name _____ Date _____

Vegetation of Wisconsin, Before 1850

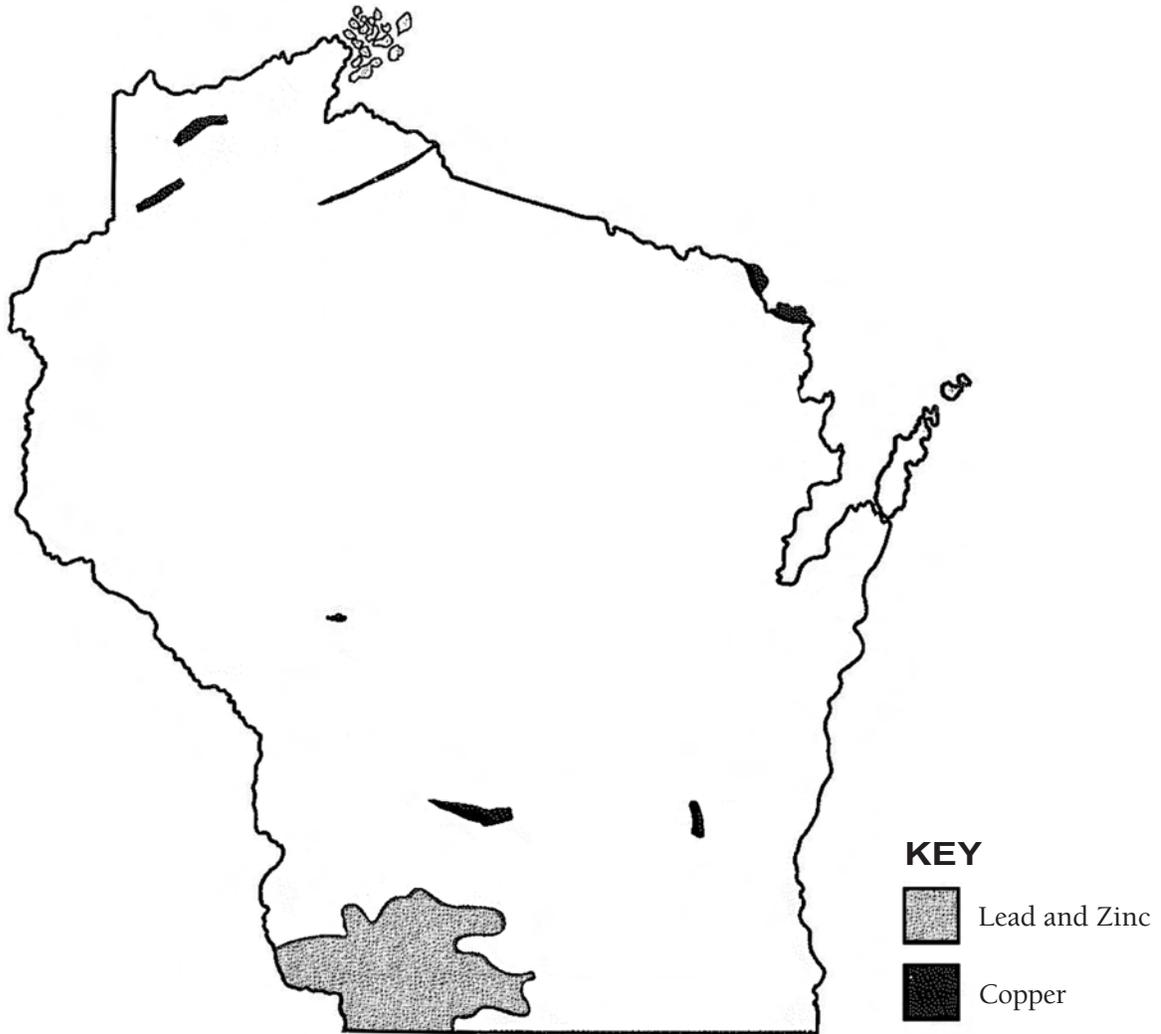


1. Where would you like to live? Explain your choice. Mark the place with an X.

2. What additional information would help you make a better decision?

Name _____ Date _____

Minerals Mined in Wisconsin

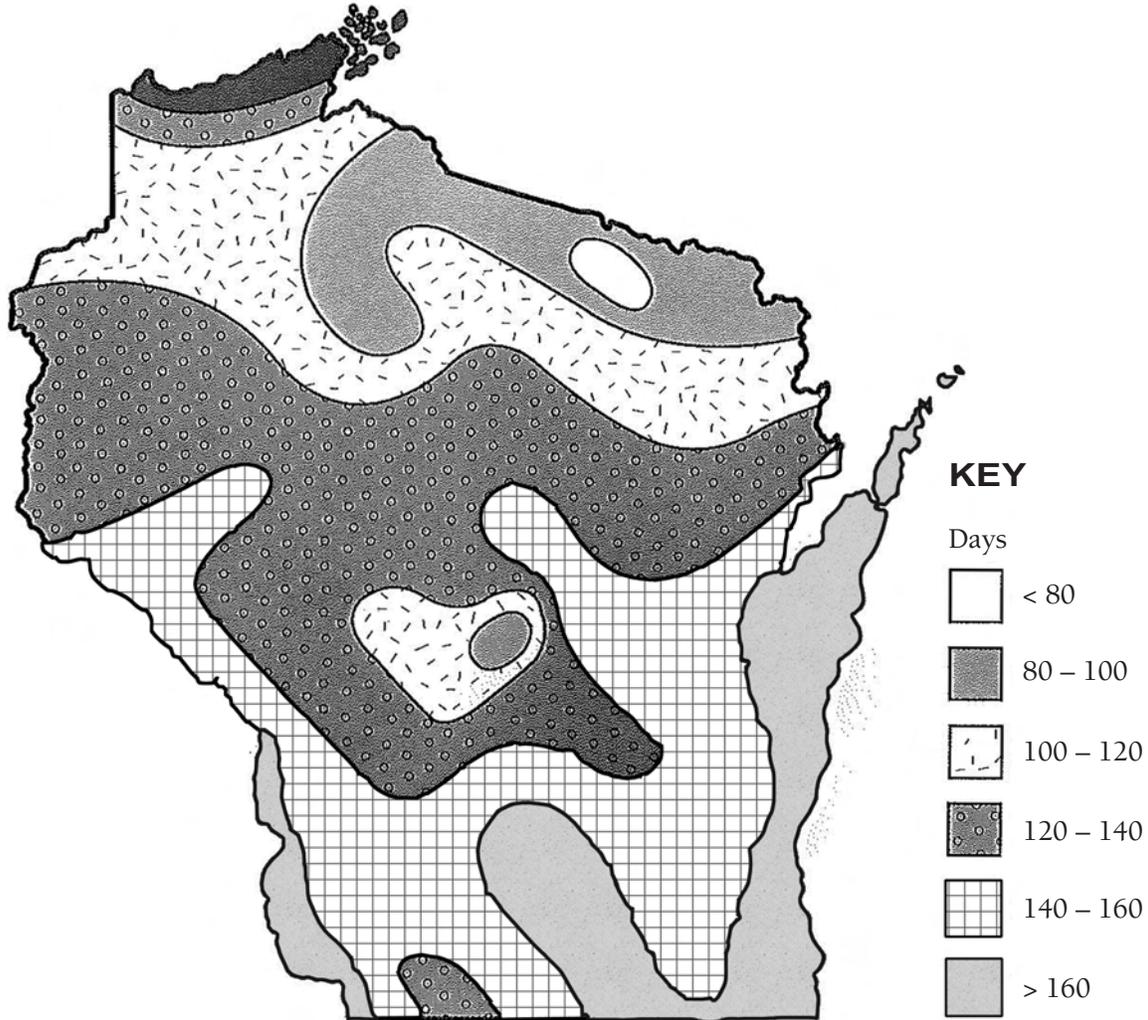


1. Where would you like to live? Explain your choice. Mark the place with an X.

2. What additional information would help you make a better decision?

Name _____ Date _____

Growing Seasons of Wisconsin



1. Where would you like to live? Explain your choice. Mark the place with an X.

2. What additional information would help you make a better decision?

Name _____ Date _____

Blank Map of Wisconsin

