

Wisconsin State History: Wisconsin Heritage Exhibit Exploration Grade 4

Standards

Wisconsin's Model Academic Standards for Social Studies (WMAS/SS)

A. Geography

II. How does where I live influence how I live?

A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters

A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world

B. History

I. What should we do if primary sources disagree?

B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts

B.4.2 Use a timeline to select, organize, and sequence information describing eras in history

III. How does the past influence the present?

B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups

B.4.6 Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags

B.4.7 Identify and describe important events and famous people in Wisconsin and United States history

B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment

B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations

Wisconsin's Model Academic Standards for Science (WMAS)

C. Science Inquiry

C.4.1 Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied

C.4.2 Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations

C.4.3 Select multiple sources of information to help answer questions selected for classroom investigations

C.4.5 Use data they have collected to develop explanations and answer questions generated by investigations

C.4.6 Communicate the results of their investigations in ways their audiences will understand by using charts, graphs, drawings, written descriptions, and various other means, to display their answers

C.4.7 Support their conclusions with logical arguments

E. Earth and Space Science

E.4.8 Illustrate human resources use in mining, forestry, farming, and manufacturing in Wisconsin and elsewhere in the world

Next Generation Science Standards (NGSS)

Earth and Human Activity

5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Common Core State Standards (CCSS)

Language - Vocabulary Acquisition and Use

CCSS.ELA-LITERACY.L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Objectives

- Students will be able to explain the significance of the following Wisconsin state symbols: the state seal (and components of), the state animal, and the state nickname.
- Students will be able to identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, texts, and timelines.

Materials

- Before field trip to zoo: whiteboard or anchor chart, student timeline sheet
- At Zoo: clipboards, pencils, student sheets (Wisconsin Symbols, and Timelines, Artifacts, and History)
- Extension after zoo visit: computer, materials for poster

Preparation

- Make arrangements with your school for transporting your class to the Zoo. Each student should carry a button, shirt, name tag, etc. with what number to call if the student gets separated from the group.

Procedure

Engagement: Note: this lesson will fit well during or after a unit of study involving timelines and artifacts.

Introduce key vocabulary: history, heritage, timeline, artifact (10-15 min)*

**Spanish vocabulary: historia, patrimonio estatal, línea de tiempo, artefacto*

Before your field trip to the Zoo, define key vocabulary. Start by writing the term *history* on the board or anchor chart. Ask students to share if they think they know what it means, and if they see other words inside the word that may give us clues to the word's meaning (story). After having a few students share, write a class definition of the term *history* (possible definition: the study of the past).

Next, write the term *heritage*. Tell students that the word *heritage* is related to the word *history*. Ask students to share if they think they know what this term means. After a few students share, write a class definition of the term *heritage* (possible definition: the background or history of a group of people. Something you can inherit, or that can be passed down to someone).

After a few students share, continue with defining the terms. Write the word *timeline*. See if students can guess or explain the meaning of the word. Define *timeline* (possible definition: events organized in chronological order on a line). Explain that one way to learn about history is to use a timeline. Ask students if they can think of some examples of timelines in their everyday lives (calendar, daily schedule).

Write the term *artifact*. Have students guess or share its meaning. Write the definition (possible definition: a man-made object used to learn about the past). Explain that another way to learn about history is to study artifacts. Ask students if they can think of some examples artifacts in their everyday lives (clothes, photos, diaries, toys).

Write the final term, *symbol*. Have students try to define this term. Define the term (possible definition: a thing that represents or stands for something else). Have students try to think of examples of symbols they know (peace sign, the equals sign in math).

Timeline activity (20 min) - Student timeline sheet

Tell students that they will practice making a timeline of their own life on the student timeline sheet. They need to pick events to depict on their timeline in the correct order (for example, the first event on their timeline should be their birth). Challenge students to include as many dates and symbols as possible in their personal timeline. Have students share timelines with table partners. After this table sharing, ask students to share what they learned about other people in the class from looking at their timelines.

Closing/Preview for Field Trip (5 min)

Tell students that we are going to be learning about some of Wisconsin's history by visiting the Wisconsin Heritage Exhibit at the Henry Vilas Zoo. Ask students what they think we might see there. Ask students if they have any questions about the upcoming field trip.

Exploration:

At the Zoo, have students work independently, in partners, or in small groups. Explain that they will be exploring different parts of the Wisconsin Heritage Exhibit and answering questions about these sources of information. Show them the student sheets (Wisconsin Symbols, and Timelines, Artifacts, and History). Students will need to answer questions about each item in the exhibit, as well as explain its significance. Students will also need to identify artifacts in two of the signs and describe how that artifact helped them learn about Wisconsin history.

Explanation:

After the field trip, each group of students should discuss the information they gathered with each other. Discuss these questions* as a class.

1. What symbols did you learn about? How do state symbols help Wisconsin preserve its history?
2. What did you learn about Wisconsin's history?
3. What timelines did you see?
4. What artifacts did you use to help you learn about Wisconsin history?

For question 5, give students a note card. Read the question out loud. Explain that students will be writing their answer on the notecard without putting their name. Give students time to write (3-5 minutes).

5. Think about the animals and the information you saw in the different parts of the Wisconsin Heritage Exhibit. Why do you think the Henry Vilas Zoo designed the exhibit the way that they did?

**Questions in Spanish:*

1. *¿De cuáles símbolos aprendiste? ¿Cómo pueden preservar la historia de Wisconsin esos símbolos?*
2. *¿Qué aprendiste sobre la historia de Wisconsin?*
3. *¿Cuáles líneas de tiempo viste?*
4. *¿Cuáles artefactos usaste para aprender acerca de la historia de Wisconsin?*
5. *¿Piensa en los animales que viste y la información que encontraste en las diferentes partes de la exhibición del patrimonio de Wisconsin. ¿Por qué piensas que el zoológico de Henry Vilas (HVZ) diseñó la exhibición así?*

“Give One Get One” Activity (10-15 minutes)

When everyone has written an answer on their notecards, explain the give one get one activity to the class. The activity starts with two people reading their cards to each other. They thank their partner and switch cards. Now, each student finds a different partner and reads their new card out loud to their partner. The activity can continue for as long as you deem appropriate for your group. Once students have exchanged their cards several times during “give one get one,” have students turn in their cards and sit at their spots. Have students share answers in a whole group setting as closure.

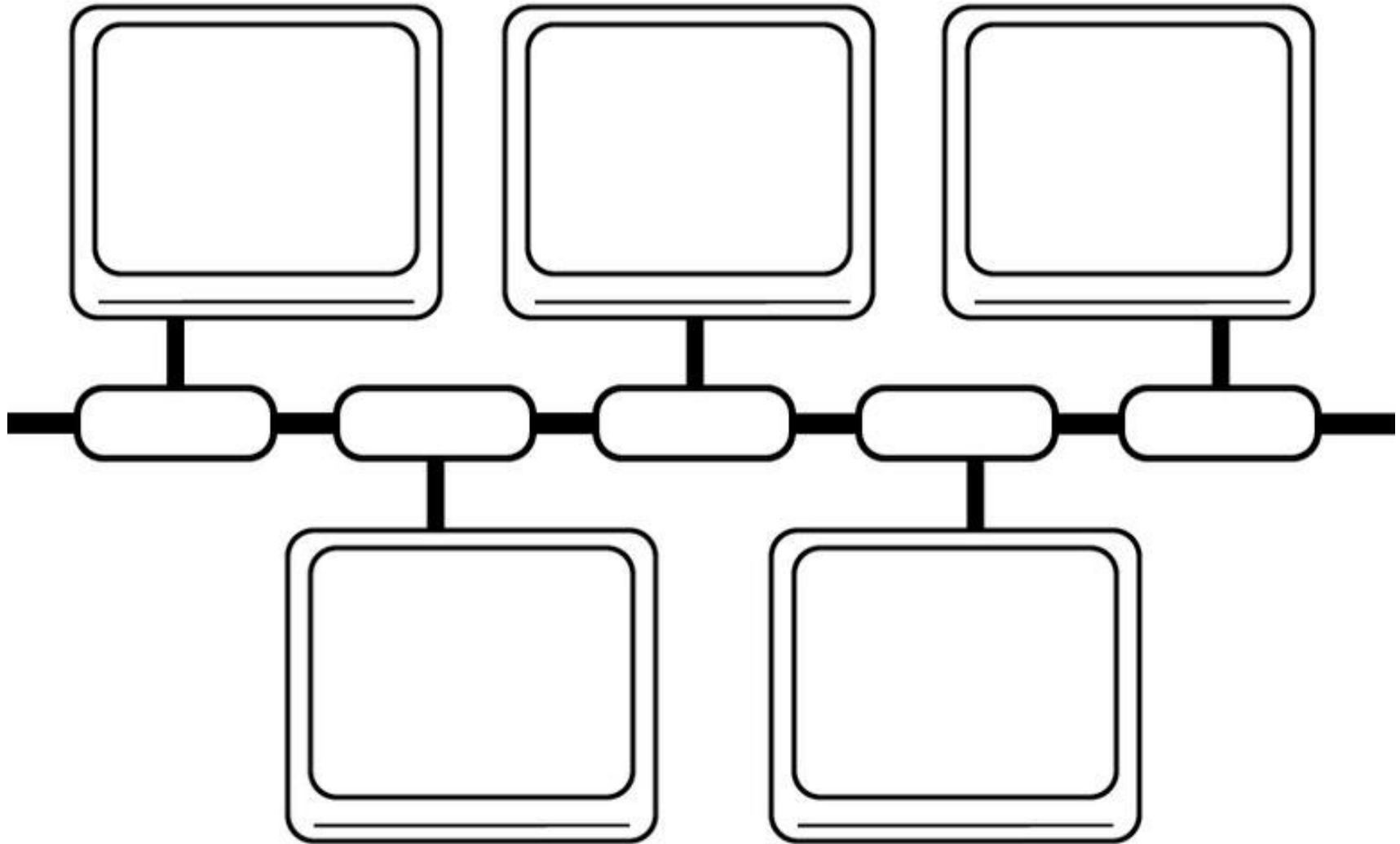
Extension:

- Students can create timelines of different periods of Wisconsin history not covered by the exhibit.
- Students can design their own exhibit for Henry Vilas Zoo or a museum about a Wisconsin history topic of their choice. Have students include sample artifacts. Students can create drawings or 3D miniature models of their exhibit.
- Students can create a time capsule for the current year. In this time capsule, students should include relevant artifacts to let someone of the future know something about this time period. Students can draw out a time capsule, create a collage, or create a 3D model of their time capsule.

Name: _____

Date: : _____

My Timeline





Name: _____

Date: _____

Wisconsin Symbols

Find information in the Wisconsin Heritage Exhibit to answer the questions about each symbol and to explain their significance.

Symbol	Questions	Significance
 <p>Wisconsin State Seal</p>	<ol style="list-style-type: none">1. What are the symbols on the seal, and what do they represent?2. Has the seal changed much over time?	<p>Why is this symbol significant to Wisconsin?</p>
 <p>Wisconsin State Animal: Badger</p> <p>State nickname: "Badger State"</p>	<ol style="list-style-type: none">1. Why were miners in Wisconsin in the 1800s called badgers?2. Originally the term "badger" was meant to be an insulting nickname. Wisconsinites are now proud to be called badgers and live in the "Badger state." Why is it important to discuss the history and the change of meaning of the term "badger" over time in Wisconsin?	<p>Why are the state animal and the state nickname significant to Wisconsin?</p>

Explore the badger and sandhill crane exhibits and answer these questions:

Animal	Questions	Significance
Badger	What did you learn about badgers?	Why is this animal significant to Wisconsin?
Sandhill crane	What did you learn about sandhill cranes?	Why is this animal significant to Wisconsin?

Conservation means protecting the natural environment. What conservation efforts have been made to protect sandhill cranes?

Were these efforts successful? Why or why not?

Name: _____

Date: _____

Timelines, Artifacts, and History

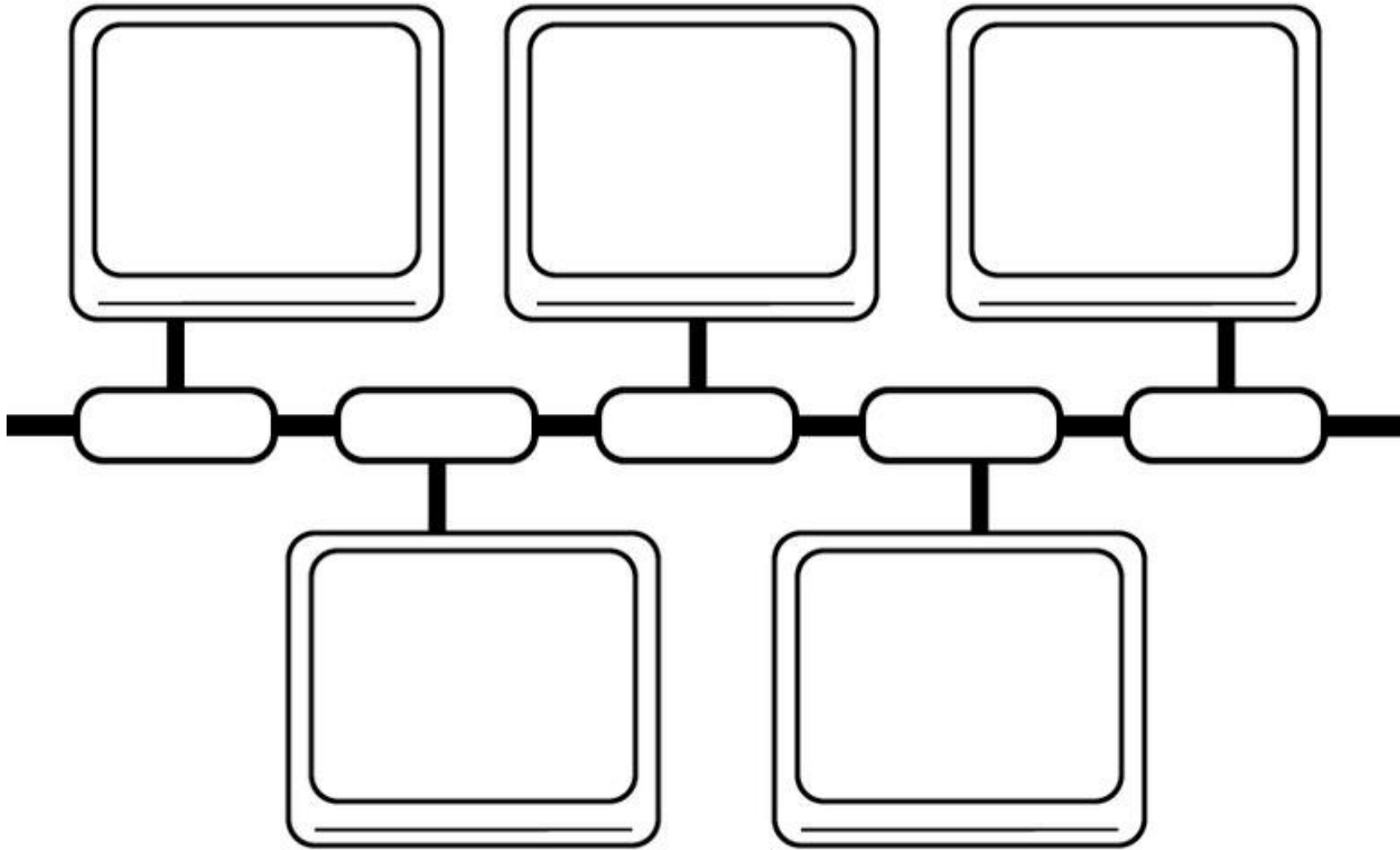
We can learn about the past by reading about history. We can also learn about the past by studying artifacts (photographs, objects, clothing) and timelines. **First**, answer the following questions about the history of mining in Wisconsin and Buckingham U. Badger. **Then**, choose an artifact included on the sign to describe. **Finally**, explain how this artifact helped you learn about Wisconsin history.

Sign	Questions	Artifacts
History of mining in Wisconsin	<ol style="list-style-type: none"><li data-bbox="373 553 1045 618">1. What brought thousands of miners to Wisconsin in the 1820s and 1830s?<li data-bbox="373 786 1020 850">2. Which groups of people have been involved in mining in Wisconsin?	<ul style="list-style-type: none"><li data-bbox="1129 548 1461 581">• Description of artifact:<li data-bbox="1129 786 1709 818">• What I learned from studying this artifact:
Buckingham U. Badger timeline	<ol style="list-style-type: none"><li data-bbox="373 1078 1031 1110">1. What period of time is included in this timeline?<li data-bbox="373 1300 957 1333">2. How has this mascot changed over time?	<ul style="list-style-type: none"><li data-bbox="1129 1078 1461 1110">• Description of artifact:<li data-bbox="1129 1284 1709 1317">• What I learned from studying this artifact:

Nombre: _____

Fecha: _____

Mi línea de tiempo





Nombre: _____

Fecha: _____

Símbolos de Wisconsin

Encuentra la información necesaria en la exhibición del patrimonio estatal de Wisconsin para contestar las preguntas acerca de cada símbolo, y explica su importancia.

símbolos	Preguntas	Importancia
 <p>El sello estatal de Wisconsin</p>	<ol style="list-style-type: none">1. ¿Cuáles símbolos hay en el sello estatal de Wisconsin, y qué representan?2. ¿Ha cambiado el sello a través del tiempo?	<p>¿Por qué son importantes esos símbolos para el estado de Wisconsin?</p>
 <p>El animal estatal de Wisconsin: el tejón</p> <p>El apodo estatal: “El estado tejón”</p>	<ol style="list-style-type: none">1. ¿Por qué les llamaron a los mineros de Wisconsin “los tejones” en los años 1800?2. Originalmente el término “tejón” era un insulto. Las personas de Wisconsin ahora están muy orgullosas de tener el apodo de “tejón” y de vivir en un estado con el apodo de “El estado tejón.” ¿Por qué es importante discutir la historia y el cambio del significado del término “tejón” a través del tiempo en Wisconsin?	<p>¿Por qué son importantes el animal estatal y el apodo estatal para el estado de Wisconsin?</p>

Nombre: _____

Fecha: _____

Explora las exhibiciones de los tejones y las grullas canadienses y contesta las preguntas:

Animal	Preguntas	Importancia
El tejón	¿Qué aprendiste acerca del tejón?	¿Por qué es importante ese animal para el estado de Wisconsin?
La grulla canadiense	¿Qué aprendiste acerca de la grulla canadiense?	¿Por qué es importante ese animal para el estado de Wisconsin?

El término *Conservación* significa “proteger el medioambiente.” ¿Cuáles acciones de conservación hicieron los científicos para proteger las grullas canadienses?

¿Fueron exitosas estas acciones de conservación? ¿Por qué? ¿Por qué no?

Nombre: _____

Fecha: _____

Las líneas de tiempo, los artefactos, y la historia

Podemos leer para aprender acerca del pasado. También podemos estudiar los artefactos (fotos, objetos, ropa) y las líneas de tiempo para aprender acerca del pasado. **Primero**, contesta las preguntas acerca de la historia de la minería en Wisconsin y la historia de Buckingham U. Badger. **Luego**, elige un artefacto de cada señal para describir. **Por último**, explica cómo te ayudaron estos artefactos a aprender acerca de la historia de Wisconsin.

Señal	Preguntas	Artefactos
Historia de la minería de Wisconsin	<ol style="list-style-type: none">1. ¿Por qué vinieron miles de mineros a Wisconsin en las décadas 1820 y 1830?2. ¿Cuáles grupos de gente han sido involucrados en la minería de Wisconsin?	<ul style="list-style-type: none">• Descripción del artefacto:• Lo que aprendí al estudiar este artefacto:
Línea de tiempo de Buckingham U. Badger	<ol style="list-style-type: none">1. ¿Cuál periodo de tiempo está mostrado en esa línea de tiempo?2. ¿Cómo ha cambiado la mascota de Bucky a través del tiempo?	<ul style="list-style-type: none">• Descripción del artefacto:• Lo que aprendí al estudiar este artefacto: