

Activities and Links for Wisconsin Studies

In 4th Grade, some of the Wisconsin Social Studies standards include concepts related to Wisconsin history, economics, geography, government, and resources. To make it easier for you to build Wisconsin studies into your year, I have put together this list of activities and links.

You don't need to do all of these activities, of course, but pick and choose so that you are covering at least two of the Wisconsin Social Studies standards during this year. My suggestion would be to take a break from your regular Social Studies curriculum each quarter and concentrate on Wisconsin studies for a few days. It will help everyone refresh and focus once you go back to the regular curriculum. I will be giving the students a project with Wisconsin Regions first semester and an agriculture unit in second semester. I have the standards I am working on highlighted in yellow below.



The activities with the ** are probably the easiest or best activities to show mastery of the standards and probably the most convenient ones to upload into a monthly folder for Social Studies work. But you may come up with other activities to show mastery of the standards dealing with Wisconsin studies. This is fine too. I would love to see your creativity!

We sent each 4th grader the *Wisconsin Journey* book. Books are on loan for the year; please return to the CAVE Office at testing time in April or May. I also sent a foldable Wisconsin map so each 4th grader can have their own. Ask your 4th graders to use it as you travel. Let them become the family expert on Wisconsin geography!

Field trips with your family or your co-op are an excellent way to learn about Wisconsin. Every area of the state has those historical nuggets. Visit local businesses to learn about Wisconsin products and resources too.

Please let me know if any of the links in this document are broken as information on the Internet changes quickly

Here is a wonderful new for Native American studies: <https://wisconsinfirstnations.org/> ; go to <https://wisconsinfirstnations.org/resources/>. It has many of the same resources I used below and many new ones. Be sure to check it out!

Gr 4 Social Studies Report Card Benchmarks "I can..."	Corresponding standards for each Social Studies Benchmark from Wisconsin Model Academic Standards for Social Studies	Activities	Vocabulary
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<p>1. Create and use maps to locate and show information.</p>	<p>A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface</p> <p>A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and landforms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders</p>	<p>Read p 2-9, 16 and 17 in <i>The Wisconsin Journey</i>. Find Places to Locate and learn Words to Understand on p 4. Write out answers to questions p 9.</p> <p>Use your own foldable WI map to look for Places to Locate. Find cities and counties where friends and relatives live. Use the distance calculator on the foldable map to find distances between cities.</p> <p>P 16 <i>The Wisconsin Journey</i>: do Activity: Reading a Map</p> <p>Complete Where in the World Am I?</p> <p>Print Wisconsin Counties. Find your county and those of friends and relatives. Color them in. Learn and be able to spell the name of your county, nearest city, or township if you live in the country. Know how to spell your address.</p> <p>Print US outline map (use landscape format) Practice using the scale to find distances between cities. Know vocab.</p> <p>Print National Geog US map to practice using latitude and longitude of cities, states etc. (For example, 40 degrees N latitude goes through which states?) Work on estimating between main latitude and longitude. Know vocab.</p> <p>**Print Blank Wisconsin map and fill in surrounding states and water boundaries, important rivers and lakes, label and locate 5 larger cities and the town nearest your home. Draw in your county and label. Use the Internet to find natural resources and label on your map</p>	<p>symbols, compass, legend, key, scale of miles, boundary, latitude, longitude, continent, equator, prime meridian, tributary</p>
<p>2. Describe regions and landforms in Wisconsin, past and present.</p>	<p>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</p>	<p>Read p 10-13 in <i>The Wisconsin Journey</i>. Answer questions Lesson 2 Memory Master p 13. Know vocab.</p> <p>Read p 18-31 in <i>The Wisconsin Journey</i>. Find all the Places to Locate and Words to Understand in this section. Answer Chapter 2 Review questions p 31.</p> <p>**Print Wisconsin Land Regions and color in areas according to p 22.</p> <p>**Print Diagram Wisconsin Regions and use p 22-23 in <i>The Wisconsin Journey</i> to fill in diagram. Answer: What region do you live in? What landforms and features do you see in your region?</p>	<p>glacier, moraine, sediment, extinct, geologist, fossil, landform, region, conifer, deciduous, erosion, habitat, migrate</p>

		<p>Watch Mammoth Mastodon Unearthed in Michigan. Wisconsin also has mammoth fossils.</p>	
<p>3. Explain history, culture, and tribal sovereignty of Native Americans in WI</p>	<p>B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin</p> <p>E.4.4 Describe the ways in which ethnic cultures influence the daily lives of people</p> <p>E.4.11 Give examples and explain how language, stories, folktales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures</p>	<p>Read p 32-49 of <i>The Wisconsin Journey</i>. Find Places to Locate, understand Words to Understand, and identify People to Know p 34 and 39.</p> <p>**Write out answers to questions p 49 Ch. 3 Review.</p> <p>**Print and complete Understanding a Timeline. Are there locations near your home where early people lived? Go visit them.</p> <p>**Print and complete Compare the Lives of Children Then and Now using what you have learned from watching the videos and doing the reading.</p> <p>Watch Exploring Wisconsin Our Home: Where We Came From 15 minutes.</p> <p>Watch Peter Greenberg's Hidden Gems: 5-2 minute long videos about Native Americans of Wisconsin.</p> <p>Read Birch Bark House then create a menu for an Ojibwe restaurant based on foods in the novel. Create a picture from each of the four seasons in the main characters life.</p> <p>Watch Discover Wisconsin Native American Pow Wows 2 minutes long. Watch for the jingle dancers!</p> <p>Watch The Jingle Dancer: a reading of the book by Cynthia Leitich Smith. 6 minutes long. Jenna, the main character, lives in Oklahoma, but her people are of Ojibwe origins like those tribes of Wisconsin.</p> <p>Look at website: Tribal Nations of Wisconsin and map.</p>	<p>artifacts, archaeologists, Archaic People, Paleo Indians, effigy mounds, Aztlan, oral history or tradition, pictographs, rock art, clan, nomads, wigwams, long house, Ojibwe, staple, domesticated, pow wow, legend</p>

		Find and read some Native American legends.	
<p>4. Explain WI, US, and world history: people and events</p> <p>5. Compare and contrast changes in contemporary life with life in the past</p>	<p>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</p> <p>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</p> <p>B.4.2 Use a timeline to select, organize, and sequence information describing eras in history</p> <p>B.4.3 Examine biographies, stories, narratives, and folktales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events</p> <p>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</p> <p>B.4.8 Compare past and present technologies related to energy, transportation, and communications</p>	<p>Read p 50-97 in <i>The Wisconsin Journey</i>. Highlights: early French explorers P 55, Fur trade and voyageurs P 57 and 58, Northwest Territory and rules P 69, Lead mining in Mineral Point and badgers P 70, <i>Little House in the Big Woods</i> P 77.</p> <p>**Make a timeline of important WI events and important people.</p> <p>Watch Investigating Wisconsin History: Handing Down Our Heritage: How do we find clues about WI's history in oral tradition, music, artwork, storytelling, and dancing?</p> <p>**Print and complete Immigrants in Your Family and People of Wisconsin.</p> <p>Print and then do some creative writing on Postcard to a Friend. Pretend you are a pioneer coming to the Northwest Territory before Wisconsin became a state.</p> <p>Find and read some tall tales about early Wisconsin--for example, Paul Bunyan and his blue ox.</p> <p>Watch videos and read online books about well-known Wisconsin people at Wisconsin Biographies.</p> <p>**Read p 98-143 in <i>The Wisconsin Journey</i>. Write out answers to Ch 7, Ch 8, and Ch 9 Reviews.</p> <p>OR</p> <p>**Use resources at your local library to learn about people in Wisconsin history. Write a report about one of these people.</p>	<p>voyageurs, fur trade, homestead, settlers, pioneers, Northwest territory, immigrant, oral history, pushes or pulls for moving to a new place</p> <p>abolitionist, Underground Railway, Union, Confederacy, conflict, secede, plantation, Industrial Revolution, mass production, civil rights, dictator,</p>

	<p>and describe the effects of technological change, either beneficial or harmful, on people and the environment</p> <p>E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people</p>		Great Depression
<p>6. Describe and explain the economy of Wisconsin--jobs and products</p> <p>Science standards</p> <p>10. Describe resources of WI and how they are used in state, national, and world economy</p>	<p>D.4.3 Identify local goods and services that are part of the global economy and explain their use in Wisconsin</p> <p>D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient</p> <p>D.4.5 Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service)</p> <p>D.4.6 Identify the economic roles of various institutions, including households, businesses, and government</p> <p>D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world</p> <p>Science standards</p> <p>E.4.8 Illustrate human resources use in mining, forestry, farming, and</p>	<p>Read p 162-179 in <i>The Wisconsin Journey</i>. Find Places to Locate and know the meaning of Words to Understand, p 164 and p 172.</p> <p>**Make a list of the names of 10 businesses or companies in your community. What products does each produce or what services does each one provide?</p> <p>How has economics in WI changed over the years over these time periods: Early Native Americans, Early settlers, Industrial age, Present day?</p> <p>Watch Discover Wisconsin: Artisan Cheese Makers 3 minutes long</p> <p>Watch Tour of the Neenah Paper Mill in Appleton, Wisconsin 5 minutes long</p> <p>Watch Wisconsin Cranberries Growing Strong--5 minutes.</p> <p>Just for fun: Watch Youtube video of Cranberry Thanksgiving Read Aloud (by Wende and Harry Devlin).</p> <p>**Print and complete these three activity sheets: Economics in My Community, Profit or Loss?, Producers and Consumers.</p> <p>Watch video Bill Harley and Arthur Davidson and read book Innovation on Two Wheels. Why do we remember these two men?</p> <p>Read Charles Clark From Rags to Riches book and watch video Charles Clark.</p> <p>Just for fun: Design a Wisconsin License Plate. What would you include on it?</p> <p>**We will work on a Farm to Table project in April**</p>	<p>economics, consumer, producer, products, goods, services, profit, supply and demand, transportation, trade, capitalism, natural resources</p>

	manufacturing in Wisconsin and elsewhere in the world		
<p>7. Explain how local and state government works in WI</p> <p>8. Understand how the federal government is organized</p>	<p>B.4.5 Identify the historical background and meaning of important political values such as freedom, democracy, and justice</p> <p>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</p> <p>C.4.4 Explain the basic purpose of government in American society, recognizing the three levels of government</p>	<p>Read p 144-161 in <i>The Wisconsin Journey</i>. Identify People to Know, find Places to Locate, and know Words to Understand p 146, 152.</p> <p>**Print and complete The Branches of Government.</p> <p>Watch Wisconsin State Capitol C Span.</p> <p>Just for fun if you want to print and do: Greetings From Wisconsin State Assembly-activity -book about the State Capitol.</p> <p>Find out: If you live in a city: Who is the mayor of your city? Where is the City Hall? Where is the county seat for your county?</p> <p>If you live in a township, who is the Town Supervisor? Where is your Town Hall?</p> <p>Go to a town meeting or listen to a city council meeting with your parents.</p> <p>Who are your state assemblyman and state senator from your area? Who is the governor of Wisconsin?</p> <p>**After reading p 144-161 in <i>The Wisconsin Journey</i> and doing other learning activities, try the test:</p> <p>Government Test p 1 and Government Test p 2. You can use it like a review and look back in <i>The Wisconsin Journey</i> book or use other resources to help you complete it.</p>	<p>candidate, jury, legislator, political party, representative legislative branch, judicial branch, executive branch, taxes</p>

<p>Gr 4 Science Report Card Benchmarks</p> <p>"I can..."</p>	<p>Corresponding standards for each Science Benchmark from Wisconsin Model Academic Standards for Science (NGSS: Next Gen Science Standards are noted)</p>	<p>Activities</p>	<p>Vocabulary</p>
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<p>1. Use science vocabulary to describe the geography of WI and to categorize rocks and minerals of WI</p> <p>2. Identify patterns in rocks and fossils to explain how a landscape changes over time</p>	<p>E.4.1 Investigate that earth materials are composed of rocks and soils and correctly use the vocabulary for rocks, minerals, and soils during these investigations</p> <p>E.4.2 Show that earth materials have different physical and chemical properties, including the properties of soils found in Wisconsin</p> <p>E.4.3 Develop descriptions of the land and water masses of the earth and of Wisconsin's rocks and minerals, using the common vocabulary of earth and space science</p> <p>NGSS</p> <p>4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</p>	<p>Read Rocks, Minerals, and Soil from Science A to Z or easier version of the same book.</p> <p>Check out Rock Cycle Interactive. It contains many great learning activities, so work through all the parts.</p> <p>**Print Rock Cycle Diagram and fill in after you read the book and look at the Rock Cycle Interactive.</p> <p>Look at Minerals of Wisconsin and Fossils of Wisconsin.</p> <p>Fossils of Wisconsin: coloring sheet just for fun.</p> <p>Just for fun: start a collection of Wisconsin rocks, minerals, and fossils. Identify and label them using resource books or the Rock Cycle Interactive.</p>	<p>minerals, crystals, igneous rock, sedimentary rock, metamorphic rock, fossils, weathering, erosion, humus</p>
<p>8. Explain how organisms meet their basic life needs</p> <p>9. Summarize the life cycle of plants and animals in WI</p> <p>11. Show, using examples of WI plants and animals, how they have</p>	<p>F.4.1 Discover* how each organism meets its basic needs for water, nutrients, protection, and energy* in order to survive</p> <p>F.4.2 Investigate* how organisms, especially plants, respond to both internal cues (the need for water) and external cues (changes in the environment)</p> <p>F.4.3 Illustrate* the different ways that organisms grow through life stages and survive to produce new members of their type</p> <p>E.4.7 Using the science themes, describe resources used in the</p>	<p>**Research and give a WI animal report to family or friends.</p> <p>Here are two examples of websites to use for information:</p> <p>http://dnr.wi.gov/topic/wildlifehabitat/</p> <p>Or</p> <p>http://www.eekwi.org/critter/index.htm</p>	

structures that support their survival, growth, behavior, and reproduction.	<p>home, community, and nation as a whole</p> <p>NGSS</p> <p>4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.] [Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.]</p> <p>4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. [Clarification Statement: Emphasis is on systems of information transfer.] [Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.]</p>		
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