

WISCONSIN HERITAGE LESSON

FOR 4TH GRADE

THEME: UNDERSTANDING WISCONSIN'S HISTORY

This lesson plan uses the Wisconsin Heritage exhibit at the Henry Vilas Zoo to help students use timelines and symbols to learn about the history of Wisconsin.

STANDARDS

Wisconsin Standards for Science (WSS) / Next Generation Science Standards (NGSS):

- Earth and Human Activity 5-ESS3-1.

Wisconsin's Model Academic Standards for Science (WMAS):

- A Geography
 - A. 4.4 Describe and give examples in which people interact with the environment
 - A.4.7 Identify connections between the local community and places in Wisconsin.
- B. History
 - B4.1. Identify and examine various sources of information to understand the past, such as artifacts, documents, letters graphs and charts.
 - B4.2 Use a timeline to select, organize, and sequence information describing eras in history
 - B4.7 Identify and describe important events and famous people in Wisconsin.
- C. Science Inquiry
 - C.4.1 Use the vocabulary of the unifying themes to ask questions
 - C.4.2 Use the science content being learned to ask questions, plan investigation and make observations.

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OBJECTIVES

Through participation in this lesson students will be able to:

- 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.

FIELD TRIP POINTERS

Go slow! Do not expect to cover the entire zoo during your field trip. Students will have a more memorable experience by lingering longer at fewer exhibits.

Look for the Docents! The zoo often has Docents stationed at various exhibits who can help expand your discussions and tell stories that help students develop empathy for animals. Check the Zoo's website for more guidelines and recommendations for a successful field trip:

<https://www.henryvilaszoo.gov/education/school-field-trip/>

MATERIALS

- At Zoo: clipboards, pencils, student sheets
- Extension after zoo visit: computer, materials for poster



ENGAGEMENT

PRE FIELD TRIP

INTRODUCE KEY VOCABULARY (5-10 MIN)

Before your field trip to the Zoo, define key vocabulary. Write each word on the board one at a time. Ask students to share what the word means, and see if they can see other words inside the word that may give a clue as to the words meaning. Write a definition as a class similar to the ones below. Once all the words are defined ask students how the words relate to one another.

History: The study of the past.

Heritage: The background or history of a group of people. Something you can inherit, or that can be passed own to someone.

Timeline: Events organized in chronological order on a line.

Artifact: A man-made object used to learn about the past.

Symbol: A thing that represents or stands for something else.

ENGAGEMENT

PRE FIELD TRIP

TIMELINE ACTIVITY (20 MINUTES)

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.

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

FIELD TRIP ACTIVITY

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. Students will need to answer questions about each item in the exhibit, as well as explain its significance. Students should also take time to learn about and observe the animals in the exhibits. Students will also need to identify artifacts for a potential expansion activity.

Meet our Animals!

Our Badgers, Dekker and Kaminsky, came to the zoo in 2015. You can tell them apart by the amount of white on their noses. They were orphaned and given to us by a wildlife rehabilitation center. They were named after UW Badger basketball players.

Our crane, Buckbeak, is also a rehabilitated animal. Buckbeak was imprinted by people and thinks of himself a bit more like a person than a crane, making him unable to bond with other cranes and unfit to survive in the wild. His keepers give him plenty of company and he loves seeing visitors at his exhibit, he may even come right up to the fence to say hello.

BUCKBEAK



DEKKER



KAMINSKI



EXPLANATION

POST-FIELD TRIP ACTIVITY

DISCUSSION

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 the last question, 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?

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, then 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. Ask question 5 (above) to the whole group, and have students share answers.



EXTENTION

POST-FIELD TRIP ACTIVITY

OTHER ACTIVITIES

Students can create timelines of different periods of Wisconsin history not covered by the 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.

Using one of the artifacts you listed in your sheet write about how that artifact can help people learn about history.

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.

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