



The Historic Landscape



Historic Indian Agency House
at Fort Winnebago

The Historic Landscape

**For families, teachers,
...& anyone who likes to learn**



Grades 4 - 6

2022, Historic Indian Agency House at Fort Winnebago,
1490 Agency House Road, Portage, WI 53901 / www.agencyhouse.org
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Exploring

The Historic Landscape

Cultural geographer J.B. Jackson said, “Landscape is history made visible.” What does that mean?

What is a landscape? What are the components of a landscape? How do people interact with the landscape? Do physical and cultural landscapes change over time? How and why?

Investigate the historic landscape with engaging lessons and hands-on activities through the perspectives of science, art, humanities, and American Indian Studies in Wisconsin (Act 31).



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How to use this curriculum:

Although geared toward grades 4 through 6, this curriculum is readily adaptable for younger or older children and adults. In a classroom setting, the curriculum may be used as a stand-alone unit, or the lessons may be used a-la-carte to supplement a standard curriculum.

The Historic Indian Agency House's family-friendly events and exhibits serve to reinforce and supplement your students' learning. You may print and distribute the flyer at the end of this curriculum guide to make families aware of these valuable educational opportunities.

Peruse our website – <https://www.agencyhouse.org/learn> – to find additional educational resources.



I. What is a Landscape?

Materials List

- Access to internet (or handout in appendix A)
- “Is it a Landscape?” handout (6 pages)— appendix A (one per student)
- Art project materials (see section IV)

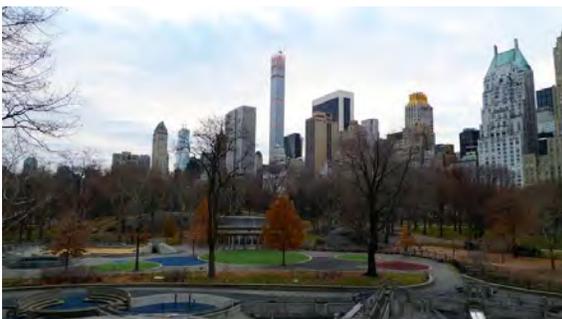
Vocabulary

- **Landscape:** An outdoor scenic view
- **Portrait:** A picture of a person
- **Still Life:** A picture of an arrangement of objects
- **Abstract Art:** Art using shapes, colors, textures

I. Landscape: Introduction

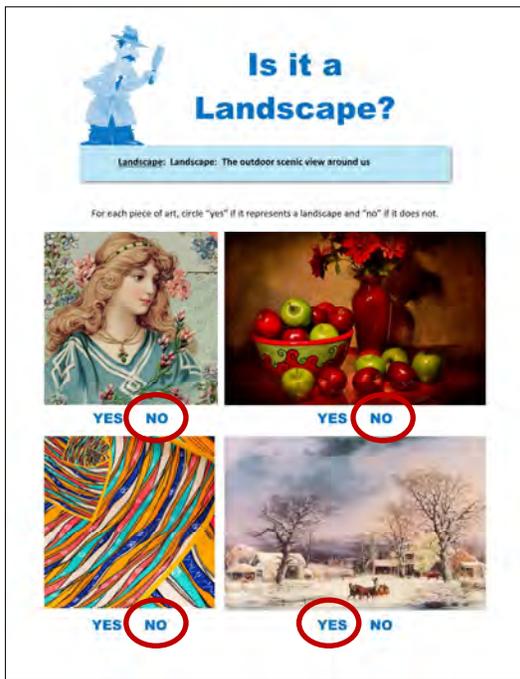
*Note: The images below are from Kiddle Encyclopedia. All content from Kiddle Encyclopedia articles (including the article images and facts) can be freely used under Attribution-ShareAlike license (<https://creativecommons.org/licenses/by-sa/3.0/>). “Landscape Facts for Kids.” *Kiddle Encyclopedia*. <https://kids.kiddle.co/Landscape>.

- What is a “landscape?” [[Gather students’ ideas](#)]
- A **Landscape** is an outdoor scenic view. If you were to go outside and take a look around you as far as you could see, you would be looking at the landscape. There is also a type of artwork that we call a “landscape” because it’s a picture—like a painting—showing scenery. [[Go to https://kiddle.co/Landscape](https://kiddle.co/Landscape) and [click on some of the examples of landscapes, or print out the examples in Appendix A of this manual.](#)]
- What are some of the things you can observe as being part of a landscape? [[Students should make observations as you look at the examples together.](#)] Landscapes include the natural scenery like plants, animals, rivers, and hills; lighting and weather conditions (like a sunset, snowstorm); plus manmade structures (like buildings and bridges), humans participating in the scene, and evidence of human interactions with their surroundings (like cultivated fields).



II. Landscape: A Closer Look

[Distribute the “Is It a Landscape?” handout and give students time to complete it. Then discuss each item together to understand why an item is or is not a landscape.]



- **Top Left: No.** This artwork is not a landscape because it is not an outdoor scenic view. It's a **portrait**. A portrait is a picture of a person, and it usually just shows the person's head and shoulders.
- **Top Right: No.** This artwork is not a landscape. It's a **still life**. A still life is a picture of an arrangement of objects—usually fruits and flowers.
- **Bottom Left: No.** This artwork is not a landscape. It's **abstract art**. Abstract art uses shapes, colors, and textures to create something interesting.
- **Bottom Right: Yes.** This artwork is a landscape. It is an outdoor scenic view.

III. Review / Comprehension

- What is a landscape? [Gather students' answers]
- What kinds of things can be in a landscape? [Gather students' answers]
- What are some examples of artwork that is not a landscape? [Gather students' answers.]

IV. Application / Activities

ACTIVITY #1: Atmospheric Perspective in Landscape Art

Teacher Background: **Atmospheric Perspective** refers to how the light filtering through the atmosphere affects the colors we see in the foreground, middle ground, and background of landscapes. It also involves how crisply we see objects (more crisply in the foreground and less detailed in the background). Changes in color values create a feeling of depth and ambiance in the landscape. Show real-life examples (see next page for example).

- **Here, Near, and Far Winter Landscape Painting** by Deep Space Sparkle
<https://www.deepspacesparkle.com/here-near-far-winter-landscape/>
Materials: Blue sulphite paper, medium round paintbrush, liquid tempera paints, chalk pastels

ACTIVITY #2: Linear Perspective in Landscape Art

Teacher Background: **Linear Perspective** refers how objects in the distance appear smaller than objects that are closer. With one-point perspective, there is a vanishing point somewhere on the horizon. Show examples such as the one below.

- **1-Point Perspective Landscape** by Art with Alex Sabot (YouTube video)

<https://www.youtube.com/watch?v=SFNRxfaCKLw>

Materials: White paper, pencil, ruler, black marker, colored pencils

ACTIVITY #3: The Horizon and Colors

Teacher Background: **Warm and cool colors** elicit different effects in landscape art, just as they do in natural landscapes. The **Horizon** is an important concept in art, separating the land from the sky. As an introduction to this lesson, teach the students about “warm” colors (reds, oranges, yellows) vs. “cool” colors (greens, blues, purples), and get their ideas about why those terms might be used for those particular colors. Discuss the concept of the horizon, using the van Gogh work in Section I as a clear example. Show examples of urban skylines like the one below (e.g., New York City, Atlanta, Minneapolis, Chicago, etc.).

- **Warm and Cool Colors Cityscape** by Miss Teresa Art (YouTube video)

<https://youtu.be/aaBWibwhdF8>

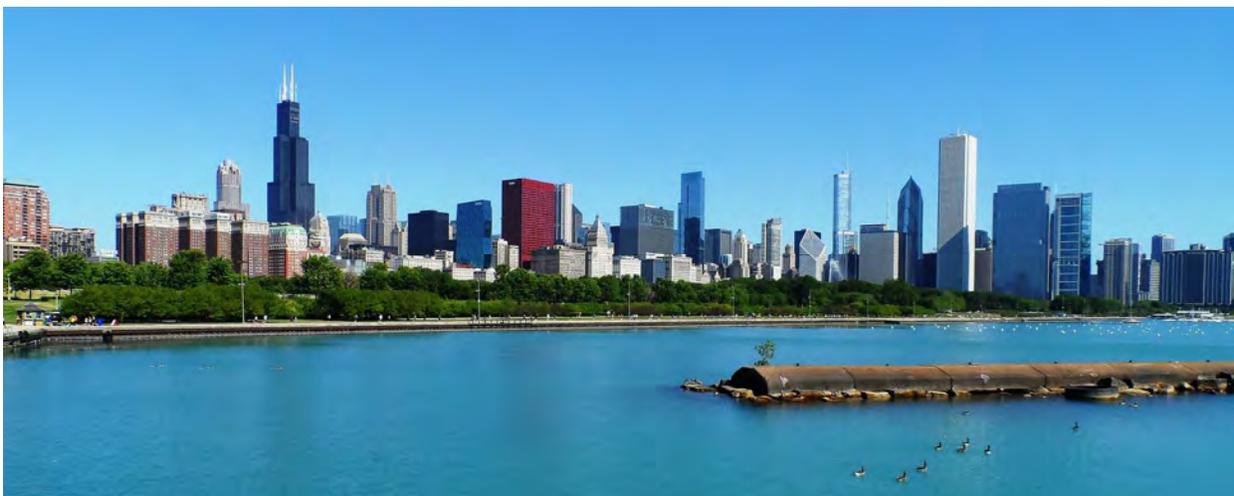
Materials: White watercolor paper, watercolor paints, paintbrush, black marker



ACTIVITY #1 EXAMPLE <https://pixabay.com/photos/mountains-cabin-sheep-fantasy-snow-5879919/>



ACTIVITY #2 EXAMPLE <https://pixabay.com/photos/railway-rails-rails-tracks-rail-711567/>



ACTIVITY #3 EXAMPLE <https://pixabay.com/photos/chicago-skyline-skyscraper-blue-59354/>

II. Components of a Landscape: Geography

Materials List

- Access to internet
- Can of Play-Doh for the teacher
- B.C. Lester Books, *Geography: An Illustrated A-Z Glossary: An Introduction to Earth's Geographical Features for Kids*
- Meachen Rau, Dana, *U.S. Landforms (A True Book: The U.S. Regions)*
- Reilly, Kathleen M., *Weather and Climate!: With 25 Science Projects for Kids*
- Project materials (see sections IV and VII)
- "Biomes of the World" handout—appendix B (one per student)
- Globe

Vocabulary

- **Landforms:** Natural features of the earth's surface
- **Geography:** Study of the features of the land and how people use it
- **Biomes:** Regions of the world with similar climates, plants, and animals
- **Climate:** The average weather pattern of an area over a long period of time

I. Review

- What is a **Landscape**? [\[Gather students' definitions\]](#) A landscape is an outdoor scenic view.
- What are some of the things that can be part of a landscape? [\[Gather students' ideas.\]](#)

Landscapes include the natural scenery like plants, animals, waterways, hills; manmade structures like buildings and bridges and swingsets; weather; and even people. Landscapes can be in the city or in the country. A landscape is what you see if you go outside and look out all the way to the horizon.

- What is the horizon? [\[Gather students' ideas.\]](#) The horizon is where the land seems to end and the sky seems to begin.

II. Landforms: Introduction

Landforms are very important parts of a landscape.

- What do you think a **landform** might be? [\[Gather students' ideas\]](#)

Landforms are the natural features of the earth’s surface. They are the basic shapes of the land. Let’s pretend that this lump of Play-Doh is the earth’s surface. I can shape part of it into something that looks like a hill or a mountain. I can press part of it down flat and even so it looks like a plain. I can push down deep and make a valley at the base of the mountain. I can poke in my finger and make a cave. I’m shaping my Play-Doh “land” to look similar to some of the natural shapes—or landforms—we see on the earth’s surface all around us.



Bodies of water can be included in the definition of **landform**, too—things like rivers, lakes, and oceans. Where land and water come together, there are other types of landforms, like islands, peninsulas, and bays.

Let’s take a look at some of the basic types of landforms.



- **Exploring Landforms and Bodies of Water for Kids** by FreeSchool (YouTube video)
https://youtu.be/BsqKTJtK_vw

III. Landforms: A Closer Look

Below are some resource suggestions for further investigation of **landforms**.

- **Landform Facts For Kids** by Kiddle Encyclopedia (Website)
<https://kids.kiddle.co/Landform>
- ***Geography: An Illustrated A-Z Glossary: An Introduction to Earth’s Geographical Features for Kids (Kids Geography Books)*** by B.C. Lester Books, Published by VKC&B Books, 2021. (Book)
- ***U.S. Landforms (A True Book: The U.S. Regions)*** by Dana Meachen Rau (Illustrated Edition), Published by Children’s Press, 2012. (Book)
- **Weathering and Erosion** by Make It Easy Education (YouTube video)
<https://youtu.be/o-fdvO8gU2k>



IV. Application / Activities

ACTIVITY #1: Edible Landforms Project

Divide students into groups of 2 or 3, or have students each do the project individually. Instruct the children to create a landscape on their paper plate or graham cracker that includes X number of landforms. You might (particularly for younger students) choose simple landforms for them, such as a mountain, rivers, hills, a plain, and an island. Perhaps older students might be assigned a particular number of landforms to research ahead of time in order to know what they are, and then they should include their specifically-assigned landforms on their landscape. Lay out a variety of materials students may use, and allow them to use critical thinking and creativity to form their landscape's landforms using the available items.

- **Materials:**

Small paper or plastic disposable plate for each student or group of students (or a graham cracker if working on a tinier scale); some plastic spoons & knives; a variety of materials such as the following (use your own creativity to determine what you might like to include): Blue frosting, coconut colored with green food coloring, brown sugar, candies, small cookies, fresh baby carrots, strawberries, other fresh fruits/veggies, snack cakes, mini muffins, nuts (if no allergies), chocolate chips, cereals, etc.

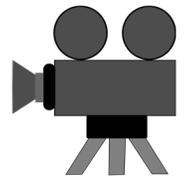


ACTIVITY #2: Landforms Talk Show

The teacher will be the talk show host. Give your talk show a clever geography-related name. Each of your students has been invited to share with the world their discoveries about particular landforms. Assign each student a landform to research using the resources in section III (or others). Develop a set for the talk show (a place for the host, two chairs for the interviewees, perhaps a backdrop). If the students are unfamiliar with the concept of a talk show, you may want to bring them up to speed. Find someone to be your videographer who will actually record the "talk show." As the host, you will maintain a conversational atmosphere with the interviewees (introducing two at a time). The ultimate purpose is for each interviewee to tell all about his special landform. The host and second interviewee may conversationally interact with the one being "interviewed," asking questions, asking them what they really like about their landform, asking for any stories they have about their own personal interactions/encounters with their landform (they can make it up if they want), etc. The purpose is to have fun! Each student could also draw a picture or find a pictorial example of his featured landform to show on camera if desired. Only spend a minute or two on each interviewee. When finished, watch the video together as a class!

- **Materials:**

Video recorder and a means by which to play back the video when done; materials for the talk show set as desired; three chairs



V. Biomes: Introduction

Geography is the study of the features of the land and how people use it. We learned about one of the features of the land called **landforms**.

- What is a **landform**? [\[Get students' ideas.\]](#)

Landforms are the natural features of the earth's surface. They're the basic shapes of the land, like mountains, plains, valleys, and plateaus. Landforms can include bodies of water like oceans, rivers, and waterfalls, too.

But there is much more we can study in **geography**. Did you ever notice that different parts of the world have different kinds of weather patterns, plants, and animals? For example, down here in Antarctica, [\[Show the location on the globe\]](#) there is deep snow covering the ground all the time. You can find penguins and seals in Antarctica. But you won't find a cactus or a hummingbird in Antarctica. In Hawaii, [\[Show the location on the globe\]](#) there is never snow on the ground except sometimes way up at the top of mountain peaks. You won't find penguins in hot, sunny Hawaii, but Hawaii has loads of songbirds. There are different plants, animals, and climates in different parts of the world. There's a word for that. The word is **biome**.



Biomes are regions of the world with similar climates, plants, and animals. For example, a desert biome can be found in both Arizona and Saudi Arabia [\[Show the locations on the globe\]](#). A tropical rain forest biome can be found in both Brazil and Indonesia. [\[Show the location on the globe\]](#). Biomes have similar types of plants, animals, and climates.

- We know what plants and animals are. Plants are things like trees and flowers. Animals are things like camels and earthworms. But what is a **climate**? [\[Gather students' ideas.\]](#)

Climate is the average weather pattern of an area over a long period of time. Climate is not the same thing as weather, but it's closely related. The weather changes every day. Sometimes it can even change several times throughout one day! The weather can be rainy in the morning and sunny in the afternoon. The weather can be warm or cold, wet or dry, stormy or still, and it changes from day to day. **Climate**, though, is the average weather pattern of an area over a long period of time. For example, Antarctica's climate is one that is very cold and snowy [\[Show Antarctica on the globe again\]](#). Some days it can be slightly warmer, and snow doesn't fall every single day of the year. But overall, Antarctica is a frozen, snowy climate. The climate of Antarctica has a name. It's called a polar ice cap climate.

- Where do you think we might find another polar ice cap climate? [\[Gather students' ideas. Then show them the area of the North Pole and Greenland on the globe\]](#)

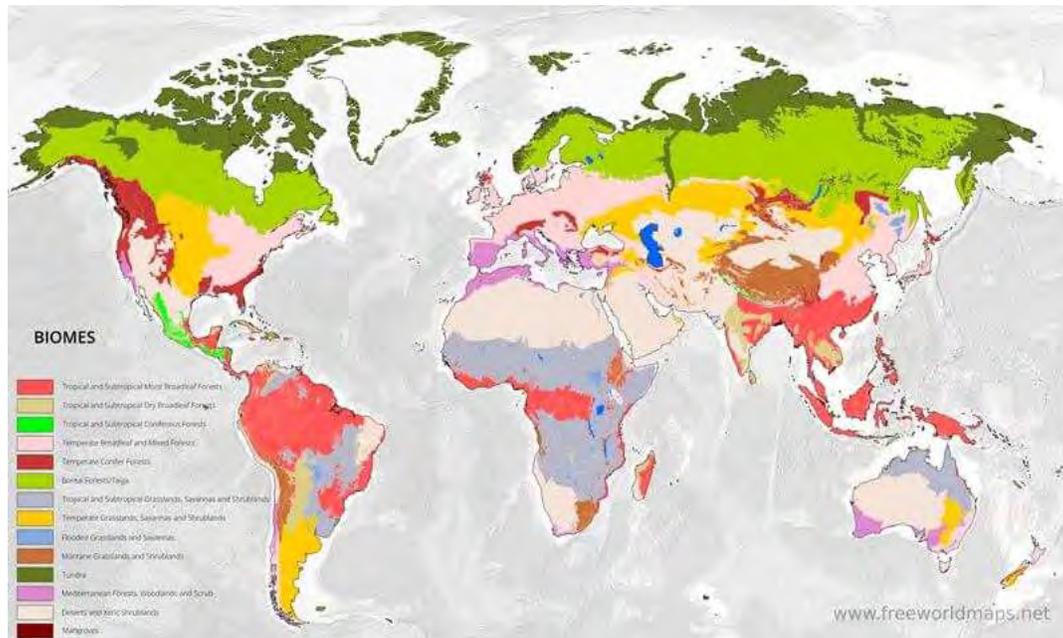
Biome is a word that describes areas that have similar climates, plants, and animals.

Let's take a look at a few of the world's **biomes**.



- **Biomes of the World for Children** by FreeSchool (YouTube video)
<https://youtu.be/Ofb8143ndo8>

Distribute the “Biomes of the World” map to the students and have them make observations about how the biomes of the world are geographically situated.



VI. Biomes: A Closer Look

Below are some resource suggestions for further investigation of **biomes**.

- **World Biomes** by *Kids Do Ecology* (Website)
<http://kids.nceas.ucsb.edu/biomes/index.html>
- **Geography: An Illustrated A-Z Glossary: An Introduction to Earth's Geographical Features for Kids (Kids Geography Books)** by B.C. Lester Books, Published by VKC&B Books, 2021. (Book)
- **Weather and Climate!: With 25 Science Projects for Kids (Explore Your World)** by Kathleen M. Reilly, Published by Nomad Press, 2020. (Book)

VII. Application / Activity

ACTIVITY #1: Sensory Bottle Biomes

The following activity may be adapted by using different materials, but the suggested materials from the activity plan are a good starting point from which to design your own unique sensory bottle biomes. The lesson plan also gives suggestions on where to purchase various materials.

- **Sensory Bottle Biomes** by Parenting Chaos

<https://parentingchaos.com/sensory-bottle-biomes-kids/>

Materials (see note above): 4 plastic bottles; Safari Ltd. Toobs® which contain miniature animal figurines; materials to represent soils and vegetation (e.g., grass/moss, kinetic sand, corn syrup colored with blue gel food dye, grass/leaves/sticks), glue



(Photo from Parenting Chaos, used with permission)

VIII. Review / Comprehension

- What is a **Landscape**? [Gather students' definitions] A landscape is an outdoor scenic view.
- What are some of the things that can be part of a landscape? [Gather students' ideas.] Landscapes include the natural scenery like plants, animals, and landmarks; manmade structures like houses and railroad tracks; weather conditions; and even people.
- What is a **Landform**? [Gather students' definitions] A landform is a natural feature of the earth's surface.
- What is a **Biome**? [Gather students' definitions] Biomes are regions of the world with similar climates, plants, and animals.
- What is the difference between weather and **Climate**? [Gather students' ideas] Weather changes from day to day, but climate is the average weather pattern of an area over a long period of time.
- Who remembers the word that means the study of the features of the land and how people use it? [Gather students' ideas] **Geography** is the study of the land's features and people's use of the land.

III. Components of a Landscape: Ecology

Materials List

- Access to internet
- Field guides of choice (see section IV)
- Project materials (see section IV)
- “Food Chain Pyramid” handout—appendix C (one per student)
- “Change in Ecosystems” handout—appendix C (Print one for the class to share and cut out the pieces ahead of time)
- Scotch tape
- Scissors

Vocabulary

- **Ecology:** The study of how living things interact with other living and non-living things around them.
- **Ecosystem:** All the living and nonliving things that interact in a specific area
- **Food Chain:** A description of how living things get energy by eating other living things
- **Producer:** A plant that makes its own food
- **Consumer:** An animal that eat plants and/or other animals
- **Decomposer:** A living thing that eats and breaks down dead things back into the soil

I. Review

- What is a **Landscape**? [\[Gather students’ definitions\]](#) A landscape is an outdoor scenic view.
- What are some of the things that can be part of a landscape? [\[Gather students’ ideas.\]](#) Landscapes include the natural scenery like plants, animals, and landmarks; manmade structures like canals and totem poles; weather conditions; and even people.
- What is a **Landform**? [\[Gather students’ definitions\]](#) A landform is a natural feature of the earth’s surface. What is an example of a landform? [\[Gather students’ examples.\]](#)
- What is a **Biome**? [\[Gather students’ definitions\]](#) Biomes are regions of the world with similar climates, plants, and animals. What is an example of a biome? [\[Gather students’ examples.\]](#)
- What is the difference between weather and **Climate**? [\[Gather students’ ideas\]](#) Weather changes from day to day, but climate is the average weather pattern of an area over a long period of time.
- What is **geography** the study of? [\[Gather students’ definitions\]](#) Geography is the study of the features of the land and how people use the land.

We have been studying the geography of landscapes by using a wide-angle lens on our cameras, so to speak. In other words, we have been looking at a really big overall picture of landforms and biomes. Now we’re going to switch camera lenses and narrow our focus. We’re going to look more closely at the particular parts of landscapes. We will be looking at the **ecology** of a landscape.

II. Ecology: Introduction

- What do you think **ecology** might be the study of? [Gather students' ideas] Ecology is the study of how living things interact with other living and non-living things around them. Ecology studies the plants and animals of a particular area and how they interact with each other and with the rocks and soils and other non-living parts of the landscape.

There is a special word that describes the relationships between living things and their environment. That word is **ecosystem**. An **ecosystem** is all the living and nonliving things that interact in a specific area.

The living parts of an ecosystem are plants and animals. The nonliving parts of an ecosystem are things like the rocks, soil, water, air, and sunlight.

Let's take a look at what ecosystems are all about.



- **Understanding Ecosystems for Kids: Producers, Consumers, Decomposers** by FreeSchool (YouTube video) <https://youtu.be/bJEToQ49Yjc>

Every landscape we see is a part of an **ecosystem** in which plants and animals are interacting with one another and with their surroundings. Within an ecosystem, we find **food chains**.

- What do you think a **food chain** might be? [Gather students' ideas] A food chain describes how living things get energy by eating other living things. All the energy needed for life comes from the sun, but animals can't somehow eat the sunshine to get energy, can they? No. Animals can't eat sunshine, but plants can use sunshine to make food. The food that plants make inside of them contains energy from the sun. When an animal comes along and eats the plant, some of that energy is transferred to the animal so that animal can live and move and grow. Another animal might then eat that animal, and energy is transferred again. ...and on it goes until you get to the very end of the food chain in that ecosystem. But there's more. When animals and plants die, there are other living things that eat those dead animals and break them back down into nutrients in the soil. Then the cycle can start all over again with plants using sunlight and nutrients from the soil in order to grow.

Let's take a look at what food chains are all about.



- **Food Chains for Kids: Food Webs, the Circle of Life, and the Flow of Energy** by FreeSchool (YouTube video) <https://youtu.be/hLq2datPo5M>

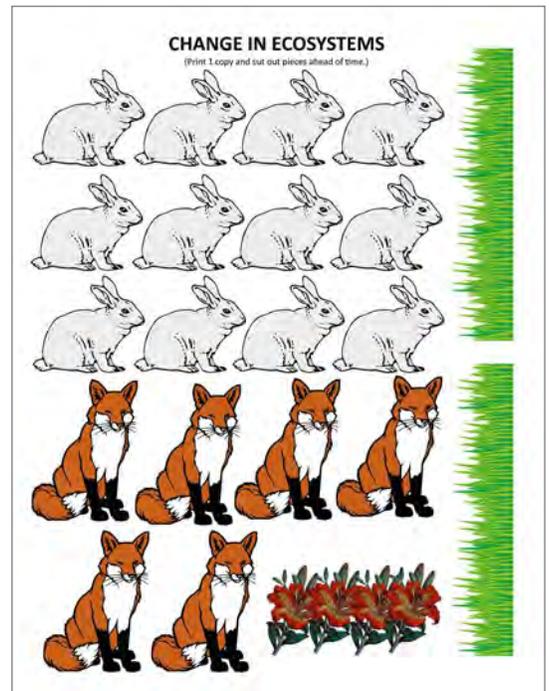
- What is the first link in a food chain? [Gather students' ideas] The first link in a food chain is a **producer**. A producer is a plant that makes—or produces—its own food using the energy from sunlight and nutrients from the soil.
- After producers, what are the next links in the food chain called? [Gather students' ideas] **Consumers** are the next links in the food chain. Some consumers are animals that eat—or consume—plants. Some consumers are animals that eat other animals. Some consumers eat both plants and animals.

- At the end of the food chain are **decomposers**. What do decomposers do? [Gather students' ideas] **Decomposers** eat and break down dead things back into the soil. The nutrients in the soil then start the process all over again. Plants take up the nutrients in the soil and use the sunlight and water to produce their own food.
- Do you think that ecosystems always stay the same, or do you think ecosystems change over time? What are your thoughts about that? [Gather students' ideas]

Ecosystems do change over time. There are many reasons why change happens in ecosystems. Sometimes, the balance of plants and animals changes.

[Use the pieces from the “Change in Ecosystems” handout (pre-cut) to act out the following scenario. Students may tape them up to the white board or a wall and remove them as designated in the storyline.]

For example, let's say there is a population of rabbits and foxes in an area. [Put up 6 rabbits and 6 foxes.] Foxes eat rabbits, and the rabbits eat the grasses. [Put up 2 sections of grasses.] But let's say there was a really hard winter in which a large portion of the fox population died. [Remove 4 foxes.] Now the number of rabbits explodes in the spring because there are fewer foxes to eat the rabbits. [Put up 6 more rabbits.] But the rabbits are competing with each other for food. The grasses are being eaten off, and the rabbits are having a harder time surviving. [Remove 1 section of grasses.] In fact, because there are so many rabbits, other animals that eat low-growing plants might be having a harder time surviving, too, because they are competing with the rabbits for food. Soon, a population of foxes from further away wanders into the area and discovers a plentiful population of rabbits! [Add 4 more foxes.] This population of foxes stays in the area along with the current population of foxes. Now the number of rabbits begins to decrease again because there are more foxes around to eat the rabbits. [Remove 5 rabbits.] As there are fewer rabbits, the grasses and plants are also given a chance to start growing back. But the plants may be a bit different than what was there before. Maybe a certain type of grass was preferred by the rabbits, but lilies are poisonous to rabbits so they didn't eat the lilies. Since the grasses were eaten down to nubs, the lilies were able to grow and spread. [Add lilies]



- What do you think might happen next in the story? [Students should continue the ecosystem story by coming up with scenarios about how the populations might change due to various factors—for example, maybe rabbit hunters start to hunt in the area; the grass isn't enough to sustain the rabbits; the foxes get a disease that wipes some of them out; etc.]

Another example of change in an ecosystem would be a natural event such as a wildfire that destroys much of the landscape. It doesn't take long after a wildfire for plants to begin poking up out of the ground again, but it can take a long time for plants to grow and mature, so the area that was destroyed by the wildfire might look very different than what was there before for quite some time.

Two hundred years ago, the land where the Historic Indian Agency House is located used to be almost entirely prairie and marsh. Now there is less prairie and marsh, and a thick woods has grown up and covered a large part of the land. If we go back even further in time, this same area was covered by huge mounds of ice called glaciers. But over time, the glaciers melted in our area, and new ecosystems developed. In fact, even the landforms changed when glaciers scraped across the land and deposited debris as they melted! But southwestern Wisconsin never had any glaciers, so its landforms and ecosystems developed differently than areas like Portage which had glaciers.

- Let's say there's an area that has been farm fields for a long time, but now that land has been sold in order to build houses on it. Do you think building houses also changes the ecosystem? How? [[Gather students' ideas](#)]

Ecosystems change over time. Sometimes change can happen suddenly, like with a wildfire or tornado or with people building houses. Sometimes it happens more gradually, like with melting glaciers and regular changes in wildlife populations.

Let's learn a little more about changes in ecosystems.



- **“Changes in Ecosystems” (ecological succession)** Study Jams by Scholastic (Youtube video) <https://studyjams.scholastic.com/studyjams/jams/science/ecosystems/changes-ecosystems.htm>

III. Ecology: A Closer Look

Below are some resource suggestions for further investigation of **ecological** concepts.

- **Ecological Relationships - Competition - Predator and Prey - Symbiosis** by MooMooMath and Science (YouTube video) <https://youtu.be/VECARZ-zhKM>
- **Build a Food Chain** by Central Sierra Environmental Resource Center (Online Game) <https://www.cserc.org/sierra-fun/games/build-food-chain/>
- **Competition in Ecosystems** by Stile Education (YouTube video) <https://youtu.be/L24Kp72V67g>

IV. Application / Activities

ACTIVITY #1: Explore Ecosystems as a Naturalist

Locate an ecosystem (or a few different ecosystems) near you and spend some time making careful observations. Each student could have a backpack containing materials such as those listed below, or simply go out and observe without any special materials. You may make observations all together, or you may split up into groups of 2 or 3 with chaperones, each assigned with a particular part of the ecosystem to study (e.g., one group could study and record the plants in the ecosystem, another could record animals and signs of animals such as scat and tracks, another could be assigned to watch only for types of birds; another could look for insects and spiders, another could study the nonliving parts of the ecosystem such as soils, rocks, and water). Students might even collect samples of leaves, flowers, rocks, and soils to bring back and study more in-depth in the “lab” (the classroom) or make leaf rubbings out in the field. You may make this activity as simple or elaborate as you so desire. You might read the following book together before going out in the field.

- ***The Kid’s Guide to Exploring Nature (BBG Guides for a Greener Planet)*** by Brooklyn Botanic Garden Educators (author and publisher), 2015. (Book)

The Historic Indian Agency House has four ecosystems on its property: woods, marsh, prairie and river. You are welcome to come out and explore our property along our trails. You may collect small samples of leaves and flowers, but please do not disturb the soil or rocks or collect anything else as this is a protected area. (Of special note, in addition to lots of deer, rabbits, squirrels, birds, weasels, snakes, butterflies, and more, we now have a very active beaver population. You can see prolific examples of their amazing handiwork and their ‘slides’ into the river from the trail, as well.) <http://agencyhouse.org/grounds>

- **Materials:**

This activity may be done with no materials at all. Alternatively, you may take backpacks with materials such as field guides (see next page); sketch pads; pencils and colored pencils; binoculars; rulers; magnifying glasses; small Ziplocs for samples; cameras.

- **Examples of field guides**

Students could look through field guides such as these ahead of time and/or take them along on their explorations to use as reference guides. You could even study bird songs before going out into the field so birds may be identified by sound rather than only by sight.

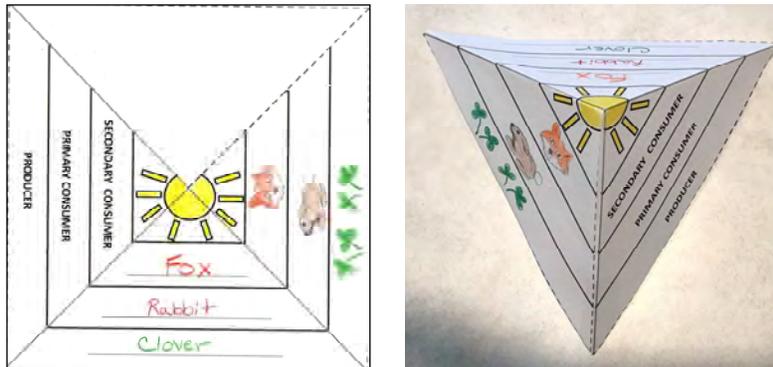
- *My Awesome Field Guide to North American Birds: Find and Identify Your Feathered Friends* by Mike Graf, Published by Rockridge Press, 2021. (Book)
- *Ultimate Explorer Field Guide: Trees (Illustrated Edition)* by Patricia Daniels, Published by National Geographic Kids, 2017. (Book)
- *Wildflowers of Wisconsin Field Guide (Wildflower Identification Guides)* by Stan Tekiela, Published by Adventure Publications, 2021. (Book)
- *Tracks, Scats and Signs (Take Along Guides)* by Leslie Dendy, Published by Cooper Square Publishing, LLC, 1996. (Book)
- *Ultimate Explorer Field Guide: Mammals* by National Geographic Kids (author and publisher), 2019. (Book)

ACTIVITY #2: Make a Food Chain Pyramid

Distribute a “Food Chain Pyramid” handout to each student. They should follow the directions on the handout to create a food chain pyramid. This exercise could be done using some of the producers and consumers discovered in the naturalist activity (previous page), or you may desire to assign a particular ecosystem to each student which they must then research in order to complete the food chain pyramid. Remind students that there are also decomposers in each food chain, but these food chain pyramids focus on producers and consumers.

- **Materials:**

Handout in Appendix C, pencils, and colored pencils or markers



ACTIVITY #3: Visit an Environmental Center

Take a field trip to an environmental center that focuses on local plants and animals. Many of these types of centers have programs for students, events, tours (guided or self-guided), and trails.

Examples:

- MacKenzie Center in Poynette : <https://dnr.wisconsin.gov/education/mackenzie>
- The Aldo Leopold Foundation in Baraboo: <https://www.aldoleopold.org/>
- Aldo Leopold Nature Center in Monona: <https://aldoleopoldnaturecenter.org/about-us/>
- University of Wisconsin-Madison Arboretum in Madison: <https://arboretum.wisc.edu/>

ACTIVITY #4: Prairie Restoration and Prescribed Burns

Prescribed burns are important in keeping prairies and forests healthy.

- **Prescribed Prairie Burn** by Armand Bayou Nature Center (YouTube video) <https://youtu.be/F-YMSum5WiQ>
- **Good Fire: Prescribed Burn** by U.S. Forest Service (YouTube video) <https://youtu.be/E542gY7uR0s>
- **Controlled Burn Facts For Kids** by Kiddle Encyclopedia (Website) https://kids.kiddle.co/Controlled_burn

V. Review / Comprehension

- What is a **Landscape**? [Gather students' definitions] A landscape is an outdoor scenic view.
- What is a **Landform**? [Gather students' definitions] A landform is a natural feature of the earth's surface.
- What is a **Biome**? [Gather students' definitions] Biomes are regions of the world with similar climates, plants, and animals.
- What is a **Ecology**? [Gather students' definitions] Ecology is the study of how living things interact with other living and non-living things around them.
- What is an **Ecosystem**? [Gather students' definitions] Ecosystems are all the living and non-living things that interact in a specific area.
- What is a **Food Chain**? [Gather students' definitions] A food chain is a description of how living things get energy by eating other living things.
- What is an example of a **Producer**? [Gather students' ideas] Producers are plants. Why are they called producers? How do they get their food? [Gather students' ideas] Producers make their own food.
- What is an example of a **Consumer**? [Gather students' ideas] Consumers are animals that eat plants, other animals, or both.
- What does a **Decomposer** do in a food chain? [Gather students' ideas] Decomposers eat and break down dead things into nutrients that go back into the soil.
- Describe a way in which an **Ecosystem** changes. [Gather students' ideas]



IV. Components of a Landscape: People

Materials List

- Access to internet
- White board or alternative
- Globe
- Lamothe, Matt, *This is How We Do It: One Day in the Lives of Seven Kids from Around the World*
- “A Closer Look” resources (See section III)
- Project materials (see section IV)

Vocabulary

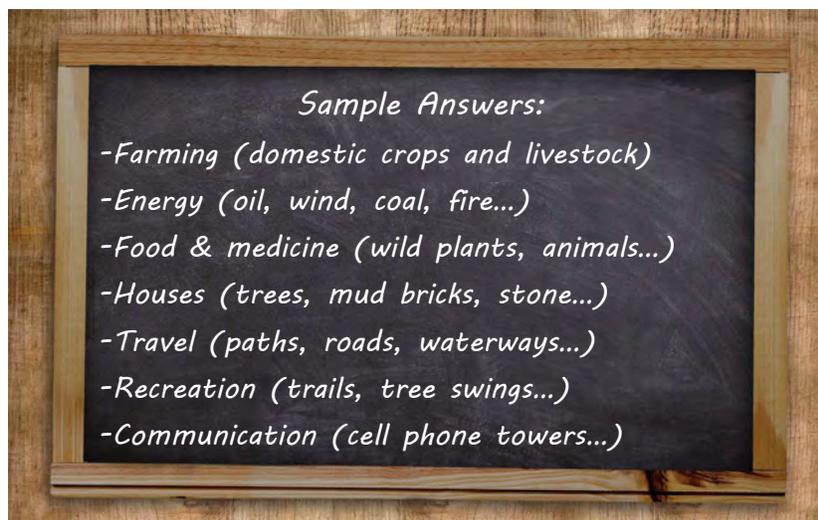
- **Human Geography:** The study of how humans interact with their environment
- **Natural Resources:** Anything found in nature that can be used by living things
- **Culture:** The way of life for a particular group of people (how they do things)

I. Review

- What is a **Landscape**? [\[Gather students’ definitions\]](#) A landscape is an outdoor scenic view.

We’ve learned that landscapes can include natural components like landmarks, plants, and animals. But people are also a part of the landscape. People live and work and learn and play and grow in the landscape. People interact with the geography and ecology and climate of the landscape. People are part of the ecosystems of the world.

- What are some ways in which humans interact with the natural landscape? [\[Gather students’ ideas... prompt with clues if needed to get them started on this brainstorming activity. Record ideas on the white board or alternative.\]](#)



II. Human Geography: Introduction

Landscapes include people and the structures made by them, like skyscrapers, telephone poles, highways, and hydroelectric dams. Landscapes also include somewhat more indirect evidence—or clues—of people’s interaction with the land: things like farm fields with rows of ripening corn, chainsaw marks on a tree stump in the woods, charred wood in an old campfire ring, and even someone’s footprints on a beach.



Ecosystems affect how people live in their particular parts of the world. For example, the native people of northern Greenland [Show the location on the globe] used to build houses called igloos out of ice blocks because that’s what was available to them in their ecosystem at that time. In Ethiopia [Show the location on the globe], people often live in round thatched huts. Their walls are made of sticks and sometimes plastered with mud, and their roofs are made from tall grass that they cut at the end of the wet season. Those are the types of materials—or natural resources—available in their ecosystem. Ecosystems provide people with **natural resources**.

- What do you think **natural resources** might be? [Gather students’ ideas] A “resource” is something that can be used for a purpose. A book can be a resource if I’m using it for the purpose of learning something. Nails can be a resource if I’m using them for the purpose of building something. So a **natural resource** is anything found in nature that can be used by living things.

Let’s learn more about **natural resources**.



- **Natural Resources for Kids** by Learn Bright (YouTube video)
https://youtu.be/dsTgyb_ITk

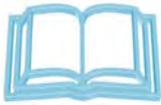
Our ecosystem affects how we live in our little part of the world and provides the **natural resources** we need to survive and enjoy life. But we in turn also affect our ecosystem every day. We might scrape away the top layers of soil to build a road. We might dig into a hillside to mine for minerals. We might dam up a river to produce a man-made lake. We might build sand castles on the beach or pick berries in the woods. We might plant trees or pump pollutants into the air from factories. There is a name for the study of how people and their environment affect each other. **Human geography** is the study of how humans interact with their environment. As people interact with their environment differently in different places, **cultures** develop.

- What do you suppose **culture** might be? [Gather students’ definitions]

Culture is the way of life for a particular group of people. It’s how they do things. Every culture does things differently. Often, people from different cultures with different ways of living, different languages, and different customs come together in the same place and share parts of their culture with one another. The United States of America is made up of people from many, many different cultural backgrounds, and as Americans, we can enjoy all sorts of different cultural foods, clothes, games, words, music, stories, art, and traditions. People share parts of their culture through trade, too—buying and selling things from one another.

The cultural landscape in one part of the world looks very different in many ways from the cultural landscape in other parts of the world. But we are all human beings with the same basic needs and so much in common with one another. The differences in **culture** around the world are like beautiful colors on a big landscape painting.

Let's learn more about the **culture**.



- ***This is How We Do It: One Day in the Lives of Seven Kids from Around the World*** by Matt Lamothe, Published by Chronicle Books, 2017. (Book)

III. Human Geography: A Closer Look

Below are some resource suggestions for further investigation of **human geography** concepts.

- **Natural Resource Facts for Kids** by Kiddle Encyclopedia (Website)
https://kids.kiddle.co/Natural_resource
- **Types of Communities** by Learn Bright (YouTube video)
<https://youtu.be/04lOOISBT40>
- **What is Human Geography?** by CrashCourse (YouTube video)
<https://youtu.be/4y2nndDs8m4>
- **Man-Made vs. Natural Structures** by Colleen Dafoe (YouTube video)
<https://youtu.be/jh3wLR-bG-l>
- ***Passport to the World: you're a to Z Guided Language Tour*** by Craig Froman, Published by Master Books, 2010. (Book)
- **Where and Why Do People Move?** by CrashCourse (YouTube video)
<https://youtu.be/5Z55k7CqZ0c>



IV. Application / Activities

ACTIVITY #1: Make and/or Sample Cultural Foods

Use one of the following cookbooks (or others) to make various cultural foods together. In a classroom setting, you could consider asking for parent volunteers to cook various cultural foods each day for a week and bring them to school for the children to sample. Along with the foods, students may research the country of the food's origin and even learn about the ingredients in the recipes as they are natural resources found in cultural ecosystems. Alternatively, if you live in a culturally diverse area, enlist the help of people from other cultures to cook their favorite foods from their countries of origin and bring them to share with the class, as well as speak to the class about their experiences in their home country.



- ***Eat Your Way Around the World*** by Jamie Aramini, Published by Geography Matters, 2008. (Book)
- ***Cooking Class Global Feast!: 44 Recipes That Celebrate the World's Cultures*** by Deanna F. Cook, Published by Storey Publishing, LLC, 2019. (Book)

ACTIVITY #2: Attend a Cultural Arts Event

There are many ethnic and cultural museums, art displays, dance presentations, music events, and celebrations. Choose some to attend and learn more about cultural differences.

On May 14, 2022, the Historic Indian Agency House will have an outdoor exhibit grand opening ceremony which will include Ho-Chunk speakers, dancers, and musicians. It is a great opportunity to learn about Ho-Chunk history and culture. It is free and open to the public. <https://agencyhouse.org/events>



ACTIVITY #3: From Natural Resources to Products

Use activities from the following website (which includes free printables) to explore which natural resources everyday products come from. There is a color poster, “Name That Resource” activity, “Resource to Products” activity, and a card game.

- **4 Activities to Help Kids Learn About Natural Resources** by Think Earth Environmental Education Foundation. (Website)
<https://thinkearth.org/news/29-4-activities-to-help-kids-learn-about-natural-resources>

V. Review / Comprehension

- What is a **Landscape**? [Gather students’ definitions] A landscape is an outdoor scenic view.

We’ve learned that landscapes can include natural components like landmarks, plants, and animals. But people are also a part of the landscape. People live and work and learn and play and grow in the landscape. People interact with the geography and ecology and climate of the landscape. People are part of the ecosystems of the world.

- What is **human geography** the study of? [Gather students’ definitions] Human geography is the study of how humans interact with their environment.
- What are some ways in which humans interact with the natural landscape? [Gather students’ ideas]
- What are **natural resources**? [Gather students’ definitions] Natural resources are anything found in nature that can be used by living things. What are some examples of natural resources? [Gather students’ ideas]
- What is **culture**? [Gather students’ definitions] Culture is the way of life for a particular group of people. It’s how they do things.
- How might the natural resources in an area affect human **culture** in that area? [Gather students’ ideas]



V. The Historic Landscape

Materials List

- Access to internet
- Reproduction clothing from another time era for the teacher to wear to class; real artifacts or reproductions of items used in the past (e.g., oil lamp, washboard, etc.)
- Rylant, Cynthia, *When I Was Young in the Mountains*
- White board or alternative
- “Chicago” handout—Appendix D (one per student)
- Project materials (see section IV)

Vocabulary

- **History:** The study of the past
- **Ancestors:** People who lived before us (usually family members from whom we descended)
- **Archaeology:** The study of things that people made, used, and left behind.

*Note to the teacher: Consider coming to class wearing an outfit from a past time era (e.g., 1860s), but don't say anything to the students about it until you get to your lesson on the historic landscape. Also bring to class items (real or reproductions) that would have been used in the past that are no longer used today and might even be totally unfamiliar to the children. Bring photos of your own genealogical past (or images gathered from time periods via the internet) which show different styles of clothing, transportation, housing, etc., through the centuries.



I. Review

- What is a **Landscape**? [Gather students' definitions] A landscape is an outdoor scenic view.

We've learned that landscapes can include natural components like landmarks, plants, animals, and weather, and that people are also part of the landscape. People interact with natural landscapes every day. The landscape is so much more than just a pretty picture!

- Do you remember the word that means the study of how humans interact with their environment? [Gather students' ideas] **Human geography** is the study of how humans interact with their environment.
- Different ecosystems have different **natural resources**. What are natural resources? [Gather students' ideas] **Natural resources** are anything found in nature that can be used by living things. What are some examples of natural resources? [Gather students' ideas]

As people interact with their environment and use its natural resources, they develop a way of life that is particular to their people group in their particular part of the world. In other words, they develop a unique way of doing things.

- What is the word that describes people’s way of doing things? [\[Gather students’ ideas\]](#) **Culture** is the way of life for a particular group of people. Cultures all have basic similarities with one another and also many differences. Often, people from different cultures with different ways of living, different languages, and different customs come together in the same place and share parts of their culture with one another, from food and language to clothes and games, music, stories, art, music, styles of housing, and traditions.

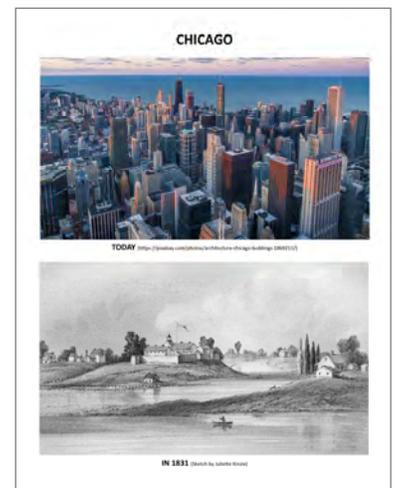
II. The Historic Landscape: Introduction

We know that landscapes change over time. Landforms like mountains and rivers are always changing, sometimes slowly and sometimes through sudden events. Volcanic eruptions, earthquakes, weathering, erosion, and human activities like quarrying rock out of a hillside can all cause changes to landforms. We know that ecosystems change throughout time, too. Things like fires, floods, and tornadoes; human activities like building cities and farming; changes in weather patterns; fluctuating populations of plants and animals; and the natural process of ecological succession all cause changes to happen in ecosystems, suddenly or slowly.

- What about the cultural landscape? Do you think the interactions of people with their environments change over time, too? Does the way people live change over time? How? [\[Gather students’ ideas\]](#)

History is the study of the past. Have you ever stood in a place and wondered what things might have been like in that place a hundred years ago? A thousand years ago? Humans tend to have great curiosity about the things that happened in the past. What we see in the landscape today is often far different than how the landscape looked in the past. The stories of the past are fascinating!

Have you ever been to Chicago? [\[Distribute the “Chicago” handout.\]](#) Chicago is a huge city packed with skyscrapers and all sorts of manmade structures, and more than 2.5 million people! But did you know that two hundred years ago, Chicago was a prairie landscape? That’s right. In the early 1800s, there was a military fort, some Native American villages, a few settlers’ houses, and mile upon mile of prairie. We would hardly believe it now by looking at urban Chicago. In just two hundred years’ time, a lot has happened. The physical and cultural landscape has changed dramatically. The Native Americans were pushed off their land, and settlers from many other cultural backgrounds began to settle the area. Chicago became a greatly populated city. But it’s not the same city that’s there today. Why? Because an enormous fire swept through the old city of Chicago in 1871. Around 17,000 timber-framed buildings were destroyed and 300 people were killed by that fire. The fire changed the landscape, but Chicago was re-built over time. It wasn’t that long ago—perhaps in your great-grandparents’ lifetimes—that there were still farm fields and open prairies in parts of Chicago that are now filled with buildings. The history that happened in Chicago over just the last two hundred years is amazing, but there are centuries’ worth of riveting stories even further back than that!



Things have not always been the way they are now. For example, when I [or my parents/grandparents?] was growing up, there were no smart phones or computers. People dressed differently at various times all throughout history. People lived differently. Things have changed from when your parents, grandparents, and great-grandparents were growing up.

[Explain your outfit—when it was popularly worn, etc. Show the historical objects you brought to illustrate how people used to do things. You could even have an antiques dealer come in and show / explain some of their wares from times past. Be sure to ask questions of the students such as, “If you had no electricity or microwaves or stoves, how would you cook? How would you wash your clothes without a washing machine? How would you heat your house in the winter? How would you communicate with people if you had no telephones?”]

- What do you think an **ancestor** is? [Gather students’ definitions] **Ancestors** are the people who lived before us. Usually it refers to the family members from whom we descended. For example, my parents, grandparents, great-grandparents, and great-great grandparents are my ancestors.

[Show your personal family history photos that illustrate what people wore, what their houses looked like, their means of transportation, etc.]

One way in which history is passed down to us today is through stories told to us by our own families. Those stories might be told by our grandparents to our parents, and then our parents tell the stories to us. Some day, we might share those stories of the ‘old days’ with our own children.



- ***When I Was Young in the Mountains*** by Cynthia Rylant, Published by Puffin Books, 1993. (Book)

You and I have stories to tell about our own lives, too. We’re in the process of making history today. Think back to experiences you have had in the past—parts of your *own* history, like something that was fun or interesting, a vacation, something you did with your grandpa, something that happened unexpectedly, or what it was like to move to a new city. [Invite a couple volunteers to share stories about their own past.]

Besides oral stories that are passed down from person to person through time, another way in which history is passed down is through written records, such as books, letters, and newspaper articles that were written long ago. Old drawings, maps, and photographs also help us understand the stories of the past. We might have family heirlooms and antiques that we pass from one generation to the next. These things all help tell stories, even though we can’t know every detail about history. Historians—people who study history—put together the pieces of the puzzle, so to speak, so we can get a better and more complete understanding of what happened in the past. It’s like detective work.

- **Archaeology** is also helpful in understanding the story of a particular landscape. What do you know about archaeology? [Gather students' ideas] **Archaeology** is the study of things people made, used, and left behind. Archaeologists actually dig into the historic landscape to find artifacts which give us even more clues about what happened in history. Each year, the Historic Indian Agency House hosts a public archaeological dig at the historic site in which kids through adults can work alongside professional archaeologists to find artifacts that help tell the story of what happened here.

Let's take a look at what a part of the archaeological process looks like at the Historic Indian Agency House.



- **2020-2021: Archaeological Dig at HIAH** by Historic Indian Agency House (YouTube video) <https://youtu.be/JWE5I7Lvsfs>

A cultural geographer by the name of J.B. Jackson said this: [Write on white board or alternative]



- Let's think about that for a moment. "Landscape is history made visible." **Landscape** [Underline]: We've been studying that. Landscape is the outdoor scenic view, and it includes a lot of different parts from landforms to plants and animals to people and their cultures and more. **History** [Underline]: History is the study of the past. The word "visible" [Underline] means able to be seen. So what do you think it means when we put all of those ideas together? "Landscape is history made visible." [Gather students' ideas]

The landscapes we see today sometimes offer clues to what happened there in the past. For example, in an area where there was once glaciers, we might see patterns of scratch marks or gouges in rock or glacial till deposits that were left behind by the glaciers. Maybe we can see evidence that there was once a farm in the area because there are still broken off pieces of fence posts visible. Maybe there are foundation stones from really old buildings still peeking out from beneath the ground to show where a building once stood. Those are all parts of a landscape that can help us "see" history better.

When we read about events that happened in history and then go out to the very places those events occurred, they may seem more real to us. People go out to old battlefields so they can see the terrain and picture in their minds how the battle happened. They can see with their own eyes the hills and valleys and streams that all played into the action of the battle. Have you ever seen a historic marker—a sign that tells about something important that happened in that very spot in the past? Historic markers help us connect the present landscape to past events.

Landscapes can even give us clues as to where and why people settled in certain areas. We may find abandoned lead mines or lots of tree stumps from a major logging operation, and we can see that those natural resources were important to the people who lived there in the past.

We can't go back in time to look at historic landscapes with our own eyes, but the landscapes we see today do often allow us to visualize history in our minds. Even though landscapes change over time—sometimes considerably—there are often still enough hints of the past remaining to help us visualize the history that occurred there. There may no longer be plentiful wild rice growing in the Fox River, but we can still see the river in its channel and can envision what it must have looked like to have wild rice growing so thickly that it practically choked the river. There may no longer be outhouses, ice houses, blacksmith shops, and hitching posts on our current landscape, but there may be little clues—including archaeological ones—that would help us locate where those structures once stood. Sometimes, if we're fortunate, a 190-year-old house like the Historic Indian Agency House gets preserved through time and we are able to still go inside the very house where important history happened!

Learning about the historic landscape benefits us in so many ways. Understanding history is important because it helps us to know who we are and where we come from. A knowledge of history roots us as individuals in the big picture of the story of the world. It connects us with others. It offers some explanations for why things are the way they are in the present time. Studying history helps us to learn lessons and hopefully avoid repeating mistakes. History gives us information that we can use to build on for the future. It's also fun and fascinating to learn about the stories of the past and compare how people lived long ago with how we live today.



III. The Historic Landscape: A Closer Look

Below is a resource suggestion for further investigation of **the historic landscape**.

- **Archaeology Kids' Camp** by Historic Indian Agency House (6 online videos and activity guide)
<https://www.agencyhouse.org/archaeology-kids-camp>



IV. Application / Activities

ACTIVITY #1: Explore Wisconsin's Historical Markers

The Wisconsin Historical Society has an interactive map of state historical markers. You don't even have to leave home to see them! ...but you could plan a field trip to go in person to visit historical markers near you. On the website below, go to the left side of the screen and click on "Interactive Map" under the heading "Find a Historical Marker."

- **Interactive Map: Wisconsin's State Historical Markers** by The Wisconsin Historical Society (Website) <https://www.wisconsinhistory.org/Records/Article/CS15267>

ACTIVITY #2: Participate in a Real Archaeological Dig

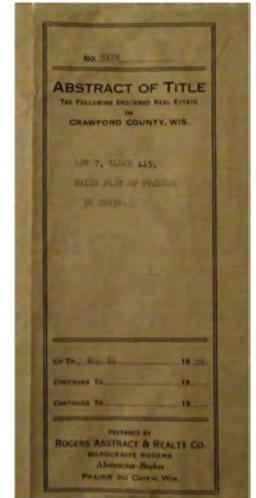
Find information below on how to participate in the 2022 archaeological dig at the Historic Indian Agency House.

- **Archaeology at the Agency** by the Historic Indian Agency House (Website)
<https://www.agencyhouse.org/archaeology>



ACTIVITY #3: Investigate Land Abstracts, Old Maps, Stories

Choose a piece of property in your area (a student’s home, the school, a city park, or something else) and do some sleuthing to find out all you can about how that landscape has changed over time. Find land abstracts (county clerk’s office), oral stories about the property from older residents, photographs, old maps, newspaper articles, and more. Look up the names of the people you find in relation to the piece of property and see who they might be. Dig deep! It’s amazing what you might find. Then go out to the property and see if you can find any remnants of old uses of the property or if you can envision the old landscapes based upon the lay of the land.



ACTIVITY #4: Then-and-Now Art Project

Explore the book below by Abigail Wheatley. Then locate a photograph of a landscape in your area from at least 20 years ago which looked different then than the landscape looks now. Scan in and enlarge the photograph to 8.5x11 and print it on white paper. Take a photo of the same landscape today from the same perspective as the old photograph. Enlarge that photograph to 8.5x11 and print it on white paper. Do a little research and work together to create two different lift-the-flap scenes: one for each enlarged photograph. Choose where to cut flaps into the pictures. Cut the flaps on three sides, leaving one side of each flap intact, just like in the book. Then attach an 8.5x11 sheet of blank white paper to the back side of the photograph (be sure not to glue down the flaps!). After the glue dries, it’s time to use the results of your research and create some artwork. Under each of the flaps, draw little scenes of what might have been there “back then” and what is there now. Use the book as a guide on how to do it.

- **Look Inside Living Long Ago** by Abigail Wheatley, Published by Usborne Publishing Ltd, 2015. (Book)

ACTIVITY #5: Spotting Clues in the Landscape

Choose various nearby landscapes and see what sorts of physical clues students might be able to find regarding the history of the site. The teacher might do some research ahead of time to find areas where perhaps children will find old stone foundations or bits of an old parking lot grown up in weeds or the like.

V. Review / Comprehension

- What is **History**? [Gather students’ definitions] History is the study of the past.
- What does the word **ancestors** mean? [Gather students’ definitions] Ancestors are people who lived before us. They are generally family members from whom we descended.
- What is **archaeology**? [Gather students’ definitions] Archaeology is the study of things that people made, used, and left behind.
- What is the meaning of the saying, “**Landscape is history made visible**”? [Gather students’ ideas] Present landscapes can give us clues to what happened there in the past and can help us visualize events that occurred on the site.

VI. Our Story: The 1832 Landscape

Materials List

- Access to internet
- United States map or online interactive map
- Globe
- “Historic Indian Agency House Landscape” handout (5 pages)—Appendix E (one per student)
- “A Closer Look” resources (See section III)
- Project materials (see section IV)

Vocabulary

- **Native Americans:** The people who first lived in the area we now call North and South America
- **Ho-Chunk Nation:** Also known as the Winnebago, the Ho-Chunk Nation occupied southern Wisconsin and northern Illinois in 1832
- **Settler:** Someone who moves to a new area to make a permanent home there
- **Fort Winnebago:** The military fort at the portage between the Fox and Wisconsin Rivers
- **Portage:** To pick up and carry a canoe between waterways
- **Treaty:** A written agreement between two nations
- **Indian Agent:** A representative of the U.S. government to Native American tribes

I. Review

- We have been learning all about landscapes. What is a **landscape**, and what sorts of things are in a landscape? [\[Gather students’ definitions\]](#) A landscape is an outdoor scenic view. We’ve learned that landscapes can include natural components like hills and streams; plants and animals; weather; man-made structures; and people.
- What is **human geography**? [\[Gather students’ definitions\]](#) **Human geography** is the study of how humans interact with their environment.
- Different ecosystems have different **natural resources**. What are natural resources? [\[Gather students’ ideas\]](#) **Natural resources** are anything found in nature that can be used by living things. What are some examples of natural resources? [\[Gather students’ ideas\]](#)
- As people interact with their environment and use its natural resources, they develop a way of life that is particular to their people group in their particular part of the world. What is the word that describes a people group’s way of life? [\[Gather students’ ideas\]](#) **Culture** is the way of life for a particular group of people. Cultures have basic similarities, but they also differ. What are some ways in which cultures differ from one another? [\[Gather students’ ideas\]](#)

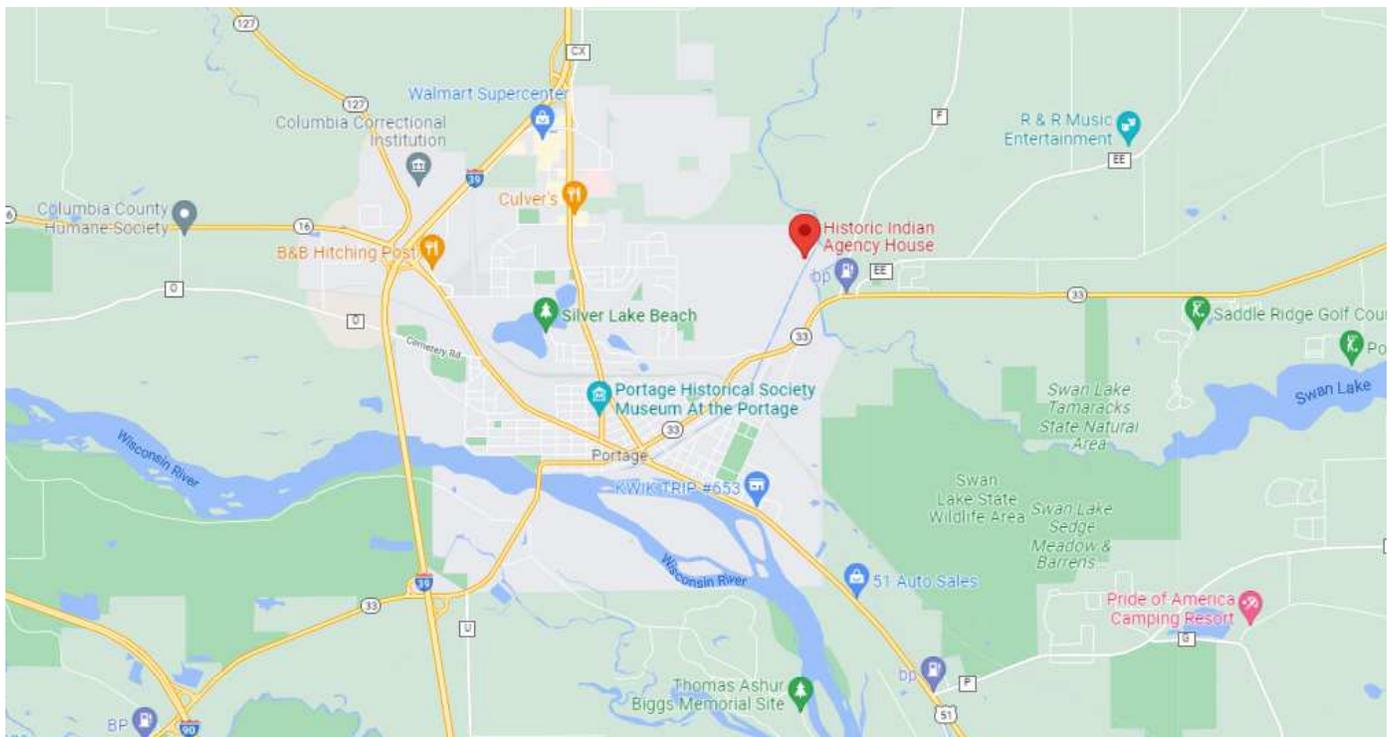
- What is **History**? [\[Gather students' definitions\]](#) History is the study of the past.
- We thought about an important quote that says this: **“Landscape is history made visible.”** What does that saying mean? “Landscape is history made visible.” [\[Gather students' ideas\]](#) Present landscapes can give us clues to what happened there in the past and can help us visualize events that occurred on the site.

The landscapes we see today sometimes offer clues to what happened there in the past, such as old foundation stones from a building that was there a long time ago. Today’s landscapes can help us imagine events that happened in the past as we stand in the very places those events occurred. Our landscapes connect us to the past and help past events come to life in our mind’s eye as we stand on battlefields or historic sites—or even in our own back yards. Landscapes can even give us clues as to why historical events happened where they did and why people settled where they did, such as if a place had abundant natural resources or easy access to routes of travel and trade. Landscapes are so much more than just something nice to look at. There is much going on within a landscape, and landscapes can even help us better “see” and understand some aspects of history.

II. The 1832 Landscape: Introduction

Let’s study a landscape in Portage, Wisconsin. [\[Show the location on a map and where it is in relation to your location\]](#) We’re going to take a look at the landscape that includes a 190-year-old house called the Historic Indian Agency House. That house is now a museum. Why is it a museum? Because some very important historical events happened at that site. We will be looking at the 1832 historic landscape of that area.

...but in order to understand the 1832 landscape, we must go back much further in time. For centuries, Native Americans lived on the land.



- What is a **Native American**? [[Gather students' definitions](#)] **Native Americans** are the people who first lived in the area we now call North America and South America. [[Show students on the globe](#)]

Native Americans weren't just one group of people with one culture. There were many Native American people groups all throughout North and South America, each with their own unique culture. The Native Americans who lived in the area of Portage, Wisconsin, were the **Ho-Chunk Nation**. The **Ho-Chunk** people were also known as the Winnebago people. The **Ho-Chunk Nation** occupied southern Wisconsin and northern Illinois in 1832. [[Show students on the map](#)]

Let's learn more about the **Native Americans**.



- **Native American History for Kids** by Learn Bright (YouTube video)
<https://youtu.be/uxNDKlh-Vjo>

Let's focus in a bit more on the Native Americans who lived in the state of Wisconsin. [[Show students on the map](#)]



- **Native People of Wisconsin** by Patty Loew, Published by Wisconsin Historical Society Press, 2015. (Book) [[Note: Read ONLY chapter 1: "Early History"](#)]

The Native Americans in Wisconsin sometimes got along with one another and sometimes didn't. Eventually people from other cultures came to live among them. Sometimes they got along with one another and sometimes they didn't. When people from across the ocean in Europe [[Show students the places on the globe as you go along](#)] started arriving in North and South America, they set up colonies where they could live. One of the reasons people came to America was to find natural resources or to start a new life as they faced hardships in their homeland. We learned about the "pushes" and "pulls" that cause people to move to new places. It was the same back then. They mostly settled along the east coast of America, but over time, the new cultural groups began pushing westward. [[Demonstrate on the globe](#)]

Some of the first Europeans to arrive in Wisconsin were people from France. [[Show on the globe](#)] Many of them were involved in the fur trade. During the fur trade era, Native Americans would trap fur-bearing animals like beavers and trade them with the French people for other goods, like blankets and kettles. The French people would send many of the furs back over the ocean to Europe where they were popular for making hats and clothing. This system of trade with the Native Americans did not involve money like we use it today. It was mostly a bartering system, where people traded something of value for something else of equal value—for example, trading animal furs for metal axes. Many of the Frenchmen who came to Wisconsin were called Voyageurs, and they did a lot traveling back and forth for the fur trade. Some Frenchmen, though, actually intermarried with the Native Americans, including with Ho-Chunk people. They lived and worked and raised families among them, mixing some parts of their cultures together in the process. But after a while, the British came into the area, as well as Americans from the eastern part of the United States. These people were not as interested in trade. They were more interested in looking for valuable natural resources and finding good land on which they could live.

- What do you think a **settler** might be? [Gather students' definitions] A **settler** is someone who moves to a new area to make a permanent home there.

Some of the early settlers to move into the area were lead miners. Southern Wisconsin and northern Illinois had an abundance of lead. The problem was that this land was already occupied by Native Americans. The settlers were making their homes and digging mines in land that was not theirs. This, of course, was starting to cause problems. After a while, tensions between the Native Americans and the settlers became so great that in 1828, the United States government built Fort Winnebago in what is now Portage, Wisconsin, in an effort to keep the peace with military force.

Fort Winnebago was a military fort built on what is called a “portage” between the Fox and Wisconsin Rivers. [Show where Portage is on the map—the strip of land between the Fox and Wisconsin where the two rivers almost touch, but not quite]

- What do you think the word **portage** might mean? [Gather students' definitions] The word **portage** means to pick up and carry, and that’s exactly what people did in order to get between the Fox and Wisconsin rivers. They would pick up and carry their canoes and everything in them from one waterway to the other.

The distance between the Fox and Wisconsin rivers is about a mile and a quarter. That’s about from here to [choose a location that would be familiar to your students], so that’s how far people who were traveling from one river to the other would have to **portage** their heavy canoes and all their goods. This area called the portage was always a very important geographical area. The Fox and Wisconsin rivers were like superhighways for travel and trade all the way from the St. Lawrence seaway [Follow the route on the globe as you go along] through the Great Lakes, up the Fox River, down the Wisconsin River to the Mississippi River and all the way to the Gulf of Mexico. Way back when the Native Americans were the only ones here in the Americas, the Fox - Wisconsin portage was already an incredibly important place. Throughout history, this is a place where many different cultures crossed paths in their day-to-day lives.

- It was at that portage where that military fort was built. Do you remember the name of the fort? [Gather students' ideas] It was **Fort Winnebago**. Do you remember what the word Winnebago refers to? [Gather students' ideas] Winnebago was another name for the Ho-Chunk Nation who lived there. The U.S. military fort was named after the Ho-Chunk people.



The United States Government was interested in moving more people westward to expand their territory. They wanted to open up Native American lands to more settlers. The Native Americans did not want to give up their land. But this is ultimately what they were forced to do. In 1829, the United States government made a **treaty** with the Ho-Chunk Nation.

- What do you think a **treaty** might be? [\[Gather students' definitions\]](#) A **treaty** is a written agreement between two nations. In this case, it was a written agreement between the U.S. government and the Ho-Chunk Nation. In that treaty, the Ho-Chunk Nation was to give up most of their land in exchange for yearly payments of silver plus other goods (like food and blankets) and services (like blacksmithing). Here's where the Indian Agency House came onto the historical landscape.

A man by the name of John Harris Kinzie moved to the portage with his wife, Juliette, in 1830. John Kinzie was hired to be the **Indian Agent** there. The **Indian Agent** was the person who made those yearly payments to the Ho-Chunk people in exchange for their land. He was also supposed to be the one to try to settle conflicts between the Ho-Chunk people and the settlers. John Kinzie was chosen because the Kinzie family had a long and friendly relationship with the Ho-Chunk people that stretched way back to the fur-trade days. Mr. Kinzie could speak the Ho-Chunk language, and he knew their culture. At first, the Kinzies lived right inside Fort Winnebago. Then they moved to an old, run-down cabin across the Fox River from the fort, and then to the Agency blacksmith's house. Finally, in 1832, their own house was built on the hill across from Fort Winnebago.

In the spring of 1833, the U.S. government started pushing the Ho-Chunk people off the land that had been sold by treaty to the U.S. government. The land was offered to settlers. This was an incredibly painful and difficult time for the Ho-Chunk Nation. They could no longer live in their homes. Many of the children were taken from their families and sent to schools where they were forced to speak the English language and they were not allowed to practice their own culture. The Ho-Chunk people were sent from Wisconsin to Iowa to Minnesota to South Dakota to Nebraska. But even in the midst of all of that, they kept trying to get back home. Today, the Ho-Chunk people are once again a sovereign nation in Wisconsin. Some of the families had held onto their own culture, and they are now working hard to continue to preserve parts of their traditional way of life in order to teach the Ho-Chunk language and customs to their children.



III. The 1832 Landscape: A Closer Look

Below are some resource suggestions for further investigation of the 1832 landscape.

- **On Location** by Historic Indian Agency House (Series of 5 videos with present-day footage on the sites of where Ho-Chunk villages were located in 1832)
<https://www.agencyhouse.org/on-location>
- **Native People of Wisconsin** by Patty Loew, Published by Wisconsin Historical Society Press, 2015 (Book)
- **Juliette Kinzie: Frontier Storyteller** by Kathe Crowley Conn, Published by Wisconsin Historical Society Press, 2015 (Book)
- **Stolen Words** by Melanie Florence, Published by Second Story Press (Illustrated Edition), 2017 (Book)
- **When We Were Alone** by David A. Robertson, Published by HighWater Press, 2016 (Book)
- **Fry Bread: A Native American Family Story** by Kevin Noble Maillard, Published by Roaring Brook Press (Illustrated Edition), 2019 (Book)
- **Little House in the Big Woods** by Laura Ingalls Wilder, Published by HarperCollins, 1971 (Book)
- **Bevans Lead Mine Tour in Platteville** by Adventures in Travel - Laurie Kutil (YouTube video)
<https://youtu.be/ITRFgCV5QrQ>
- **Shullsburg Badger Mine Tour** by Adventures in Travel - Laurie Kutil (YouTube video)
<https://youtu.be/dNrvuAhFwqU>
- **Wau-Bun: Historic Preservation Edition** by Juliette Kinzie, Louise Phelps Kellogg, and Adam Novey; Published by the NSCDA-WI, 2021 (originally published 1856) (Book for older students and adults)
<https://www.agencyhouse.org/wau-bun>



<https://archive.org/details/cu31924091889968/page/n183/mode/2up>

IV. Application / Activities

ACTIVITY #1: Build a chipoteke with pool noodles

People used their landscape's natural resources to build shelters for themselves. Using pool noodles, duct tape, and wooden dowels, see if you can create a Ho-Chunk style wigwam called a chipoteke (shi-poh'-du-kay). Use the photograph below as a guide. (Hints: The wooden dowels should be pounded partway into the ground as anchoring points for the legs of the chipoteke. The dowels will slip inside the holes at the ends of the pool noodles. Tape 2 pool noodles end-to-end for the longest curved pieces. Be sure to tape all the noodles together where they intersect, too. Some pieces will need to be cut to length.) Work together to brainstorm and experiment as you create your Native American style home. Real chipotekes are made of tree saplings and covered with either bark or reed matting. What could you cover your chipoteke with? Bed sheets? Something else? Experiment some more!

Materials: Rubber mallet, 1-inch wooden dowels (10" long; Qty: 12), scissors or utility knife (only an adult should use the utility knife), duct tape, pool noodles (16 to 20), bed sheets or something else with which to cover the structure if desired



ACTIVITY #2: Visit a site or event related to 1800s Wisconsin

Take a field trip to one of these sites which highlight various cultures on the Wisconsin landscape in the 1800s.

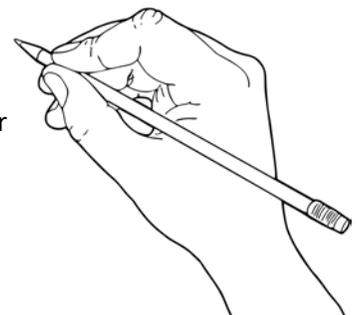
- **Old World Wisconsin** in Eagle, Wisconsin
<https://oldworldwisconsin.wisconsinhistory.org/>
- **Bevans Lead Mine** in Platteville, Wisconsin or **Badger Mine and Museum** in Shullsburg, Wisconsin
<https://mining.jamison.museum/>
<https://www.badgermineandmuseum.com/>
- **Ho-Chunk Nation Museum and Cultural Center** in Tomah, Wisconsin
<https://hochunkmuseumcc.weebly.com/about.html>
- **Indian Summer Festival** in Milwaukee, WI
<https://www.indiansummer.org/>



ACTIVITY #3: Document a landscape for posterity

Juliette Kinzie—the wife of Indian Agent John Kinzie—wrote about Wisconsin’s natural landscape in the early 1800s. She also sketched the landscapes she saw. You can find her writings and drawings in her book called *Wau-Bun* (<https://agencyhouse.org/wau-bun>). Choose a landscape in your community. Inspired by author and artist Juliette Kinzie, go out and sketch the landscape. Alternatively you could take photographs. Then write about the details of that landscape: the geography, ecology, man-made structures, climate, cultural uses of the land, natural resources, and more. Maybe someday your preserved writings and drawings will help someone in the future understand the landscape you live in today.

Materials: Sketch pad and pencil and/or digital camera, writing journal or computer word processing program



ACTIVITY #4: Experience HIAH In Person (Or Bring the History to You)

Go to the Historic Indian Agency House in Portage, Wisconsin, and explore the 1832 landscape hands-on. Visit the outdoor exhibit which is slated to open in the spring of 2022. Attend the grand opening ceremony on Saturday, May 14, 2022, where there will be Ho-Chunk speakers, singers, and dancers. Explore the accompanying website designed to enhance the exhibit. "A Landscape of Families" is a joint effort between the Historic Indian Agency House and the Ho-Chunk Department of Historic Preservation.

- **A Landscape of Families** by Historic Indian Agency House (Website) <https://www.agencyhouse.org/landscape-of-families>

Take a guided tour and attend events. If you can't get to the Historic Indian Agency House in person, schedule the "History on the Move" exhibit and program to come to your school.

- **Tours:** <https://www.agencyhouse.org/tours>
- **Events:** <https://www.agencyhouse.org/events>
- **"History on the Move" Mobile Museum:** <https://www.agencyhouse.org/outreach>

Hike the "Stories of the Land" trail to discover the history happened right beneath your feet.

- **"Stories of the Land" Interpretive Trail:** <https://www.agencyhouse.org/grounds>

Investigate more about Fort Winnebago and the materials and techniques used in its construction through a new exhibit being produced in 2022.

- **Exhibits:** <https://www.agencyhouse.org/exhibits>

Peruse the website. There is so much to learn.

- **Website:** <https://www.agencyhouse.org>



V. Review / Comprehension

- Who are **Native Americans**? [Gather students' definitions] Native Americans are the first people who lived in the area we now call North and South America. What is the name of the Native American people group we learned about who lived in southern Wisconsin and northern Illinois? [Gather students' ideas] The **Ho-Chunk** or Winnebago tribe.
- What are **settlers**? [Gather students' definitions] Settlers are people who move to a new area to make a permanent home there.
- What is the name of the military fort that was built at the portage between the Fox and Wisconsin rivers? [Gather students' ideas] **Fort Winnebago** was built at the portage.
- What does the word **Portage** mean? [Gather students' definitions] Portage means to pick up and carry a canoe between waterways.
- What is a **treaty**? [Gather students' definitions] A treaty is a written agreement between two nations.
- What did Indian Agency John Kinzie do at the Portage in the 1830s? [Gather students' ideas] John Kinzie paid the Ho-Chunk people each year for the land they sold to the U.S. government and settled disputes between the Ho-Chunk people and settlers.
- What are some of the most important or fascinating things you've learned in our studies about landscapes? [Gather students' ideas]



The Historic Landscape

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Autumn landscape in Rybiniski, by Stanislaw Maslowski



Kukle, Czech Republic, by Bergeron55



Stourhead garden, by Lechona



Central Park Manhattan 2 New York photo, by D Ramey Logan



Wheat Fields After the Rain (The Plain of Auvers), by Vincent van Gogh



Deutsch: Landschaft mit Apollo und Merkur, by Claude Lorrain (1604/1605–1682)



Is it a Landscape?

Landscape: Landscape: The outdoor scenic view around us

For each piece of art, circle “yes” if it represents a landscape and “no” if it does not.



YES **NO**



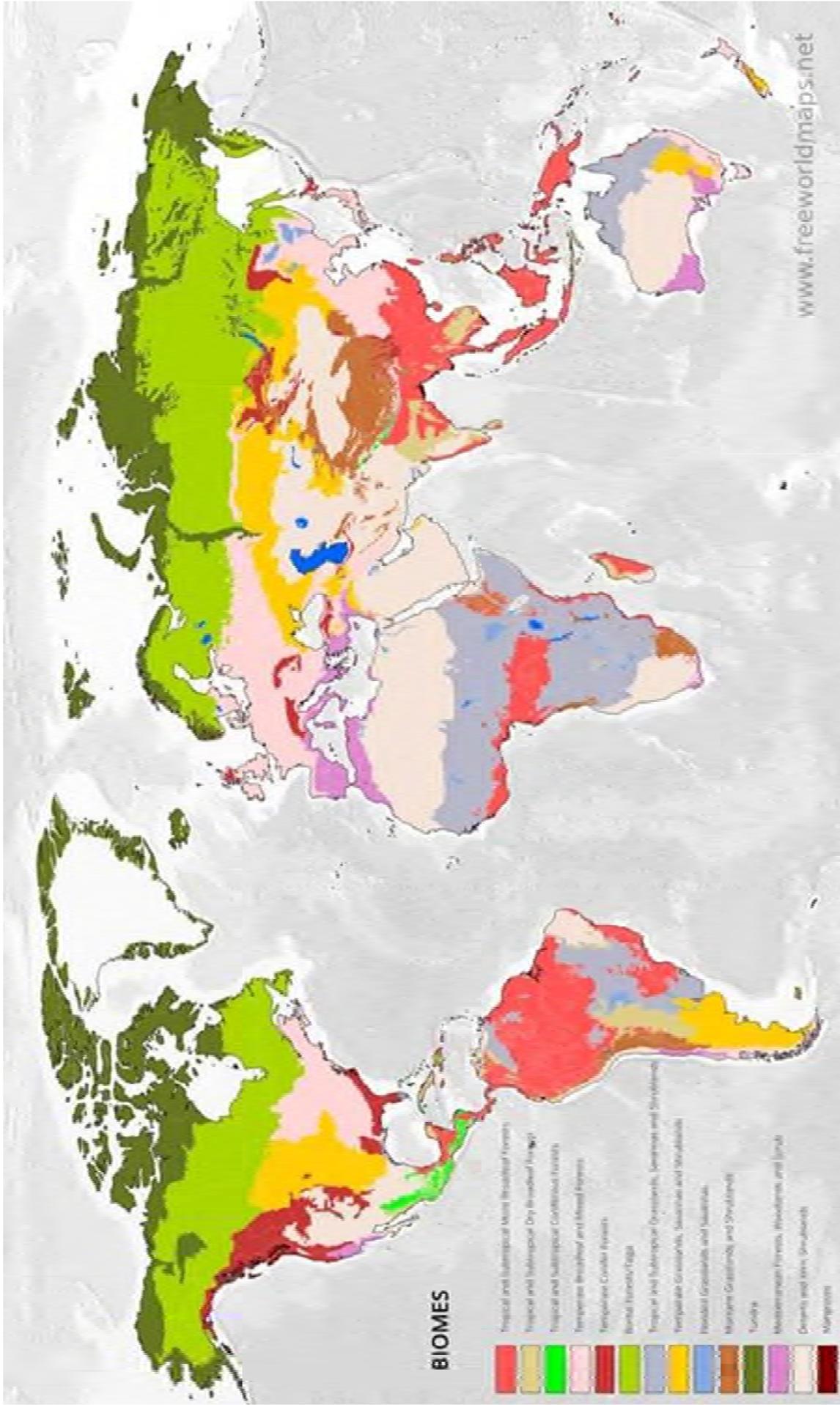
YES **NO**



YES **NO**



YES **NO**



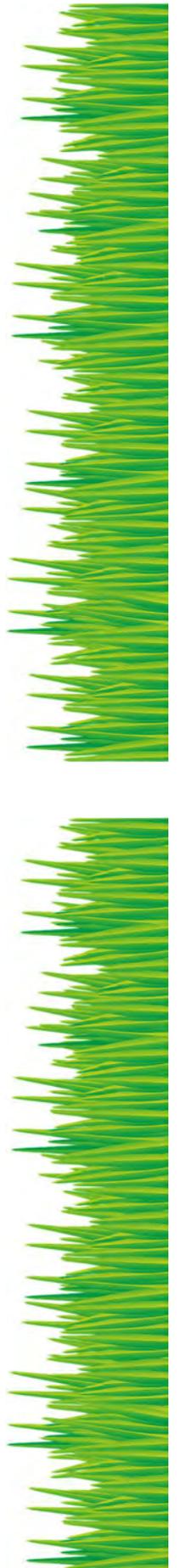
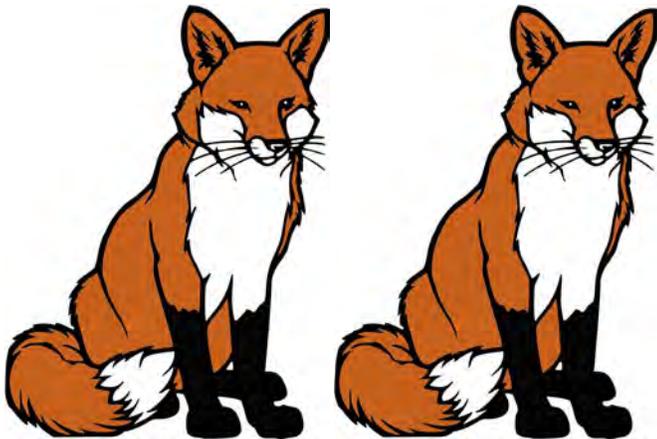
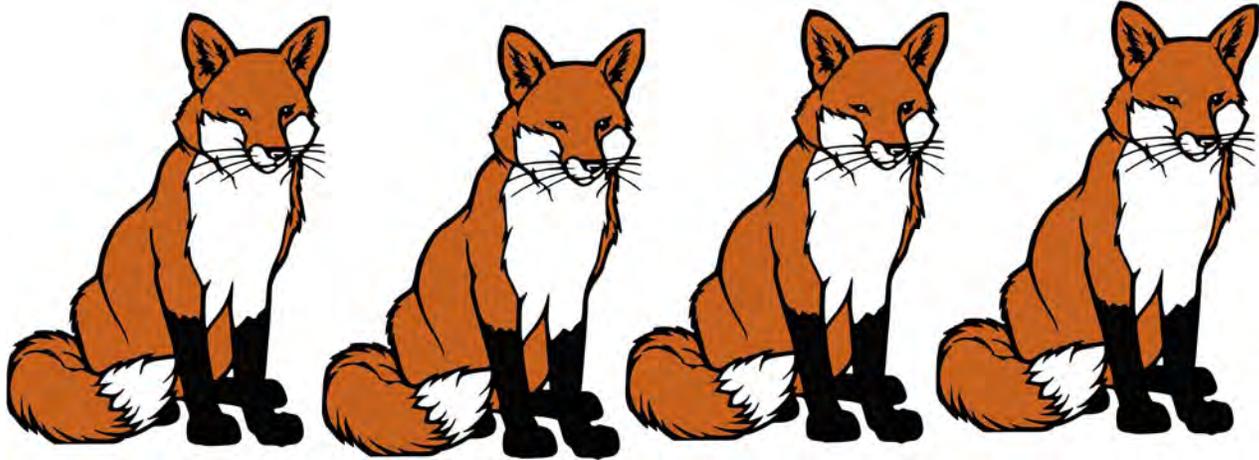
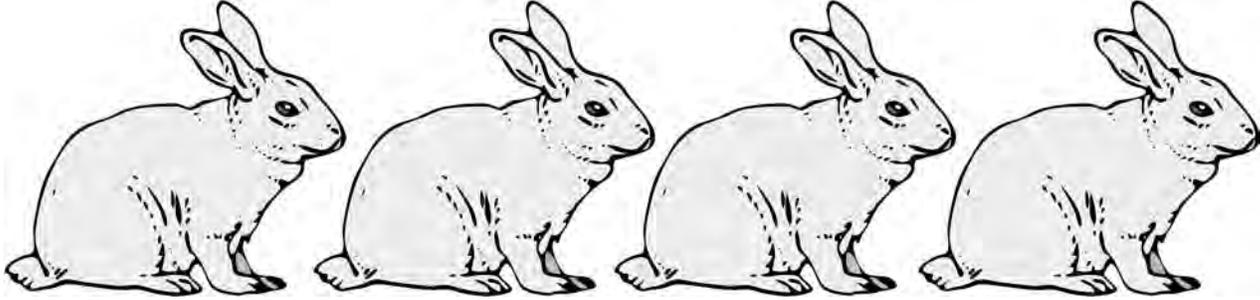
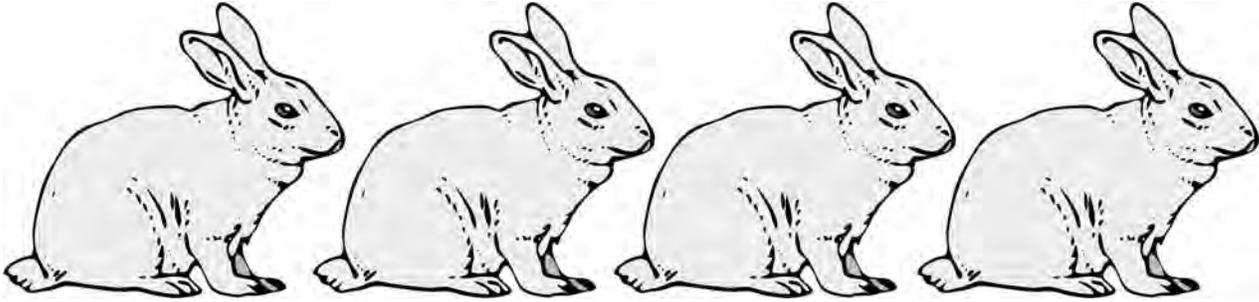
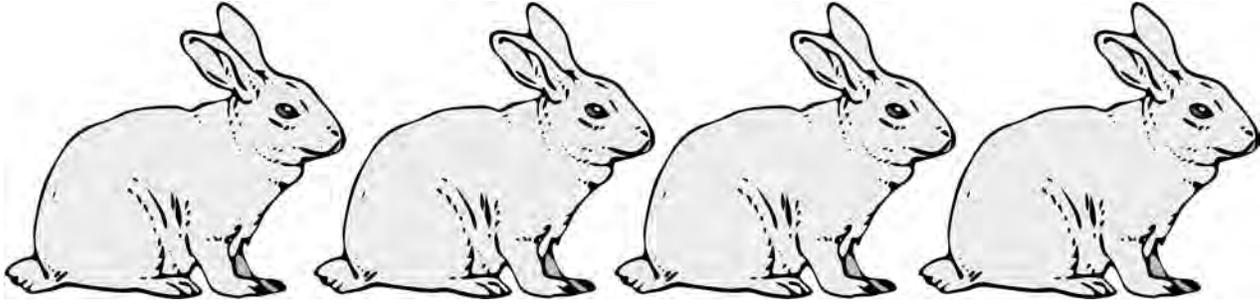
<https://www.freeworldmaps.net/biomes/>

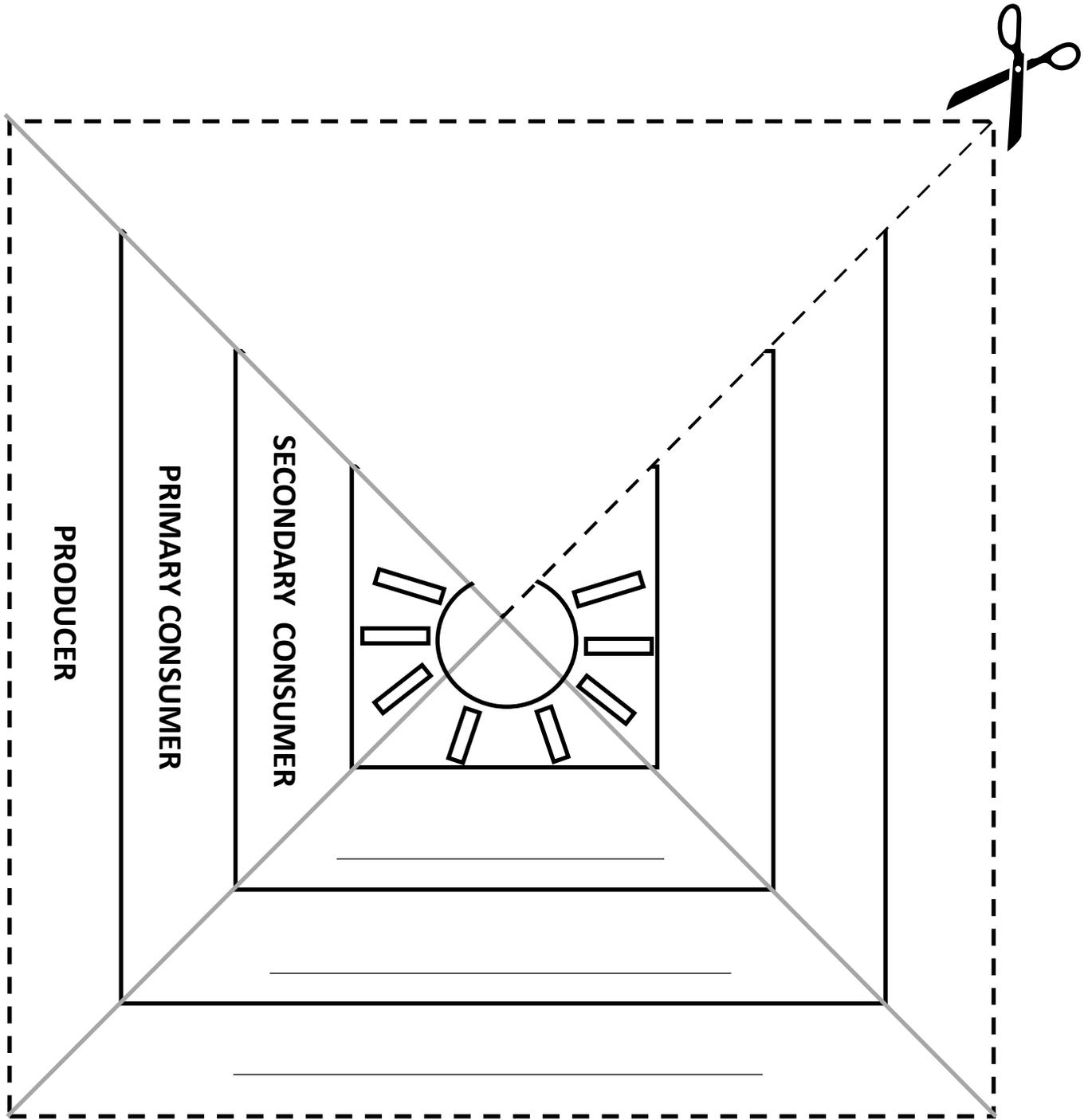
BIOMES OF THE WORLD

What observations do you make about the world's biomes?

CHANGE IN ECOSYSTEMS

(Print 1 copy and cut out pieces ahead of time.)





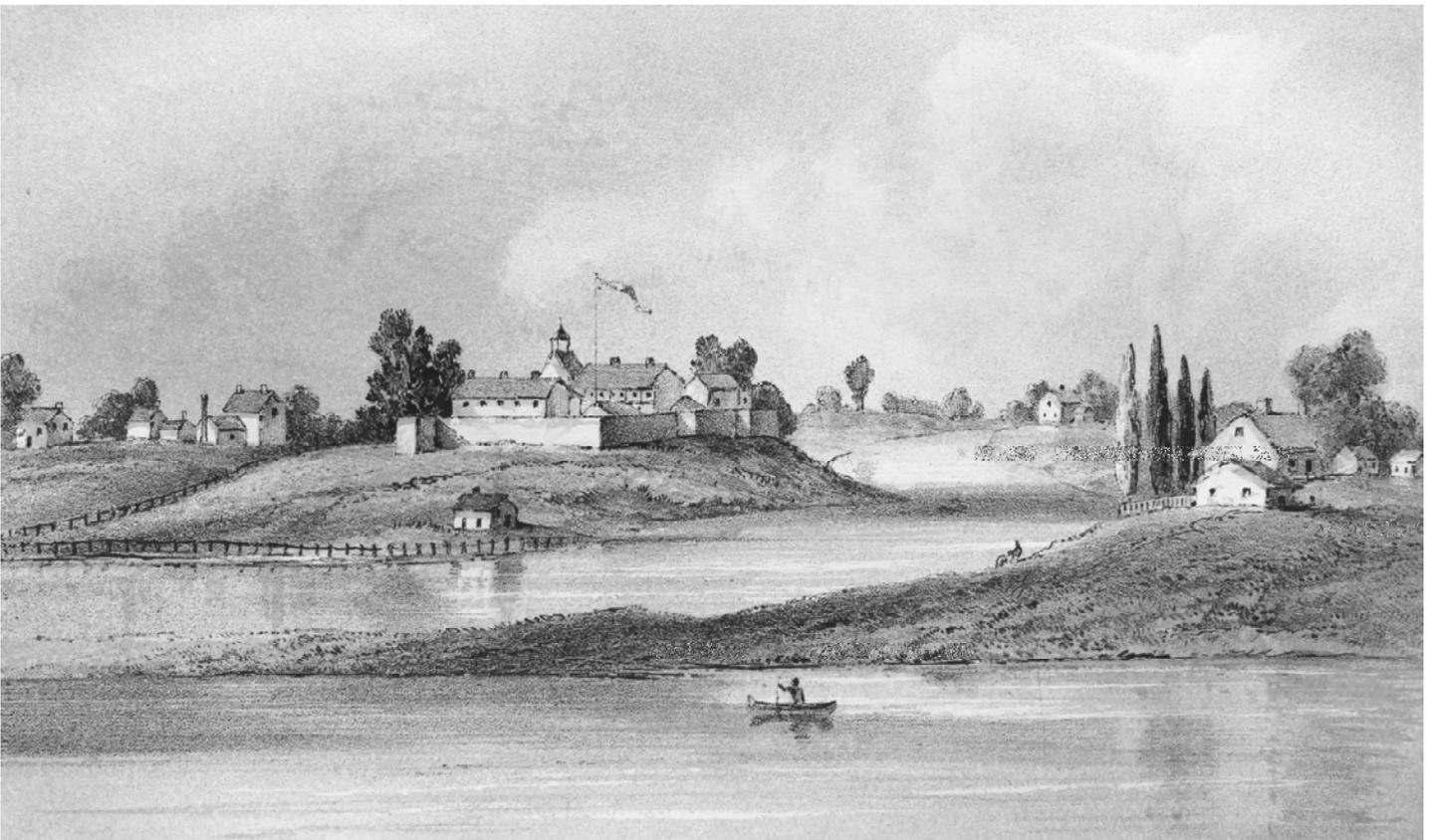
FOOD CHAIN PYRAMID

1. Color the sun in the center of the food pyramid
2. Write the names of the producer on the bottom line; the primary consumer on the middle line; and the secondary consumer on the top line of the bottom triangle.
3. Draw a picture of the producer in the bottom section; the primary consumer in the middle section; and the secondary consumer in the top section of the triangle on the right.
4. Cut out the square **ONLY** on the dotted lines. Cut a slit on the dotted line where shown.
5. Fold the light gray lines that go kitty-corner across the square. Tuck the blank triangle underneath the triangle next to it and glue it in place to make a pyramid.

CHICAGO



TODAY (<https://pixabay.com/photos/architecture-chicago-buildings-1869211/>)



IN 1831 (Sketch by Juliette Kinzie)

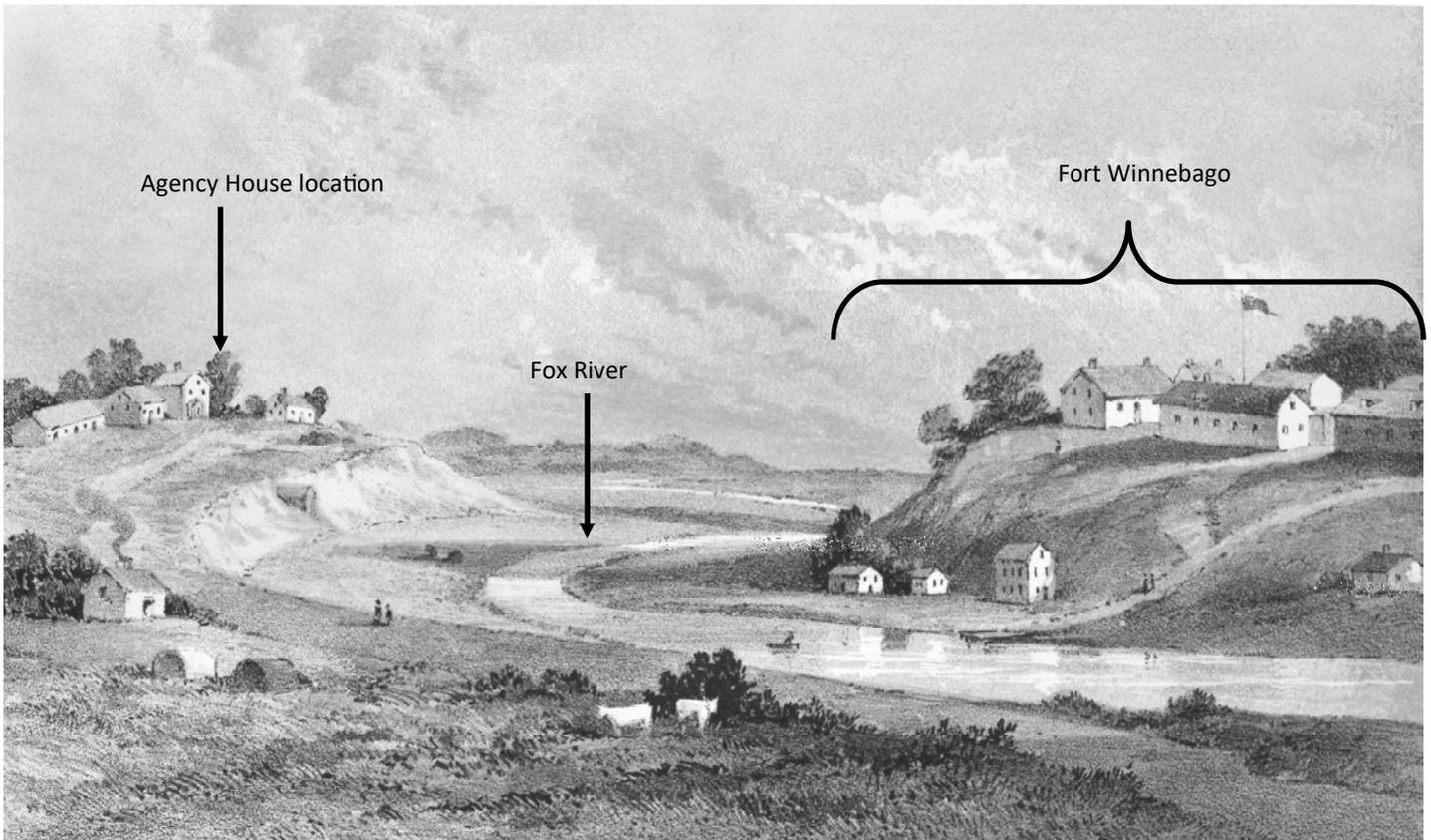
Historic Indian Agency House Landscape



THE PRAIRIE TODAY: Historic prairie still survives on the property from at least the 1830s. Today there is also dense woods, marshland, farmland and the Fox River on the landscape.



1830s AND BEFORE: This painting is not of the Agency House property, but it depicts the types of Ho-Chunk homes (chipotekes) which would have been on the prairie landscape in that area long ago. Prairie, marsh, sparse trees, and the Fox River were part of the Ho-Chunk landscape.



1832: Juliette Kinzie (wife of Indian Agent John H. Kinzie) sketched this scene showing where the Agency House was located. There were many buildings, including a blacksmith's house and shop, an interpreter's house, Frenchmen's houses, a storehouse, and more (see next page). The buildings of Fort Winnebago were across the river from the Agency property.



TODAY: How has the landscape changed?

The Agency

In the Bigger Picture

Widening the Lens

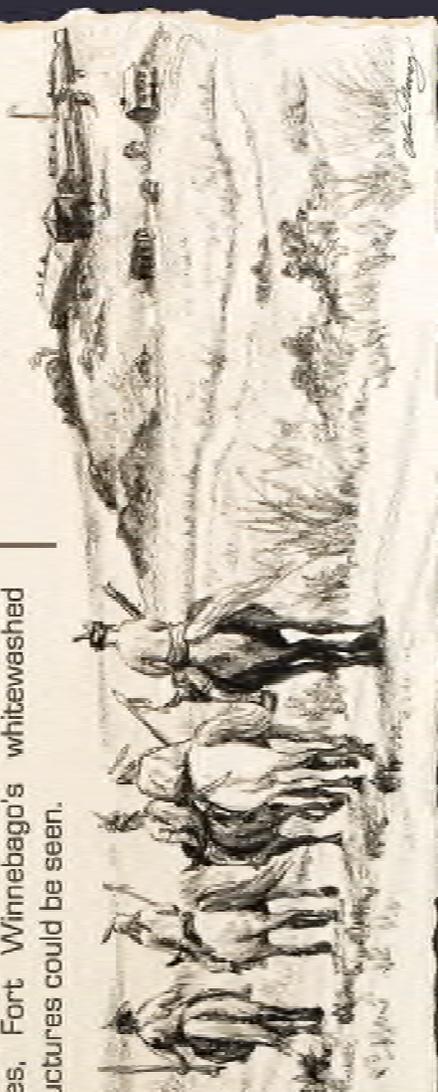
The Agency existed within a broader context. Although positioned within the protection of Fort Winnebago, the Agency was distant enough to be a neutral meeting site. The neighboring Ho-Chunk village was well suited to serve as a gathering place for the tribe's bands. Regionally, the Fort Winnebago Agency constituted a midpoint between established agencies, reducing the distance between U.S.-tribal points of contact from 280 to 140 miles. Nationally, it functioned within the logistical network of the U.S. government which was analyzing the region's potential with renewed interest.

The rigors of time and nature have left the Indian Agency House a lone survivor of a panoramic view which once bustled with activity. The Agency blacksmith's house and shop, stables, a storehouse, Pierre Paquette's American Fur Company trading post, and additional assorted outbuildings were once clustered around this remaining structure. Annual gatherings, as well as emergency councils, regularly convened Ho-Chunk leaders from across the state. During the 1832 Blackhawk War, fifty lodges of Ho-Chunk refugees set up camp around the Agency which had become a hub of information. Across the river, now obscured by trees, Fort Winnebago's whitewashed structures could be seen.

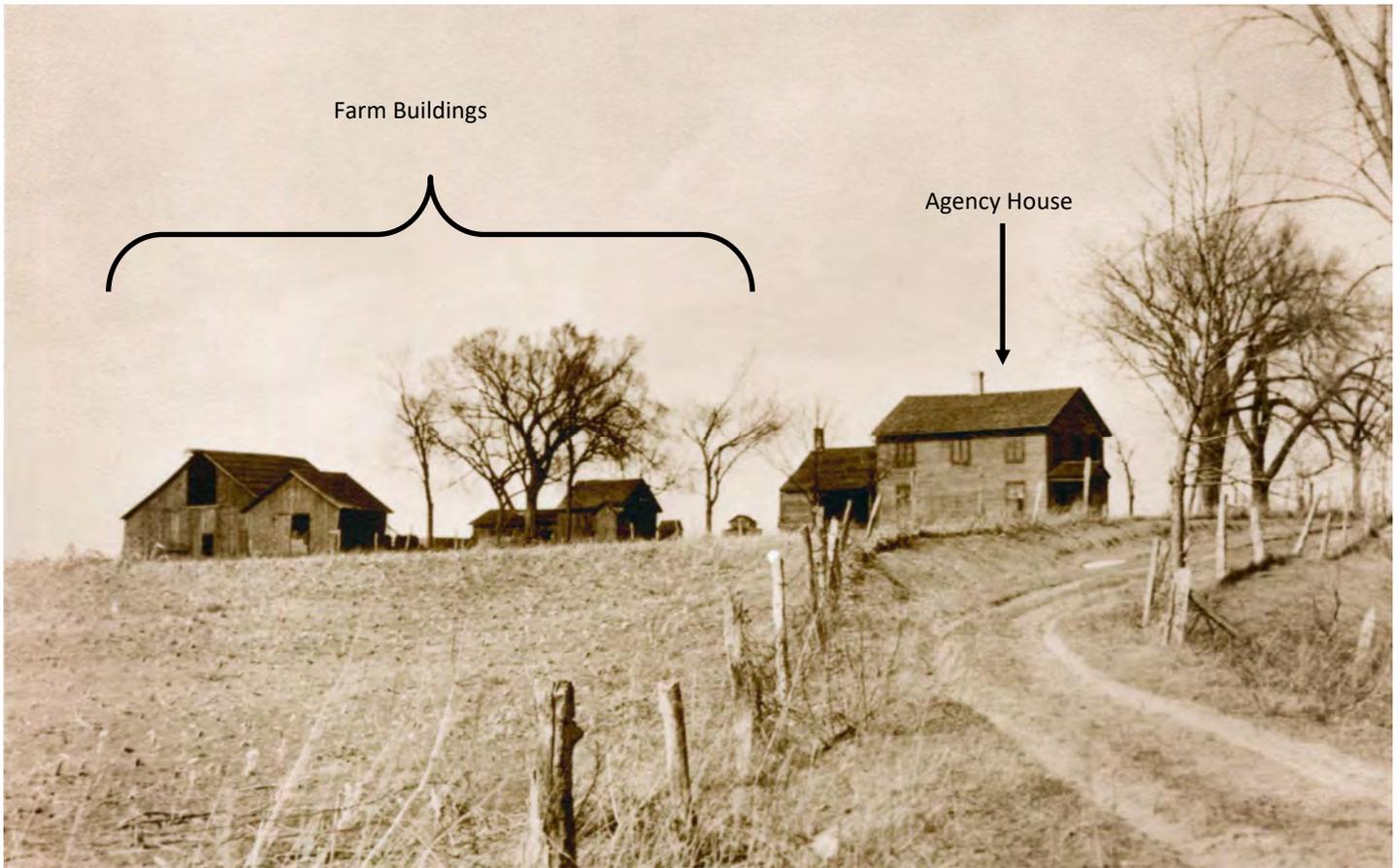
Eyewitness Details

We were sitting at the windows which looked out on the Portage... [and] could perceive a moving body of...Indians. They passed the road which turns to the fort, and rode... up the hill leading to the Agency. The party having ascended the hill, halted near the blacksmith's shop, but did not dismount. At this moment, my husband appeared in the direction of the interpreter's house...[and] walked along towards the new corners. A space was soon cleared around the leader and my husband, when the former commenced an oration. At length...we saw my husband leading [them] to his storehouse.

~Juliette Kinzie-



Another view of what the landscape may have looked like in 1832. What do you notice in the landscape?



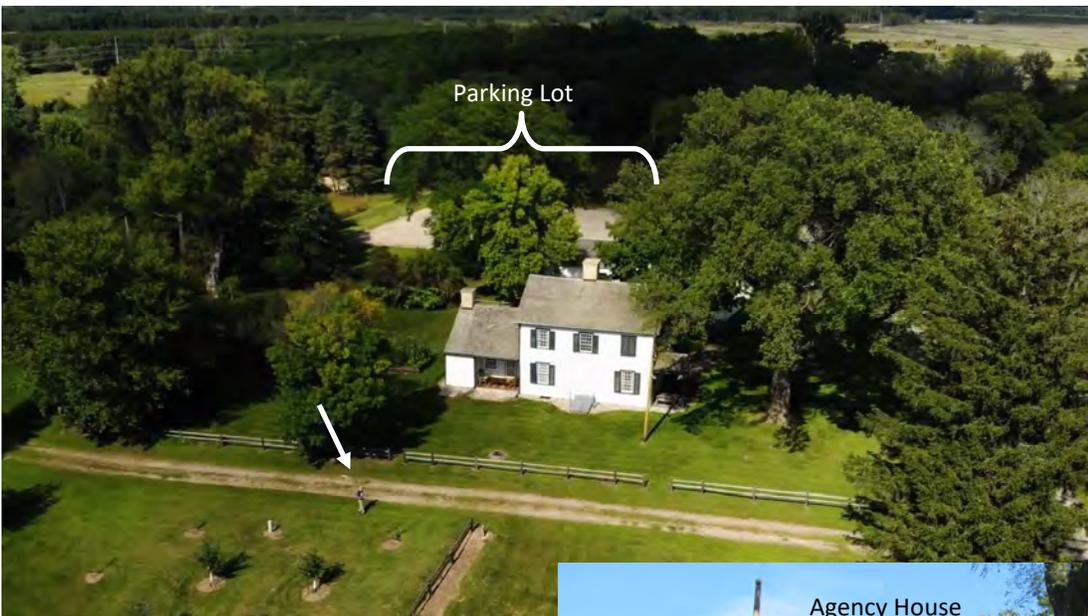
Appx. 1930: After it ceased functioning as an Indian Agency in 1833, the Agency House served for brief periods as a tavern for travelers (like a hotel) and a trading post, and for a long time as a farmhouse. How did the landscape change between 1832 and 1930? What differences do you see?



TODAY: How has the landscape changed between 1930 (above) and today?



1941: In 1931, the NSCDA-WI purchased the Agency House property, restored the house to what it looked like in 1832 and opened it as a museum. What other changes do you see in the landscape between 1930 (previous page) and 1941? (Note of interest: How was this aerial photo taken? Hint: look at the shadow in the lower right-hand corner.)



A visitor center was built in 1967



TODAY: How has the landscape changed between 1941 and today? (Note of interest: How was this aerial photo (above) taken? Hint: What do you think the guy on the ground by the gravel driveway is flying with his remote control?)

Wisconsin Educational Standards

<https://dpi.wi.gov/standards>

UNIT 1: What is a Landscape?

ART AND DESIGN EDUCATION

- A.A.Cr.4.i: Investigate: Experiment with studio skills, techniques, materials, tools, and elements and principles of art and design through practice.
- A.A.R.6.i: Describe: Describe details, subject matter, and the context of an artwork.
- A.A.Cn.4.i: Interdisciplinary: Describe and demonstrate relationships between art and design, and their learning in other disciplines

Environmental Literacy and Sustainability

- ELS.EX2.A.i: Analyze a system to break it down into its component parts to understand their interconnectedness in forming the whole system. Identify a familiar system, differentiate and relate ideas, identify nested systems, consider perspectives and alternate boundaries, and name parts of relationships. Describe how perspective is comprised of both a point and a view.

UNIT 2: Components of a Landscape: Geography

Environmental Literacy and Sustainability

- ELS.EX2.A.i: Analyze a system to break it down into its component parts to understand their interconnectedness in forming the whole system. Identify a familiar system, differentiate and relate ideas, identify nested systems, consider perspectives and alternate boundaries, and name parts of relationships. Describe how perspective is comprised of both a point and a view.

Science

- SCI.ESS2.A.4,5: Four major Earth systems interact. Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, organisms, and gravity break rocks, soils, and sediments into smaller pieces and move them around.
- SCI.ESS2.A.D.3: Climate describes patterns of typical weather conditions over different scales and variations. Historical weather patterns can be analyzed.
- SCI.LS4.A.3: Particular organisms can only survive in particular environments.

UNIT 3: Components of a Landscape: Ecology

Environmental Literacy and Sustainability

- ELS.C1.C.i: Investigate and classify natural and designed objects, formulate questions about the relationship between physical and natural characteristics of the environment (e.g., soil/plants, water/animals), identify patterns, make predictions, and solve problems through sensory observations and active exploration.
- ELS.EX2.A.i: Analyze a system to break it down into its component parts to understand their interconnectedness in forming the whole system. Identify a familiar system, differentiate and relate ideas, identify nested systems, consider perspectives and alternate boundaries, and name parts of relationships. Describe how perspective is comprised of both a point and a view.

(Standards continue on next page)

Standards (Cont.)

UNIT 3: Ecology (continued)

- ELS.EX2.B.i: Explain how living and nonliving things can affect survival of organisms. Recognize ways that organisms depend on other organisms (e.g., plants depend on animals for pollination and seed dispersal) and that each has a role in the function of the ecosystem (e.g., producers, consumers, and decomposers).
- ELS.EX3.B.i: Evaluate how diversity influences the quality of ecosystem functions that provide resources and services necessary for survival and how different roles contribute to diversity (e.g., balance of producers and consumers needed for a healthy, diverse food chain or the impact of soil, water, and air quality on life). Examine discoveries and technologies that influence the characteristics and quality of natural systems and develop new solutions.
- ELS.EN6.C.i: Understand the differences between renewable and nonrenewable natural resources and the outcomes of using each type of resource on the environment and people.

Science

- SCI.LS1.C.5: Food provides animals with the materials and energy they need for body repair, growth, warmth, and motion. Plants acquire material for growth chiefly from air, water, and process matter, and obtain energy from sunlight, which is used to maintain conditions necessary for survival.
- SCI.LS2.A.5: The food of almost any animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants, while decomposers restore some materials back to the soil.
- SCI.LS2.C.3: When the environment changes, some organisms survive and reproduce, some move to new locations, some move into transformed environments, and some die.
- SCI.LS4.D.3: Populations of organisms live in a variety of habitats. Change in those habitats affects the organisms living there.

UNIT 4: Components of a Landscape: People

Agriculture, Food, and Natural Resources

- EHS1.a: Assess the interdependency among natural and human-built systems, including social, ecological and economic health.
- GCA1.a: Evaluate the effects of diversity encountered through interactions with people in or from other parts of the community, state, nation, and world.
- GCA1.b: Explain how events in one part of the world affect nations, communities and individuals in other parts of the world.

Environmental Literacy and Sustainability

- ELS.C1.B.i: Describe natural and cultural histories of a locality, and explain the relationship between the two from a variety of perspectives, and identify how that creates a sense of place. Examine how meeting one's needs for food, water, and shelter can impact natural and cultural systems.
- ELS.EX2.A.i: Analyze a system to break it down into its component parts to understand their interconnectedness in forming the whole system. Identify a familiar system, differentiate and relate ideas, identify nested systems, consider perspectives and alternate boundaries, and name parts of relationships. Describe how perspective is comprised of both a point and a view.
- ELS.EX2.B.i: Explain how living and nonliving things can affect survival of organisms. Recognize ways that organisms depend on other organisms (e.g., plants depend on animals for pollination and seed dispersal) and that each has a role in the function of the ecosystem (e.g., producers, consumers, and decomposers).

(Standards continue on next page)

Standards (Cont.)

UNIT 4: People (continued)

- ELS.EX2.C.i: Investigate how Wisconsin's natural systems have shaped the state's cultural systems. Investigate how access to renewable and nonrenewable natural resources necessary for survival influences human interactions between and within geographic regions.
- ELS.EX3.C.i: Describe how cultures relate to their environments. Examine different perspectives on shared natural resources, and identify ways to measure health. Describe the importance of creating equitable policies, rules, and laws. Discuss the idea of right and wrong and examine impacts of individual actions.

Family and Consumer Sciences

- GCA1.a.1.e: List ways in which people are different from one another.
- GCA1.a.4.m: Explain reasons people are different based on where in the world they live.
- GCA1.a.2.e: List ways in which communities are different from one another.

Social Studies

- SS.BH2.a.4-5: Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.
- SS.Geog1.a.4-5: Summarize how location (absolute and relative) affects people, places, and environment.
- SS.Geog2.a.3: Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal) and different types of places on Earth (e.g., community, state, region, country, or nation).
- SS.Geog2.b.5: Investigate push and pull factors of movement in their community, state, country, and world.
- SS.Geog5.b.5: Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).

Science

- SCI.ESS3.A.4: Energy and fuels humans use derived from natural sources, and their use, affects the environment. Some resources are renewable over time; others are not.

UNIT 5: The Historic Landscape

Agriculture, Food, and Natural Resources

- GCA1.a: Evaluate the effects of diversity encountered through interactions with people in or from other parts of the community, state, nation, and world.
- GCA1.b: Explain how events in one part of the world affect nations, communities and individuals in other parts of the world.

Environmental Literacy and Sustainability

- ELS.C1.B.j: Describe natural and cultural histories of a locality, and explain the relationship between the two from a variety of perspectives, and identify how that creates a sense of place. Examine how meeting one's needs for food, water, and shelter can impact natural and cultural systems.

(Standards continue on next page)

Standards (Cont.)

UNIT 5: The Historic Landscape (continued)

- ELS.EX2.C.i: Investigate how Wisconsin's natural systems have shaped the state's cultural systems. Investigate how access to renewable and nonrenewable natural resources necessary for survival influences human interactions between and within geographic regions.
- ELS.EX3.C.i: Describe how cultures relate to their environments. Examine different perspectives on shared natural resources, and identify ways to measure health. Describe the importance of creating equitable policies, rules, and laws. Discuss the idea of right and wrong and examine impacts of individual actions.

Social Studies

- SS.Geog4.a.4: Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state or national parks, historical park, or battlefield).
- SS.Hist2.b.i: Describe patterns of change over time in the community, state, and the United States.
- SS.Hist3.c.i: Explain how historical events have possible implications on the present.
- SS.Geog2.c.5: Describe population changes in their state and country over time.

Science

*Note: If you do the "Archaeology Kids' Camp" section, refer to the Wisconsin Educational Standards in that particular curriculum guide (www.agencyhouse.org/archaeology-kids-camp).

UNIT 6: Our Story: The 1832 Landscape

Agriculture, Food, and Natural Resources

- GCA1.a: Evaluate the effects of diversity encountered through interactions with people in or from other parts of the community, state, nation, and world.
- GCA1.b: Explain how events in one part of the world affect nations, communities and individuals in other parts of the world.

Environmental Literacy and Sustainability

- ELS.C1.B.i: Describe natural and cultural histories of a locality, and explain the relationship between the two from a variety of perspectives, and identify how that creates a sense of place. Examine how meeting one's needs for food, water, and shelter can impact natural and cultural systems.
- ELS.EX2.C.i: Investigate how Wisconsin's natural systems have shaped the state's cultural systems. Investigate how access to renewable and nonrenewable natural resources necessary for survival influences human interactions between and within geographic regions.
- ELS.EX3.C.i: Describe how cultures relate to their environments. Examine different perspectives on shared natural resources, and identify ways to measure health. Describe the importance of creating equitable policies, rules, and laws. Discuss the idea of right and wrong and examine impacts of individual actions.
- ELS.EX5.A.i: Explain how one's cultural identity and views can influence decision-making and sustainability in natural and cultural systems. Identify parts, relationships, and perspectives present in a local issue, and examine the impact of individual and group choices on natural and cultural systems.

(Standards continue on next page)

Standards (Cont.)

UNIT 6: 1832 Landscape (continued)

Family and Consumer Sciences

- [EHS1.b.3.m](#): Evaluate consequences of a variety of approaches on social, ecological, and environmental systems.
- [GCA1.a.1.e](#): List ways in which people are different from one another.
- [GCA1.a.3.e](#): Identify historical examples of large ethnic groups emigrating to a new country or community.
- [GCA1.a.6.m](#): Describe the effects of diverse groups moving into the same community.
- [GCA1.b.2.e](#): Discuss how personal differences can contribute to conflict between individuals.
- [GCA1.b.5.m](#): Describe how personal conflicts can lead to larger scale conflicts between groups of people.

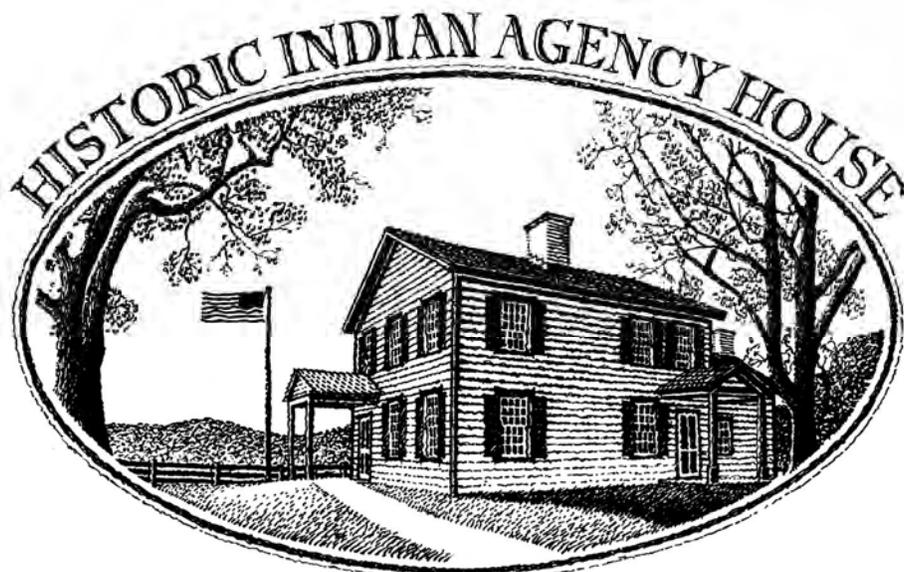
Social Studies

- [SS.BH3.a.5](#): Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.
- [SS.Geog2.b.5](#): Investigate push and pull factors of movement in their community, state, country, and world.
- [SS.Geog2.c.5](#): Describe population changes in their state and country over time.
- [SS.Geog4.a.4](#): Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state or national parks, historical park, or battlefield).
- [SS.Hist2.c.i](#): Analyze individuals, groups, and events to understand why their contributions are important to historical change or continuity.
- [SS.Hist3.c.i](#): Explain how historical events have possible implications on the present.

Wisconsin Act 31: American Indian Studies in Wisconsin

*All Wisconsin public school districts must provide instruction on the history, culture, and tribal sovereignty of Wisconsin's eleven federally-recognized First Nations.

- [§118.01\(2\)\(c\)\(7. and 8.\), Wis. Stats.](#)
(2)Educational Goals...each school board shall provide an instructional program designed to give pupils:
7. An appreciation and understanding of different value systems and cultures.
8. At all grade levels, an understanding of human relations, particularly with regard to American Indians...
- [§121.02, Wis. Stats.](#)
(1) Except as provided in §118.40 (2r)(d), each school board shall:
(L) 4. Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades.

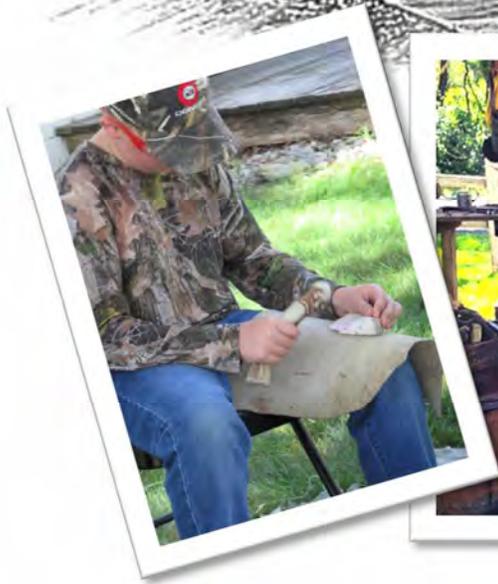


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