

Lesson Title: Building Wisconsin

Grades: 3-5

Theme Area: Wisconsin's response to 20th century change; Prosperity, depression, industrialization, and urbanization

Standards: Social Studies: History: B.4.1, B.4.9; Political Science and Citizenship: C.4.3; Behavioral Sciences: E.4.6; English Language Arts, Writing: B.4.1; Oral language: C.4.1

Introduction/Background

The courthouse was usually the most important building in American cities, towns, and villages. Most of the important business of the locality took place there including some courts of law for individuals who broke the laws and local government activities. Adams County in Friendship, Wisconsin was the county seat, which meant that the legal and government business for the entire county took place here.

Lesson Objective(s):

1. Analyze photographs using the graphic organizer or National Archives Photo Analysis Worksheet (http://memory.loc.gov/learn/features/doc_analysis/graphic_organizer.pdf or http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)
2. Make inferences about construction, the courthouse, and its importance based on their observations of the photographs
3. Sequence photos in the proper order of the construction of the Adams County Courthouse.

Information Sources/Resources:

Go to Taylor Brothers Photographs: <http://digital.library.wisc.edu/1711.dl/WI.TaylorBros> and search for Adams County Courthouse. You will get 16 images, but the eight showing the construction (from moving the old courthouse through to before the grass was planted) are appropriate. You might also include some of the photos of the finished courthouse.

Encyclopedia Britannica online is a good source for information about building construction.

Materials

Computers with Internet access for small groups of students (2-3) or teacher/instructor computer with an LD to project the images. (The lesson might work best if students can work at their own computers because they can increase the size of the image for better viewing.)

Suggested Activities

This is not a step by step lesson plan but a series of slightly different activities to do with these photographs.

1. To begin the lesson, ask students if they know what a courthouse is? Do you know what happens in a courthouse? Does our town have a courthouse? Where is it? What does it look like? Where is the county seat of our county? Is there a county courthouse in our county seat? What does it look like? (You might try to get pictures of the county courthouse or the courthouse/municipal building in your town. The State of Wisconsin Collection has many local history collections that might be of use. Explore <http://digital.library.wisc.edu/1711.dl/WI> to see if your community has images online.)
2. Copy and paste the images into a PowerPoint presentation. Show the images and discuss what is happening in each one. Then ask students to help put them in the proper order for construction beginning with the moving the original courthouse.
3. Print out the eight images (select a large size, so students can see the details). Have each group of students discuss what they see in the photos. What stage of construction is the courthouse in in their photo? (i.e. laying the foundation, digging, finishing, etc.) Then have students get up and look at the other photos and work cooperatively with the other groups to organize the photos in the proper order of construction.
4. Print out packets of the 8 images (5-6 should be enough to have groups of 3-5)
5. Questions for students to consider: What is happening in the picture? Who are the people in the photo? What objects do you see? What materials is the building made of? Discuss bricks, mortar, wood, iron or steel, nails, etc. Ask students if they know what machinery would be used today to construct a building? What are people doing in the picture? What questions does this photograph raise in your mind? Where could you find the answer to them?

Glossary

Inference	construction	foundation	bricks
Mortar	cement	scaffold	ladder
Wheelbarrow	primary source	stone mason	

Conclusion

Discuss what we can learn from old photographs as primary sources of information. What questions do these pictures raise? How can you find out the answers?

Assessment

Through participation in class and small group discussion, students will demonstrate the ability to sequence the photos properly, analyzing photos, and making inferences about the period in Wisconsin history. Students will also indicate in discussion what they have learned about local government and basics about the legal system.

Possible Lesson Extensions:

1. Students can use a map to locate Adams County and Friendship, WI and calculate how far it is from where they live in Wisconsin.
2. Once the sequence is complete, students can write a story about the construction of the County courthouse.