

# WISCONSIN BIOGRAPHIES

<b>Purpose</b>	<b>Identifying Important Historical Themes</b>				
<b>Task</b>	Students will identify a theme connecting a group of historic Wisconsinites and make a set of trading cards.				
<b>Sample Essential Questions:</b>	<i>How are people connected in time through history?</i> <i>How does history connect people?</i>				
<b>Standards:</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">WI Standards for Social Studies</td> <td>SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States. SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.</td> </tr> <tr> <td style="text-align: center;">Common Core – English Language Arts</td> <td>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace</td> </tr> </table>	WI Standards for Social Studies	SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States. SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.	Common Core – English Language Arts	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
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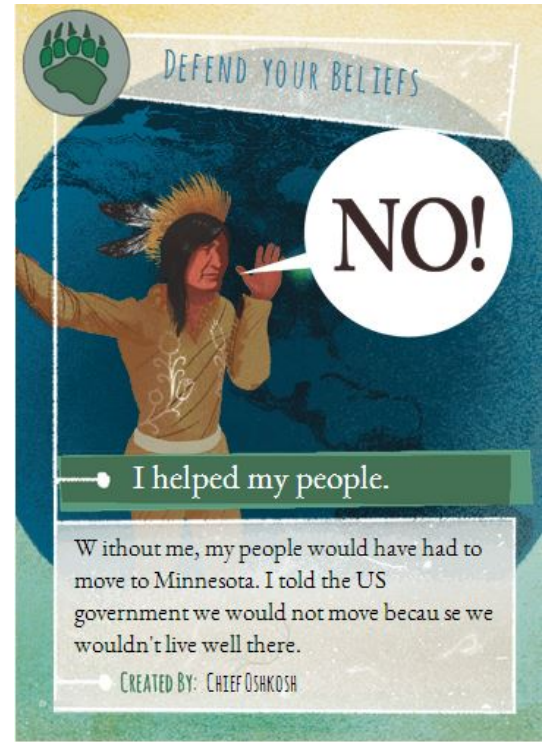
<b>Directions:</b>	<i>Before You Begin</i>	Choose two or more people who are connected by a theme. <i>Did they all work for justice, or peace or democracy? Are their stories about leadership, or economics, or freedom?</i> This will be the theme for your trading cards.
	<i>Design</i>	Choose a color, background, and photo that show this person's connection to the theme.
	<i>Title</i>	Write the trading cards theme.
	<i>Main Idea</i>	Record a short statement about how the person(s) depicted on the trading card relates to the theme.
	<i>Summary</i>	Write a description about how the person or their actions connect to the theme you chose for your trading cards.
	<i>Name</i>	Type your name.



# WISCONSIN BIOGRAPHIES

<b>Purpose</b>	Describing Historical Events Using A Different Point of View	
<b>Task</b>	Students will create one or more trading cards describing the historical importance of an individual from that person's point of view.	
<b>Sample Essential Questions:</b>	<i>What makes a person important?</i> <i>How do people create change?</i>	
<b>Standards:</b>	<i>WI Standards for Social Studies</i>	SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.  SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.
	<i>Common Core – English Language Arts</i>	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information  W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

<b>Directions:</b>	<i>Before You Begin</i>	Choose a historical figure and think about why what he or she did is important. Ask yourself questions such as: <i>What did he or she do that created change? How do their actions affect your life today?</i> You are going to make a trading card as if you were that historical person and describe why “your” (meaning you as the historical person) actions make you the most important person in Wisconsin’s history.
	<i>Design</i>	Choose a color, background, and photo that relates the historical person’s actions or why you think this person is important.
	<i>Title</i>	Write a short phrase the Wisconsinite might say. This phrase should inform the reader about one of the person’s actions or characteristics.
	<i>Main Idea</i>	Pretend you are the Wisconsinite. Write a short statement about why you (the historic person) are the most important person in Wisconsin’s history.
	<i>Summary</i>	Write statements supporting your main idea using persuasive sentences starters such as:  “Without me...” “Wisconsin would not be the same if I did not...” “Can you imagine if...”
	<i>Name</i>	Type the Wisconsinite’s name.



# WISCONSIN BIOGRAPHIES

<b>Purpose</b>	Using Imagery to Convey Meaning												
<b>Task</b>	Students will carefully choose a trading card color, background, and image that represent a specific historic Wisconsinite. The learner will then write a short description detailing why he or she chose those visuals for their card.												
<b>Sample Essential Questions:</b>	<i>What makes a person important?</i> <i>What is persuasion?</i>												
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# WISCONSIN BIOGRAPHIES

<b>Purpose</b>	Evaluate and Connect Historical Events to the Present
<b>Task</b>	Students will create a set of trading cards that describe how decisions and actions of historic figures affect their own lives.
<b>Sample Essential Questions:</b>	<i>How have historical events affected my life?</i> <i>What makes a person's actions significant or important?</i>
<b>Standards:</b>	<i>WI Standards for Social Studies</i> SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems. SS.Hist3.c.i Explain how historical events have possible implications on the present.
	<i>Common Core – English Language Arts</i> RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text W.4.9 Draw evidence from literary or informational text to support analysis, reflection, and research

<b>Directions:</b>	<i>Before You Begin</i>	Choose a historical figure. Think about what they did while they were alive. <i>What did they create? What did they inspire others to do? What goals did they work towards?</i> You will be making a set of trading cards that tell how the person's actions affect your life.
	<i>Design</i>	Choose a color, background, and photo for your trading card that shows something the historical person did that affects your life.
	<i>Title</i>	Write a short title describing the person shown on the trading card.
	<i>Main Idea</i>	Write a short statement telling how the person's actions affect your life.
	<i>Summary</i>	Give supporting details summarizing how the person on the trading card affected your life. You can use statements that begin with words such as:  <i>"If it wasn't for _____,...."</i> <i>"I am glad _____ did _____ because...."</i>
	<i>Name</i>	Type your name.



# WISCONSIN BIOGRAPHIES

<b>Purpose</b>	Summarize Historical Events
<b>Task</b>	Students will create a set of trading cards summarizing why each historical person depicted on the trading card is important or significant.
<b>Sample Essential Questions:</b>	<i>What makes a person famous?</i> <i>What makes a person's actions significant or important?</i>
<b>Standards:</b>	<i>WI Social Studies Standards</i> SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
	<i>Common Core – English Language Arts</i> R.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

<b>Directions:</b>	<i>Before You Begin</i>	Choose a historical figure and some of the important (or significant) actions he or she did while alive. <i>What did they begin? What did they change?</i> You are going to make trading cards that tell the historical person's <b>most important</b> or significant actions.
	<i>Design</i>	Choose a color, background, and photo for your trading card that shows something important the person did.
	<i>Title</i>	Type the person's name.
	<i>Main Idea</i>	Write a two to four action word statement describing the person. For example: <i>Running Wild</i> or <i>Craving Freedom For Everyone</i>
	<i>Summary</i>	Write a short description summarizing this person's most important or significant actions.
	<i>Name</i>	Type your name.

