Middle School Teaching Guide

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Find this and more educational resources at WIMediaLab.org.
Segment One: Early History

Lesson Name: The Cardy Campsite: Paleo-Indians - Door County’s First Inhabitants

Grade: Middle School

Subject Area: Social Studies

Time: 45-60 minutes

Objective: Students will learn about the Paleo-Indians, the first peoples to inhabit Wisconsin, as they research and analyze archaeological data from the Cardy Paleo-Indian Campsite.

Standards Addressed: Wisconsin Model Academic Standards for Social Studies

Standard B: History
B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used
B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

Materials: Wisconsin Hometown Stores: Door County, Segment One: Early History
Digital mapping tool such as Google Maps
Descriptions from Cardy Paleo-Indian Campsite sign (provided)
Photos of the sign located at the Cardy Paleo-Indian Campsite (provided)
Classifying Artifacts worksheet (provided)
**Procedure:**
First ask students, “Who lived on this land before we did? When did they arrive?” Answers may include: grandparents, American Indians, etc. Next, view Wisconsin Hometown Stores: Door County, Segment One: Early History. As a class, discuss with students who they believe were the first people to arrive in present-day Door County.

Next, as a class map the Cardy Paleo-Indian Campsite using a digital mapping tool such as Google Maps. The campsite's location is: 44°49’26.1”N, 87°23’25.1”W.

Next, distribute to students the descriptions from the Cardy Paleo-Indian Campsite sign titled: Discovery, Investigation, and Conclusions and Questions. Show students the photos of the sign located at the Cardy Paleo-Indian Campsite to let them know that the descriptions are from the sign. Instruct students to read each of the descriptions with a partner, using a highlighter to note important information. When complete, tell partners to write a short summary of the three descriptions. Ask students to share their summaries with the class.

Next, display for students Figures 10-11 and 13-19 from the article “Mastodons, Fluted Points, and the “Valders Problem” in Northeastern Wisconsin.” Distribute Classifying Artifacts worksheet, one to each student. Instruct students to work in groups of two or three to complete the worksheet. After all students are have finished, review the students answers as a class, noting any patterns the students observe.

**Extension Activity:** Organize a field trip for your students to visit the Cardy Paleo-Indian Preservation Site located at 322/324 W. Spruce St., Sturgeon Bay, WI 54235.
Descriptions from Cardy Paleo-Indian Campsite sign

The sign reads:

**Discovery**
An archaeological mystery lay hidden here for many years. Since 1878 four generations of the Cardy family collected chipped stone implements from the vegetable gardens and surrounding farm area. Interest in these artifacts was re-kindled in the 1950s when Clayton’s son Darrel left Sturgeon Bay to pursue a degree at the University of Wisconsin-Madison. Armed with new information from his archaeology textbook, Darrel surmised that the projectile points found at the Cardy gardens were similar to those found at Clovis, New Mexico, and hence among the oldest artifacts known in North America. Darrel took the artifacts to Madison seeking confirmation, but local scholars quickly pronounced it unlikely, since it was “known” that northeastern Wisconsin was ice-bound and uninhabited some 11,000-12,000 years ago when Clovis-like artifacts were in use. Interest in the site waned.

Image by Justin Skiba.
Descriptions from Cardy Paleo-Indian Campsite sign

The sign reads:

**Investigation**

In 1979, some 20 years after the denial of the Cardy Site antiquity, interest was sparked anew when a grant from the National Oceanic and Atmospheric Administration brought Dr. David F. Overstreet, then Director of the Center for Cultural Research at Marquette University, to the Cardy doorstep. Mr. Clayton Cardy expressed interest in the archeologist’s desire to confirm or deny the presence of Ice-Age people at Sturgeon Bay and understand the great significance of this problem, but he was unwilling to allow any disturbance to his gardens. Another 24 years would pass before at the age of 88, Clayton Cardy decided it was time to resolve the nagging questions that persisted for so many years about the archaeological site’s validity and antiquity. He gave Dr. Overstreet permission to conduct an archaeological excavation.

In 2003 the long-awaited tests excavations commenced. A series of seventeen test pits were carefully excavated within the garden and the surrounding Cardy property. The test pits yielded a bounty of chipped stone tools including four broken spear points, scrapers, flake cutting tools, and chipping debris from stone tool manufacture. Much of the stone used to make these tools is nonlocal—having originated near Moline, Illinois, or perhaps even as far distant as central Ohio.

In 2003 the long-awaited test excavations commenced. A series of seventeen test pits were carefully excavated within the garden and the surrounding Cardy property. The test pits yielded a bounty of chipped stone tools including four broken spear points, scrapers, flake cutting tools, and chipping debris from stone tool manufacture. Much of the stone used to make these tools is nonlocal—having originated near Moline, Illinois, or perhaps even as far distant as central Ohio.

Text from the informational sign at the Cardy Paleo-Indian Campsite

Image by Justin Skiba.
Descriptions from Cardy Paleo-Indian Campsite sign

The sign reads:

**Conclusions and Questions**

The projectile points recovered by the excavations are classified by archaeologists as Gainey points, a type closely related to the Clovis points that caught young Darrel Cardy’s eye in 1959. These points are known to date to about 9000 B.C., so we know the Cardy Site was used at about that time.

Paleoenvironmental studies carried out near Sturgeon Bay and elsewhere in Wisconsin indicate an environment much different than today. Lake Algonquin, which occupied the Lake Michigan and Lake Huron basins at the end of the Ice Age, would have been about 25 feet higher than Green Bay is today. Hence the Cardy Site would have been closer to the shore than it is today, but not right at lakeside. The vast forests that greeted the first white settlers of Wisconsin were not as yet established. Rather treeless tundra like that of modern northern Canada would have dominated the landscape. It is uncertain exactly where the edge of the continental ice sheet would have been located, but it was probably quite close.

We can only speculate about what drew these people to this spot. Was it simply a sense of adventure to roam and occupy new lands? Were they drawn to the tundra at a time when mammoth, caribou, and muskoxen grazed on the sedge meadows and grasslands? Did they compete with big toothed cats, dire wolves, and short-faced bears for these prey animals? These and other questions will be addressed in the future through the generosity of the Cardy family and its partnership with the Archaeological Conservancy to preserve the Cardy Site. Their combined efforts will provide an opportunity to study human adaptation to the rapidly changing climatic conditions along the margins of the continental glaciers at the end of the last great ice-age.
Photos of the sign at the Cardy Paleo-Indian Campsite

Photos taken by Justin Skiba, a Door County educator who assisted with writing the curriculum for *Wisconsin Hometown Stories: Door County.*
Photos of the sign at the Cardy Paleo-Indian Campsite

Photos taken by Justin Skiba, a Door County educator that assisted with writing the curriculum for *Wisconsin Hometown Stories: Door County*.

View of the 2003 excavations.

11,000 year old floor exposed by excavation.

Mr. Clayton Cardy and Dr. David Overstreet talk prior to 2003 excavations.
Classifying Artifacts

Since 1878, four generations of the Cardy family collected chipped stone implements from the garden and surrounding areas. The artifacts collected were similar to those found at Clovis, New Mexico, which were among the oldest known in North America. Studies concluded that the artifacts dated back to 9,000 B.C.

The 2003 excavation produced several chipped stone tools including: spear points, scrapers, flake cutting tools, and chipping debris. Much of the stone used was nonlocal, which suggests it was traded for.

Analyze the artifacts from the Cardy Paleo-Indian Campsite. Discuss and write notes below with your group members on the following artifact features: size, shape, and possible uses.

<table>
<thead>
<tr>
<th>Fluted Points</th>
<th>Moline chert artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>Size</td>
</tr>
<tr>
<td>Shape</td>
<td>Shape</td>
</tr>
<tr>
<td>Possible uses</td>
<td>Possible uses</td>
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<tr>
<td>Question you have about the artifact</td>
<td>Question you have about the artifact</td>
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<table>
<thead>
<tr>
<th>Maquoketa chert artifacts</th>
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<tbody>
<tr>
<td>Size</td>
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<td>Shape</td>
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Segment Two: Ethnic Island

Lesson Name: Tornadoes of Fire

Grade: Middle School

Subject Area: Social Studies

Time: 60-75 minutes

Objectives:
- Students will use information from a text and identify locations on a map that were damaged by the 1871 fire in Door County.
- Students will use information from a text to create an image depicting the area before and after the 1871 fire in Door County.
- Students will read a secondary source, using the information to describe the effects of the 1871 fire in Door County on the local industries.

Standards Addressed:
Wisconsin Model Academic Standards for Social Studies
Standard B: History
B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used.

Materials:
Wisconsin Hometown Stories: Door County, Segment Two: Ethnic Island
Map of Door County
moon.com/wp-content/uploads/2013/09/02_08_The-Bottom-OT-Door.jpg
Comprehension Guide worksheet (provided)
white drawing paper
coloring tools (markers, colored pencils, etc.)
**Procedure:**
As a class, first watch *Wisconsin Hometown Stories: Door County, Segment Two: Ethnic Island*. This segment focuses on the Belgian culture in Southern Door County. The “Tornadoes of Fire” and their effects on Southern Door County communities are also discussed. These tornadoes were on the same night as the Chicago Fire in 1871.

Next, distribute to the class “Tornadoes of Fire at Williamsonville, Wisconsin, October 8, 1871.” Instruct students to read the article in a small group of three or four students. Students should annotate the text as they read, noting important information. When complete, provide each student a *Comprehension Guide*, which they should complete independently.

Provide each student with a map of Door County with Northern Wisconsin. You can download a map using the link provided in the “Materials” section of this lesson plan. Instruct students to color the areas of Southern Door County that the fire affected. Remind students that the areas affected by this are the areas near or where they live today.

Finally, provide students with a piece of white drawing paper, and instruct students to use the information in the article to draw two images of Southern Door County, one before the fire and one after.

**Extension Activities:**
Take students on a field trip to the Tornado Park Memorial in Brussels. While there, have students examine the historical markers and observe the well that saved five lives during the fire.
Name________________________

Comprehension Guide

Answer the following questions using evidence from the article “Tornadoes of Fire at Williamsonville, Wisconsin, October 8, 1871.”

1. What other major fire happened on the same day, overshadowing the fire in Door County?

2. Why were there so many fires during the summer of 1871?

3. Which Door County communities were affected by the fire?

4. What were the effects of the fire in the local community? Which industries were destroyed? Which industry developed?

5. In your opinion, which community suffered the greatest loss? Why?

6. How might life be different today in Southern Door County if the 1871 fire never occurred?
Comprehension Guide Answer Key

1. Chicago Fire

2. fuel, ignition, and dry weather conditions


4. Local communities were destroyed. Prior to the fire industry were primarily related to the vast amounts of timber in the area. Many families owned saw or shingle mills. These were not rebuilt after the fire due to the damage of the terrain. After the fire, there was a large shift to agriculture and subsistence farming in the area.

5. Answers may vary.

6. Answers may vary.
Segment Three: Summer People

Lesson Name: Appeal to the U.S. Government for a Canal through Door County

Grade: Middle School

Subject Areas: Social Studies  
English Language Arts

Time: 45-60 minutes

Objectives: Students will take notes using a primary source about the City of Sturgeon Bay’s proposal to the Federal Government to build a canal.

Students will summarize in a letter the reasons why a canal should be built in Sturgeon Bay.

Standards Addressed: Wisconsin Model Academic Standards for Social Studies

Standard B: History
B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used.

Common Core State Standards for English Language Arts
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Materials: Wisconsin Hometown Stories: Door County, Segment Three: Summer People

Procedure: First, review with students the definition of a primary source. A sample definition is: an original document or object that was created at a certain time and is now used for study. Tell students they will be analyzing a primary source to learn more about the canal being built in Sturgeon Bay.

Next, activate students’ prior knowledge about the canal in Sturgeon Bay, Wisconsin, using Wisconsin Hometown Stories: Door County, Segment Three: Summer People. Discuss with students what they observed.

Afterward, have students read with a partner “Proposed Ship Canal.” As they do so, students should take notes about the document, noting reasons why the canal ought to be built. When all partners have finished, facilitate a classroom discussion on why the canal was built. Students should use their notes during the discussion to provide evidence to support their claims.

Finally, have students pretend they are a citizen of Sturgeon Bay in 1860, and write a one page letter to Congress summarizing reasons a canal ought to be built in Sturgeon Bay.

Extension Activity: Have students create an image or write creatively about one of the following scenarios:

Imagine you are a Congress member receiving the proposal from the City of Sturgeon Bay. Would you accept their proposal?
PROPOSED SHIP CANAL

AT

STURGEON BAY, WISCONSIN,

TO CONNECT

GREEN BAY WITH LAKE MICHIGAN AND OPEN A NEW
HARBOR ON THE WEST SHORE OF THE LAKE.

REASONS WHY CONGRESS SHOULD GRANT LANDS
TO AID IN ITS CONSTRUCTION.

1st. The proposed ship canal will shorten the voyages from
Green Bay to Chicago on each round trip about two hun-
dred miles, or one fifth of the entire distance.

2d. It will avoid the present dangerous channels through
the Islands at the north end of the peninsula called “Porte
du Mort,” or “Death’s Door,” where many valuable vessels
and their cargoes are annually lost.

3d. It will, by means of the breakwater to be built on the
Lake shore, give to the entire shipping traversing Lake
Michigan a safe harbor on the west shore of the Lake, much
needed at that point, enabling vessels, with the assistance of
powerful steam tugs, to be constructed for that purpose, to
run into Sturgeon Bay, proverbial for being the most com-
modious and the finest harbor on the upper Lakes, it being
eight miles long, with an average width of more than one
mile, and thus adding a new harbor on the Lake shore with-
out Congress appropriating one dollar in money for con-
structing the same.

(1870) Proposed ship canal at Sturgeon Bay, Wisconsin, to connect Green bay with Lake Michigan and open a new
harbor on the west shore of the lake. Reasons why Congress should grant lands to aid in its construction. Washington,
rbpe.20605600/.
4th. The length of the proposed canal is one and a half miles, to be built not less than one hundred feet wide nor less than fifteen feet deep.

5th. The quantity of lumber that would annually pass through the canal is estimated at 150,000,000 feet.

6th. The quantity of cord wood, tan bark, staves, cedar posts, railroad ties, telegraph poles, shingles and shingle bolts annually passing through the canal, estimated in cord bulk, would be 50,000 cords.

7th. This immense quantity of freight is carried by about seventy to one hundred vessels, and would make over three thousand passages annually through the canal.

8th. The development of the Lake Superior region, now rapidly progressing, and the system of railroads now being constructed, designed to bring the mineral ores to Green Bay for shipment, will soon largely increase the number of vessels seeking an outlet from Green Bay into the Lake, and not only the present but the future enormous traffic of that region requires the opening of this new channel into the Lake as a link in the great chain of new routes and lines of communication demanded by the opening up of the inexhaustible lumber and mineral resources of northeastern Wisconsin and Lake Superior.

9th. The estimated cost of constructing the canal and breakwater is $500,000.

10th. The average number of vessels annually lost on the Islands, at the channel of “Death’s Door,” is estimated at eight, and the value of the same and their cargoes at $75,000.

11th. Many grain-laden vessels, on their passage from Chicago (and other grain ports) down the lakes, are lost at “Death’s Door,” in trying to take shelter under the Islands in stormy weather.
12th. There is a strong current setting through "Death's Door," dangerous to vessels navigating it, many vessels having been lost in consequence thereof, even in moderate weather, by being drifted on to the shores, which, being rock-bound, is certain destruction to the craft going ashore.

13th. The official map of survey made by the United States Government, a copy from which is now in the hands of your Committee on Public Lands, show the location of Sturgeon Bay, with soundings, &c., and profile of the dividing ridge and of the point of rocks putting out into the Lake, on which it is proposed to build the breakwater, (and the light-house for which Congress made an appropriation a few years ago, but which will be of no practical use on that part of the coast until the ship canal is completed.) The map of the survey, &c., shows the canal to be a perfectly feasible project.

14th. The Substitute Bill now before your committee provides that the donation of lands asked for shall be made to the State of Wisconsin; limits the time for the commencement and completion of the work, and embodies carefully guarded provisions to regulate the grant, and protect the public domain and treasury of the nation in the event of failure on the part of the State to complete the work.

15th. It is an important public work, involving but a small grant of the public lands to consummate a great public improvement, which, when completed, will be hailed with joy and satisfaction, not only by the great lumber interests of Green Bay, but by thousands of shippers, captains, seamen, and shipowners of the Upper Lakes.

16th. To show more fully the dangerous navigation of the "Death's Door" channel, it is only necessary to state that within the last few years the Government has been under the necessity of removing the light-house from Plum Island.
to Pilot Island, and only last fall added to the present lighthouse a “fog-horn,” worked by caloric power, to warn vessels trying to make the passage. These wise precautions are commendable; but the true remedy is for Congress to give to the mariner, and the large and increasing interests concerned, a safe channel that looks as though Nature intended should at some day be made through the portage at Sturgeon Bay.
Lesson Name: How Did We Get a Canal?

Grade: Middle School

Subject Areas: Social Studies
         English Language Arts

Time: 60-75 minutes

Objectives: Students will create a timeline showing important events related to the building of the Sturgeon Bay Canal using evidence from a newspaper article.

Students will read, discuss, and summarize a newspaper article about the building of the Sturgeon Bay Canal.

Standards Addressed: Wisconsin Model Academic Standards for Social Studies
                   Standard B: History
                   B.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment

Common Core State Standards for English Language Arts
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RH.6.8.3 Identify key steps in a text’s description of a process related to history/social studies
RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Materials: Wisconsin Hometown Stories: Door County, Segment Three: Summer People
Excerpt from an unpublished newspaper article, “Signs by the Side of the Road” from the Door County Advocate (provided)
Blank timeline (provided)
Pieces for the blank timeline (provided)
Procedure: First, activate students’ prior knowledge about the canal in Sturgeon Bay, Wisconsin, using Wisconsin Hometown Stories: Door County. Segment Three: Summer People. Discuss with students what they observed.

Next, provide students with a brief history of the canal in Sturgeon Bay: “The Sturgeon Bay Ship Canal connects the waters of Green Bay with Lake Michigan across the Door County Peninsula. The canal is approximately seven miles long. Construction on the canal began in 1871. It cost $342,762.99 to build the canal, which officially opened in 1881.”

Afterward, distribute to students the newspaper article “Signs by the Side of the Road.” Instruct students to read the article with a partner, highlighting important dates and events.

Once complete, tell students they will be creating a timeline of the important events that led up to the completion of the canal in Sturgeon Bay. Provide each student with a set of timeline pieces, and instruct students to cut the pieces apart and glue them in the correct order on the timeline. Students then must write a summary under each of the images, describing what occurred for each the events. Allow students adequate time to complete their timeline.

Finally, review the students’ completed timelines as a class, discussing the canal’s construction process.

Extension Activities: Students can create a comic strip depicting the events of the canal construction in Sturgeon Bay.

Using the Wisconsin Hometown Stories: Door County Exploration Kit, instruct students to add their timeline events from this lesson to the kit’s cards.
Excerpt from “Signs by the Side of the Road”, an unpublished article from the Door County Advocate

In unpublished notes, historian Stanley Green wrote, “The suggestion of a canal connecting the head of Sturgeon Bay with the lake was made in 1835 by a Captain Cran who was surveying the area.

A demand for such a project was created in the early 1850s by the growing lumber industry around the shores of Green Bay which felt the need for a shorter, cheaper, and safer water route to the Chicago markets.”

In 1864, a company was chartered to dig the canal. The state legislature gave them a grant of 200,000 acres to finance the project. Their timing was bad. The canal was grounded by lack of funds.

Historians differ (understatement!) as to who should get the credit for the canal. The government apparently was not eager to get involved.

Holland explained, “The untold dangers that these 7,000 vessels with their 600,000,000 feet of lumber annually encounter in the rocky defiles and tempestuous passages of Death’s Door were thrillingly set forth, but Congress refused to thrill.”

What finally worked? The ever-popular “harbor of refuge ploy.”

The deal was to get the government to underwrite the studies and to appropriate funds for harbor improvements, then to incorporate the improvements for the canal project.

And that’s what happened. The U.S. government paid for the surveys and for the work at the western entrance of the canal and the state renewed the grant of 200,000 acres of timberland.

The digging began in 1871 with a work force made up predominantly of recent immigrants. By 1873, a quarter of the project was substantially completed so the company was to receive its first allotment of land--50,000 acres, which they could sell to raise revenue to finance the second phase of digging. Oh, the company did get $40,000 from the state because part of the canal lands had gone up in smoke during the Peshtigo Fire. Obviously, THAT land wasn’t worth much.

Really, none of the canal timberland was of much value, due to the depression of 72, so the project languished for five years.

According to Greene, “The delay in construction proved profitable. During the interim, an engineer had perfected the use of hydraulic pumps mounted on barges and the use of steam instead of horse and hand power, lowering costs per cubic yard of material excavated from 33 cents to 20 cents, saving $100,000 on the estimated cost of construction. The work was speeded up so that a preliminary cut, usable by small boats was made by July of 1878.”

“The canal was officially certified as completed in 1881 after about a million cubic yards of material had been excavated and a portion of the canal revetted at a cost established by a Congressional investigating committee as $342,762.99.”
Timeline Pieces

1864
Company is chartered to build canal

1864
Bad timing!

1870
Proposal to Federal Government

1881
Canal Officially Completed

1878
Canal is usable

1871
Building Resumes

1835
Canal is Suggested

1873
1/4 of the way done

1877
Hydraulic Pumps Help

1872-1877
Depression
Segment Four: Ripple Effect

Lesson Name: A Choose Your Own Adventure Plan

Grade: Middle School

Subject Area: English Language Arts

Time: 90-110 minutes

Objectives: Students will identify and describe the impact of decisions made in the past and how they relate to the present using examples from Wisconsin Hometown Stories: Door County, history, and their lives.

Students will write a choose your own adventure story.

Standards Addressed: Common Core State Standards for English Language Arts

RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Materials:  

*Wisconsin Hometown Stories: Door County, Segment Four: Ripple Effect*

Cluster Web Organizer interactive, from ReadWriteThink found at:

rwtinteractives.ncte.org/view_interactive.aspx?id=127

Computer with a word processor

Additional Resources:

**Information about Emma Toft**

- **Biographies:**
  - *Wisconsin Women Making History, Emma Toft*
  
  womeninwisconsin.org/emma-toft
  
  *Wisconsin Hometown Stories, Emma Toft*
  
  wpt.org/Wisconsin-Hometown-Stories/207077/wisconsin-hometown-stories-door-county

- **Video:**
  
  Wisconsin Public Television, *Emma Toft: One With Nature*
  
  video.wpt.org/video/2365054149/

**Choose Your Own Adventure Tools**

- **Background history on choose your own adventure stories:**
  
  Mental_Floss
  
  mentalfloss.com/article/56160/brief-history-choose-your-own-adventure
  
  Goodreads
  
  goodreads.com/genres/choose-your-own-adventure

- **Books:**
  
  Choose Your Own Adventure
  
  cyoa.com

- **Vote for your favorite choose your own adventure stories written from around the world:**
  
  ChooseYourStory.com
  
  chooseyourstory.com

**Student Learning Tools**

- **Primary Sources and Newspaper Articles** *(refine search to 1891-present to focus on Emma Toft):*
  
  Badgerlink, Access Newspaper Archive
  
  access.newspaperarchive.com/

**Professional Learning**

- **Professional text on teaching cause and effect:**
  
  ReadWork
  
  bit.ly/29UJ8nx

- **List of mentor texts on cause and effect:**
  
  Good Reads
  
  goodreads.com/shelf/show/cause-and-effect
**Procedure:**

To activate students’ prior knowledge on the conservation and environmentalism in Door County, have students watch *Wisconsin Hometown Stories: Door County, Segment Four: Ripple Effect*. After viewing, discuss how choices we make as individuals affect others and the choices they make. In the segment, Emma Toft stood up for what she believed. She made a choice to do something about what she believed to be wrong. Ask students: *What would have happened to the Baileys Harbor area if Emma would not have stepped forward and created a change? How would things have developed differently?*

As a class, make a list of five events that have occurred. They may be historical, from pop culture, or from your classroom or school. Next, identify the choices that someone made related to that event and the consequences that resulted from the person’s choice. Then, think of two to three consequences for each of the consequences previously listed, building off each response.

The “Ripple Effect” of land preservation near Baileys Harbor is an example that can be shared with students. It is outlined below:

**Historical event:** Albert Fuller discovered rare orchids and other rare plants on 40 acres of land near Baileys Harbor.

**Choices:**
- Albert Fuller could have tried to preserve the land.
- Albert Fuller could have taken his notes about the plants back to Milwaukee and let land be turned into a campsite.

*He chose to preserve the land and turn it into The Ridges.*

**Consequences:**
- The conservationists that began the Ridges start a campaign to gain more preservation land around The Ridges.
- Jens Jenson, Emma Toft, and Albert Fuller continue to work on other county and state land preservation projects.
- The Ridges became a model for other land preservation projects.

Introduce the concept of a choose your own adventure story. Remind students that in these stories, the story is written from the second person perspective and the reader is the protagonist. If these are new literary terms for your students, be sure to define them.

Instruct students to use the *Cluster Web Organizer* to plan their story. The story can be of a topic of the student’s choice. Remind students that in many choose your own adventure stories, one of the choices usually ends the story; other choices make the reader return to other parts of the story. Students should publish their stories using a computer with a word processor.

Once complete, instruct students to exchange stories and read each others’ choose your own adventure. Repeat several times so that students have an opportunity to read at least three of their peers’ stories.
Extension Activity: Have your students add hypertext to their choose your own adventure story.
From ReadWriteThink:
readwritethink.org/classroom-resources/lesson-plans/choose-your-adventure-hypertext-128.html
Lesson Name: Glorious Door County Montmorency Tart Cherries

Grade: Middle School

Subject Area: English Language Arts

Time: 45-60 minutes

Objective: Students will complete a close read on two texts about Door County cherries. They will then compare and contrast the information.

Standards Addressed: Common Core State Standards for English Language Arts
- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- R.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Materials: Wisconsin Hometown Stories: Door County, Segment Five: Cherryland
- Compare Texts graphic organizer (provided)
- Articles:

Procedure: First activate students prior knowledge about agriculture in Door County by asking, “Which crops are grown in Door County?” Answers may include cherries, apples, and corn.
Next tell students that cherries have had a large impact on Door County, which they are going to learn more about while viewing *Wisconsin Hometown Stories: Door County, Segment Five: Cherryland*. After the segment, discuss with students what new information they learned and what information they found surprising. Allow students to choose two of the reading selections listed in the “Materials” section of this lesson plan based on the student’s interest and reading ability. The articles were selected to accommodate a range of reading levels.

Instruct students to read both of the articles they chose using close reading strategies. To do so, they must first read the article, annotating important information. Next, they should read the article again, identifying key terms and text features. Finally, students should read the article a third time, writing a short summary once complete.

After the close reads, instruct them to use the *Compare Texts* graphic organizer, comparing and contrasting the information found in the articles.

**Extension Activities:**

Allow students to select articles about Door County cherries they find online, in newspapers, or in other publications instead of using the selected readings to complete the close reading activity described in this lesson.

After reading about cherries, have your students select and make a recipe that uses cherries. Ask students to present their recipe to the class with the dessert.
Compare Texts

Read two passages about the same topic. When complete, answer the following questions using evidence from the texts.

<table>
<thead>
<tr>
<th>Topic of Both Texts</th>
<th>Text 1</th>
<th>Text 2</th>
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<tbody>
<tr>
<td>Title</td>
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<td>Main Idea</td>
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<td>Supporting Detail</td>
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<td>Supporting Detail</td>
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<td>Text Similarities</td>
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<td>Text Differences</td>
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Lesson Name: Imaginative Realism: Exploring the Artwork of Gerhard Miller

Grade: Middle School

Subject Areas: English Language Arts
Art and Design

Time: 135-180 minutes (3-4, 45-minute class periods)

Objectives: Students will summarize important details in Gerhard Miller's life, a prominent Door County artist, using his biography and Wisconsin Hometown Stories: Door County.

Students will use egg tempera to create a piece of art. They will then write a poem that tells their artwork's story, which they will share with the class.

Standards Addressed:
Common Core State Standards for English Language Arts
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details.
SL.6.1 Comprehension and collaboration- Engage effectively in a range of collaborative discussions, building on other's ideas and expressing their own clearly
SL.6.2 Interpret information presented in diverse media and formats (visually, orally) and explain how it contributes to a topic, text or issue under study

Wisconsin Model Academic Standards for Art and Design Education
Standard E: Visual Communication and Expression
E.6.2 Communicate basic ideas by producing design and art forms
E.6.5 Use visual arts to express ideas that can't be expressed by words alone

Standard G: Art and Design Thinking
G.6.1 Know art communicates ideas
G.6.2 Know that artwork has meanings
G.6.3 Talk and write about the meanings of artworks and design
G.6.4 Know how to create works of art that have meaning

Segment Six: Added Beauty

WIMediaLab.org/hometown_stories
Materials:

- *Wisconsin Hometown Stories: Door County, Segment Six: Added Beauty*
- Gerhard Miller biography (provided)
- Computer or device with internet access
- 12”x18” white paper
- Egg tempera (eggs, water, powdered pigment) and paintbrushes

Procedure:

- First ask students, “What is imaginative realism?” Many students may not know what it is. So as a class, predict and write a working definition.

- Next tell students that Gerhard Miller was an artist who was born in Sturgeon Bay, Wisconsin. He completed paintings using imaginative realism. Instruct students to look for examples of his work while watching *Wisconsin Hometown Stories: Door County, Segment Six: Added Beauty*. Show students the video segment, and watch it a second time, pausing it at moments when imaginative realism examples appear on the screen.

- Revisit the students’ working definition of imaginative realism. Have them rewrite the definition (if necessary) using their new knowledge of the topic. A sample definition is: *Imaginative realism is artwork that uses realistic elements in an imagined scene.*

- Afterward, distribute Miller’s biography to the class. Have students read the text with a partner. Discuss the biography as a class. During the discussion, emphasize with students that Miller painted Door County landscapes, but he would paint something in the landscape that might not generally be found there—imaginative realism. Miller often used watercolors and egg tempera as his medium. Tell students they will create a piece of imaginative realism artwork using egg tempura, like Miller.

- Instruct students to use a computer or a device to research Door County scenes. These may be landscapes, storefronts, etc. Tell students to record notes about the scene and make a sketch, but they are not permitted to print out the picture as they will be painting using their notes and sketches.

- Next, tell students to think of an item they would like to add to their location, creating an imaginative realism pieces. Give each student a piece of 12”x18” white paper. Have the students record the item’s name on the back of the paper.
Students are now ready to begin painting their work. First have them create their own egg tempura following the recipe below:

1. Crack egg, and remove the yolk. Make sure all of the egg white is off the yolk. Place the yolk in a cup.
2. Add about a teaspoon of water to the yolk. Mix.
3. Place dry paint pigment in a different cup. Then add approximately the same amount of egg/water mixture to the paint pigment so you have a one-to-one ratio of egg/water mixture to paint pigment. Stir.
4. Repeat for all paint colors needed.

After the students prepare their paint, give them a paintbrush and instruct them to create an image of the Door County location and the item they thought of previously. While the image is drying, have students write a poem about their artwork. Have students share their painting and poem with the class. During their presentation they should read their poem as well as tell why they painted what they did and how they feel about their artwork.

**Extension Activity:**

As a connection to math, have students develop their own custom paint color by mixing pigments in the egg paint mixture, using water to lighten or deepen the shade. As students mix the colors, they need to record the ratios of paint to water to make their “secret formula” Students can paint a small sample of their custom color on a note card and write the paint “recipe” on the back of the card.
Gerhard Carl Friedrich Miller
Biography

A lifelong resident of Sturgeon Bay, Wisconsin, Gerhard Miller was a talented painter known as the “Dean of the Door County Painters.” He was born on April 12, 1903 to Adolph and Molly Miller.

Miller lost the ability to walk due to polio at age 11. His grandmother taught him to crochet to give him something to do while he recovered from the disease. He soon grew tired of the craft and began drawing and painting.

Adolph was determined to have his son walk again. He would place Miller on the floor every day before he left for work, telling his wife that their son must learn to turn over on his own. The family saved more than $8,000 so that Molly and their son could go to St. Louis for treatment for six months in hopes he would walk again. Gerhard regained the ability to walk after many surgeries and hours of physical therapy.

Miller found himself two years behind his peers after he recovered from polio and treatments. He discovered that he could no longer keep up with his friends and their games. He turned to drawing as his escape.

Miller was supposed to take over his father’s clothing business called The Men’s Clothing Store. So he attended the University of Wisconsin–Madison for business administration. He had to drop out and returned to Sturgeon Bay during his junior year when his father became gravely ill in 1927. Miller had a passion for art. But he now took on his duty to run the family business full-time.

In 1929, Miller married Edna. The couple had two children named David and Margaret. Miller did not abandon his passion for art. He followed a routine of painting for an hour in the morning, going to work, and painting a half hour at noon. He then painted for a few hours in the evening after work.

He was known for his realism and imaginative realism styles of painting. Miller often used oil to paint when he first began the craft, but he switched to watercolor in 1939. He later changed to egg tempura in the 1960s.

Continues on next page
Many of Miller’s paintings were set in nature. He never painted on site because he said an artist can get overwhelmed with detail. He usually drew a sketch at the scene, and then created a final drawing and painting in his studio. He also did not paint during the summer as he said nature was too overloaded with detail.

Miller sold his paintings. He used the money to cover his art supplies and for family trips. He never used money he earned from his clothing business for his travel. He traveled to more than 44 countries during his life throughout Europe, the Middle East, and South America. He enjoyed visiting museums and castles on his trips. He used them for inspiration in his work.

Edna died in 1956. Miller then married Ruth Norton in 1957. She was an interior decorator from Milwaukee. Ruth was formally trained in art, and she was also a writer. She wrote a biography about Gerhard titled “Gerhard Miller: His life, Painting, Philosophy, and Poetry.” Gerhard was an author as well, having written a book of poems in 1944 titled “Residue.” Gerhard and Ruth wrote several books together including “A Spiritual Guide to the Scientific 21st Century.”

The couple earned a fellowship in California in 1965. Ruth studied writing, and Gerhard studied painting. This would be the first formal art education for 60-year-old Gerhard. He regularly taught classes at the Sturgeon Bay branch of the Door County Library, The Clearing, and the Peninsula Art Association. This earned him the title “The Dean of the Door Peninsula Painters.”

The Millers opened an art gallery in their home in 1958. They transferred the ownership of a building to the Library Board in 1967 in hopes that the sale of the building would provide money for an art gallery as part of the Sturgeon Bay Library. The building sold for almost $55,000, and the community donated more than $600,000 for the gallery. The Miller Art Center opened in January 1975. It is now called the Miller Art Museum. The center focuses on cultural programming and collecting art for Door County.

Miller painted until a few weeks before his 100th birthday when a stroke claimed his eyesight. He died on August 16, 2003. His work was exhibited around the United States during his life, including New York and Milwaukee. Much of his work can be found in the Miller Art Museum in Sturgeon Bay.
Segment Seven:  Continuity and Change

Lesson Name:  Open the Door:  Tourism in Door County

Grade:  Middle School

Subject Area:  English Language Arts

Time:  75-90 minutes (plus additional time to give a presentation to an elementary class)

Objectives:  Students will work in small groups to prepare a technology presentation, such as a PowerPoint presentation, to demonstrate their understanding of the growth of tourism and environmentalism in Door County.

Standards Addressed:  Common Core State Standards for English Language Arts
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
   B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   E. Provide a concluding statement or section that follows from and supports the argument presented.
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Materials:  Wisconsin Hometown Series: Door County, Segment Seven: Continuity and Change Door County Notes Guide (provided)
Computer or device with internet access and presentation software like PowerPoint

Additional Resources:
Door County Maritime Museum, dcmm.org
Door County Land Trust, doorcountylandtrust.org
Door County Visitor Bureau, media.doorcounty.com/mediareleases
Procedure: With the class, first make a list of iconic locations in Door County. Next, have students watch, Wisconsin Hometown Series: Door County Segment Seven: Continuity and Change. After viewing, ask students if there are any additional locations or places they should add to their list. Categorize the locations they listed as either tourism, environmentalism, both, or neither. Ask students: What do you notice about the list? Anything surprise you?

Next, instruct students to work in groups to prepare a technology presentation, such as a PowerPoint presentation, to teach elementary students about tourism and environmentalism in Door County. The students must use information from the video and online resources. Provide each student with Door County Notes Guide which they should use as a guide while taking notes during their research. Remind students they are to cite their sources on their note sheet and in their presentation.

Each presentation must be engaging and address the following:

- Define tourism and environmentalism.
- Provide history of tourism and environmentalism.
- Describe the importance of tourism and environmentalism.
- Tell what attracts people to Door County.

Provide students with ample time to complete their presentations. When they are complete, arrange for students to give their presentations in at least one elementary classroom. If this is not possible, send the presentations to the elementary classrooms in electronic format, and have the elementary students send feedback and additional questions to the students.

Extension Activity: Change the presentation’s audience. Choose a local civic group (e.g., Rotary club or city planning council). Instruct students to prepare their presentation as a persuasive piece encouraging dialog supporting the need for tourism or the need for environmental protection in Door County.
# Door County Notes Guide

Research facts for each category listed. These categories will be the basis for your presentation.

<table>
<thead>
<tr>
<th>Define tourism</th>
<th>Define environmentalism</th>
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<td></td>
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<tr>
<td>History of tourism in Door County</td>
<td>History of environmentalism in Door County</td>
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<tr>
<td>Importance of tourism to Door County</td>
<td>Importance of environmentalism to Door County</td>
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<tr>
<td>What attracts people to Door County and why?</td>
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