

# Lesson 2: Forests Built Wisconsin

## NUTSHELL

*In this lesson, students explore the importance of forests to early settlers and the Indigenous people living in Wisconsin at the time of settlement. Students participate in a mapping exercise to discover the role forests played in the settling of Wisconsin and how it changed the lands of Wisconsin's First Nations. Students use evidence to write a paragraph about how settlement changed Wisconsin forests.*

### ENDURING UNDERSTANDINGS

- Wisconsin's forests provided basic resources (e.g., food, clothing, shelter) for Wisconsin's First Nations and European settlers.
- As Europeans settled Wisconsin, forests provided jobs for a growing immigrant workforce, resources for building the nation, and dollars for a new state economy.

### ESSENTIAL QUESTIONS

- How did Wisconsin's forests provide the basic resources needed for Wisconsin's First Nations and European settlers?
- How did Wisconsin's forest contribute to the growth of Wisconsin and it becoming a state?

### OBJECTIVES

Upon completion of this lesson, students will be able to:

- Understand that European countries had depleted their natural resources by colonial time.
- List ways that forests provided for the basic needs of settlers and First Nation occupants of the land.
- Indicate how forests were important in settling Wisconsin.
- Explain the impact of settlement on Wisconsin's First Nations.
- Summarize the impact of settlement on Wisconsin's forests.

### SUBJECT AREAS

Act 31, Language Arts, Social Studies

### LESSON/ACTIVITY TIME

**Total Lesson Time:** 50 minutes

- Introduction .....15 minutes
- Activity .....25 minutes
- Conclusion .....10 minutes

### STANDARDS CONNECTIONS

Standards for this lesson can be viewed online at the LEAF website ([leafprogram.org](http://leafprogram.org)).

### BACKGROUND INFORMATION

As the first European **settlers** arrived in North America, many of the natural resources of Europe were in a state of **depletion**. People had used so many of the resources without thinking about how they could be replenished or the possibility that they might run out. Soils were becoming infertile, wildlife had disappeared, and forests were becoming scarce. The peasant economy was based on agriculture, with forests serving as the main source of energy. Wood was used for heating and building materials. Wood charcoal was fuel for the first iron foundries. By the 1300s, there was a fuelwood shortage in England.

When immigrants arrived in what they considered to be the New World, they witnessed a stark difference between their countries that had become resource-poor and the resource-rich New World. Early journals and diaries from Wisconsin referred to the limitless abundance of natural resources. Wisconsin was thought of as an inexhaustible landscape with its endless forests and abundant wildlife.

For the first settlers arriving in what is now Wisconsin, forests provided building materials, fuel, and wild game much as it had for the **First Nations** already living here. Some settlers viewed the forest with awe, some as an opportunity, and others with greed. Most viewed the forest as a part of public domain that provided opportunities and resources for the taking. Some settlers saw forests for their profit potential, which meant cutting them down. This was a different perspective than that of the First Nation tribes who believed in only taking what was needed from the forests and using all that was taken. As more settlers arrived, the demand for lumber increased. Forests were cleared for lumber and farmland with little to no concern for the Indigenous people who had lived throughout the land and relied on the forests for centuries.

While Wisconsin's forest were being cut down, they provided jobs for a growing immigrant workforce. Farmers supplemented their family income during the winter by working as lumberjacks. Others worked year-round in a sawmill, paper mill, or factory that used wood as a raw material. The mills and factories not only provided jobs, but also built the local **economy**. Towns sprung up to provide the goods and services required by a growing workforce. This development came at a cost to First Nations living in Wisconsin at this time. They were forced to **cede** (give up) most of their lands through treaties and move onto **reservations** (areas of land reserved for tribes to live) forcing them to adjust their way of life. Some tribal members were forced to seek work in the newly constructed mills.

Wisconsin's rivers and lakes were important to many tribes as a source of food and means of transportation. This trend continued with the settlers. Towns like Stevens Point, Wausau, Rhinelander, Tomahawk, Ashland, and Green Bay were built along major waterways. These waterways provided a means to transport logs and lumber to and from the mills and provided a source of power to run the mills. Other towns, such as Portage, Sheboygan, Milwaukee, Racine, Kenosha, and Beloit, were further removed from the forests of the north. These communities provided the workforces needed to turn wood into manufactured products.




Looking back at the communities that arose in Wisconsin during the settling of the state, it is apparent that forests played a key role in the location, economic base, and social makeup of these communities. As the **merchantable timber** was depleted (some species with little economic value at the time were left behind), some communities, such as Shanagolden and Knox Mills, folded. Other towns, like those mentioned previously, had a broader economic base and were able to survive. Today, Wisconsin's forests still play a key role in each of these communities.

**“We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect.”**

★ Aldo Leopold ★

## MATERIALS LIST

### For Each Student


- Copy of Student Pages  **1A-B, I Notice... I Wonder... Silent Gallery Walk**
- Copy of Student Page  **2, Hosted Gallery Walk**
- Copy of Student Page  **19, Lesson 2 Assessment**
- Colored Pencils

### For the Class - Silent Gallery Walk




- Copy of Student Page  **3, Wisconsin Vegetation Map Pre-1850**
- Copy of Student Page  **4, Wisconsin Rivers Map**
- Copy of Student Page  **5, Swendson Mill & Holt Lumber Mill**
- Copy of Student Page  **6, Wisconsin Sawmill Map 1860-1910**
- Copy of Student Page  **7, 1908 Paper Mill**
- Copy of Student Page  **8, Wisconsin Paper Mill Map 1860-1910**
- Copy of Student Page  **9, Lullaby Furniture Company**
- Copy of Student Page  **10, Wisconsin Manufacturing Map 1860-1910**
- Copy of Student Page  **11, Wisconsin Cities Map**
- Copy of Student Page  **12, Tribal Lands Map**
- Copy of Student Page  **13, Vegetation Map**
- Post-it Notes
- Flip Chart Paper

### For the Class - Hosted Gallery Walk




#### ALL GROUPS:

- Copy of Student Page  **12**




#### GROUP A:

- Copy of Student Page  **14, Group A Instructions & Questions**
- Copy of Student Page  **3**
- Copy of Student Page  **4**




#### GROUP B:

- Copy of Student Page  **15, Group B Instructions & Questions**
- Copy of Student Page  **5**
- Copy of Student Page  **6**




#### GROUP C

- Copy of Student Page  **16, Group C Instructions & Questions**
- Copy of Student Page  **7**
- Copy of Student Page  **8**

#### GROUP D

- Copy of Student Page  **17, Group C Instructions & Questions**
- Copy of Student Page  **9**
- Copy of Student Page  **10**

#### GROUP E






- Copy of Student Page  **18, Group C Instructions & Questions**
- Copy of Student Page  **11**
- Copy of Student Page  **13**

### For the Teacher

- Google resources to support this lesson can be found at [uwsp.edu/wcee/wcee/leaf/leaf-curriculum/k-12-forestry-lesson-guides](http://uwsp.edu/wcee/wcee/leaf/leaf-curriculum/k-12-forestry-lesson-guides)
- RUBRIC for Wisconsin State Standards ELA.W.4.2ab and ELA.W.4.3abc (see page 61)

## PROCEDURE

### Introduction - Silent Gallery Walk of Maps and Photographs

- Set up a Silent Gallery Walk of the maps and photographs for this lesson around your classroom.
  - Place copies of Student Pages  **3-13** around the classroom.
  - Leave enough space for two to three students to gather around each student page.
- Pass out a copy of Student Pages  **1A-B, I Notice...I Wonder...Silent Gallery Walk** to each student. Explain the procedure for the Silent Gallery Walk to your students:
  - There are 11 items located around the classroom.
  - Students have one minute to look at each image/map.
  - While observing the student pages, students should write down at least one or two things they notice about the item on Student Pages  **1A-B, I Notice...I Wonder...Silent Gallery Walk** and at least one question they have about each item on Student Pages  **1A-B, I Notice...I Wonder...Silent Gallery Walk**.
  - This activity should be done independently and silently.
- Discuss students' notices/wonders from the Silent Gallery Walk without providing feedback or answering questions.
- After the discussion, have students answer the question on the bottom of Student Page  **1B, I Notice...I Wonder...Silent Gallery Walk**.

### Activity - Hosted Gallery Walk of Maps and Photographs

- Divide students into five different groups to participate in the Hosted Gallery Walk (A-E).

## VOCABULARY TERMS

**Cede:** Give up.

**Deplete:** To exhaust, overharvest, or overuse something.

**Economy:** The prosperity of an area based on the trading of money for products and services.

**Exploit:** To take advantage of something for one's own benefit.


**First Nations:** Indigenous people who were the earliest inhabitants of an area.

**Merchantable Timber:** Trees with economic value.


**Reservation:** An area of land reserved for a tribe or tribes under treaty or agreement with the United States.

**Settler:** A person who came from another place to make a new home.




**Treaties:** Agreements between nations.

- Provide each student with a copy of Student Page  **2, Hosted Gallery Walk** and each group with the following resources:


#### ALL GROUPS:

- Copy of Student Page  **12, Tribal Lands Map**




#### GROUP A:

- Copy of Student Page  **14, Group A Instructions & Questions**
- Copy of Student Page  **3, Wisconsin Vegetation Map Pre-1850**
- Copy of Student Page  **4, Wisconsin Rivers Map**




**GROUP B:**

- Copy of Student Page  **15, Group B Instructions & Questions**
- Copy of Student Page  **5, Swendson Mill & Holt Lumber Mill**
- Copy of Student Page  **6, Wisconsin Sawmill Map 1860-1910**




**GROUP C**

- Copy of Student Page  **16, Group C Instructions & Questions**
- Copy of Student Page  **7, 1908 Paper Mill**
- Copy of Student Page  **8, Wisconsin Paper Mill Map 1860-1910**


**GROUP D**

- Copy of Student Page  **17, Group C Instructions & Questions**
- Copy of Student Page  **9, Lullaby Furniture Company**
- Copy of Student Page  **10, Wisconsin Manufacturing Map 1860-1910**

**GROUP E**

- Copy of Student Page  **18, Group C Instructions & Questions**
- Copy of Student Page  **11, Wisconsin Cities Map**
- Copy of Student Page  **13, Vegetation Map**

3. Explain the procedure for a Hosted Gallery Walk to your students.

- Read the text assigned to your group. Use information from the text and maps to answer the questions and update Student Page  **4, Wisconsin Rivers Map.**
- Once all groups have had time to answer their questions/update their Wisconsin Rivers Map, they should discuss how to share what they learned with members from other groups.

- Instruct each group to lay out their resources at a specific location around the room.
- Create five new groups with representatives from each group A-E. Assign each group to a starting location (student pages from groups A-E).
- When students are at the location where the student pages they learned about are displayed, they should act as the “host” for that location. They should teach their peers what they learned and help them update their maps to include the information from these student pages.

**Conclusion**


After everyone has had time to examine all student pages from groups A-E, have students share what they have learned. Be sure that all the following is noted:

- Forests provided food and resources to make shelter, clothing, canoes, etc. for First Nation people and settlers.
- Forests also provided settlers with jobs (lumber mills, paper mills, manufacturing); settlers could use money from jobs to purchase items the forests didn't provide.
- Communities grew around forests and rivers (Great Lakes) which supported people, mills, and industry. Ask students if they have visited/lived in any of the cities on their map. Remind them that many of these cities may not have grown had it not been for the forest industry.
- As settlers moved to what is now Wisconsin, Indigenous people were forced off their lands, eventually they only had access to small portions of their original lands. Discuss the impact this had on tribes.
- Logging impacted/changed Wisconsin forests forever.

## CAREERS

Two career profiles can be found in this lesson. One is for Gus Blemke (Sawmill Operations Manager, Kretz Lumber, page 58). The second career profile is for Jim Hoppe (Timber and Forest Manager, Packaging Corporation of America, page 59). A careers lesson that uses this information begins on page 222.

## SUMMATIVE ASSESSMENT

Pass out a copy of Student Page  **19, Lesson 2 Assessment** to each student. Instruct students to write a paragraph to answer one of the following questions. They should refer to evidence from at least one map and one text source in their answer. Allow students time to revisit the gallery resources if needed. Remind students to use vocabulary words they learned in their answer.

1. How did forests help build the State of Wisconsin? (Use evidence from the maps and text to support your answer.)
2. How did settlers and the forest industry change the lives of First Nation people living in what is now Wisconsin? (Use evidence from the maps and text to support your answer.)
3. How did settlers and the forest industry change the forests of Wisconsin? (Use evidence from the maps and text to support your answer.)

Consider sharing this template with students to help them formulate their answer:

1. Forests helped build the State of Wisconsin because *(insert your idea [claim] here)*.
  - The text supports this when it says, "*(insert fact or detail from text)*."
  - The *(insert name of map)* also supports this because *(insert fact or detail from map)*.
  - Explain how your facts/details support your claim.
  - Write your own concluding sentence to reinforce your claim.
2. Settlers and the forest industry changed the lives of Indigenous people living in what is now Wisconsin because...
  - The text supports this when it says...
  - The *(insert name of map)* also supports this because...
  - Explain how your facts/details support your claim.
  - Write your own concluding sentence to reinforce your claim.
3. Settlers and the forest industry changed the forests of Wisconsin because...
  - The text supports this when it says...
  - The *(insert name of map)* also supports this because...
  - Explain how your facts/details support your claim.
  - Write your own concluding sentence to reinforce your claim.

**"Land health is the capacity for self-renewal in the soils, waters, plants, and animals that collectively comprise the land."**

★ Aldo Leopold ★

## SOURCES

### Books/Articles

Bogucka, M. *Natural Resources in European History – A Conference Report*. Washington D.C.: Resources for the Future, Inc., 1978.

Cronon, W. *Changes in the Land – Indians, Colonists, and Ecology of New England*. New York: Hill and Wang, 1983.

Malone, B. *Learning from the Land – Wisconsin Land Use*. Madison, WI: State Historical Society of Wisconsin, 1998.

Parry, J. H. *Europe and the Wider World – 1415-1715*. London: Hutchinson University Library, 1965.

Penna, A. N. *Nature's Bounty – Historical and Modern Environmental Perspectives*. Armonk, NY: M. E. Sharpe, Inc., 1999.

Rohe, R. E. *Ghosts of the Forest – Vanished Lumber Towns of Wisconsin*. Marinette, WI: Forest History Association of Wisconsin, 2002.

### Historical Photos Reprinted with Permission

UWSP Vallier Collection, n.d. *Holt Lumber Mill Around 1910*.

Portage County Historical Society Collection, n.d. *Swendson Mill, Echo, Wisconsin, 1908 Paper Mill, and Lullaby Furniture Company*.

### Maps Used with Permission

Ryan, F. (2019). *The Ways*. Madison, WI: PBS Wisconsin Education, Wisconsin Educational Communications Board, University of Wisconsin-Madison.

Malone, B. (1998). *Learning from the Land – Wisconsin Land Use*. Madison, WI: State Historical Society of Wisconsin.

Wisconsin Cartographers Guild & Malone, B. (2000). *Mapping Wisconsin History*. Madison, WI: State Historical Society of Wisconsin.

Wisconsin First Nations: American Indian Studies in Wisconsin, n.d. Wisconsin First Nations Tribal Lands Map [map]. [wisconsinfirstnations.org/map](http://wisconsinfirstnations.org/map).

## RECOMMENDED RESOURCES

### Google Resources

Additional resources to support this lesson have been created in Google format. They may be accessed on the LEAF website at: [uwsp.edu/wcee/wcee/leaf/leaf-curriculum/k-12-forestry-lesson-guides](http://uwsp.edu/wcee/wcee/leaf/leaf-curriculum/k-12-forestry-lesson-guides).

### Videos

PBS Wisconsin Education. "The Ways." Stories on culture and language from Native communities around the central Great Lakes. 2019. [theways.org](http://theways.org).

PBS Wisconsin, n.d. "Wisconsin Biographies." *Chief Oshkosh (Leader in Troubled Times 1795-1858)*. [pbswisconsineducation.org/bio/chief-oshkosh](http://pbswisconsineducation.org/bio/chief-oshkosh).

PBS Wisconsin, n.d. "Wisconsin Biographies." *Electa Quinney (Mohican Teacher and Mentor)*. [pbswisconsineducation.org/bio/electa-quinney](http://pbswisconsineducation.org/bio/electa-quinney).

PBS Wisconsin, n.d. "Wisconsin Biographies." *Walter Bresette (Treaty Rights and Sovereignty 1947-1999)*. [pbswisconsineducation.org/bio/walter-bresette](http://pbswisconsineducation.org/bio/walter-bresette).

PBS Wisconsin, n.d. "Wisconsin Hometown Series." [pbswisconsin.org/watch/wisconsin-hometown-stories](http://pbswisconsin.org/watch/wisconsin-hometown-stories).

### Websites

Wisconsin Department of Natural Resources, n.d. "Forest Products Industry Listings." *dnr.wisconsin.gov/topic/forestbusinesses/industries*.

Wisconsin Department of Natural Resources, n.d. "Land Cover Data (WISCLAND) Maps and GIS." *dnr.wisconsin.gov/maps/WISCLAND*.

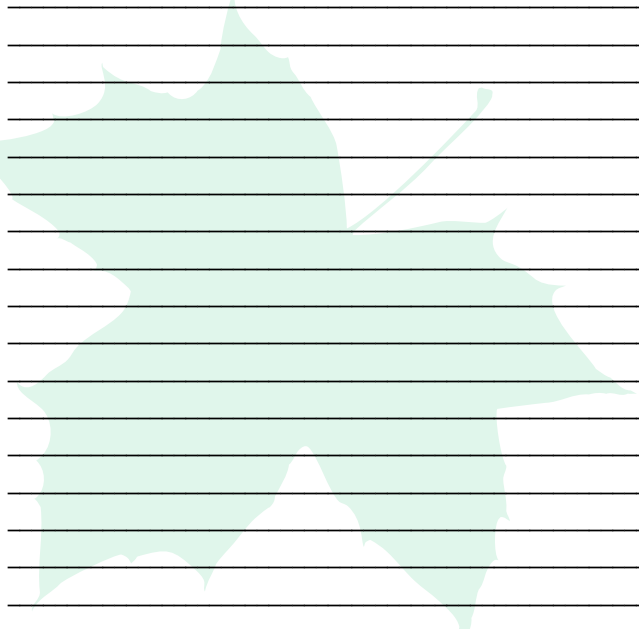
Wisconsin First Nations: American Indian Studies in Wisconsin, n.d. *wisconsinfirstnations.org*.

### NOTES

### NOTES



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## Career Profile

### Gus Blemke, Sawmill Operations Manager

Meet Gus Blemke. Gus is the sawmill operations manager at Kretz Lumber in Antigo, Wisconsin. Kretz Lumber supplies people with high quality, hardwood lumber. All lumber produced at Kretz comes from the United States. Gus has a big job as the operations manager. He is responsible for making sure the process of producing wood in the mill goes well. Gus also takes care of the people who work in the mill.

Most of the workers in the sawmill either operate machines or do general work. Machine operators use special machines that are designed to cut logs into boards. General workers help move and stack lumber, keep the work areas clean, take care of the machines, and do other tasks. There are also workers who count (tally) the wood that is produced and determine how good it is (grade). Gus is in charge of all these people and their jobs. If someone is ill and cannot make it to work, Gus must find someone else who can do the job. If the wood being made is not as good as it should be, Gus works with his employees to figure out how to make it better.

Gus has always loved being outside and tried many different jobs after high school. He enjoyed being a logger and took eight hours of continuing education classes related to logging every year. These classes taught Gus about things like chainsaw safety and invasive species. Gus worked as a logger for six or seven years before he decided he wanted to

do more in his career. He went to school at the University of Wisconsin-Stevens Point and studied forestry. After getting his degree, Kretz hired Gus to work as a forester. Gus did that job for five years before Kretz asked him to be the operations manager at the sawmill.

Gus enjoys working with others and helping them do well at their jobs. He also likes that the company he works for is 100% owned by the



**Gus Blemke**

employees. If you want to be an operations manager like Gus, it is important to have good communication skills and enjoy working with people. Gus also said it is important to work hard and have a degree in a field related to forestry or management. Gus thinks kids who like doing woodworking projects might enjoy working at a sawmill. If you think being an operations manager, forester, logger, or working in a sawmill sounds interesting, Gus suggests taking a class in forestry in high school if you can and always doing your best in everything you do.

## Career Profile

### Jim Hoppe, Timber and Forest Manager



**Jim Hoppe**

Meet Jim Hoppe. Jim is responsible for managing timber and forestry at a pulp and papermill in northern Wisconsin. His job is to ensure that Packaging

Corporation of America has enough trees to produce everyday items like cardboard boxes and writing paper.

Jim works with a team of foresters, called industrial foresters, who help manage and harvest forests to make these products. They buy special trees called pulpwood, which are ideal for making cardboard and paper, from people who own land. They also hire loggers to cut down these trees. By removing pulpwood trees, Jim and his team help the other trees in the forest grow stronger and healthier. Once the pulpwood trees have been cut down, they are transported to the woodyard at the mill. At the mill, different cooking methods are used to turn the pulpwood into cardboard or paper materials.

Jim went to the University of Wisconsin-Stevens Point (UWSP) where he studied forestry administration. In between

semesters at UWSP, Jim worked at various jobs with the U.S. Forest Service. This hands-on experience allowed him to use what he learned in the classroom. After completing his degree, Jim continued working for the U.S. Forest Service where he marked trees that needed to be cut down to help other trees grow. The skills he gained while working for the U.S. Forest Service now help him in his role managing timber and forests for Packaging Corporation of America. Jim has been working in the forests for over 37 years.

Growing up in northern Wisconsin, Jim was surrounded by people who worked in sawmills, papermills, and the logging industry. Some of his family members were loggers and heavy equipment operators.

Jim learned a lot from these individuals, which inspired him to pursue a career working with trees. His favorite part of his job is taking care of the forests so they are healthy and able to provide people with the materials they need. Jim also enjoys working with numbers and doing math, which helps him manage the company's money. If you are interested in a career as an industrial forester or forest manager, Jim recommends focusing on math skills and participating in outdoor youth programs like the U.S. Forest Service Youth Conservation Corps. He also suggests finding a mentor who works in forestry to guide you along the way.

**NOTES**

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**NOTES**

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## RUBRIC for Wisconsin State Standards **ELA.W.4.2ab & ELA.W.4.3abc**

**STANDARD: Write opinion/informational pieces on topics or texts, supporting a point of view with reasons and information.**

Student Name: \_\_\_\_\_

Project Name: \_\_\_\_\_

<b>4-Exemplary</b>	<b>3-Proficient</b>	<b>2-Making Progress</b>	<b>1-Needs Improvement</b>
Student writes claim independently.	<b>Complete sentence used to clearly share opinion (claim). (W.4.3.a)</b>	Claim is not a complete sentence or doesn't make perfect sense.	Claim is incomplete or difficult to understand.
Claim is supported with evidence from the text.	<b>Opinion (claim) is supported with at least one fact or detail from the text. (W.4.2.ab)</b>	Evidence is not from the text or does not fully support the claim.	Evidence does not support claim or is missing.
Claim is supported with additional evidence from maps.	<b>Opinion (claim) is supported with at least one fact or detail from a map. (W.4.2.ab)</b>	Evidence is not from the map or does not fully support the claim.	Evidence does not support claim or is missing.
Claim and reasons are linked using advanced words and phrases.	<b>Ideas are linked using words and phrases (e.g., in addition, for example). (W.4.3b)</b>	Simple words/phrases link ideas.	No linking words/phrases are used.
Domain specific vocabulary is used along with additional words to add emphasis.	<b>Domain specific vocabulary is used correctly. (W.4.3c)</b>	Domain specific vocabulary is used but not correctly.	No domain specific vocabulary is used.
Concluding sentence supports claim and is well-written.	<b>Concluding sentence supports opinion (claim). (W.4.3a)</b>	Concluding statement is poorly written or does not support claim.	Concluding statement does not support claim or is missing.

Comments: \_\_\_\_\_

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# I NOTICE...I WONDER...SILENT GALLERY WALK

## DIRECTIONS

1. Your teacher will assign you to begin at a specific gallery student page. You will have about one minute to work at each student page. You will do this independently and **silently**.
2. As you observe each student page, write down at least one to two things you notice in the “I Notice” column on your student page and at least one question you have in the “I Wonder” column on your student page.
3. When you finish at each student page, wait patiently and quietly. Your teacher will instruct you when it is time to move to the next resource.

STUDENT PAGE	I NOTICE...	I WONDER...
1. Wisconsin Vegetation Map Pre-1850		
2. Wisconsin Rivers Map		
3. Swendson Mill & Holt Lumber Mill		
4. Wisconsin Sawmill Map 1860-1910		
5. 1908 Paper Mill		
6. Wisconsin Paper Mill Map 1860-1910		
7. Lullaby Furniture Company		

## I NOTICE...I WONDER...SILENT GALLERY WALK

RESOURCE	I NOTICE...	I WONDER...
8. Wisconsin Manufacturing Map 1860-1910		
9. Wisconsin Cities Map		
10. Tribal Lands Map		
11. Wisconsin Vegetation Map		

**Do not continue to the question below until AFTER your class has had a discussion about the notices and wonders from the gallery walk.** Following the class discussion, answer the question below. Use complete sentences.

Based on the observations you made during the gallery walk, how do you think forests helped to build the State of Wisconsin?

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Group:

## HOSTED GALLERY WALK

Use the space below and the Wisconsin Rivers Map to answer the questions for your gallery student pages.

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3.

4.

5.

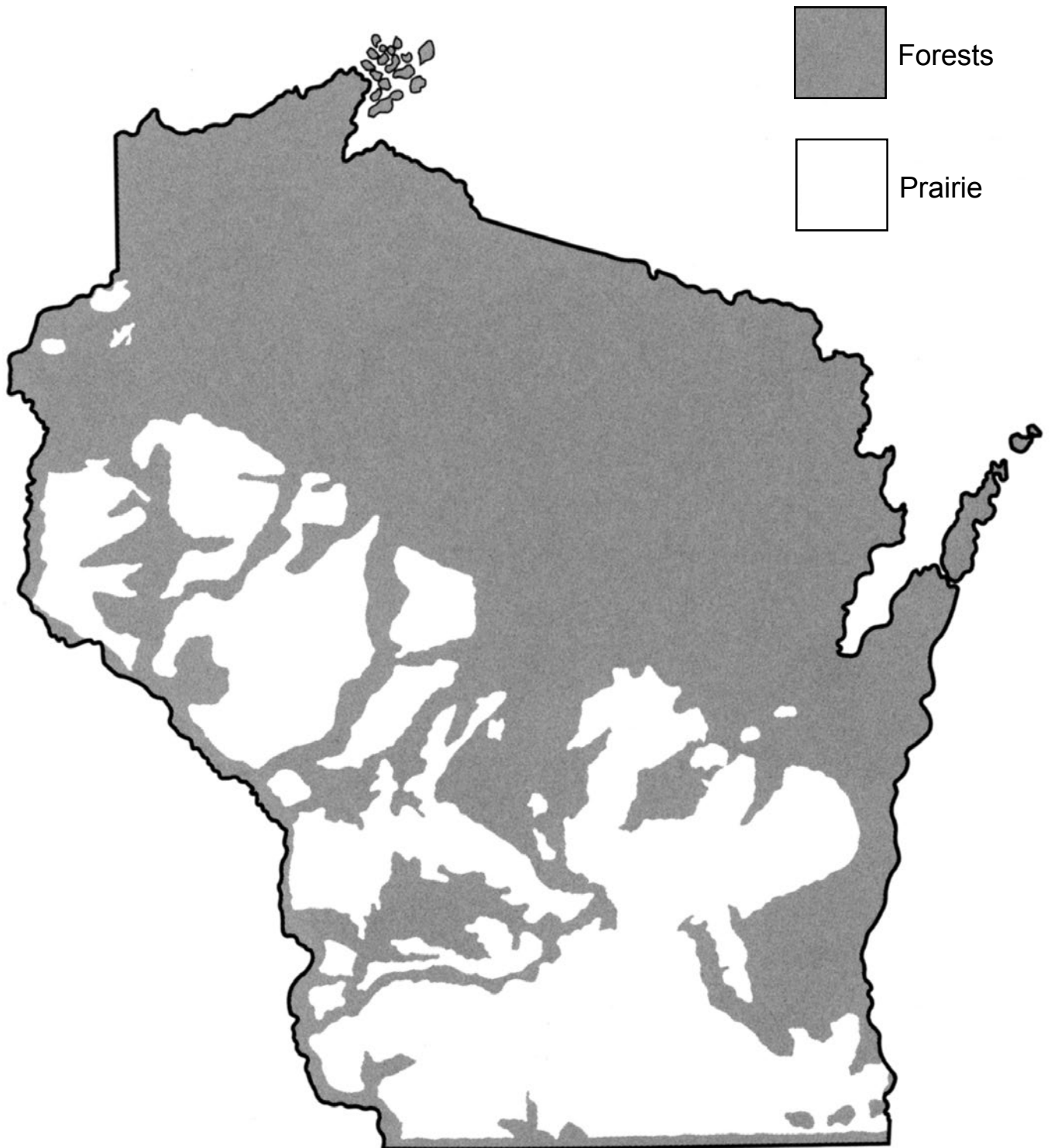
When it is your turn to be the “host” during the Gallery Walk, you will need to share what you learned with other students. You will give others instructions on how to update their maps. Think about how you are going to communicate this to other students. Summarize your learning in three key points that you can share (write them in complete sentences).

1.

2.

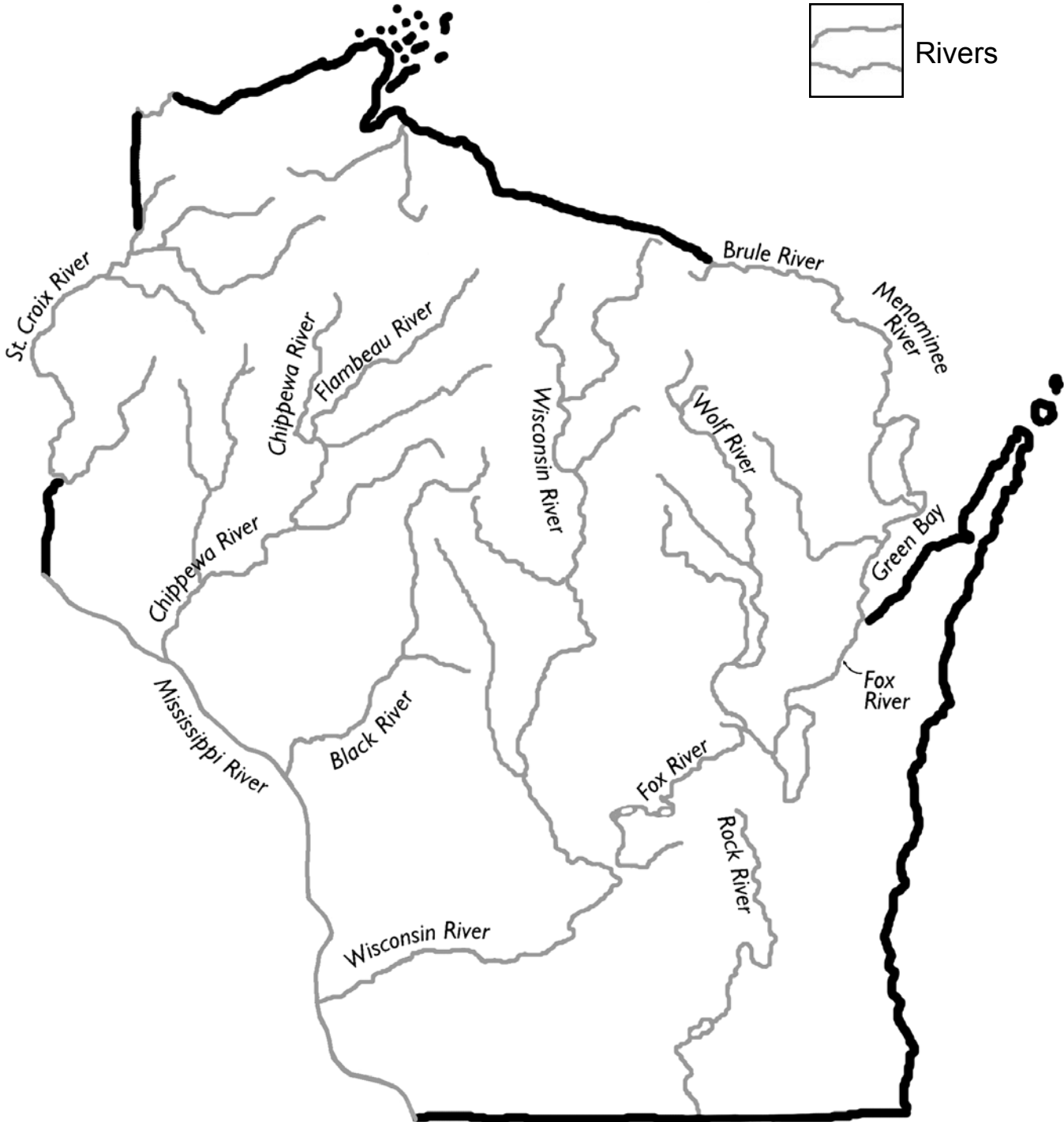
3.

# WISCONSIN VEGETATION MAP PRE-1850

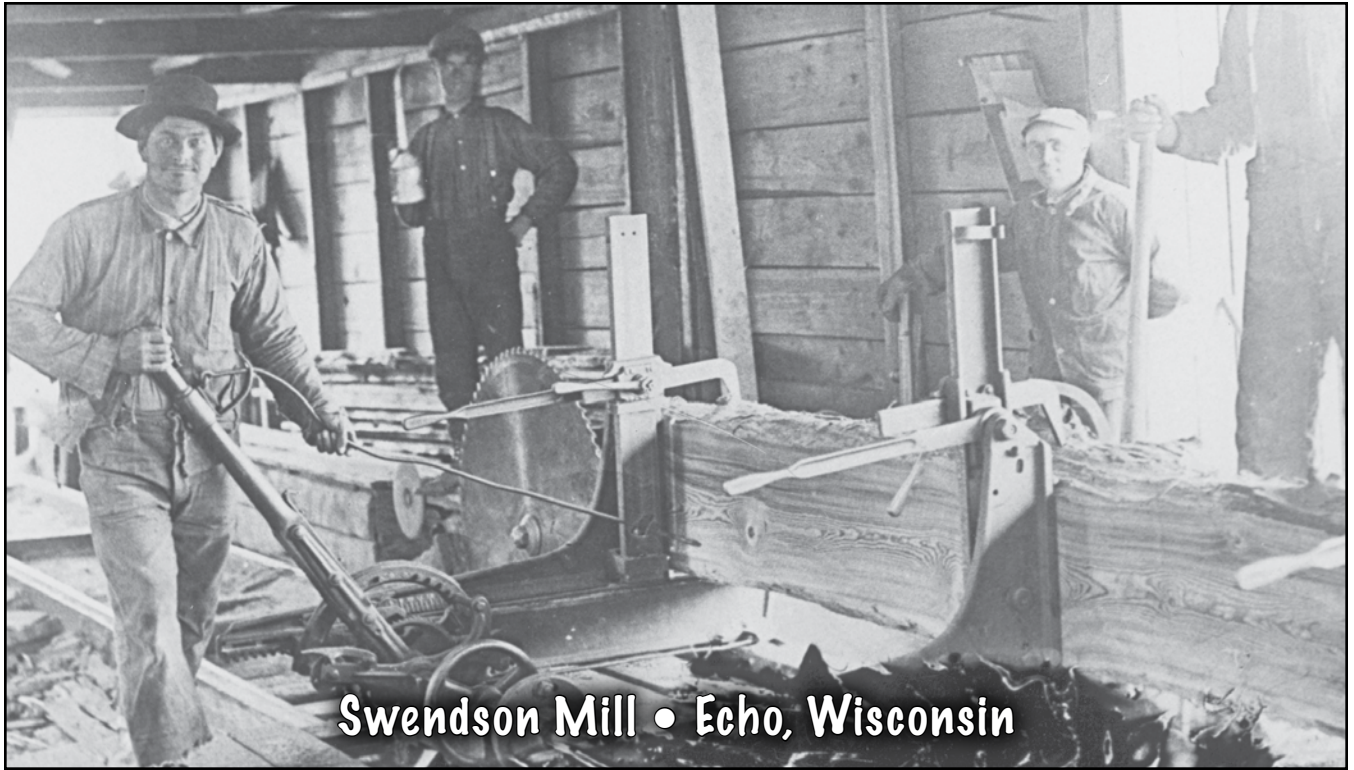




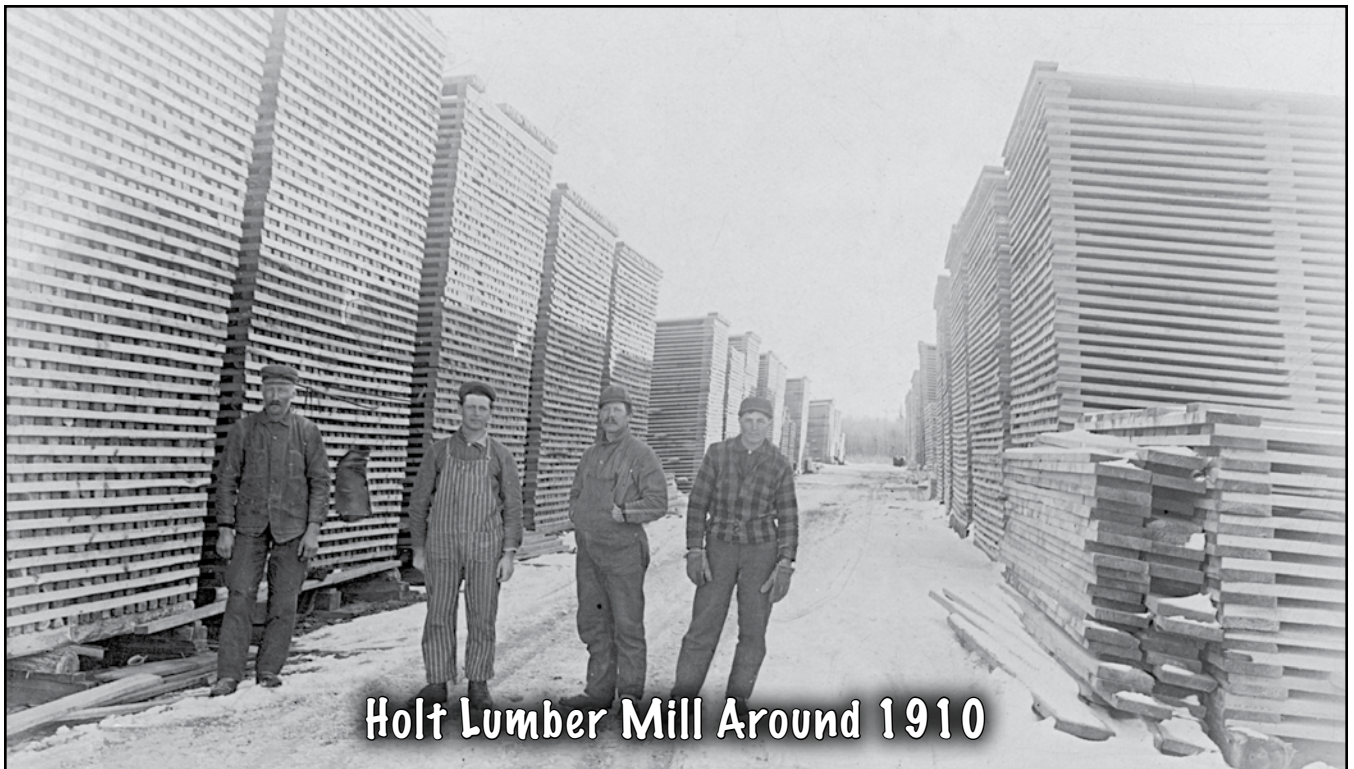
# WISCONSIN RIVERS MAP



## SWENDSON MILL & HOLT LUMBER MILL



Swendson Mill • Echo, Wisconsin

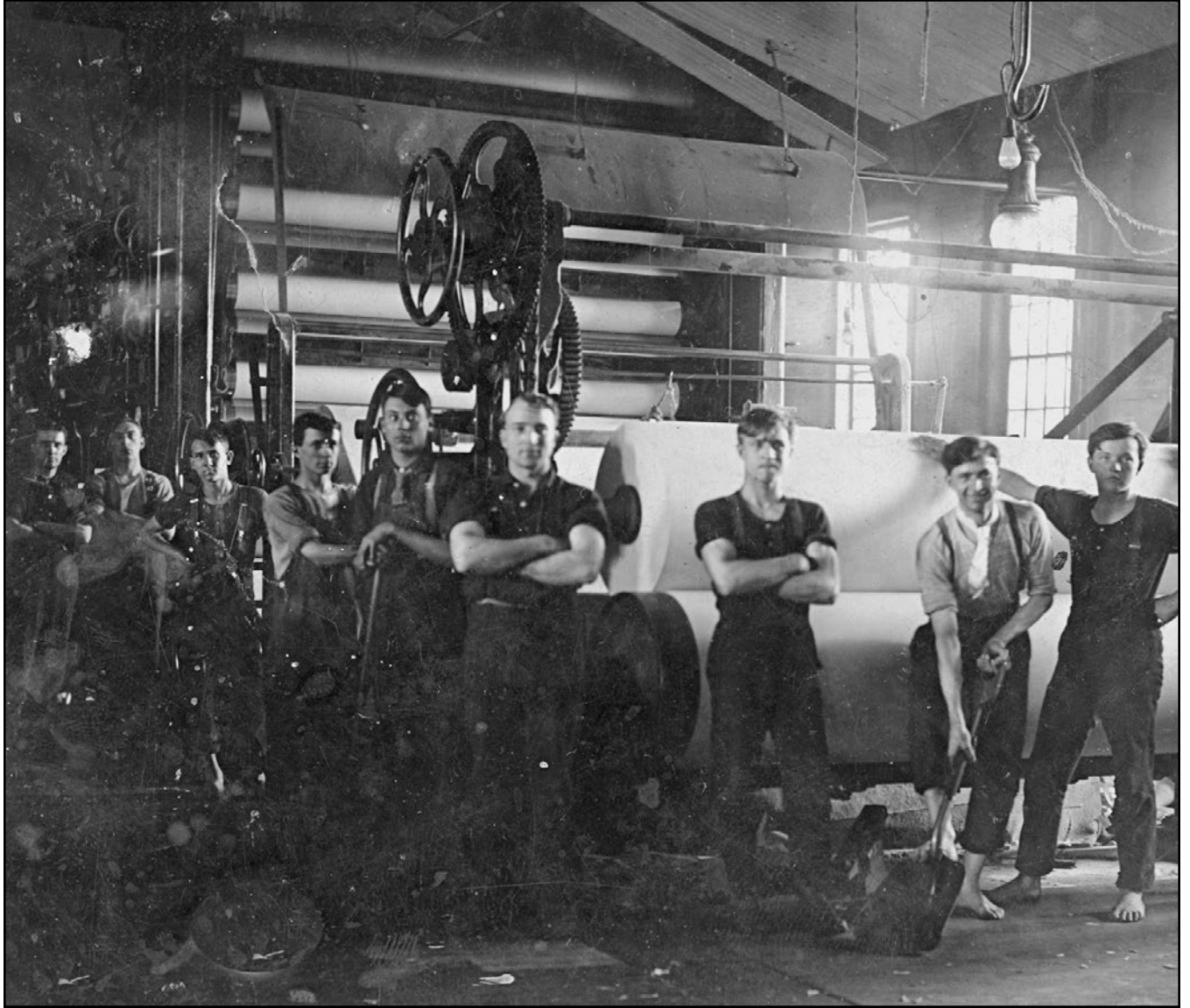


Holt Lumber Mill Around 1910

# WISCONSIN SAWMILL MAP 1860-1910



# 1908 PAPER MILL



Student Page 7

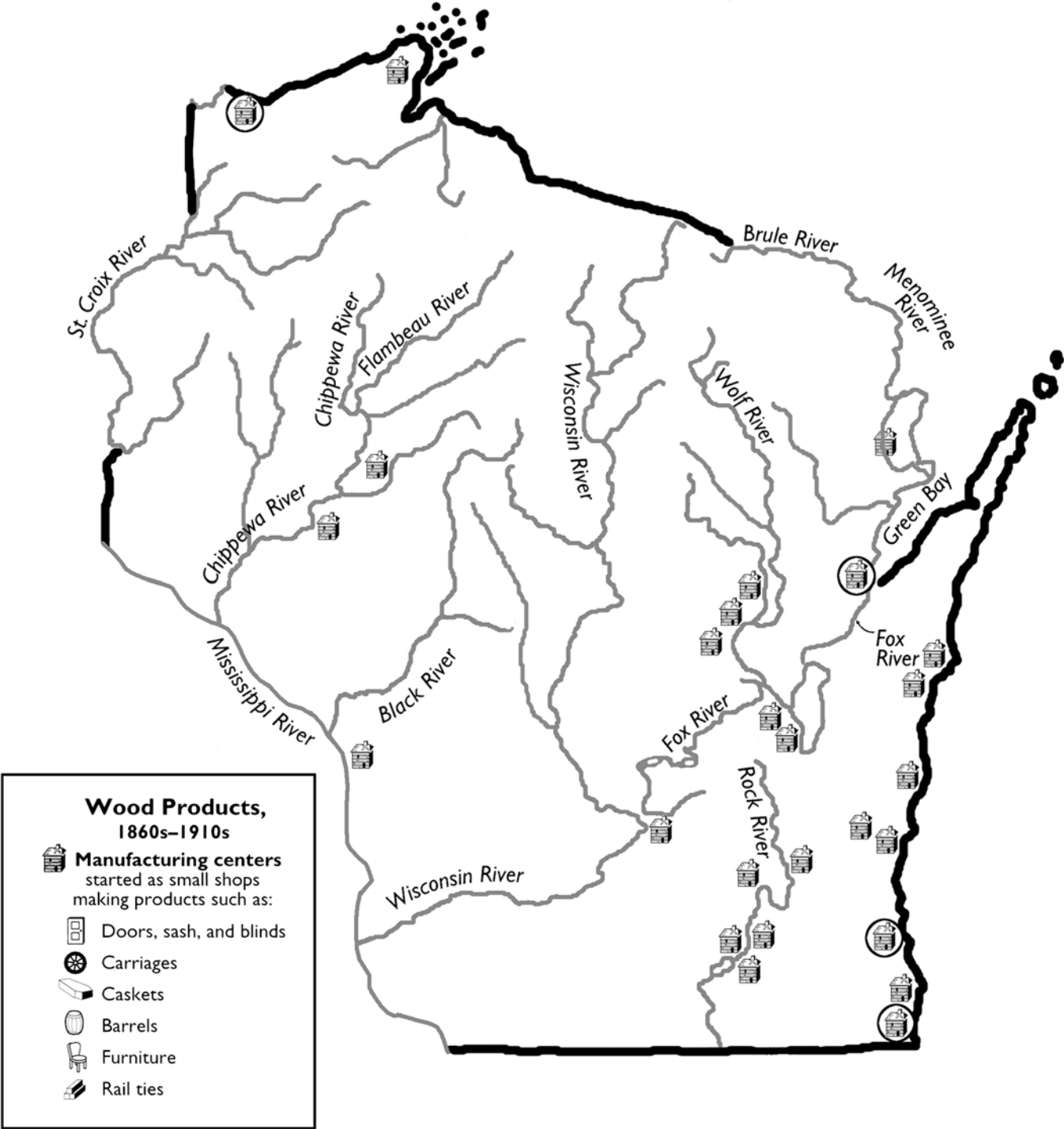
# WISCONSIN PAPER MILL MAP 1860-1910



# LULLABY FURNITURE COMPANY



# WISCONSIN MANUFACTURING MAP 1860-1910

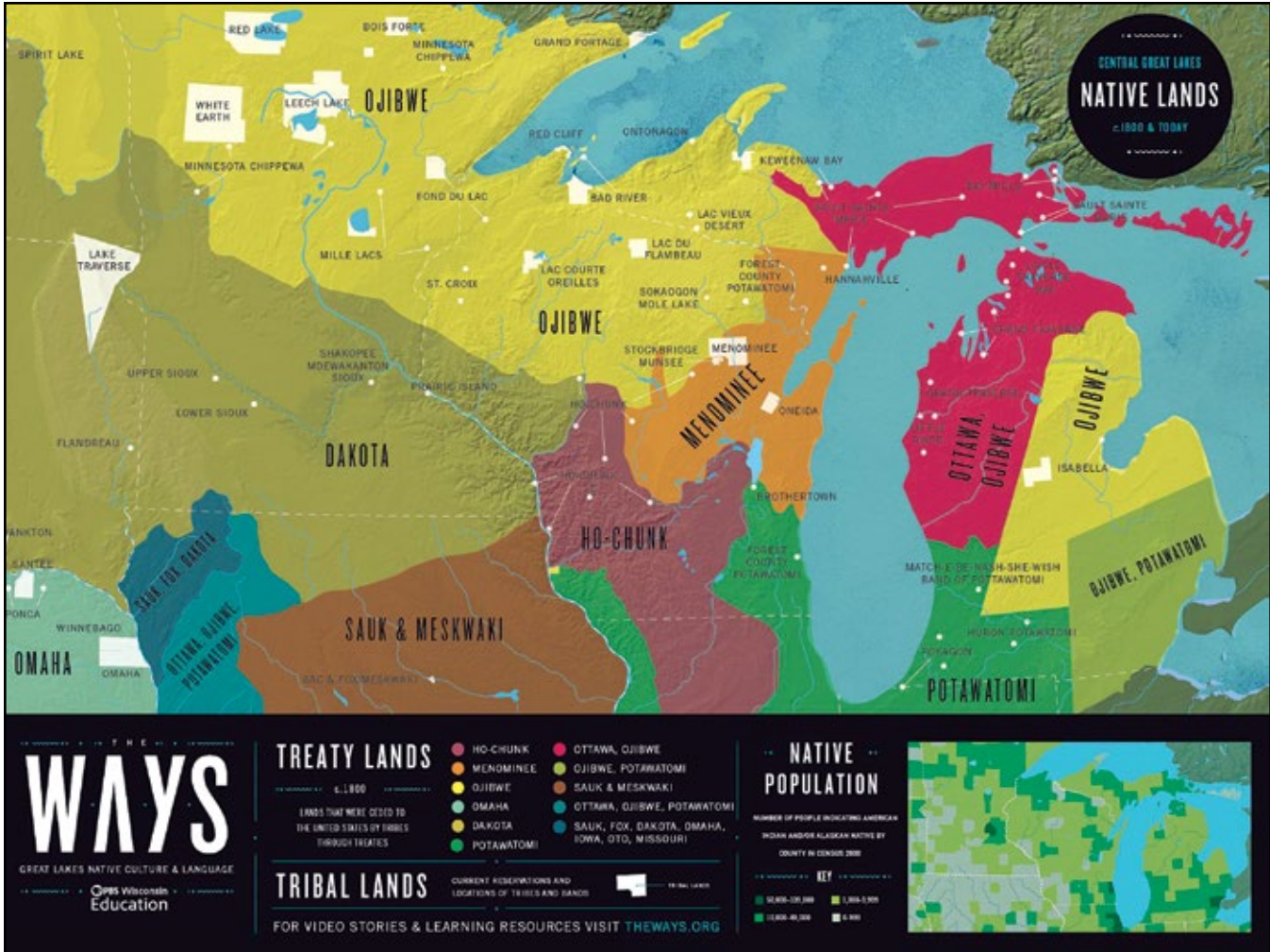


# WISCONSIN CITIES MAP





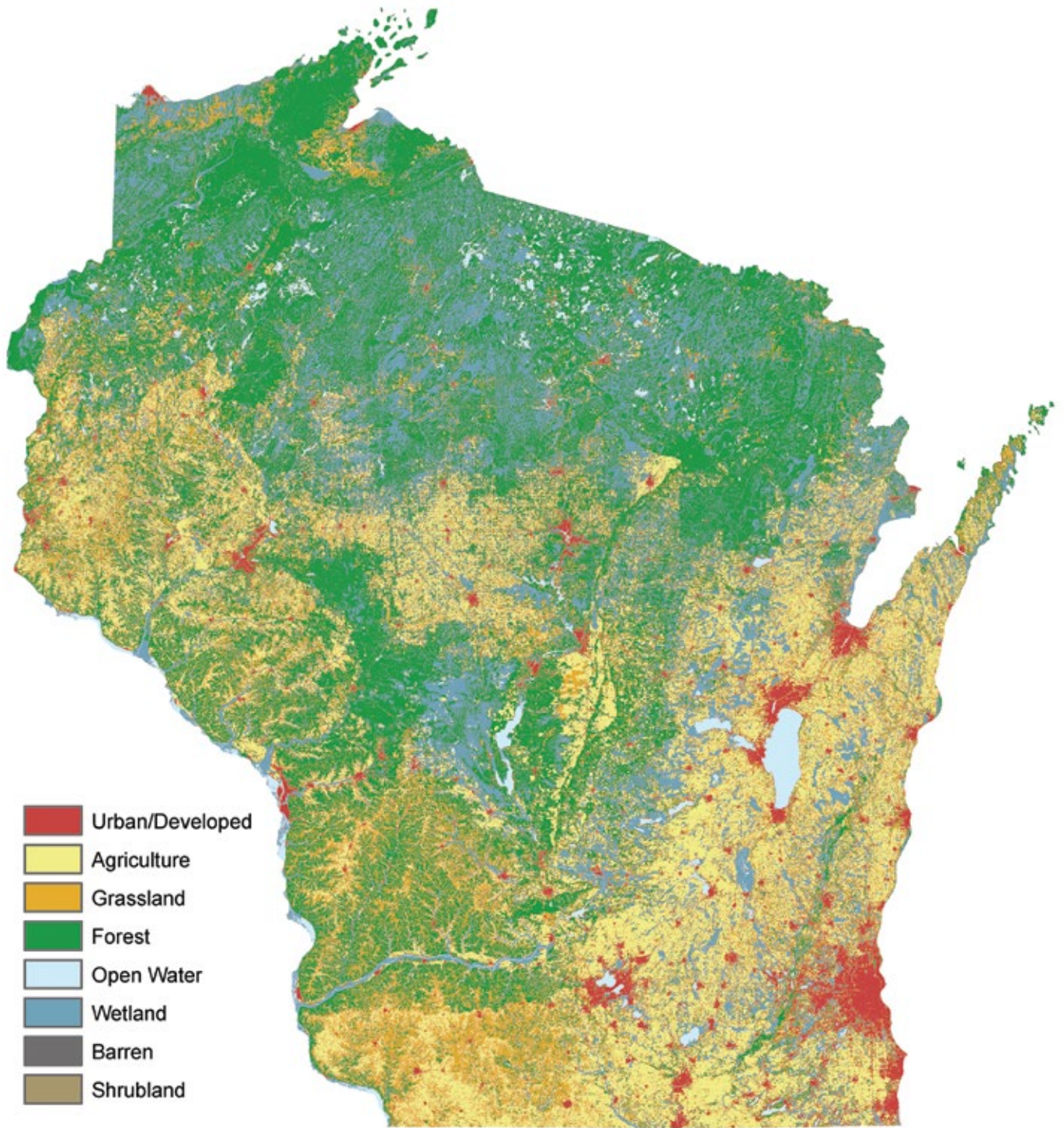
# TRIBAL LANDS MAP



PBS Wisconsin Education, a service of the Wisconsin Educational Communications Board and the University of Wisconsin-Madison

The WAYS Native Nations Map shows tribal lands that were ceded to the United States government (multi-colored) and the current tribal reservations and locations of tribes and bands (white).

# WISCONSIN VEGETATION MAP



*Wiscland 2 Land Cover Database of Wisconsin, Version 2.0. Wisconsin Department of Natural Resources, 2016, Madison, WI, [dnr.wisconsin.gov/maps/WISCLAND](http://dnr.wisconsin.gov/maps/WISCLAND)*

## GROUP A INSTRUCTIONS & QUESTIONS

### Read the Text:

As the first European **settlers** arrived in what is now Wisconsin from countries like Germany, Norway, Holland, and England, many of the natural resources of Europe were **depleted**. People had used so many of the resources without thinking about how they could make more or the possibility that they might run out. Soils were becoming infertile (less good for farming), wildlife had disappeared, and forests were being cut down. People's lives were based on agriculture, and forests were people's main source of energy. Wood was used for heating and building materials. Eventually wood charcoal was also used to fuel the first iron foundries (places where people make things out of iron). By the 1300s, there was a shortage of wood in England.

When immigrants arrived in what is now called Wisconsin, they saw a huge difference between their countries that had become resource-poor and the resource-rich New World. Journals written by these settlers described Wisconsin as having unlimited natural resources, endless forests, and abundant wildlife.

### Use the Text and All the Resources Provided to Answer the Questions Below on your Hosted Gallery Walk Student Sheet:

1. What is a settler? What countries did many of Wisconsin's settlers come from?
2. Based on what you read in the text, what do you think depleted means? Explain why.
3. Approximately what fraction or percent (part) of the State of Wisconsin was forested before 1850? What location of the State of Wisconsin was forested? (Use directions like northeast, southwest, etc.)
4. What do you notice about the forested areas in the west/southwest portion of Wisconsin? Do your best to explain what you notice.
5. Which First Nations lived on forested land in Wisconsin? Which First Nations lived on prairie lands in Wisconsin?

### Wisconsin Rivers Map Tasks:

- Do your best to draw a rough outline of forested land on your Wisconsin Rivers Map.
- Shade the forested land in a light colored color pencil.
- Create a key to show forested land on your map.

## GROUP B INSTRUCTIONS & QUESTIONS

### Read the Text:

For the first settlers arriving in what is now Wisconsin, forests provided building materials, fuel, and wild game similar to how it had for the **Indigenous** people already living there. Some settlers viewed the forest with awe, some as an opportunity, and other settlers viewed it with greed. Most thought the forest was public property that provided opportunities and resources for anyone to use and take. Some thought the forests were a way to make money which meant cutting them down.

This was a different way of thinking than that of the **Indigenous** people. People from First Nations who were living in what is now Wisconsin only took what they needed from the forests. They also made sure they used everything they took and did not waste anything. This practice helped keep both forest and prairie lands healthy. As more settlers arrived, more and more lumber was needed. Forests were cleared for lumber and farmland. Most people clearing the land did not spend much time thinking about how clearing the land might impact the forests or the people who had relied on the forests for hundreds of years.

### Use the Text and All the Resources Provided to Answer the Questions Below on your Hosted Gallery Walk Student Sheet:

1. In what ways did forests in the land that is now Wisconsin provide for the needs of settlers?
2. How was this similar to or different from how Indigenous people used the forests to meet their needs?
3. Did the forests provide everything the settlers needed to live in what is now Wisconsin? If not, how did settlers meet those needs?
4. Did the forests provided everything Indigenous people needed to live? If not, how did Indigenous people meet those needs?
5. What do you notice about the location of sawmills in the land that is now Wisconsin? How did sawmills help meet the needs of people in Wisconsin?

### Wisconsin Rivers Map Tasks:

- Pick a symbol you can use to represent sawmills on your map. Add it to your key.
- Use that symbol to mark the circled sawmills from the Sawmill Map on your Wisconsin Rivers Map.

## GROUP C INSTRUCTIONS & QUESTIONS

### Read the Text:

While Wisconsin's forests were being cut down, they provided jobs for a growing immigrant workforce. Farmers added to their family income during the winter by working as lumberjacks. Others worked year-round in a sawmill, paper mill, or factory that made things from wood (like furniture). The mills and factories provided jobs and also built the local **economy**. Towns sprung up to provide the goods and services people needed.

The growth of cities came at a cost to First Nations who were living here in what is now Wisconsin. First Nations were forced to **cede** (give up) most of their lands through **treaties** (agreements between the U.S. government and First Nations). They also had to move onto **reservations** (areas of land reserved for tribes to live). This caused many hardships. Most Indigenous people needed to find a new place to live and many could not hunt, gather, and fish in the places they had always gone to. Due to this, some Indigenous people had to go to work in the new mills or towns.

### Use the Text and All the Resources Provided to Answer the Questions Below on your Hosted Gallery Walk Student Sheet:

1. What were some of the jobs forests provided/created for settlers and immigrants who came to the land that is now Wisconsin?
2. One job available to settlers was working in paper mills. What do you notice about where the paper mills are located?
3. Compare and contrast the location of paper mills with the locations of sawmills? How are they similar? How are they different?
4. As towns sprung up around mills and factories, what impact do you think that had on Indigenous people and tribal lands?
5. How do you think settlers/immigrants felt about the growth of towns in Wisconsin? How do you think members of First Nations felt about this growth?

### Wisconsin Rivers Map Tasks:

- Pick a symbol you can use to represent paper mills on your map. Add it to your key.
- Use that symbol to mark the circled paper mills from the Paper Mill Map on your Wisconsin Rivers Map.

## GROUP D INSTRUCTIONS & QUESTIONS

### Read the Text:

Wisconsin's rivers and lakes were important to First Nations as a source of food and transportation. This was the same for settlers. Towns like Stevens Point, Wausau, Rhinelander, Tomahawk, Ashland, and Green Bay were built along major rivers, Lake Michigan, and Lake Superior. These waterways provided a way to transport logs and lumber to and from the mills and provided a source of power to run the mills. Other towns, such as Portage, Sheboygan, Milwaukee, Racine, Kenosha, and Beloit, were farther away from the forests of the north. Many people from these communities went to work in the factories that were used to turn wood into manufactured (human-made) products.

### Use the Text and All the Resources Provided to Answer the Questions Below on your Hosted Gallery Walk Student Sheet:

1. Compare the Tribal Lands Map to the Wisconsin Rivers Map. What do you notice about tribal lands and rivers?
2. Look at all three maps, what do you notice about where factories are located?
3. Why do you think factories were located in these locations?
4. Look at the legend on the Wisconsin Manufacturing Map. What were some of the items being manufactured between 1860-1910?
5. How do you think the growth of factories in the southern part of what is now Wisconsin impacted the people (Indigenous and earlier settlers) who had already been living in that area?

### Wisconsin Rivers Map Tasks:

- Pick a symbol you can use to represent factories on your map. Add it to your key.
- Use that symbol to mark the circled factories from the Manufacturing Map on your Wisconsin Rivers Map.

## GROUP E INSTRUCTIONS & QUESTIONS

### Read the Text:

Looking back at the communities that developed in Wisconsin as it was settled, it is easy to see that forests played a key role in where towns and communities grew. Forests had provided for Indigenous people for many generations before the settlers arrived and they continued to provide for the settlers.

As the **merchantable timber** (timber that could be sold) was depleted in much of the northern forests, only trees that were not used for lumber and paper remained and the forests were very different. Because of this, some towns, such as Shanagolden and Knox Mills, were deserted. Other towns, like Stevens Point, Wausau, Rhinelander, Tomahawk, Ashland, and Green Bay, had grown enough that they were able to survive. Wisconsin's forests are still important to these towns.

Indigenous people who had once lived and traveled throughout Wisconsin's northern forests were still forced to live on reservations that were created by the treaties. They did not like how settlement had changed the forests that had been important to them for many generations.

### Use the Text and All the Resources Provided to Answer the Questions Below on your Hosted Gallery Walk Student Sheet:

1. What do you notice about the location of Wisconsin cities?
2. Do you know why Wisconsin cities are located in these places?
3. Approximately what fraction or percent (part) of the State of Wisconsin is forested now? What location of the State of Wisconsin is forested? (Use directions like northeast, southwest, etc.)
4. How do you think the amount of forested land in Wisconsin now compares to the amount of forested land in Wisconsin when it was being settled?
5. How do you think the growth of cities in Wisconsin has impacted the Indigenous people who lived in Wisconsin prior to its settlement?

### Wisconsin Rivers Map Tasks:

- Pick a symbol you can use to represent cities on your map. Add it to your key.
- Use that symbol to mark the circled cities from the Wisconsin Cities Map on your Wisconsin Rivers Map.

