

Transportation and Industry Change Wisconsin

This chapter deals with the transformation of Wisconsin from a primarily rural state to one in which cities, businesses, and industries—as well as farms—flourished. Students will learn not only about the changes in transportation, industry, and lifestyles that came with this, but also about the new challenges and problems that resulted.

Activity 9.1 *New Industries and Old*

Overview

In this activity students work with two charts from their textbook, analyzing data about the most important Wisconsin industries in 1880 and in 1920. The only materials needed for the activity are copies of the student pages and the textbook, *Wisconsin: Our State, Our Story*.

Management

Materials

- Student Activity 9.1 (Teacher Pages 1–2; Student Pages 1–2)

Grouping

- Whole class
- Small group
- Individual, supervised or independent

Activity 9.2 *Political Cartoons*

Overview

This activity has two parts. The first is based on a primary-source document, a 1911 political cartoon about Senator Robert La Follette and his reforms. Students analyze the cartoon and answer simple questions about it. In the second part of the activity, students create their own cartoons about the Progressive Era.

Management

Materials

- Student Activity 9.2 (Teacher Page 1; Student Page 1)
- Political cartoons from recent newspapers (optional)
- Paper or poster board
- Crayons, colored pencils, and/or markers

Grouping

- Whole class
- Small group
- Individual, supervised or independent

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Activity 9.1: New Industries and Old

Teacher Materials

Preparation/Organization The only materials needed for this activity will be copies of the student pages. The activity can be done with the whole class, in small groups, or as individual students.

Procedure

1. Hand out copies of Student Pages 1–2. Then direct students to page 176 of their textbook, *Wisconsin: Our State, Our Story*. Remind them that the two charts on this page show the most important Wisconsin industries during two different years, forty years apart.
2. Give students time to study the lists. Make sure students understand how to recognize how a particular industry changed in importance from 1880 to 1920 and how one industry might have supplanted another in terms of importance.
3. Then have a volunteer read aloud the first question on the student pages. Work with students to come up with the answers, helping them see the following industries were no longer as important in 1920: liquors and beer; clothing manufacturing; carriages, wagons, and materials; wooden boxes and doors; cigars and cigarettes; barrel making; saddles and harnesses. Have students speculate about why these industry changes might have happened. (For example: the arrival of Prohibition meant the end of the production of liquor and beer; the rise of the automobile meant the end of carriages and wagons; etc.)
4. Have students continue on their own, answering the remaining questions.
5. When they have finished, have students compare their responses, explaining their reasoning for all of their answers.

Answers

1. Liquors and beer; clothing manufacturing; carriages, wagons, and materials; wooden boxes and doors; cigars and cigarettes; barrel making; saddles and harnesses.
2. Possible answer: Liquors and beer went out with Prohibition; clothing probably was manufactured closer to where products like cotton were grown; carriages and wagons became less common with the rise of the automobile; wooden boxes and doors were probably replaced with metal ones; the manufacture of cigars and cigarettes probably become more centralized in the tobacco-growing states; wooden barrels were probably replaced with more modern containers; saddles and harnesses became less needed as cars and trucks replaced horses for work and transportation.
3. Cars, trucks, tractors; engines and waterwheels; ship and boatbuilding; automobile-related industries; candy manufacturing; copper, tin, and sheet metal products; knit material manufacturing; electrical machinery manufacturing.
4. Possible answer: Many of the industries came about because of new technologies, such as the car engine and electricity.
5. Possible answer: Because of the rise of the dairy industry, farmers who had once grown wheat or vegetables switched to dairy products; as the metal industry became more powerful, shops and factories developed and towns and cities grew larger; the auto industry required large factories, so communities grew as people moved from farms and small towns to the large communities where factories were located.
6. Answers will vary.

Name _____ Date _____

Activity 9.1 New Industries and Old

Use the charts on page 176 of *Wisconsin: Our State, Our Story* to answer these questions.

1. Which industries among the top 20 in 1880 were no longer among the top 20 in 1920?

2. Why do you think those industries were no longer as important? _____

3. What industries among the top 20 in 1920 were not among the top 20 in 1880? _____

Name _____ Date _____

4. Why do you think that there were many new industries on the 1920 list that were not on the 1880 list?

5. How do you think the top 3 industries in 1920 changed life in Wisconsin?

6. Imagine that you lived in the year 1920. In which industry would you want to work? Explain.

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Activity 9.2: Political Cartoons

Teacher Materials

Preparation/Organization You will need a transparency of the student page to display for the whole class, as well as a copy for each group or student, depending upon how you organize the activity. Students will also need blank pieces of paper or poster board, as well as crayons, colored pencils, or markers. The activity is suitable for the class as a whole, small groups, or individual students. Students can be supervised, work independently, or work under your direction for part of the activity and then let loose to work on their own.

Procedure

1. Display a transparency of the student page for the class, reminding them that although this political cartoon dates back to the early 1900s, political cartoons still appear almost every day in most newspapers. Ask students about political cartoons they might have seen. You may also wish to display some political cartoons from recent newspapers. Talk with students about why political cartoons remain popular, and why they can be effective in communicating ideas about current issues and people.
2. Distribute copies of the student page and discuss the directions for Part 1. Give students time to study the cartoon and discuss any questions they might have about it. Then have them answer the questions for Part 1.
3. When students have finished Part 1, have them share their ideas, making sure that they understand the ideas presented in the cartoon.
4. Then read the directions for Part 2 and distribute drawing supplies. Tell students that they may consult their textbooks to remind themselves about the Progressive Era. Emphasize that most effective political cartoons communicate a single important idea or message and that they often do this with humor or exaggeration. When students have finished their political cartoons, organize a display so that students can view and discuss their work.

Answers

Part 1

1. For La Follette.
2. The cartoon communicates this idea by showing how Wisconsin was in the grip of an octopus—the railroad trusts—before La Follette’s reforms; the cartoon depicts Wisconsin as a “model state” after his reforms.

Part 2

Cartoons will vary, but each student should be able to create a cartoon that, regardless of his or her drawing abilities, clearly communicates an idea and point of view.

Name _____ Date _____

Activity 9.2 Political Cartoons

Part 1

This cartoon appeared in 1911. Look at it closely. Decide whether it is for Senator Robert M. “Fighting Bob” La Follette and his policies or against them. Then answer the questions below about the cartoon.



1. Is this cartoon for Senator La Follette and his policies or against them? _____

2. What in the cartoon tells you this? _____

Part 2

On a separate sheet of paper, create your own political cartoon about La Follette and the Progressive Era.