Used in lesson four, this is a resource book that has many lessons relating to Natural Resources. While some of them are Environmental Education lessons others are more science based lessons that can be used when teaching about wildlife and its environment. The making paper lesson from this source was also similar to the one found in Paper Make Wisconsin Great! (Used in Lesson 4)

This is the script for “Mr. Babcock’s Invention” to be used as mentor text in script writing. Students examine the format while reading to gain an understanding of how a script is laid out and what the important components are. (Used in Lesson 8)

This lesson was found on the Minnesota zoo website. The activities in this lesson have students building a model of a beaver lodge. By building actual beaver lodge models, students will learn about the behaviors and lifestyles of beavers. This activity off the zoo’s website is suggested as a pre-visit to the zoo activity. (Used in Lesson 2)

This is a link to the portion of the Wisconsin Historical Society's website. Here, access is given to a pamphlet written by Ed L. Peet encouraging immigrants to come to the cutover lands in Burnett County. (Used in Lesson 8)

This binder of lesson plans was used in lesson four, Paper Making. This is where the portion of the lesson that related to logging and sustainable forestry came from. The binder also contains a paper making lesson, and so the lesson you find in this unit is a combination of various lessons. Paper Makes Wisconsin Great! also was the source for the worksheets that students would do during group time. This resource has a lot of information about the whole process and business of paper. (Used in Lesson 4)
This website was used during the "Mooray for Dairy!" lesson. The information on the PowerPoint was used to help the students to understand what each stomach does for the cow. The information was very understandable for students. (Used in Lesson 6)

This was an academic paper on the reading comprehension strategy of determining importance in nonfiction text. All of the points listed in the demonstration portion of this lesson plan were taken directly from this paper. (Used in Lesson 7)

This is a live streaming video from a camera that is located inside a beaver lodge. This video shows active beavers living and working all day long. (Used in Lesson 2)

This is a live streaming video from a camera that is located inside a beaver lodge. This video shows active beavers living and working all day long. (Used in Lesson 2)

This children's book was used in the sixth lesson about a cow's digestive system. The book explains how the cows eat, goes through their 4 stomachs, and produces milk. It has great pictures that are understandable for students. (Used in Lesson 6)

This book gives a historical look at fur traders from a young voyageurs perspective. This book talks about the culture and lifestyle of the voyageurs. The voyageurs formed a vital link in the booming fur trade business and played an important role in the changes in the land and culture of Wisconsin. (Used in Lesson 1)

*Marven in the Great North Woods* is a children’s literature story about a Jewish boy who leaves his home and goes to a logging camp during the influenza outbreak. In this story he learns French words, and the reader does as well. The setting of a logging camp shows the reader historical content in a way that allows the reader to experience the time period. This story is a strong choice for the Social Studies lesson on logging because of the content and setting. (Used in Lesson 3)
Linquist, Tarry. (2002). *See the Whole Through Social Studies*. Portsmouth, NH: Heinemann. This book was used for activities found within the unit, such as the talking billboard and little book. It is a wonderful resource for teachers to have, included within the book are fun activities that the students will remember and connect to the social studies content.

This is a live streaming video from a camera that is located inside a beaver lodge. This video shows active beavers living and working all day long. (Used in Lesson 2)

This book was used in the fifth lesson as informational text for students to understand the people who came to Wisconsin in the late 1800s and the industries that drew them. Students learn about the Dairyman's Association, how milk is produced and what it is produced into for Lesson 5. The text provides information on Wisconsin mining for Lesson 7. Overall, the text provides vocabulary and pictures to help students to understand the material better and the teacher's edition offers a wealth of teaching strategies, activity suggestions, and supports. (Used in Lesson 5 & 7)

Used in lesson one, this is a teacher’s guide that has lessons and student materials related to Wisconsin land use. This guide is a collection of different activities and lessons that are meant to be used to an accompaniment to reading the book *Learning from the Land*. Many of the activities focus on human interaction with Wisconsin’s resources. Most of the lessons in this guide are intended to have students working cooperatively. (Used in Lesson 1)

This is a live streaming video from a camera that is located inside a beaver lodge. This video shows active beavers living and working all day long. (Used in Lesson 2)

The historic maps from Lead Region Historic Trust, Inc. which were used in the jigsaw activity were accessed from this site. The site also contains solid background information on historic Wisconsin lead mining for teacher use. The site would be a useful inclusion in a webquest for students. (Used in Lesson 7)
This website was used throughout the lesson to create rubrics for assignments and core performance task. This website is a wonderful resource to create various rubrics for different subject areas. (Used throughout unit)

This site offers several lesson plans on writing scripts for plays and movies for elementary school students. This is where information on script-writing was accessed for this lesson. (Used in Lesson 8)

In the 1800s, Wisconsin Board of Immigration produced pamphlets to be distributed to people likely to relocate from Eastern US and Europe. This webpage may be used by the teacher to gain background information on these pamphlets. (Used in Lesson 8)

Information on analyzing historic photographs from the National Park Service may be accessed here. This is a valuable companion to the Wisconsin Historical Images. (Used in Lesson 7)

Retrieved from [http://www.youtube.com/watch?v=OcKw4hrTU4I](http://www.youtube.com/watch?v=OcKw4hrTU4I)
This video was used in the fifth lesson as an informational video that students could draw new information from to put new learnings in their KWL Little Book. It gives students a better understanding of dairy farms and what keeps them functioning. (Used in Lesson 5)

All of the historic images for the jigsaw activity (and on the lesson plan cover page) were obtained from the Wisconsin Historical Society. Images available here would be useful for any primary source explorations in Wisconsin or US history. (Used in Lesson 7 and cover page)

This website was used to better understanding of how dairy farming came to be in Wisconsin. Many dates and key events were found on this website and it explains how farming progressed through the early years. (Used in Lesson 5)
CHILDREN’S LITERATURE

This biography is part of the Badge Biographies series and not only presents Jaggi, who was a Swiss immigrant, but also many aspects of early cheese-making in Wisconsin. Filled with oral history and historic photos, this book is interesting and informative. I would love to use this as the main text for a unit on Wisconsin history or Wisconsin’s early dairy industry. It includes a glossary, online sources to learn more about cheese making, a reading group discussion guide, related Wisconsin museums or sites to visit, and even suggestions for extension activities. Science could easily be integrated through the study of the chemistry involved in cheese making.

The clever pigs of Rumpus Ridge, a small Wisconsin mining town, use their resourcefulness to reclaim their prized ball of string from the Cornwallians after it washed ashore near Cornwall and the residents decide to keep it. Wisconsin students would like the humor, the connection to their state, and the Rumpus Ridge pigs’ crafty plot. I would use this book as reading practice for using pictures to aid comprehension or as a mentor text for practice with prediction.

Students learn all about dairy cows and the modern dairy industry as they follow the life of Clarabelle, a Holstein on a northern Wisconsin farm. The book is packed with information but is presented with actual photos, interesting text, and a glossary to help with unfamiliar words. This book would be great for inclusion in Wisconsin studies, learning about farming or the dairy industry, or for use in science lessons focusing on cows or domesticated animals.

One of the New Badger History titles published by the Wisconsin Historical Society, this book gives elementary students an understanding of why Wisconsin’s immigrants left their homelands, what their journeys were like, and what their first years were like as they settled in our state. Primary sources and oral histories are used to tell the stories of Wisconsin’s oldest and newest arrivals. Certainly this book would be useful in studying Wisconsin’s history but it would also be great for making more personal connections for Wisconsin students when studying our nation’s immigration history. Cultural studies would benefit by use of this book as well.
This book is published in partnership with Wisconsin's LEAF program and is a collection of historical stories centered around our state's early logging industry. Elementary readers learn about lumberjacks, Native Americans, and early settlers through engaging fiction. This book would work very well for literature circles and, because there is an accompanying activity guide, it could be the core text used in a whole unit on Wisconsin's early logging industry.

Nanabush the Great Hare was a trickster who chased Ahmik the Giant Beaver all over the land after Ahmik turned the tables and played a trick on him. Through their chase they formed the geography of what would come to be known as Wisconsin. This Algonquin creation story would be wonderful to include in Wisconsin history, a unit on mythology, or when studying First Nations.

Follow Edouard, a voyageur (or French fur-trader), as he makes his yearly journey across the Lake Superior region. Used within a social studies lesson, this book would give students a glimpse into a time and occupation they may be quite unfamiliar with.