Inquiry-Based Project for High School Classrooms



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*hearherelacrosse.org*

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# **Project Introduction**

*Hear, Here* is an national award winning audio-documentary project in downtown La Crosse, Wisconsin that seeks to give voice to familiar spaces, informing the way we think about our community’s past, present, and future. Orange-street level signs in downtown La Crosse with the *Hear, Here* logo indicate where first-hand stories are located. Stories can be accessed through our toll-free number on your mobile phone or listened to online at hearherelacrosse.org. *Hear, Here*’s roots have always been in education; beginning as a set of classes taught as a part of the Public Policy History Major/Minor and the Photography Minor at the University of Wisconsin-La Crosse, *Hear, Here* has now expanded to include curriculum for local fourth grade, eighth grade, and high school teachers to use to teach local history.

This unit for high school students is a student-driven, inquiry-based project that centers around exploring and answering questions regarding La Crosse, Wisconsin’s history, people, and culture. This project seeks to unite the history of La Crosse with the present and encourages students to think about how we can make La Crosse better for the future. *Hear, Here* provides a platform for all voices to be heard in La Crosse on a variety of topics, past and present, thereby giving teachers a unique teaching opportunity to make local history and current events come alive to students. This project was created to allow students to engage in meaningful research that is personal to them, enabling them to feel connected to La Crosse, while practicing the research skills used by historians and social scientists.

Students will use *Hear, Here* stories, primary sources such as newspapers and archival materials, as well as secondary sources to answer a chosen question or series of related questions about the history of La Crosse. These questions will require thoughtful analysis of La Crosse’s history on not only a micro-scale, but as it relates to the larger history of the state, country, and/or world. Students will then answer these questions alone, in pairs, or in small groups, depending on preference and the size of the classroom, using a variety of sources. Students will choose from a list of potential research questions (provided below) or can draft their own. Students will present their research to their classmates in a format chosen in consultation with their teacher that suits the needs of the teacher and the learning environment. Potential presentation formats include, but are not limited to: PowerPoints and Prezis, videos, student-led discussions, poster exhibits, and written papers.

This project is flexible in its pedagogy, allowing teachers of different subjects to situate this lesson to their own curricula and teaching style, as well as to meet learning needs of the classroom environment. Potential subjects that this project could work for include US History, Wisconsin History, Sociology, Contemporary Global Issues, or any social studies course. This project may also be implemented after the completion of the AP curriculum. While guidelines and resources are given, the length, rigor, and requirements for this project are all customizable to your classroom. The Student Planning Packet found on the *Hear, Here* High School Curriculum page provides guidance for students, instructors, and parents. Examples of potential topics requiring additional instruction include: identifying primary and secondary sources, finding local newspaper articles, analyzing and connecting evidence from multiple sources rather than simply summarizing, and crafting a thesis statement or argument.

## **Lesson Goals/Objectives**

Content Objectives:

* Craft questions that will prompt research into La Crosse’s history, people, and culture.
* Synthesize information from a variety of primary and secondary sources, including *Hear, Here* stories, to explore their questions.
* Present the outcomes of research to their classmates and engage in dialogue regarding other people’s inquiry questions.

## **History/Social Studies Skills Objectives**

Students will:

* Identify and utilize primary and secondary sources that support their argument.
* Analyze, synthesize, and compare information from a variety of sources.
* Connect local history to national and global historical trends.
* Articulate a coherent argument to answer their inquiry questions.
* Practice presenting research and articulating their argument to a wider audience.

## **Suggested Wisconsin Standards**

* SS.Geog2.c.h Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.
* SS.Geog4.a.h Explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity). Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.
* SS.Hist2.a.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.

## **Evaluation**

A sample rubric is provided to assess student research. Please feel free to modify as needed, or use other forms of assessment.

# **Possible Inquiry Questions**

*This is by no means an exhaustive list. Each of the main questions has three sub-questions, two of which support the main question and the last of which asks students to think more broadly about the topic, to come up with solutions to issues, to form their own opinions, or to relate the topic to wider themes. If students are making their own questions, remind them that they should be “big picture” questions that require thoughtful research and analysis of La Crosse’s history not only on a local scale, but on a national and/or global scale. Students questions also should relate to a topic that is covered in at least two Hear, Here stories.*

What are the experiences of individuals experiencing homelessness in our community?

What factors have contributed to homelessness in our community?

How do these reasons for homelessness in La Crosse compare to homelessness in the US in general?

What are some long-term solutions to homelessness in La Crosse and in the larger US?

What resources are available to individuals who are experiencing homelessness in La Crosse?

What are the experiences of individuals who are homeless when they use these resources?

 Are these resources adequate or strained? How so?

What are some long-term solutions to homelessness in La Crosse and in the larger US?

How has downtown La Crosse changed over the last century?

 What businesses are no longer in La Crosse?

What has stayed the same (businesses, festivals, traditions, statues/monuments, etc.)?

How might La Crosse change in the future, and what are the ways that you think La Crosse could improve?

What are some of the historical buildings we have in La Crosse and why are they important in our community?

 What buildings tend to be preserved? What buildings tend to be demolished?

 What makes downtown La Crosse a Historic District?

 Why is there a national movement to preserve buildings?

What do the monuments that we have in La Crosse show about our community’s culture and values?

What monuments are in La Crosse? (There are other monuments in our city not represented by *Hear, Here* stories, such as the monuments to La Crosse’s sister cities in Riverside Park.)

How were the monuments chosen, and was there ever controversy around any monuments?

If you were to design your own monument to add to La Crosse, what would it be and why?

How is the Ho-Chunk Nation represented in monuments around our city?

How are Native Americans represented in media and popular culture today in the larger U.S.?

How does the representation of Native Americans on a national scale compare to representation of the Ho-Chunk Nation here in La Crosse?

 Why is the issue of accurate representation of Native Americans important?

Why has the “Hiawatha” statue been a topic of controversy in our community?

 What is the history of the statue?

 Why is the issue of accurate representation of Native American people important?

What do you believe the city should do to address the controversy? Should the “Hiawatha” statue remain, be moved, be replaced, or another solution?

Are People of Color who are immigrants welcomed into the La Crosse community? What about in the US?

What are the circumstances that brought Cuban refugees to La Crosse in 1980 and what was their experience here?

What are the circumstances that brought Hmoob refugees to La crosse in the 1970s-80s and what was their experience here?

What is important about having a variety of points of view in La Crosse and in the larger country? What can we learn from diversity?

What is the role of the Mississippi River in our community?

What is the history of transportation of both goods and people on the Mississippi? How has this affected the La Crosse community?

How have humans transformed the Mississippi River over time and why have they

done this?

How does the physical environment of a city, such as how La Crosse located on the river, shape a place’s culture, economy, and people?

What protests have we had in La Crosse and what does that say about our community’s values?

Have our community’s protests been similar to those that are going on US wide and world-wide?

Why do people find it important to protest? What does protesting have to do with

Americans’ feelings about democracy and free speech?

What is the role or importance of protests in the larger US society?

Why is La Crosse consistently considered one of the most LGBTQ+ friendly cities in the Midwest?

What places, businesses, or events are LGBTQ+ friendly, in the past and in present day?

How do the experiences of LGBTQ+ individuals here in La Crosse compare to the experiences of LGBTQ+ individuals in the larger US?

Why is it important to have spaces that are welcoming to all people and identities within a city?

# **Hear, Here Stories by Theme**

*Students can listen to Hear, Here stories and read their transcripts through the links provided.*

Homelessness:

Christine Hotchkiss 2, <http://www.hearherelacrosse.org/story/hotchkiss_christina_2/>;

Kate Parker, <http://www.hearherelacrosse.org/story/parker_kate_1/>;

Paul Pappas, <http://www.hearherelacrosse.org/story/pappas_paul_1/>;

Martin Jude Peeples, <http://www.hearherelacrosse.org/story/peeples_martin_jude_1/>;

Toni Asher, <http://www.hearherelacrosse.org/story/asher_toni_1/>;

John McCue, <http://www.hearherelacrosse.org/story/mccue_john_1/>;

James Zaragoza, <http://www.hearherelacrosse.org/story/zaragoza_james_1/>

Hmoob Voices

Mai Chao, <http://www.hearherelacrosse.org/story/chao_mai_1/>;

Chong Cher Lee, <http://www.hearherelacrosse.org/story/lee_chong_cher_1/>;

Vandali Vang, <http://www.hearherelacrosse.org/story/vang_vandali_1/>;

Tony Yang, <http://www.hearherelacrosse.org/story/yang_nauhouatony_1/>;

Xong Xiong, <http://www.hearherelacrosse.org/story/xiong_xong_1/>

Indigenous Voices/Native American Culture and Archeology

Dan Green, <http://www.hearherelacrosse.org/story/green_dan_1/>;

William Stobb: <http://www.hearherelacrosse.org/story/stobb_william_1/>;

Tracy Littlejohn, <http://www.hearherelacrosse.org/story/littlejohn_tracy_1/>;

Robbie Moss, <http://www.hearherelacrosse.org/story/moss_robbie_1/>;

Tom Jones, <http://www.hearherelacrosse.org/story/jones_tom_1/>;

Robert (Ernie) Boszhardt, <http://www.hearherelacrosse.org/story/boszhardt_roberternie_1/>

Voices of People of Color:

Kalong Bell, <http://www.hearherelacrosse.org/story/bell_kalon_1/>;

Victor Manuel Macias-Gonzalez <http://www.hearherelacrosse.org/story/macias-gonzalez_victor_manuel_1/>;

Azoz Alsubaie, <http://www.hearherelacrosse.org/story/alsubaie_azoz_1/>;

Rina Jeong, <http://www.hearherelacrosse.org/story/jeong_rina_1/>;

Shaundel Spivey, <http://www.hearherelacrosse.org/story/spivey_shaundel_1/>;

Patrice Amoapim, <http://www.hearherelacrosse.org/story/amoapim_patrice_1/>;

Robbie Moss, <http://www.hearherelacrosse.org/story/moss_robbie_1/>;

Jake Hoeschler 1, <http://www.hearherelacrosse.org/story/hoeschler_jake_1/>;

Jessica Polacek, <http://www.hearherelacrosse.org/story/polacek_jessica_1/>;

Antoiwana Williams, <http://www.hearherelacrosse.org/story/williams_antoiwana_1/>;

Bernard Black, <http://www.hearherelacrosse.org/story/black_bernard_1/>;

Ernesto Rodriguez 2, <http://www.hearherelacrosse.org/story/rodriguez_ernesto_2/>

Built Environment:

Doug Connell, <http://www.hearherelacrosse.org/story/connell_doug_1/>;

Sarah Jane Fellows, <http://www.hearherelacrosse.org/story/fellows_sarah_jane_1/>;

Jim Grenisen, <http://www.hearherelacrosse.org/story/grenisen_jim_1/>;

Edwin Hill <http://www.hearherelacrosse.org/story/hill_edwin_1/>;

Carol Erickson, <http://www.hearherelacrosse.org/story/erickson_carol_1/>;

John Satory, <http://www.hearherelacrosse.org/story/satory_john_1/>;

Les Crocker, <http://www.hearherelacrosse.org/story/crocker_les_1/>;

Chris Kahlow, <http://www.hearherelacrosse.org/story/kahlow_chris_1/>;

Jake Hoeschler 2, <http://www.hearherelacrosse.org/story/hoeschler_jake_2/>;

Anne Snow, <http://www.hearherelacrosse.org/story/snow_anne_1/>;

Jake Hoeschler 1; <http://www.hearherelacrosse.org/story/hoeschler_jake_1/>;

Hunter Wagner, <http://www.hearherelacrosse.org/story/wagner_hunter_1/>;

Rose Reinert, <http://www.hearherelacrosse.org/story/reinert_rose_1/>;

Robert (Ernie) Boszhardt, <http://www.hearherelacrosse.org/story/boszhardt_roberternie_1/>;

Ben Morris 1 and 2, <http://www.hearherelacrosse.org/story/morris_benjamin_2/> and <http://www.hearherelacrosse.org/story/morris_benjamin_1/>;

Alf Gundersen, [http://www.hearherelacrosse.org/story/gundersen\_alf\_1](http://www.hearherelacrosse.org/story/gundersen_alf_1/)

Preservation of Historic Buildings

Edwin Hill <http://www.hearherelacrosse.org/story/hill_edwin_1/>;

Chris Kahlow, <http://www.hearherelacrosse.org/story/kahlow_chris_1/>;

Doug Connell, <http://www.hearherelacrosse.org/story/connell_doug_1/>;

William Koch, [htftp://www.hearherelacrosse.org/story/hill\_edwin\_1/](http://www.hearherelacrosse.org/story/hill_edwin_1/)

The Mississippi River:

Susan Houlihan, <http://www.hearherelacrosse.org/story/houlihan_susan_1/>;

Shawn Micallef, <http://www.hearherelacrosse.org/story/micallef_shawn_1/>;

Sarah Jane Fellows, <http://www.hearherelacrosse.org/story/fellows_sarah_jane_1/>;

David Krump, <http://www.hearherelacrosse.org/story/krump_david_1/>;

Karl Schaettle, <http://www.hearherelacrosse.org/story/schaettle_karl_1/>

LGBTQ\*:

Shawn Micallef, <http://www.hearherelacrosse.org/story/micallef_shawn_1/>;

Victor Manuel Macias-Gonzalez,

<http://www.hearherelacrosse.org/story/macias-gonzalez_victor_manuel_1/>;

Jane Holland, <http://www.hearherelacrosse.org/story/holland_jane_1/>;

Mary O’Sullivan, <http://www.hearherelacrosse.org/story/osullivan_mary_1/>;

Will Vanroosenbeek, <http://www.hearherelacrosse.org/story/vanroosenbeek_will_1/>;

Siiri Koski, <http://www.hearherelacrosse.org/story/koski_siiri_1/>;

Jessica Polacek, <http://www.hearherelacrosse.org/story/polacek_jessica_1/>

Poems:

William Stobb, <http://www.hearherelacrosse.org/story/stobb_william_1/>;

Gene Falkenberg, <http://www.hearherelacrosse.org/story/falkenberg_gene_1/>;

Mai Chao, <http://www.hearherelacrosse.org/story/chao_mai_1/>;

Susan Houlihan, <http://www.hearherelacrosse.org/story/houlihan_susan_1/>;

Tegan Dailey, <http://www.hearherelacrosse.org/story/dailey_tegan_1/>;

David Krump, <http://www.hearherelacrosse.org/story/krump_david_1/>;

Monuments:

Dan Green, <http://www.hearherelacrosse.org/story/green_dan_1/>;

Elmer Peterson, <http://www.hearherelacrosse.org/story/peterson_elmer/>;

Tracy Littlejohn, <http://www.hearherelacrosse.org/story/littlejohn_tracy_1/>;

Maureen Freedland, <http://www.hearherelacrosse.org/story/freedland_maureen_1/>;

Ben Morris 2: <http://www.hearherelacrosse.org/story/morris_benjamin_2/>

Law Enforcement:

Kalon Bell, <http://www.hearherelacrosse.org/story/bell_kalon_1/>;

Jane Doe, <http://www.hearherelacrosse.org/story/doe_jane_1/>;

Azoz Alsubaie, <http://www.hearherelacrosse.org/story/alsubaie_azoz_1/>;

Shawn Micallef, <http://www.hearherelacrosse.org/story/micallef_shawn_1/>;

Shawndel Spivey, <http://www.hearherelacrosse.org/story/spivey_shaundel_1/>;

Gustave Winter, <http://www.hearherelacrosse.org/story/winter-gustave-1/>;

Ernesto Rodriguez 1, <http://www.hearherelacrosse.org/story/rodriguez_ernesto_1/>;

Vandali Vang, <http://www.hearherelacrosse.org/story/vang_vandali_1/>

Ability/Disability:

Christina Hotchkiss, <http://www.hearherelacrosse.org/story/hotchkiss_christina_1/>;

Michael Sigman, <http://www.hearherelacrosse.org/story/sigman_michael_1/>;

Hunter Wagner, <http://www.hearherelacrosse.org/story/wagner_hunter_1/>

Protests

Ben Morris 1: <http://www.hearherelacrosse.org/story/morris_benjamin_1/>;

Ben Morris 2: <http://www.hearherelacrosse.org/story/morris_benjamin_2/>

Xong Xiong, <http://www.hearherelacrosse.org/story/xiong_xong_1/>

Chris Kahlow, <http://www.hearherelacrosse.org/story/kahlow_chris_1/>;

Jessica Polacek, <http://www.hearherelacrosse.org/story/polacek_jessica_1/>;

Maureen Freedland, <http://www.hearherelacrosse.org/story/freedland_maureen_1/>

# **Inquiry-Based Learning and Primary Source Resources**

About Inquiry-Based Learning:

* For an introduction to inquiry-based learning, see: https://www.schreyerinstitute.psu.edu/pdf/ibl.pdf
* “Guidelines for Inquiry-Based Project Work” from Stanford University: https://tomprof.stanford.edu/posting/1390

Archival Resources:

* UW-La Crosse Area Research Center, located in Murphy Library, UWL campus. There is a vertical file on each *Hear, Here* story in the archives with pertinent research on the story subject and/or narrator that students are welcome to look at. Hours can be found at: <https://www.uwlax.edu/murphylibrary/hours/special-collections-hours/>.
	+ For digitized content from the UWL ARC and Special Collections, see: https://digitalcollections.uwlax.edu/jsp/RcWebBrowseCollections.jsp
* La Crosse Public Library Archives (through email or in person) has a large collection of newspapers and other primary sources, along with archival librarians that can help students. Hours can be found at: <https://archives.lacrosselibrary.org/>.
	+ For digitized content from the La Crosse Public Library, see: http://publicrescarta.lacrosselibrary.org/jsp/RcWebSimpleSearch.jsp;jsessionid=F1EA310461E281AD7F61BD56BA825024

Newspapers

* Newspapers.com for archived newspapers
* La Crosse Public Library Archives (If a student finds a relevant newspaper article from a local newspaper on newspapers.com but your school does not have a subscription to the database, the LPL Archives often have the newspaper on microfilm.)
* For access to Tribune Articles and other newspaper resources, see: https://archives.lacrosselibrary.org/local-history/newspaper-info/.

# **Sample Assessment**

*1 = criteria not met; 2 = criteria partially met; 3 = criteria met; 4 = exceeds expectations*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria for Evaluation**  | **1** | **2** | **3** | **4** | **Feedback** |
| *Argument or Answer to Inquiry Question*: The answer to the inquiry questions contains a clear thesis statement or argument that is extremely well supported. All historical facts, trends, and concepts, are fully developed and explained using ample sources and detail. The audience is left with no lasting questions or gaps in knowledge.  |  |  |  |  |  |
| *Number of Primary and Secondary Sources*: At least 2 *Hear, Here* stories, 2 newspaper articles, and 1 other type of primary source, along with 3 secondary sources are used.  |  |  |  |  |  |
| *Use of Hear, Here Stories*: At least 2 *Hear, Here* stories were used to answer the inquiry questions. The stories are historically contextualized when needed, and support the author’s argument or thesis statement. |  |  |  |  |  |
| *Analysis of Sources*: Sources are not simply summarized, but are analyzed and explained to support the main argument. All sources are relevant and well-integrated into the argument. Evidence from secondary sources help make sense of primary sources.  |  |  |  |  |  |
| *Writing Conventions*: Correct spelling, punctuation, and capitalization are used throughout the project. There are no errors in spelling and grammar.  |  |  |  |  |  |
| *Presentation*: The presentation articulated the inquiry questions and answers to the inquiry questions clearly and concisely. It is obvious that much effort was made to create a polished project in the format of choice. |  |  |  |  |  |
| *Citations*: All sources used for the project are correctly cited in the bibliography and in in-text citations or footnotes. There are no errors in citations or works that were used but not cited.  |  |  |  |  |  |

Additional Comments: