

WISCONSIN BIOGRAPHIES

“Influence on Government” Theme Video Teaching Tips

Task

Students will use the “Influence on Government” theme video to critically analyze and discuss different ways people influence government.

Sample Essential Question

How can people influence government?

Standards

Wisconsin Model Academic Standards for Social Studies

- C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community
- E.4.6 Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture

Materials

“Influence on Government” theme video	two or more “Wisconsin Biographies” animations
“3...2...1” graphic organizer	paper
computer or tablet	

Procedure

First, activate students’ prior knowledge by asking them to sketch a picture of “government.” Their pictures may include police officers, teachers, bills, money, etc. Have the students share their ideas with the whole class. Next, instruct student partners to sketch a picture that answers, “How do people influence government?” Have students do a picture walk around the classroom, looking at each sketch. (A “picture walk” is when students display the image they created, and students independently and quietly meander to look at their peers’ work.)

Next ask students, “Thinking about how people influence government, what did you notice about the sketches?” Then ask, “What are some new questions you have about how people influence government?”

Introduce the “Influence on Government” theme video, informing students that the purpose for viewing is to develop new understandings of how people can influence government. Show students the video. After viewing, have student partners first discuss what they noticed and then what they are still wondering about how people influence government. Have them record their responses on the 3...2...1 graphic organizer.

Once complete, have students either independently or in a small group watch two or more “Wisconsin Biographies” animations of their choosing on a computer or tablet. After each video, instruct them to list examples on the back of the graphic organizer of people influencing government from the animation. Encourage them to answer the questions they wrote on the organizer if they are able. This organizer will serve as an assessment of students understanding of people’s influence on government.

Optional: Repeat the lesson using the prompt, “How has people’s influence on government changed over time?”

Video Scenes



First the question, “How do people influence government?” is posed. Then Belle Case La Follette, a women’s rights activist, works to help get women the right to vote.



Next, the Tribble brothers are fishing off their Chippewa reservation even though some in the government and society thought it against the law. The brothers fished on the lake because they knew they had the right from treaties signed between the Chippewa and US government.



Father Groppi and Vel Phillips then lead a group of protesters in Milwaukee, Wisconsin, in support of fair and equal housing rights.



Community members next free Joshua Glover, an escaped slave, from jail.



Then, Vel Phillips works to create a new law. Finally, the question, “How do people influence government?” is asked once again.

Name _____

3...2...1

Record your responses using complete sentences.

What are three things you noticed?

3:

What are two things you would still like to know?

2:

Describe one way how you are connected to an event from the video or in history.

1.
