



Teacher's Guide

to Using ChippePedia as a Resource

ChippePedia

chip- ə- pē-dē-ə

a free online encyclopedia
about Wisconsin's Chippewa Valley
that anyone can help edit



ADVENTURES IN HISTORY

CHIPPEWA VALLEY



MUSEUM



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Introduction

Welcome to the Chippewa Valley Museum's *Teacher's Guide to Using ChippePedia as a Resource*. This guide will prepare you to give your students the unique opportunity to learn personal history about the people of the Chippewa Valley and to add their stories to the online encyclopedia about life in the region. The guide is geared toward the middle school level, but it can be easily adapted to younger or older students.

In this guide you will learn what ChippePedia is and which Wisconsin State Language Arts and Social Studies Standards these activities support and satisfy. You will also receive the necessary information for your students (and you) to actually contribute stories to the ChippePedia website. We invite you to enjoy this opportunity that combines authentic student writing, historical research, and technology to create meaningful educational experiences for your students.

What is ChippePedia?

Like Wikipedia, ChippePedia is a website to which anyone may add a story. ChippePedia is a collection of short, descriptive entries about life in the Chippewa Valley.

Many of these entries are personal stories. Others are short histories based on primary and secondary sources, and some entries contain both kinds of information. A ChippePedia entry may include descriptions of family or neighborhood traditions, the menus of traditional feasts, memories of how your hometown has changed over your lifetime, weather-related experiences, or any other story that expands on what it's like to live in this area, now or in the past.

We hope that Chippewa Valley youth will contribute stories and read stories to learn more about the area through primary research.

Who uses ChippePedia?

Everyone can use ChippePedia. It is online at www.chippepedia.org. It is hosted by the Eau Claire L.E. Phillips Memorial Public Library and managed by the Chippewa Valley Museum. Community members read and contribute to the encyclopedia. CVM staff members use the stories in public programming and exhibit development.

Learning Objectives and Wisconsin Model Academic Standards (WMAS)

Learning Objectives: What should students understand?

1. Students will understand the nature and purpose of ChippePedia, and contribute a piece of authentic writing describing some aspect of their experiences living in the Chippewa Valley.

English Language Arts -Standard B- Performance Standards Grade 8

A.8.1 Use effective reading strategies to achieve their purposes in reading.

- Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading

A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.

- Evaluate the themes and main ideas of a work considering its audience and purpose

A.8.4 Read to acquire information.

- Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources
- Identify and explain information, main ideas, and organization found in a variety of informational passages
- Distinguish between facts found in documents, narratives, charts, maps, tables, and other sources and the generalizations and interpretations that are drawn from them

B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.

- Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination and subordination of ideas
- Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme
- Use a variety of writing technologies including pen and paper as well as computers

B.8.2 Plan, revise, edit, and publish clear and effective writing.

- Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience

- Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice

B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.

- Understand the function of words, phrases, and clauses in a sentence and use them effectively
- Use correct tenses to indicate the relative order of events
- Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun
- Punctuate compound, complex, and compound-complex sentences correctly
- Employ the conventions of capitalization
- Spell frequently used words correctly and use effective strategies for spelling unfamiliar words

2. Students can interview others and write stories for ChippePedia.

English Language Arts, Standard F: Research & Inquiry Performance Standards - Grade 8

C.8.2 Listen to and comprehend oral communications.

- Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole
- Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate
- Recall significant details and sequence accurately

F.8.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.

- Formulate research questions and focus investigation on relevant and accessible sources of information
- Use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, and various electronic search engines
- Conduct interviews, field studies, and experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation

3. Students will read some entries on ChippePedia to learn more about life in the Chippewa Valley and to look for common themes among the stories.

Social Studies, Standard E: Behavioral Science Performance Standards Grade 8

E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people

E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community

E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies

E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals

E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world

E.8.14 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis

4. Students will learn how historical knowledge is compiled, assessed, and communicated.

Social Studies, Standard B: History Performance Standards Grade 8

A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.

- Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world
- Identify common historical, social, and cultural themes and issues in literary works and selected passages

A.8.4 Read to acquire information.

- Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them

B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used

B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians

B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues

B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations

Classroom Activities

Grades 6-8 English/Language Arts/Social Studies/History

This unit of study works well as an interdisciplinary effort: English/Language Arts, History/Social Studies, and Media. The activities are designed to meet the Learning Objectives, and you may add to them as you wish.

Activity One:

Review Wikipedia. Using a computer and data/video projector, look up something that may trigger some interest in students (school mascots, the TV show “Glee,” your town, hip hop dancing, or soccer).

Ask: Who made these entries?

How are these entries edited, or changed?

How reliable are these entries?

How can we check on their reliability?

Activity Two:

ChippePedia: What is it? It’s a collection of stories and short histories by, for, and about people of the Chippewa Valley. It is a free online encyclopedia about Wisconsin’s Chippewa Valley that anyone can help edit.

Review: There are four statements on ChippePedia’s home page educators should review. They are the Content Policy, User Agreement, Copyright Policies, and Conflict of Interest statements.

Say: The stories are about how we live—what kind of music we like, what we do for fun, what foods we like, what our traditions are—things like that. You will each get to add a story of your own to ChippePedia. Maybe you’ll write about something your family does every year on a certain holiday. Or about a regular celebration you and your friends have. Or about a tradition in your neighborhood. Or maybe it’s a story your grandparent has told you a hundred times. That’s what we’re after—stories about how you live. If strangers came visiting here from a far-away country, what would you tell them about what it’s like to live in the Chippewa Valley?

Let’s brainstorm some possibilities. What are ideas for stories that you might write? [Record ideas on board.] What are some stories you’ve heard your family members or friends tell that would work for ChippePedia? [Record those ideas.]

Examples of student-generated topics can be found in the Pilot Classroom Projects section beginning on page 13. The topics focus on “folk life” themes, but you can use any regional topics you like.

Have students decide on their story and start writing. You may ask them to finish it by the next class period.

Activity Three:

Publish Your Stories. Use whatever strategies you wish for editing and fine-tuning student writing. Students type their stories and submit them either to you or upload the stories themselves to the site.

There are two ways stories can be submitted to ChippePedia.

Option 1: Students can type their stories. Then they can upload the stories to the site themselves by becoming registered users. Please note that this option reveals their email address to site visitors.

Option 2: As their teacher, you can upload each story to ChippePedia by becoming a registered user yourself. You can also email them as a group to chip@cvmuseum.com. CVM staff and volunteers will upload and format the stories for ChippePedia.

Note: CVM recommends educators refer to COPPA (www.coppa.org), the Children's Online Privacy Protection Act, and your school district's own internet policies when making these decisions. Also, CVM recommends that just the student's first name be included in the article byline.

How to Upload:

Step 1: Go to www.ChippePedia.org. From the menu at the left side of the page, choose "Register" and complete the form.

Step 2: "Create Pages." Choose "Create a wiki page." Enter title and choose "Create Page."

Step 3: Cut and paste your story or memory.

Step 4: Go to the "Categories" tab (at the top of the toolbar, next to Edit Page). Select the categories that best fit your story (you can select as many categories as you want). Select a "Historic Time Period" category for your story. Please also select "Student Submissions" so the story can be included in the section dedicated to regional student work!

Step 5: Choose "Preview" or "Save."

Activity Four:

Teen Community Historians.

Say: Now that you've tried your own story, you will be Teen Community Historians, gathering stories from your friends, family, and neighbors — stories you can add to ChippePedia. When you start your story collecting, you may want to begin a conversation with someone by using the following introduction:

"The Chippewa Valley Museum has an online encyclopedia with stories about Wisconsin's Chippewa Valley. It's kind of like Wikipedia, but it's called ChippePedia. As a class, we are looking for stories from people who live here, so we can add a story about a tradition or experience in their lives to the encyclopedia."

Here are some of the kinds of questions you might ask:

What memory stands out from your childhood?

What are some traditions your family has?

What are your hobbies? What do you do in your spare time?

How did you learn?

What is your favorite holiday? What are some of the things you do every year?

What are some of the traditions at your school?

What are some of the things people do at your church?

What is one of your favorite restaurants in the Chippewa Valley? Why?

What clothes do you wear on special occasions?

If you're talking to your parents or grandparents, sometimes it works to look at a photo album together. You can choose a picture and say, "Tell me about. . ." Pretty soon they'll be telling you stories, and you can write them down. Or they can write them. Maybe they'll even be willing to loan you a photo for your project.

After somebody comes up with an idea that would work, say: "That's exactly the kind of story we're looking for."

Take out a copy of the Student Interview Project Permission Form (see page 11 and show it to the person. Explain that this gives you as the student and your school permission to use the story in the interview project, including online school projects. However, the interview participant retains his/her rights to the information; in other words, you or your school can't sell the story.

After you have written the story down, ask the person sign the form.

Interview Suggestions

- Ask opened-ended questions – not yes or no questions.
- Listen carefully to the answers. Use follow-up questions to learn more. For example, somebody says that they like to go fishing at Lake Wissota. Ask a follow-up question like: "Who do you like to go fishing with?," "What was the biggest fish you ever caught?," "Why do you like fishing at Lake Wissota instead of some other place?"

One more point: When you are interviewing someone, never put yourself in a situation where you feel uncomfortable.

Interview Topics (Extra topics to help your students get the ideas flowing.)

- Crafts, hobbies, free-time activities
- Gatherings, parties, dinners, dances, special events (big or little)
- School traditions, food, classes, friendships, clubs, events
- Workplaces
- Music, plays, variety shows, camp songs, dancing – either as a performer or part of an audience, piano-playing

- Food, restaurants, cooking, special dinners, party food, holiday food
- Outdoor places: parks, ball fields, camp grounds, beaches or pool, lakes or rivers, fishing, swimming, boating, backyard, neighborhood places
- Buildings: homes, schools, cabins, stores, mall
- Individual people
- Clothes: Favorite outfits, clothes for special occasions, something home-made, costumes
- Holidays: Favorite holiday, things you do at holidays every year, holiday food, best gift you ever gave or received
- Ethnic, Racial, National, Cultural Groups (Germans, Somalis, Ojibwes, Amish, Norwegians)
- Religion and churches/temples: Traditions, music, teen activities, classes, special events, weddings, funerals, other occasions
- Recreation: games, skiing, playing cards, sledding, Action City, swimming, putting on plays, talking on the phone, going to the mall, frisbee
- Sports: Playing on a team, like softball, football, soccer, hockey, basketball
- Moving to a new home: The experience of moving, meeting new friends, learning new ways
- Conflict: Description of problems with friends, family, neighbors, at school, at a job

Activity Five:

Tell the students the story of the buried elephant: I heard that a long time ago an elephant got struck by lightning on the circus grounds and was buried right there. The circus grounds then were in the Third Ward of Eau Claire in an area by Garfield Avenue where now there are houses and sidewalks and streets and driveways and lawns.

Do you think this could be true?

How could we find out the facts?

Is the elephant still buried there or was it moved?

[You could use a data/video projector and computer to sleuth it out. Try “Eau Claire, WI elephant buried struck by lightning”].

Give your students other topics. Here are a few examples. All these have information on the web and can be researched to learn facts about the topics.

Colfax and the tornado of 1958

Henry Aaron playing baseball in Eau Claire

Chippewa Falls and the making of Irvine Park and Zoo

Altoona and the Railroaders

Student Interview Project Permission Form

I, _____, grant this student _____ and his/her
(person being interviewed) (student interviewer)

school – _____ in _____, WI, my permission
(school name) (town or city)

to use the information I have provided for school projects, including
online school projects. I retain ownership of the rights to the information.

Participant's Address: _____

Participant's Phone: (____) ____-_____

Participant's Signature: _____

Date: _____

ChippePedia Classroom Project:

Altoona Middle School, 7th Grade Language Arts

Classroom Project Goals and Objectives:

- Focus/Concentration: Folk Arts (Folklife) Content
- Middle School Student Participation-Grade Level 7
 - Contributions show information about their community (Primary)
 - Contributions show how they connect with their heritage(s) and with their role(s) as young community tradition bearers (Secondary)

Number of students: 110

Project Timeline: 3 months

Classroom Teacher Profile:

Patricia Solfest's most recent collaborations with CVM include the *In the Neighborhood* (IMLS-Funded, 2008) and *Arrivals* (MFA-funded, 2006) grant projects, regarding immigration content and the development of middle school classroom resources. Pat also actively participates in the National History Day program, which CVM supports.

Assignment Schedule:

Phase 1: February and March - researching; collecting stories and support materials (photographs, recipes, etc.)

Phase 2: March and April - writing stories; scanning photographs

Phase 3: May - sharing stories

Important Dates, Details & Deadlines:

January 2Project overview/planning with teacher

February 25.....CVM classroom visit with students. Two 45 minute sessions in the LMC with 55 students in each session.

February 26-March 15Phase 1 work time

March 16.....Phase 1 due date (all research and collecting completed)

March 17-April 12Phase 2 work time

April 13Phase 2 due date (all stories written in electronic format and ready for submission)

April 14-May 3Phase 3 work time

May 4Soft Deadline (all submissions ready to share/transfer to CVM)

May 11Firm Deadline Phase 3 due date (all submissions ready to share/transfer to CVM)

Folklife Tradition Topics Generated by Altoona Middle School Students & Teacher

Clubs: 4-H, deer hunting

Place-Specific Pastimes: Card playing; Snowmobiling; Ice Fishing

Foodways:

Fair Food—cheese curds; specific to Wisconsin as a dairy state

Common family meals—example: Pat's hot dogs and beans every week

Funeral foods—meals or dishes you would take to someone's house during times of bereavement (akin to Joyce Brothers' "jello brigade?")

Festivals:

Cinder City Days in Altoona

Doll and Pet Parade on Water Street

Community Buildings/Important Sites: 400 Club (tavern/bar) named after train from Chicago to St. Paul; an example of a brick building as old as Altoona itself?

Depot

Dam Project (built during the Great Depression)

Otter Creek (fishing there)

Lake Altoona

Altoona Trailer Park

POW Camp? (near 4-H barns and the county fair?)

Bement Fields (off of Spooner Ave.) softball, baseball, rec leagues use today

Outhouses

Schools

Public: Annual Ice Cream Party is community wide kick-off to school year

Public: Homecoming parade

Catholic: St. Mary's (Old St. Mary's burned down on Halloween. It was the original high school in Altoona)

School was reconfigured (basketball games in old gym hold strong memories)

BIG rivalry between Altoona and Fall Creek!

Churches: St. Mary's

Father Wilger's legacy - Catholic priest who started first Latin Mass and first Spanish Mass (note: history available at St. Bede's—kept by the Sisters there)

Mosque: Altoona's population of Muslim students; Former teacher's aide at the elementary school (?) observed Ramadan

Climate: Dressing for the weather—can be foreign to anyone from another culture who comes here. Example: Pat's son-in-law's video—showing him undressing in layers to convey his new "winter wardrobe" to his family members back home in Mexico

Community Gatherings: Fireworks on July 4th

Community (Collective) Lore: Railroad-related in Altoona (jumping cars)

Community Rituals: Noon Whistle (railroad whistle)

Holidays (the celebrating of...): Posadas (Mexican Christmas tradition)

Custom or Belief: Mexican Funeral (home wakes) Example: Story in Menomonie - crime scene vs. honoring the departed (conflicting perspectives)

ChippePedia Classroom Project:

Eau Claire South Middle School ELL Students

Classroom Project Goals and Objectives:

- Focus/Concentration: Folk Arts (Folklife) Content
- Middle School ELL Student Participation
 - Contributions show how they connect with their ethnic heritage(s) and with their identity as contemporary Americans (Primary)
 - Contributions show information about their communities (Secondary)

ELL Student Demographics: Grades 6-8. 25 students (16 Hmong; 1 Indian; 2 Haitian; 1 Other)

Project Timeline: 3 months

Classroom Teacher Profile:

Kristen Gundry's CVM collaborations include the *Arrivals* project, which focused on immigration and middle school classroom resource development. Gundry also participated in CVM's *Intersections* Educators Conference as an ELL teacher representative. She is a CVM community historian.

Assignment Schedule:

Phase 1: February - research; collect stories & support materials (e.g. photos, recipes)

Phase 2: March – write stories; scan photographs

Phase 3: April - share stories

Important Dates, Details & Deadlines:

February 12CVM Educator classroom visit

February 12-28Phase 1 work time

March 1Phase 1 due date (all research and collecting completed)

March 1-25Phase 2 work time

March 26Phase 2 due date (all stories typed and ready for submission)

March 27-April 22Phase 3 work time

April 23Phase 3 due date (all submissions ready to share/transfer to CVM)

Folklife Tradition Topics Generated by South Middle School Students & Teacher

Music: Qeej player-in-training (preparing for funeral performances honoring departed)

Language: Hmong pig latin

Dance: New Year's dancers

Folkways: Truck Gardening and the Farmer's Market

Religion and Rites: Shaman in training-Christian; Shaman in training-traditional

Custom/Belief: "Inheritance" via age vs. merit (e.g. Mr. Yang's Pad Thai restaurant ownership transfer)

Student Work Samples

Original submission to Chippewa Valley Museum:

"Fun in the Sun" by Skyler, Altoona 7th Grade Language Arts project

The Chippewa Valley always makes my spring one to remember, because every spring my mom, dad, brother, and I all take a warm sunny day and go to the Irvine Park Zoo in Chippewa Falls, Wisconsin. When we go we love to see the silly little monkeys; they are our absolute favorite part of the whole zoo. When one of the monkeys ran away from the zoo, it was the drama at my house. We were so happy when we found out that he was returned safely.

We also like to see the birds. In fact, one time we had to chase one escape bird back into its cage! That was probably our most eventful trip to the zoo! We always walk around the whole zoo, and always make sure to see the buffalos and feed the ducks. It's always so much fun!

And after the fun afternoon at the zoo, we continue our day in the Chippewa Valley; we go right up the road to Olson's Ice Cream! When we go there we get big cones because of the hot day. My favorite is the Cookies and Cream, but I always make sure to steal a lick of everyone else's ice cream! All of this started one day when we wanted to go to the zoo and has been a tradition ever since. I love the zoo, Olson's Ice Cream, and living in the Chippewa Valley!

Student work as it appears on ChippeDia:

The screenshot shows a web browser displaying the Chippedia website. The page title is "Irvine Park and Zoo" and the author is "Skyler, Altoona Middle School, 2010". The article text is as follows:

Irvine Park and Zoo

Irvine Park and Zoo is a 328-acre park located near downtown Chippewa Falls. The original park was donated to the city of Chippewa Falls by William Irvine in 1906 in an effort to preserve the Chippewa Valley Environment. The park contains a tee, a band shell, a century-old pavilion, Irvine Park Museum, Sunny Valley Schoolhouse, and many picnic tables, playgrounds, and rest areas.

Our Stories

"The **Chippewa Valley** always makes my spring one to remember, because every spring my mom, dad, brother, and I all take a warm sunny day and go to the Irvine Park Zoo in Chippewa Falls, Wisconsin. When we go we love to see the silly little monkeys; they are our absolute favorite part of the whole zoo. When one of the monkeys ran away from the zoo, it was the drama at my house. We were so happy when we found out that he was returned safely.

We also like to see the birds. In fact, one time we had to chase one escape bird back into its cage! That was probably our most eventful trip to the zoo! We always walk around the whole zoo, and always make sure to see the buffalos and feed the ducks. It's always so much fun! And after the fun afternoon at the zoo, we continue our day in the Chippewa Valley; we go right up the road to Olson's Ice Cream! When we go there we get big cones because of the hot day. My favorite is the Cookies and Cream, but I always make sure to steal a lick of everyone else's ice cream! All of this started one day when we wanted to go to the zoo and has been a tradition ever since. I love the zoo, Olson's Ice Cream, and living in the Chippewa Valley!" - Skyler, Altoona Middle School, 2010

Below the text, there are buttons for "Source", "History", and "Similar". To the right of the text is a photograph of two buffaloes in a field, with the caption "Photograph from Irvine Park Zoo, 1905".

At the bottom of the page, there is a footer that reads: "Development of Chippedia was supported in part by a grant from the Wisconsin Arts Board with funds from the State of Wisconsin and the National Endowment for the Arts. In collaboration with the U.S. Forest Service Park Library. Privacy Policy"

Original submission to Chippewa Valley Museum:

“Language” by Athit, South Middle School ELL project

My family came to the United States in 2004 and we didn't speak much English. We had some lessons in English in Thailand before we left, but the Hmong language is the language of my family.

I think it's important for my family to speak Hmong because my dad always told us to speak Hmong in our house. Also my dad wants us to be what we are and not change our language and our look.

I also think it's important for Hmong to keep their language because if we don't talk Hmong for a hundred years our grandchildren will not know our Hmong language. If we lose our language we also lose our stories. Hmong language is part of our culture so we must follow our culture.

Hmong is also the language of our ancestors, so we must respect and speak their language. Also we want our children to know our language because if they speak something else, that doesn't respect you as a father.

Hmong language is used by shaman to talk to the spirit and help to keep our family healthy and away from danger. Communicating with our spirit is important and the spirit only speaks Hmong.

The Hmong language is very important to my family and my culture. However, in the United States have learned to speak two languages in our family—Hmong and English. We need to know both so we can get a good education and a good job. Although English is important, I would never change my first language.

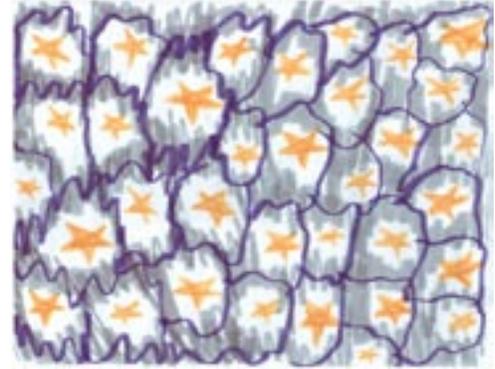
Student work as it appears on ChippeDia:

The screenshot shows a web browser displaying the ChippeDia website. The page title is "Hmong Language" and the URL is "http://www.chippedia.org/Hmong+Language". The website header includes the logo "ChippeDia - Chippewa Valley Museum" and a search bar. A navigation menu on the left lists: Home, About, Create Pages, Image Galleries, Recent Changes, Student Submissions, Contact Us, and Register. The main content area is titled "Hmong Language" and "Our Stories". It contains the student's submission text, which is identical to the text provided in the previous blocks. Below the text, there are "Search", "History", and "Similar" buttons. At the bottom of the page, there is a footer with information about the website's funding and a link to the U.S. Public Records Policy Center.

Original submission to Chippewa Valley Museum:

"Embers in the Night," by Maria, Altoona 7th Grade Language Arts project

My family enjoys having campfires in the warm summer air together. Every night in the summer, we have a campfire in our backyard! I love the feeling I get when I'm sitting next to a blazing hot fire, with the cool air blowing on me! We usually have our friends, Adam, Dana, Conni and Colbi come over. My mom and I will make an enormous meal for us to have around the fire. While we eat, we share with each other how our day was and any unexpected news. After we eat, we clean up. When we are done cleaning up, I play either basketball or baseball with my brother in the backyard. Also we play with my dog, Bailey. We run around chasing her. My brother and I play for a while and when we get tired we lie on our trampoline looking up at the stars. The stars are such a beautiful thing! My brother and I talk about things and have a good time spending time together. As we lay there star gazing I think of how magnificent my life is and I wouldn't have it any other way! I absolutely love having campfires with my family and friends!



Student work as it appears on ChippePedia:

Backyard Campfires | ChippePedia

http://www.chippedia.org/BackyardCampfires/0_Maria

Next Visited: Getting Started, Latest Newsletters, Charter Schools

Backyard Campfires | ChippePedia

ChippePedia - Chippewa Valley Museum

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Backyard Campfires

Our Stories

My family enjoys having campfires in the warm summer air together. Every night in the summer, we have a campfire in our backyard! I love the feeling I get when I'm sitting next to a blazing hot fire, with the cool air blowing on me! We usually have our friends, Adam, Dana, Conni and Colbi come over. My mom and I will make an enormous meal for us to have around the fire. While we eat, we share with each other how our day was and any unexpected news. After we eat, we clean up. When we are done cleaning up, I play either basketball or baseball with my brother in the backyard. Also we play with my dog, Bailey. We run around chasing her. My brother and I play for a while and when we get tired we lie on our trampoline looking up at the stars. The stars are such a beautiful thing! My brother and I talk about things and have a good time spending time together. As we lay there star gazing I think of how magnificent my life is and I wouldn't have it any other way! I absolutely love backyard campfires. - Maria, Altoona Middle School, 2012

"Last night, my family had a fire to burn some brush. We live in the country, so we can have bonfires in our field. We burned our Christmas trees, the Christmas wreath, and lots of old branches that appeared after our first spring melt. Because we had so much rain and then snow a few days ago, it took a long time to get started. My niece ran up the hill to the house to get dry newspapers, and paper bags to help. It was calming to watch the fire. I got a few moments to stare at it, in between teaching my three-year-old that fire can burn her and keeping the dog away from all of us. I love watching fires, but I don't like smoking like the fire when I come in the house. This time I covered my hair and my daughter's hair with tight hats, so only our hats smelled when we came in, not our hair!" - Melissa, Cofax, 2012

"We had the back over. The fire didn't start, at all. Then the tree lit up -- on fire. And we had pie and that's about it. I stayed up until ten o'clock." - Katrina, age 7, Cofax, 2012

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Resources

ChippePedia: www.chippepedia.org

Wikipedia: www.wikipedia.org

ChippePedia Facebook site:

<http://www.facebook.com/pages/ChippePedia/440849045436>

WQOW interview with Frank Smoot about ChippePedia:

<http://www.wqow.com/Global/story.asp?S=12250039>

Excellent teacher guides, with units and lessons, for exploring folklife traditions:

- Louisiana's Living Traditions:

http://www.louisianavoices.org/edu_home.html

(Note: Visit the "For Teachers" section)

- Kentucky Historical Society's Folkweb site:

<http://history.ky.gov/sub.php?pageid=107§ionid=15>

(Note: Visit the link "Teacher's Guide to Kentucky Folklife")

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