

Jo Wilder and the Capitol Case

Educator Guide

Game Summary

In *Jo Wilder and the Capitol Case*, learners in grades 3-6 unravel clues to find the real stories behind artifacts from Wisconsin history. In the game, players come across primary source materials and challenges. To win each challenge, players must piece together the evidence to argue their case.

Learning Goals

By playing the game, learners will:

1. Engage in critical thinking and historical inquiry to learn about Wisconsin history.
 2. Gather historical evidence from multiple sources.
 3. Use primary and secondary source materials to make arguments in support of a conclusion.
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Academic Standards Supported

Wisconsin Standards for Social Studies: SS.Inq2.b.i, SS.Inq3.b.i, SS.Hist2.c.i, SS.Hist4.c.i

Wisconsin Standards for English Language Arts: R.3.7, R.4.1, R.4.3 (RI), R.4.7, R.5.3 (RI)

Wisconsin Standards for Information and Technology Literacy: ITL.KC1.c.2.i

Guiding Questions

Below are guiding questions you can ask learners. The ‘before playing’ questions include sample responses. Sample responses are not provided for the ‘while playing’ and ‘after playing’ questions, as some are open-ended and/or depend on what a player is doing in the game.

Use these questions with learners BEFORE playing the game.

1. What is history?

History is the study of events that happened and the people who lived in the past.

2. Who are historians?

Historians study and write stories about the past. They are a lot like detectives.

3. How does a detective or historian investigate a mystery?

They investigate a mystery by:

- Asking questions.
- Searching for and collecting information or clues.
- Examining and evaluating evidence (artifacts).
- Completing interviews with experts, eyewitnesses, and community members.
- Reading books, newspapers, and online documents.
- Learning about the time period (contextualize).
- Identifying important information.
- Proving (corroborate) that what they are saying is true.
- Presenting what they learned.

4. What is the difference between primary sources and secondary sources?

Primary sources are artifacts created at the time of an event, like original documents, photographs and art. They can help us understand how or why an event occurred.

Secondary sources are records about the past created after or since the time of the event. They may include books, maps, and videos.

Use these questions with learners WHILE playing the game.

1. Is that artifact a primary or secondary source? How do you know?

2. I see you found a piece of evidence. Tell me how you can use it.
3. Do you think that the information that the character is telling you is accurate? Why or why not?
4. Explain how this new evidence fits with what you already know.
5. What new questions do you have after hearing from that character?
6. What new questions do you have after collecting that artifact?
7. Do you think you can solve this mystery yet? Tell me why.
8. Summarize with supporting evidence how you solved the mystery.

Use these questions with learners AFTER playing the game.

1. How was Jo Wilder like a historian?
 2. In this game, some of the historical interpretations or stories were wrong. Why might Wells have gotten the stories wrong?
 3. If you could do a historical investigation (historical inquiry), what would you like the investigation to be about?
 4. What types of artifacts would you be looking for?
 5. How would you begin your historical inquiry?
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Skills to Build with This Game

Jo Wilder and the Capitol Case is a tool for students to engage in critical thinking and historical inquiry. By playing the game, learners will be practicing the same skills that real-life historians do! In this section you'll find those skills listed with definitions, and we encourage you to share them with learners to help them take ownership of their learning.

Investigating: doing research or carefully studying something to gather facts or information that can help answer questions

Identifying: determining who or what something is

Corroborating: confirming or supporting a theory, story, or statement using evidence from more than one source

Contextualizing Evidence: thinking about an item and/or information gathered as it relates to the situation it is in (where or how it exists, who or what else is part of the situation)

Save Codes

Save codes are passwords that when entered allow a player to restore the game to the state when the password was received. In the game, a player's notebook contains the current save code on a tab in the upper left-hand corner.

Save Codes by Chapter in the Game:

Chapter 1: *The Basketball Jersey*

- NOTEBOOK
- WISCWONDERS
- MYSTERYSLIP
- PLAQUE

Chapter 2: *Definitely Not a Basketball Jersey*

- NOTAJERSEY
- TRASHED
- ARCHIVIST
- TEXTILE
- LOGBOOK
- SUFFRAGIST
- TAXIDERMIST
- WELLSIDIT

Chapter 3: *Badger in the Archive*

- SAVETEDDY
- SCRATCHES
- HESALIVE
- AKEY
- RESCUED

Chapter 4: *The Forgotten Flag*

- BACKTOWORK
- SADANIMALS
- FLAGLADY
- ECOLOGISTS
- DONETHEWORK

Chapter 5: *Wisconsin Wonders*

- SUNSET