



Thank you for your interest in our educational program. This informational packet will provide you with details on the tour, instructional materials, and post-visit activities.

If you have any questions or there are any last-minute problems, please contact Mary Kay Wolf, museum curator, at 715-627-4464 or [lchs@dwave.net](mailto:lchs@dwave.net), or Patricia Kennedy, education director, at 715-623-2605.

## Planning for the Day of Your Visit

Your tour will begin at \_\_\_\_\_ on \_\_\_\_\_.

You will have two tour guides. We would appreciate it if the children could wear simple first nametags, and if you could divide the students into two groups before you arrive. Part of the tour will be in two separate groups.

The tour will begin in the museum with a circuit around the main floor. Topics covered here will include: the history of the building, the Wisconsin Glaciation and arrival of the first Americans, the history of the Ojibwe, Menominee, and Potawatomi bands in this area, the arrival of Europeans to the area, and the early lumber industry in the county.

After this, the children will split into two groups and take turns visiting the inside of the Deeglise Cabin and 440 Locomotive/Caboose. Here, they will learn about life in Antigo's frontier days, Antigo's founder Francis Deeglise and his influential wife Mary Borova-Deeglise, the importance of the railroad industry to Antigo's development, and the mechanics of steam engines.

Throughout the tour, we will be encouraging students to use their critical thinking skills: using the skills of inquiry and problem solving to answer questions about the cultural, economic, and geographic history of Langlade County, as laid out in the Wisconsin Standards for Social Studies (2018). They will examine artifacts, ask questions, and think about how things and concepts relate to the past, present, and future.

Please refer to the pre-visit information to prepare your students for their visit. Also included in this packet are several post-visit activities and worksheets which you are free to utilize.

## Pre-Visit Material for Students

### Objectives:

- A. Students will become familiar with the historical background of Langlade County and Antigo, especially the establishment of the city in 1878 and the people and industries that drove its development.
  
- B. Students will experience firsthand the historic Carnegie Library built in 1905, the 440 Locomotive and Caboose, the Deleglise Cabin built in 1878, and many accompanying artifacts and concepts.
  
- C. Students will be asked how these artifacts and structures relate to: changes across the past, present, and future; different historical perspectives; the contributions of historical figures; and the effects of geography on historical development.

**Please use the material on the following pages to help prepare your students for their visit.**

## Tribal History

The original inhabitants of Langlade County are the Menominee, Ojibwe, and Pottawatomie, who are related Algonquian peoples. Their ancestors came to North America roughly 10-20,000 years ago during the last Ice Age. There are competing theories about how the first Americans got here, but the front-runners are that they traversed a land bridge between Russia and Alaska that was made accessible by lower sea levels during the Ice Age, or that they arrived traveling along the coastline by canoe. These early Americans arrived in Wisconsin about 9,000 years ago as the glaciers began to recede. The Menominee are the main group that lived in our area before the year 1600. After this, large groups of Pottawatomie began migrating to Wisconsin from Michigan, and large groups of Ojibwe migrated east and south from Canada into northern Minnesota, Michigan, and Wisconsin. The Stockbridge-Munsee Band arrived much later in the 1850s from around New York/New Jersey. Most of these groups lived a semi-nomadic lifestyle where they would hunt game, fish, and gather plants for food in an area, then move on to a different area as growing seasons changed, and animals migrated. The first Europeans began arriving in the area in the mid-1600s, and over the years the tribes had to become impressive diplomats and warriors to fend off the ambitions of the French, British, and American governments, sometimes all at once. However, by the early 1800s, most tribes in the region had grown too weak to effectively resist, and, starting in 1871, the United States government began breaking all previous treaties with Native American tribes. Most were deported to small reservations on undesirable land. Today, all of these groups still exist and work tirelessly to preserve and share their history and culture.

**Q:** Huge animals like mastodons and giant sloths used to live in Wisconsin about 11,000 years ago. Where did they go? What happened to them?

**Q:** How did the Native Americans' lifestyles change after meeting the Europeans?

**Q:** Gambling and logging are now big industries for local tribes. Why might this be?

## **Timber Industry**

The timber industry was one of the driving forces behind Langlade County's development, beginning as early as the 1860s. Logs were harvested from Northwoods forests and floated down rivers to sawmills. Horses and oxen were used to haul enormous amounts of logs to the rivers. In 1880, the railroad began expanding north and became the primary mode of transportation for timber. As roads and cars improved, eventually trucks became the main way to transport logs. Most logging companies harvested huge forests and never replanted any trees, destroying the local environment and selling the stump-filled, almost useless land to unsuspecting farmers. Eventually, efforts to reforest the region gained popularity and, in 1929, Langlade County became the first county in Wisconsin to officially manage, preserve, and protect its forests.

**Q:** Why did so many people want Wisconsin lumber?

**Q:** Why did they replant the forests? Why not just clear it and use it for farms?

## **Founding of Antigo**

In 1878, Francis A. Deeglise, a surveyor and immigrant from Switzerland, brought his wife and six children to this area, where he planned to build a city. By 1880, Deeglise convinced the Milwaukee Lakeshore & Western Railroad to build a route through the town by offering free land to do so. The railroad was a huge boost to Antigo's economy as farm goods and lumber traveled south while machinery and tourists traveled north. Antigo's population began rising quickly while factories and stores began to pop up in the area.

**Q:** Why did Francis want to settle in here? What resources do we have in this area?

**Q:** How did the railroad change people's lives in Antigo?

**Q:** Why were Francis and the other pioneers able to settle this land? Where are the Native Americans in this situation?

## **Railroad Expansion**

In 1892, the Chicago & North Western Railroad took over railroads in northern Wisconsin and began expanding them. In 1907, Antigo was made the headquarters of the C&NW's Ashland Division, making it the hub of the company's operations in the northeastern quarter of the state. Much more railroad infrastructure was built in Antigo, including the enormous roundhouse where locomotives were maintained and turned around. Downtown Antigo became a hub of warehouses, offices, and mechanic shops, and by the 1940s approximately 70% of the town's population was working for the railroad in some way. Beginning in the 1950s, the importance of the railroad began to decline due to the rise of airplanes, highways, and personal cars. In the 1970s, the city voted to remove its railroad infrastructure.

**Q:** Why was the railroad so important for Antigo? What did it do for Antigo?

**Q:** Today there are no railroad tracks in Antigo. Why?

## **Carnegie Library**

In 1903, a group of women decided Antigo needed a proper library, instead of hosting one inside local businesses. They applied for a grant from the Carnegie Foundation, financed by the steel baron Andrew Carnegie, who was one of the wealthiest men in the world at the time. The city received \$15,000 to build the library, and it opened its doors in 1905. The building served as the public library until 1997, when it moved to its current location on Clermont Street and the old building was given to the Langlade County Historical Society.

**Q:** What's are some differences between a library and a museum? What services do each offer?

**Q:** Why would somebody want to preserve old buildings? What's the purpose?

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# USING YOUR NOGGIN – Fill in the Blanks

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Let's see how much you remember from your museum visit.

Fill in the blanks for each sentence.

- 1.) \_\_\_\_\_ used to cover most of North America during the Ice Age.
- 2.) The \_\_\_\_\_ are the three tribes who have been here since before the European got here.
- 3.) Local tribes made a lot of things out of \_\_\_\_\_.
- 4.) \_\_\_\_\_ founded Antigo in the year \_\_\_\_\_.
- 5.) Early settlers had to do lots of things by hand because there was no \_\_\_\_\_.
- 6.) Loggers moved heavy logs on \_\_\_\_\_ and then sent them down the \_\_\_\_\_.
- 7.) The locomotive at the museum is called the \_\_\_\_\_ and it was powered by \_\_\_\_\_.
- 8.) The last car on a train is the \_\_\_\_\_.
- 9.) \_\_\_\_\_ donated the money to build the original library in 1905.
- 10.) A \_\_\_\_\_ is somebody who cares for artifacts at the museum.



# USING YOUR NOGGIN – Fill in the Blanks

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## TEACHER'S NOTES

The answer key to this assignment:

- 1) Glaciers/ice
- 2) Ojibwe/Chippewa, Menominee, Potawatomie
- 3) Buckskins/animal skins/wood
- 4) Francis Deleglise, 1878
- 5) Electricity
- 6) Sleds/sleighs, river
- 7) 440, steam/steam pressure
- 8) Caboose
- 9) Andrew Carnegie
- 10) Curator

# BIRD'S EYE VIEW – Frontier Town Map

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What did Antigo look like when it was still new?

Antigo, Wisconsin was founded in the 1870s, and was officially declared a city in 1885. That's almost 150 years ago! A lot has changed in that time, including how people live and how they build cities. Sometimes, it can be hard to imagine how different things used to be.

In this assignment, you'll draw your own little Wisconsin frontier town. Starting from nothing, you need to decide how to best lay out your town, what important buildings go where, and so on. It doesn't have to be a pretty drawing - your classmates just need to be able to understand what's going on in it.

After you finish your maps, compare them with your classmates' and discuss what your towns have in common, as well as what makes them different. Then, your teacher will show you a real-life drawing of Antigo from 1886. How does Antigo look compared to the town you drew? How was Antigo different over a century ago compared to today? How is it similar?

## Things to Think About

- What do maps help you understand about the past? What are some questions that maps don't, or can't, answer?
- What do people need to live in a town? Where do they live, work, and have fun? How has this changed since the 1800s?
- How did people travel around in the 1800s? How do they usually travel today?
- Why was Antigo built on a river? How was the river useful to the people living there? Is it still used like that today?
- What are the tall buildings with black stuff coming out? How do they relate to where the town is and what the people there do? Do we still have these today?

# BIRD'S EYE VIEW – Frontier Town Map

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## TEACHER'S NOTES

Depending on the class, this activity may be better done in a simplified way or as a group. You could give kids notecards with words like “house”, “saloon”, “sawmill”, and “bank” written on them, and have them try to arrange them on a pre-drawn map. Alternatively, you might draw a map on a whiteboard and ask the class where to put certain things on it.

Either way, afterwards you can show students a map of Antigo from 1886, found at: <https://www.loc.gov/item/75696698/>. We suggest downloading the map as a .TIFF file, which has a very large file size but is also very high resolution, and projecting or displaying it on a screen at the front of the classroom. That way, you can easily zoom in and point out different parts of the map. There is a key showing a few important buildings, but you'll most likely just be calling things out as you see them. To orient yourself, the map shows the town from the west or slightly northwest.

If you don't think the drawing portion of the assignment is right for your class, or you don't have enough time for it, you can turn the real-life map viewing into an engaging activity by itself.

Some things to point out and discuss might be:

- A. The courthouse is standing where it is today, but the middle school, five blocks to the south, is still a forest.
- B. The Deeglise Cabin that the students toured can be seen near where the river meets the lake on the left side of the map, labeled with a 12.
- C. The sawmills lining the river and lake, as well as the logs flowing down the river and gathering in the lake.
- D. The railroad running through the town where Dorr and Morse Streets are today.
- E. Mill Pond on the south end of town, which no longer exists.

# ORAL HISTORY – Talking to the Past

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What is the most common way people learn about history?

You might want to answer with “textbooks!” or “documentaries!”, but think about it this way: every time you listen to an older person tell a story about their past, you’re learning about history! Storytelling was the first kind of history, and, today, combined with video and audio recordings, is still how most people learn about history. We call this “oral history” because it’s mostly spoken.

For this assignment, you’ll be interviewing somebody to learn about the past from their perspective. This person could be a parent, a grandparent, a teacher, a neighbor – any adult who you think might have some interesting stories from the past. Ask them about their lives. Try to compare and contrast it with your own life. What’s similar? Different? Summarize your interview on a separate sheet of paper and be prepared to discuss it with the class.

## Things to Think About

- How is oral history different from other kinds of history? What are the pros and cons of using it?
- What are some possible problems with relying only on somebody’s memories and opinions to learn about the past?
- How would these stories change if they were written down in a book? How would that book be different from a textbook or other educational book?

## Possible Questions

- How was their time in school different than yours? What did they learn that you didn’t?
- What was the most important historical event they lived through? How did it change their life?
- When they were a child, what did they want to do when they grew up? What did they end up doing?
- Did they ever hear even older stories from their grandparents or teachers?

# WORDS, WORDS, WORDS – Vocabulary

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These are all words from your visit to the museum:

Glacier	Logging	Caboose
Ice Age	Sawmill	Roundhouse
Menominee	Surveyor	Depot
Potawatomie	Timber cruiser	Andrew Carnegie
Ojibwe	Francis Deleglise	Library
Wigwam	Mary Deleglise	Museum
Buckskins	1878 cabin	Artifact
Beads	Locomotive	Curator
Great Lakes	Boiler	Tour guide

On a separate sheet of paper, write a story using some of these vocabulary words, and, if you want to, draw a picture to go with it.