

Classroom Activity- Famous Waukeshonians

Fifteen Minutes of Fame

Objective: The students will learn where fame comes from, and how it is subjective based on who is viewing it. Depending which activity, they choose, they will have different goals and objectives. The first activity will have the students learn that fame comes from many different places and choices, and even they can become famous in certain circles when they grow up. The second activity will have the students learn that people become famous or infamous over time, that it doesn't remain permanently constant, and that fame doesn't just exist, it is shaped by forces outside its control. In the last activity, students will learn about how fame is created in the modern day, in this case over the internet. They will learn how long this type of fame can last, and the power that it can create.

Curriculum Standards:

- SS. Hist2. b. i
 - Describe patterns of change over time in the community, state, and the United States
- SS. Hist2. c. i
 - Analyze individuals, groups, and events to understand why their contributions are important to historical change or continuity

Materials:

- First Activity
 - Outline of a person handout
 - Pencils
 - Crayons/markers
- Second Activity
 - Christopher Columbus Timeline x 2
 - Pencils/pens
- Third Activity
 - n/a

Back Story: The program is called Famous Waukeshonians, but what exactly makes someone famous? Is it determined by sources, impact, actions, connections, or narrative? This activity comes in three parts. It is up to the instructor which activity they want to use. All activities deal with the nature of fame. In the first activity, the students will see what they want to do when they grow up, and see how they could achieve fame in that position. The second activity will be a discussion about how one becomes famous, and what the difference of being famous and being remembered is. This will be achieved by analyzing the history of the fame of Christopher Columbus. The last activity is a Fact or Fiction game that deals with the nature of internet fame in the modern day.

First Activity:

- Step One: pass around the handout for the first activity to the class
- Step Two: Write down these questions on a board, or have them up on the PowerPoint, and have the students consider these questions”
 - What is fame?
 - How does someone become famous?
 - What actions are worthy of fame?
 - Does someone become famous by doing these actions alone?
 - How does a famous person become remembered?
 - What is the difference between being remembered and being famous?
 - Is everyone famous everywhere?
 - What do you want to do when you grow up?
 - Could that make you famous?
 - Do you want to become famous?
- Step Three: instruct them to use their crayons/markers to draw themselves as famous adults. Have them reflect on this section’s famous Waukeshonians. The selection of people included a plaintiff in a large court case, a Nobel prize winner, a musician in a punk band, a governor of Wisconsin, and an MLB World Series winner. These are diverse types of people, so being famous doesn’t mean only one possible future. Tell them to be creative.
- Step Four: When they are finished with their drawings, have them write down on the hand out what they became famous for.
- Step Five: Have the students share their results with the class

Second Activity:

- Step One: Hand out two Christopher Columbus timelines. Each timeline has several dates posted on it. These are dates that have had a potential impact on the fame of Christopher Columbus. Each date has one of three answers: famous, infamous, or not remembered. It is up to the students to decide if these dates made Columbus famous, infamous, or not remembered.
- Step Two: Have the students look at the graph, do not explain what each year means. Have the students guess if Columbus was famous, infamous, or not remembered during this time. Once filled out, have the students put it aside.
- Step Three: below are the dates, plus information about what the dates mean. Have them fill out the second timeline, but this time have them answer after you reach each point.
 - 1492
 - Christopher Columbus, his crew, and three ships, set sail for the east indies. They instead run into the Caribbean Islands. They find the native Taino people, and decide to return to Spain for more reinforcements.
 - 1493-1499
 - Columbus becomes the first governor of the Indies. He is known for his cruelty and harsh punishments. Due to his actions, the Taino people go from a population of several hundred thousand down to just a few

hundred. He was eventually be sent back to Spain for breaking the law, but would be found innocent.

- 1499
 - Columbus dies
- 1500-1800
 - Christopher Columbus was known for establishing the first long term colony in the new world, setting up bases in the modern areas of Puerto Rico, Cuba, and the Dominican Republic. His story is known but not widespread.
- 1828
 - Washington Irving publishes the first English biography of Columbus's life. It is mostly historical fiction that romanticizes the life and character of Christopher Columbus. It is known as "A History of the Life and Voyages of Christopher Columbus."
- Mid-1800
 - Italian Immigrants start to immigrate to the United States in large numbers. They face fierce discrimination. They start using Irving's version of Christopher Columbus as a hero of Italian Heritage. Christopher Columbus came from the Republic of Genoa, now part of modern Italy.
- 1892
 - Columbus Day is established as a general holiday by president Benjamin Harrison.
- 1937
 - Columbus Day is made into a national holiday by FDR after considerable lobbying by the Knights of Columbus
- 1989
 - Indigenous People's day is established by the state of South Dakota to replace Columbus Day. Today the states of South Dakota, Minnesota, Alaska, Vermont, and Oregon practice Indigenous Peoples day instead of Columbus Day.
- 2010's
 - Columbus starts to be heavily criticized for what he really did versus that of how he has been portrayed. His statues have been removed from cities such as Baltimore, Boston, Minneapolis, and Chicago. Some of them have been removed through official means such as by the government, while others have been torn down by protestors.
- Step Four: Finally, show the final results that mostly resemble what happened. You can write these results on a board, or use the slide if you are using the PowerPoint
 - 1492
 - famous
 - 1493-1499
 - infamous
 - 1499

- infamous
 - 1500-1800
 - Not remembered
 - 1828
 - famous
 - Mid-1800's
 - famous
 - 1892
 - famous
 - 1937
 - famous
 - 1989
 - infamous
 - 2010's
 - infamous
- Step Five: Have the class extrapolate what they can find out about fame by the answers to this question. The main points to focus are on the ideas that fame is not constant, it must be continually supported overtime. Also, Fame is something that has agendas, such as with the Italian-Americans, and does not just happen by doing things regardless of impact.

Third Activity:

- Step One: Have the students stand up and congregate to the middle of the room. Read the following passage:
 - Though the internet was first invented in the 1970's, it wasn't available for public use until the 1990's in the form of the world wide web. Being famous on a wide scale used to take time, as communication between the masses of the world was much slower. With the introduction of websites, especially social media sites in 1997, fame has become easier and easier to attain, but also much easier to lose as well.
- Step Two: Read the following statements below. After each statement have the students move to one side of the room if they think the statement is fact, and have them move to another side of the room if they think the state is fiction. Once each of the students have picked their position, reveal the answer.
 - Between 2010 and 2012, Youtuber PewDiePie reached 1,000,000 subscribers
 - Fact
 - In 2016, PewDiePie was on Time Magazine's Top 100 most influential people
 - Fact
 - In 2020, the person with the greatest following on Instagram is soccer player Cristiano Ronaldo. His number of followers is equal to half the number of users on Instagram
 - Fiction. He has roughly 23.5% of all Instagram users

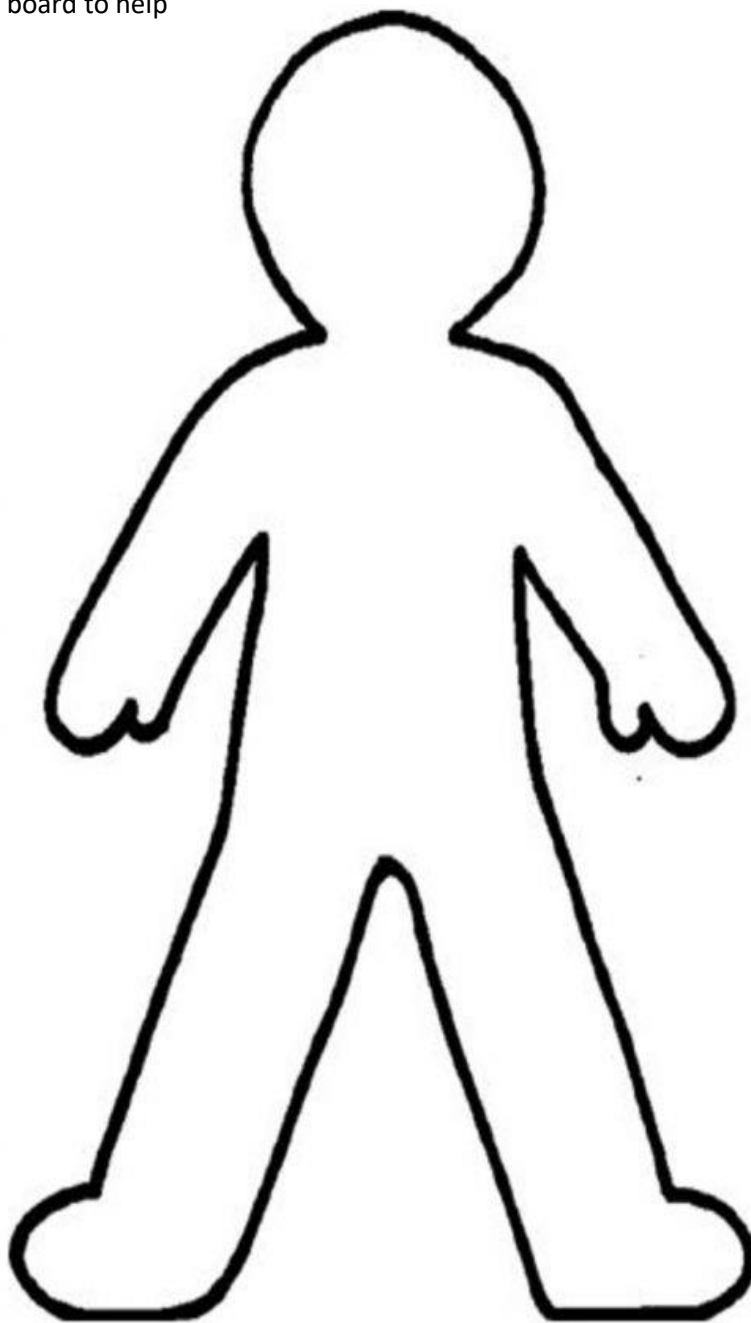
- Cristiano Ronaldo is the most followed person on Instagram, Twitter, Facebook, and Tik Tok
 - Fiction. He is the most followed person on Instagram and Facebook, but Barack Obama is the most followed Person on Twitter, and Charli D'Amelio is the most followed person on Tik Tok
- Since Barack Obama created his own Twitter account in 2016, he has posted over 15,000 times, that's an average of ten posts a day.
 - Fact. Though this is his third account. He has the most followed account on Twitter with 121.3 million subscribers
- Step Three: have the students sit back down. Discuss the answers of the statements and what you think they can learn from them.
 - Possible themes:
 - Thanks to the internet, fame is much faster to attain
 - Internet fame can last for years, but it must be consistently maintained
 - Internet fame exists on several different platforms, but not equally
 - Having many followers in one topic doesn't make people universally famous
 - Internet Fame is powerful, and comparable to fame outside of the internet

Activity Vocabulary:

- Famous
- Infamous
- Remembered

Handout for first activity

Instructions: Draw yourself as a famous person when you grow up. You can choose what you are famous for. Look at the questions on the board to help you with your decision



r

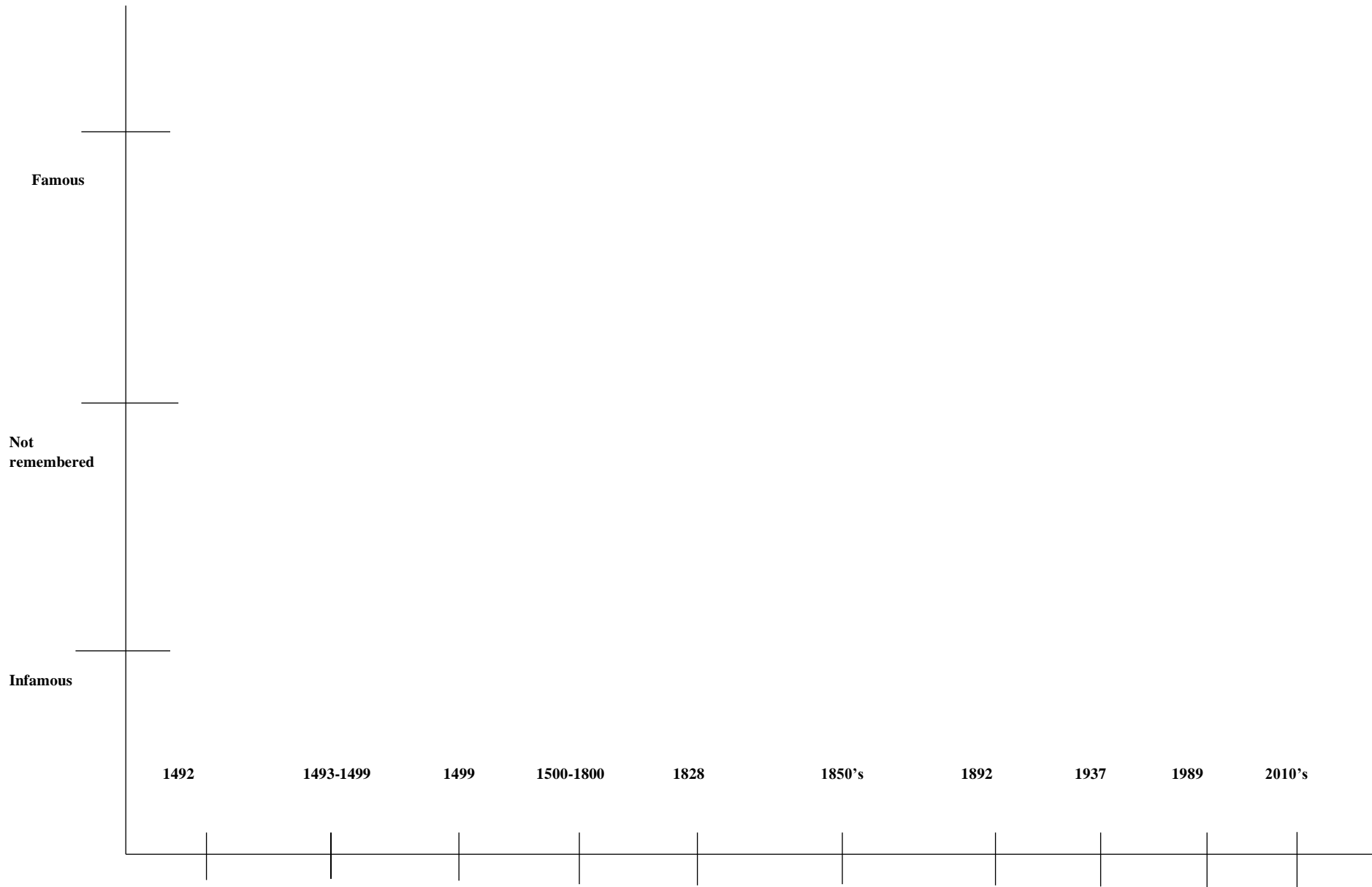
How old are you?

What is your job?

What are you famous for?

Handout for second activity

Instructions: fill in if you think Christopher Columbus was famous, infamous, or not remembered during each date. Connect the dots when finished.



Famous= widely known; honored for achievement

Infamous= have a reputation of the worst kind; seen as evil

Not remembered= very few people care or notice