



Badger Wheelmen Pin

Post & Lesson Plan

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Badger Wheelmen Pin

By Joy Huntington

During the 1890s bicycling became very popular, and many cycling clubs opened across America. The Badger Wheelmen was a cycling club based in Milwaukee. In clubs, cycling fans could meet and share their love for bicycles. In that era, many people joined social clubs to improve themselves or the world around them. Members wore pins like this one to show they belonged to a club. Badger Wheelmen wanted more people in Wisconsin to like cycling. One way they shared their love for cycling was by holding bicycle races.

Kids could also join the Badger Wheelmen club. Often, their fathers were in the club too. The kid's cycling club had two earlier names: Little Push and the Junior Cycling Club. Their clubhouse was in Milwaukee at the corner of Wells and 22nd Street.

To join the Badger Wheelmen's club, a man needed two active members to vote "yes." It cost 50 cents to become a member of the club, and after that members had to pay \$6.00 each year to stay a member. The Badger Wheelmen did not let women or African Americans become members of their club, even though many women and African Americans also loved to cycle.

Members of the Badger Wheelmen wore a special logo pin. The logo has a bike wheel with a red five-pointed star. A badger sits on top of the wheel. The badger is the Wisconsin state animal. Attached to the red star is a set of wings. The wings in the logo were common in other Milwaukee cycling social clubs like the Milwaukee Wheelmen. Owning and wearing the Badger Wheelmen Pin was an honor. People today wear pins to honor groups they support. What pins do you have?

In 1895, the Badger Wheelmen held a cycling race. The first prize for was a bike from Julius Andrea and Sons Bicycle Shop. The best racers of the Badger Wheelmen rode bikes made by Julius Andrea and his sons. Julius made the best bicycles in part because he was also a cyclist. He competed in cycling races across the Midwest. People called Julius the "Flying Badger."

Thanks to cycling clubs, bicycle races, and a special bike called the Sterling Safety bike, people across Wisconsin caught wheel fever! These clubs made Wisconsin a leader for cycling in the United States.



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Wisconsin Standards for Social Studies

Social Studies Inquiry Practices and Processes

- Gather and evaluate sources. **(SS.Inq2)**
- Develop claims using evidence to support reasoning. **(SS.Inq3)**
- Be civically engaged. **(SS.Inq5)**

Behavioral Science

- Investigate interactions between individuals and groups – Sociology. **(SS.BH2)**
- Examine the progression of specific forms of technology and their influence within various societies. **(SS.BH4)**

Economics

- Analyze how decisions are made and interactions occur among individuals, households, and firms/businesses – Microeconomics. **(SS.Econ2)**
- Evaluate government decisions and their impact on individuals, businesses, markets, and resources – Role of Government. **(SS.Econ4)**

Geography

- Evaluate the relationship between humans and the environment. **(SS.Geog2)**

History

- Analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. **(SS.Hist2)**
- Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications. **(SS.Hist3)**

Political Science

- Examine and interpret rights, privileges, and responsibilities in society. **(SS.PS2)**



Content Questions

- Why would members want a Badger Wheelmen Pin? What were the benefits of belonging to a social club?
- How did bicycle social clubs increase bicycle fans? Why was this good strategy to promote cycling?
- How did bicycle culture change bicycle technology?
- How did social clubs influence government to change laws? Who benefits and who does not benefit from laws changing?

Educational Goal Assessment

- Summarize the importance of logos.
- Articulate how advertising can increase interest.
- Compare and contrast bikes of the past and bikes of today.
- Select Wisconsin laws that make bicycling safe.

Suggested Performance Task

- Activity #1, Logos and advertising
Have each student identify company logos on a worksheet, and have them identify where they see logos and why a company would put the logo on that object. (See form below) Have the class discuss why companies use logos to promote products and groups. Consider the importance of logos.
- Activity #2, Bicycles Past and Present
Using the included slideshow, students complete the worksheet questions for each image. They will pick which bicycle is from the past and why. They will pick one difference and write why the change was made. They will pick one similarity and write why they think it stayed the same. (See attached slide show and worksheet below)
- Activity #3, Laws and Bicycling
Using the attached slide show have students indicate what laws are good and for whom and what laws were bad and for whom. (See attached slide show and worksheet below)
- Activity #4, Club Organizing
Divide students into groups of three or four. Each group selects a club they want to start and what activity it focuses on. Have them decide on a name and draw a logo. Have them write a list of rules members must follow and a list of events to promote the group and increase membership. Ask students to consider how the club rules and events might increase the popularity of the activity they chose.

Additional Resources:

- Links to Wisconsin 101
Sterling Safety Bicycle.
<https://wi101.wisc.edu/sterling-safety-bicycle/>
The Good Roads Movement in Wisconsin
<https://wi101.wisc.edu/2018/11/01/wisconsin-road-conditions/>
- Links to Wisconsin Historical Society Resources
Badger Wheelmen Logo.
<https://www.wisconsinhistory.org/Records/Image/IM99219>



- Links to Milwaukee County Historical Society
Andrea Highwheeler, details Julius Andrea's biography. <https://milwaukeehistory.net/unlocking-the-vault/andrea-highwheeler-text/>
- Evolution of the Bicycle
<https://vimeo.com/73581450>



Logos and Advertising

Directions: Under each image, write the company or group that the logo represents. Write down one place you see the logo. Explain why you think the logo appears there.

		
Name of Company:	Name of Company:	Name of Company:
Where would you see it:	Where would you see it:	Where would you see it:
Why would it be there:	Why would it be there:	Why would it be there:
		
Name of Company:	Name of Company:	Name of Company:
Where would you see it:	Where would you see it:	Where would you see it:
Why would it be there:	Why would it be there:	Why would it be there:
		
Name of Company:	Name of Company:	Name of Company:
Where would you see it:	Where would you see it:	Where would you see it:
Why would it be there:	Why would it be there:	Why would it be there:



ANSWER KEY - Logos and Advertising

Directions: Under each image, write the company or group that the logo represents. Write down one place you see the logo. Explain why you think the logo appears there.

		
Name of Company: NBC (National Broadcasting Company)	Name of Company: Green Bay Packers	Name of Company: Target
Where would you see it: TV, Print Media, Website	Where would you see it: Field, Clothing, Mugs, Pins	Where would you see it: Bags, Billboards, Print Media, TV
Why would it be there:	Why would it be there:	Why would it be there:
		
Name of Company: McDonalds	Name of Company: Puma	Name of Company: Honda
Where would you see it: Food Packaging, Clothing, TV	Where would you see it: Clothing, Bags	Where would you see it: Cars, Signs, Keychains
Why would it be there:	Why would it be there:	Why would it be there:
		
Name of Company: Red Cross	Name of Company: The Olympic Committee	Name of Company: Milwaukee Brewers
Where would you see it: Clothes, Tents, Blankets	Where would you see it: Clothing, Flags, on Buildings	Where would you see it: Clothing,
Why would it be there:	Why would it be there:	Why would it be there:



Bicycles Past and Present

Directions: Under each slide number, indicate which bicycle is from the past and which is from the present. Find one difference between the two bicycles and write it down. Write why you think it changed. Find one item that is the same and write down why it stayed the same.

SLIDE #1			Slide #2			Slide #3			SLIDE #4		
Old	A	B									
New	A	B									
Difference:			Difference:			Difference:			Difference:		
Why it changed:			Why it changed:			Why it changed:			Why it changed:		
The Same:			The Same:			The Same:			The Same:		
Why it remained:			Why it remained:			Why it remained:			Why it remained:		



Bikes and Laws

Directions: Under each law, mark which law are good, for whom and what laws were bad, and for whom. Write why you think it changed. Find one item that is the same and write down why it stayed the same.

LAW #1		LAW #2	
GOOD	BAD	GOOD	BAD
For Whom:	For Whom:	For Whom:	For Whom:
Why:	Why:	Why:	Why:

LAW #3		LAW #4	
GOOD	BAD	GOOD	BAD
For Whom:	For Whom:	For Whom:	For Whom:
Why:	Why:	Why:	Why: