

The



aking

of



ilwaukee



# The Making of Milwaukee Curriculum, Grades 1-4

## Classroom Materials for Grades 1-4

Dear Teachers Grades 1-4,

We are pleased to present this adventurous and rich online curriculum to accompany “*The Making of Milwaukee*” produced by Milwaukee Public Television. This curriculum is for Grades 1-4 and is especially flexible. You may choose to utilize the curriculum in several ways by accessing:

- A “PDF” of the **entire Grades 1-4 Curriculum** with its many activities.
- Each of **Four Historical Themes**.
- **Appendices** that reference related Children’s Literature selections and various study guides.

0.

The ***Making of Milwaukee (MOM)*** curriculum for grades 1-4 is organized into four historical themed sections that align with particular “*Making of Milwaukee*” Video Chapters. Lessons are organized within these four themes to assure maximum flexibility in your teaching. Each historical theme includes numerous learning activities that can be used as single lessons or as part of an ongoing investigation of Milwaukee history. The historical themes are: ***Early Milwaukee, Coming to Milwaukee, Working in Milwaukee, and Modern Milwaukee.*** They feature:

- ✓ ***Essential Questions:*** Overarching questions that connect the learning activities to “BIG Ideas,” or larger questions of history and the human experience.
- ✓ ***Key Concepts and Vocabulary:*** Investigate key ideas in the historical curriculum and help students place new vocabulary in an historical context.
- ✓ ***Invitational Activities:*** Stimulate student thinking, curiosity, and imagination about themes in the chapter lessons before viewing the *Making of Milwaukee* Video Chapter(s).
- ✓ ***Video Response Activities:*** Provide a variety of activities to engage students in exploring and learning the content after viewing the Video Chapter(s).
- ✓ ***Then and Now Activities:*** Make a direct link between history and students’ current lives. Explore connections between the past and present.
- ✓ ***Learning Outside the Classroom Activities:*** Connect classroom learning to learning opportunities in the Milwaukee community.
- ✓ ***Milwaukee Trivia Activities:*** Quickly check student knowledge about Milwaukee facts.
- ✓ ***Timeline Activities:*** Help students contextualize the lessons into the larger timeframe of Milwaukee History.

- ✓ **Discussion Questions:** Probe students' understanding about the content of the Video Chapter.
- ✓ **Wisconsin Model Academic Standards:** Quickly identify pertinent standards taught.

*"The Making of Milwaukee"* web site contains the entire curriculum. It also presents resources for student involvement including a detailed Milwaukee Time Line, Interactive Newspaper and Scrapbook Writing Templates, Maps, Milwaukee Trivia, Who am I?, Then and Now activities, and an extensive Image Library.

### **CHOOSE the MOM Curriculum Approach RIGHT for YOU!**

#### **The Complete Grades 1-4 MOM Curriculum**

- Click [here](#) to download the complete *"Making of Milwaukee" (MOM)* curriculum for grades 1-4 organized around four major historical themes. You can print the entire curriculum (200+ pgs.) or indicate specific pages on your "print" screen.

#### **Four Historical Themes and Appendices**

- 0. Click [here](#) to easily access four **Social Studies Historical Themes** or **Appendices** customized for **Grades 1-4**.

We are pleased to present these lessons to teachers who seek flexible, classroom tested curriculum materials about Milwaukee's colorful history. We hope that you will find this curriculum creative, useful and relevant to what you teach, and to the way that you teach.

#### **Original *Making of Milwaukee* Curriculum Committee: (2006-2007)**

Beverly Cross, Curriculum Committee Chair, University of Wisconsin-Milwaukee  
 Glen Allen Jr., Milwaukee Public Schools  
 John DeRose, Whitefish Bay Schools  
 Linda Tiezzi Waldera, University of Wisconsin-Milwaukee

#### **Grades 1-4 Curriculum Adaptations: (2008-2009)**

Linda Tiezzi Waldera, University of Wisconsin-Milwaukee

Thanks to the following educators for their input on the MOM Grades 1-4 Curriculum (2008-2009)

John DeRose, Whitefish Bay Schools  
 Christina Flood, MPS Social Studies Coordinator  
 Kristen Gerkes, MPS Teacher, Riley Elementary  
 Jo Pirlott, Curriculum Director, Muskego-Norway Schools  
 Maureen VanderHoof, MPS Teacher, Riley Elementary

# Table of Contents

## For the

### Making of Milwaukee Curriculum, Grades 1-4

#### **Early Natives and Settlers in Milwaukee: Who were the Natives, Traders and Early Settlers? Why do people move? How do available resources influence the reasons people move? How did they begin a new city?**

Video Chapter 1: Natives and Traders

Video Chapter 2: New Frontiers

Video Chapter 3: King Wheat .....pgs.

#### **Coming to Milwaukee: Who came to Milwaukee? How? When? Where? Why? Who still comes to Milwaukee? How? When? Where? Why?**

Video Chapter 4: Here Comes the Germans

Video Chapter 5: Neighbors and Strangers

Video Chapter 7: City of Immigrants .....pgs.

#### **Working in Milwaukee: What kind of work did the first people of Milwaukee do? Why? What kind of work is available today in Milwaukee? What kind of business and industry was important in Milwaukee then and now?**

Video Chapter 6: City of Industries

Video Chapter 8: Machine Shop of the World .....pgs.

#### **Modern Milwaukee: What is Milwaukee today? How does Milwaukee work? What goods, services, and resources does Milwaukee offer citizens? How and why has Milwaukee changed over time? Stayed the same over time? What can we do to continue “Making Milwaukee” a good place to live?**

Video Chapter 9: Greater Milwaukee

Video Chapter 10: Trouble in Town

Video Chapter 11: Socialists at Work .....pgs.

Video Chapter 15: The Exploding Metropolis

Video Chapter 16: City Under Siege

Video Chapter 17: Almost Yesterday

#### **Appendix A: Children’s Literature Resources Lists**

Becoming A Citizen

Early Settlers & Immigrants go to Work .....pgs.

Early Settlers’ Lives

Early Settlers’ Transportation

Immigration

Making Cities

Settlers’ Find Natural Resources

#### **Appendix B: Local History Study Guides**

Cultural/Ethnic Study .....pgs.

Neighborhood Study

Study Guide for Milwaukee Industries

Milwaukee Decades Population Math Chart

# ***“The Making of Milwaukee” Curriculum***

## **Grades 1-4**

### **Learning Activities for Modern Milwaukee: 1900 -- Today**

Aligns with

Video Chapter 9 – Greater Milwaukee  
Video Chapter 10 – Trouble in Milwaukee  
Video Chapter 11 – Socialists at Work  
Video Chapter 15 – The Exploding Metropolis  
Video Chapter 16 – City Under Siege  
Video Chapter 17 – Almost Yesterday

---

#### ***\*\*QUICK LINKS\*\****

*Use the “QUICK LINKS” below TO GO directly to the following sections in this thematic unit:*

***Introduction***

***Essential Questions***

***Key Concepts and Vocabulary***

***Invitational Activities***

***Video Response Activities***

***Then and Now Activities***

***Learning Outside the Classroom Activities***

***Milwaukee Trivia Activities***

***Discussion Questions***

***Wisconsin Model Academic Standards***

***Appendices***

## Essential Questions

---

Essential questions are designed to engage students in a thoughtful deliberation of significant human issues related to the various social studies. They are open-ended, require thoughtful exploration over time, and are used to guide a unit of study as well as frame a series of learning activities and assessments.

1. What are the characteristics of a good city? *What are the characteristics of Milwaukee?*
2. How does a city work? *How does Milwaukee work?*
3. What people are needed to make a city work? *What people are needed in Milwaukee?*
4. What resources are needed to make a city work? *What resources are needed in Milwaukee?*
5. Why should citizens participate in local/city government? *Why should Milwaukee citizens participate in local/city?*
6. How and why does a city grow? *How and why did Milwaukee grow?*
7. How and why does a city decline? *How and why did Milwaukee's population decline?*
8. How and why do various neighborhoods form in a city? *How and why did Milwaukee's neighborhoods form?*
9. How and why does a suburb form? *How and why did Milwaukee's suburbs form?*
10. How are all cities alike/different? Similar/unique? *How is Milwaukee alike and different than other cities?*
11. How does the history of a city affect the way it is today? *How does Milwaukee's history affect the way it is today?*
12. How do cities change and yet stay the same over time? *How did Milwaukee change and yet stay the same over time?*
13. Why do people move to a city? *Why did people move to Milwaukee?*
14. Why do people move into a suburb? *Why did people move into Milwaukee's suburbs?*
15. Who are the people of Milwaukee?
16. How do the people of Milwaukee come together/stay apart?
17. What is poverty?
18. What is racism?
19. What can we do to continue "Making Milwaukee" a good place to live for everyone?

## Key Concepts & Vocabulary

city	country	city	county	problem	solution
citizen	current	modern	century	leader	leadership
state	country	President	Governor	Mayor	Socialist
Democrat	Republican	suburb	population	growth	decline
World War	invention	boom	Baby Boom	house	housing
boundary	discrimination	civil rights	protest	rich	poor
working class	poverty	wealth	landmark	change	same
neighborhood	district	common council	aldermen	alderwomen	local
problem	challenge	solution	solve	ethnic	culture
tradition	extinction	loss	timeline	freeway	Interstate

## **Invitational Activities**

*[Best if used BEFORE Viewing the Making of Milwaukee Video Chapters]*

The following activities are designed to introduce the unit and can be completed prior to viewing the video chapters. The activities invite students into previewing, predicting or imagining the ideas and themes for the lesson and are intended to bridge the content to students' current lives.

### **Invitational Activity 1: “LIFESTYLES: LIVING IN A CITY vs. LIVING IN THE COUNTRY”**

**Teaching/Learning Strategies:** Think, Pair, Share, Write Compare city/country lifestyles in T-Chart  
**Key Concepts/Vocabulary:** City, Country, Lifestyle

**Materials:** Chart Paper, Chalkboard, or Overhead, Highlighters, T-Chart (see example), pencil/paper

1. Invite individual students to reflect on their **lifestyle**, or life experiences, of living in a city. Ask the following questions and record many student responses on chart paper or the chalkboard:
  - What is the lifestyle, or life experiences, of people who live in a city?
  - What is life like living in a city?
  - What is life like living in Milwaukee?
  - What are some things people can do when they live in a city?
2. Next have students compile a written list of 3 things they like about living in a **city** in the left hand column of a T-Chart. *(see example below)*
3. In pairs or small groups, have students share (round robin) their lists with classmates. Tell students to circle or highlight common responses on their list.
4. Select one representative from each group to share the groups' common responses. Teacher writes students' responses on T-Chart on chalkboard or overhead projector. Have students write words that are different than the words they have previously written on their own T-Chart. (precursor to note-taking)
5. Then ask the class if there are any other responses that individuals have that are not on the class T-Chart. Have students continue to add these different responses to their own T-chart.
6. Using students' responses as a “springboard”, discuss the differences between life a city and life in the country. Ask the following questions about life in the **country** to begin the discussion and record students' responses on the right side of the T-Chart while students simultaneously add the descriptors to their own T-Chart.
  - What is the lifestyle, or life experiences, of people who live in the country?
  - What is life like living in the country?
  - What are some differences between living in the city and living in the country?
  - What are some similarities of living in the city and living in the country?

### **Language Arts Activity: Written reflective paragraph**

#### **✓ Potential Assessment Activity:**

- ✓ 8. Have students look at their completed T-Chart and put a star by the descriptors that are most appealing to them. Ask students to share if they would rather live in a city or in the country.
- ✓ 9. Direct students to write a paragraph describing if they would rather live in a city or in the country. Tell students they must provide at least 2 reasons for their choice.

### **City and Country Lifestyles**

<b>Life in the City</b>	<b>Life in the Country</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
<b>Personal Reflection: If I could choose where to live, I would live in the ----- (city or country). First, I think I would like the ----- because-----. Second, I think I would like the ----- because -----.</b>	

### **Invitational Activity 2: “*THE GOOD OLD DAYS*”?**

**Teaching/Learning Strategies:** Discussion, Storytelling, Storywriting

**Key Concepts/Vocabulary:** Good Old Days, memories, remember, stories, history, personal history, past, old, favorite, photograph

**Materials:** Old Milwaukee Photographs, Pencil/Paper, Student’s Memorable Photograph

1. After students have viewed some of the beginning Video Chapters, 1-8, and have viewed numerous “old” **photographs** of Milwaukee, ask students the following questions and engage them in a discussion to help them begin an exploration of the often-used phrase, “The Good Old Days”.

- **What does it mean when people say, “The Good Old Days”?**
- **Were “The Good Old Days” always good?**
- **What do you remember about some of the old videos and pictures we saw about Milwaukee that makes you think the “Old Days” were good?**
- **What do you remember about some of the old videos/photographs we saw about Milwaukee that makes you think the “Old Days” might not always have been good?**



- Why do you think people talk about “The Good Old Days” even when there were hard times, many challenges and setbacks during the old days?

2. As a teacher, tell a “Good Old Days” story of your own childhood that describes something you loved about your childhood or something that you miss about your “Good Old Days”. Perhaps base your story on a family **photograph** or a photograph of you when you were the age of your students. Try to incorporate the vocabulary words above in your story. Be sure to get across the idea that **stories and photographs** of the past represent **personal histories**. Ask students:

- Does anyone in your family like to tell stories of the past, stories that tell about their personal history?
- Who tells stories in your family and what are these stories about?

### **Language Arts Assignment: Storytelling and Story Writing**

#### ✓ **Potential Assessment Activity:**

- ✓ 3. Then ask students to tell you a story of their **personal history** (orally first and then in writing) about something they have good **memories** of when they were little. You may introduce this as an in-school or homework assignment:  
*“Many people talk fondly about “The Good Old Days” in Milwaukee. Based on your own life experiences so far, I want you to write a story that describes a part of your life, a part of your personal history, that was happy, fun, funny, special, or exciting and tell why you have fond/good/happy memories of it.*
- Can you remember a special photograph that shows a happy, fun, funny, special, or exciting time in your life when you were little? OR,
- Can you remember a special time in your life a “long time ago,” when you were younger, that was happy, fun, funny, special, or exciting?
- ✓ 4. Have students briefly share a favorite story they might write about their past life when they were younger. Forecast this assignment one or two days ahead of schedule so that students can go home and talk with their parents about what they should write.
- ✓ 5. Have students bring in an old photograph to show along with their completed personal history story.

### **Invitational Activity 3: “WERE THEY REALLY “THE GOOD OLD DAYS?”**

Teaching/Learning Strategies: Interviewing, Note Taking, Writing Newspaper Article using On-Line Template

Concepts/Vocabulary: Good Old Days, newspaper article, reporter, interview, note taking, remember, memories, “who, what, where, why, when”

Materials: Making of Milwaukee Website On-Line Newspaper Template

**Language Arts Activity: (Writing a Newspaper Article using On-Line Template on [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com))**

#### ✓ **Potential Assessment Activity:**

- ✓ 1. Prepare students to write a **newspaper article** for the Milwaukee Journal Sentinel called, “**The Good Old Days**”. Have them pretend they are **reporters**.
- ✓ 2. Tell students that you want them to **interview** an older member of their family or a close older family friend about their childhood **memories**. In general, the students’ interviews should focus on what was good and what was difficult during that time. As part of their interview questions, students should ask their interviewee if they would describe that time in their life as “The Good Old Days” and why or why not.

*\*Note to Teachers: Depending on how many components of this activity you choose to incorporate into your instructional calendar, this learning activity could take several days, so plan accordingly and set reasonable, workable timelines.*

- a. To begin, help students construct a set of interview questions they will all use to conduct their interview. Create a few questions (**perhaps use the “who, what, where, when, & why” framework for newspaper articles**).
- b. Help students think about and then consult their family to choose an appropriate person to interview.
- c. Advise students to contact their interviewee and set a time for the interview. (*Set a reasonable deadline for completion of this activity.*)
- d. **Note Taking:** Teach students how to take notes (collect data) on the answers to each question they pose. Model this process by having students ask you the questions they will ask their interviewee. Take notes on the chalkboard or overhead during your interview so students can practice taking notes while seeing you do it at the same time. Stress that they should not try to write every word or worry about spelling at the time of the interview but just a few words so that immediately following the **interview** they can remember and write more details of the conversation.
- e. After students have conducted their interview, have students bring their notes to class so they can write up the interview at school.
- f. Support students as they first tell a story based on their notes and then write an article and compose a title for a proposed section of the Milwaukee Journal Sentinel, entitled, “The Good Old Days”. Use a **newspaper article framework: who, what, where, why, and when**.
- g. Consider sending finished articles to the Milwaukee Journal Sentinel for publication in a Milwaukee History section.

**\*\*USE THE MAKING OF MILWAUKEE ON-LINE NEWSPAPER TEMPLATE**

Teachers and students are encouraged to use the interactive “Newspaper Template” within The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) in order to publish a document that appears historical. Go to the “In the Classroom” section of the website and click on “Interactive Lessons” or, to go directly to the on-line activity click here now: <http://www.themakingofmilwaukee.com/classroom/newspaper>

3. After students have written their “Good Old Days” article come back to these questions:

- Were “The Good Old Days” always good?
- How do we learn about personal histories?

## **Video Response Activities**

*[Best if used AFTER Viewing the Making of Milwaukee Video Chapters]*

The following activities follow viewing of video clips within Video Chapter 9, *Greater Milwaukee*, Video Chapter 10, *Trouble in Town*, and Video Chapter 11, *Socialists at Work*, Video Chapter 15, *The Exploding Metropolis*, Video Chapter 16, *City Under Siege*, and Video Chapter 17, *Almost Yesterday* and will enable students to engage with the activities. The activities vary in levels of difficulty and student engagement. They are independent activities, so you can use as many of them and in any order you desire.

### **Video Response Activity 1: “MILWAUKEE GROWS BY LEAPS and BOUNDS”**

**Teaching/Learning Strategies:** Use population chart to identify and analyze growth patterns

**Concepts/Vocabulary:** population, growth, increase, decline, patterns, graph, rank, prediction

**Materials:** Population Table I, Graph Paper,

1. Tell students that, “*a little more than a century ago, Milwaukee really started to grow. Lots of people moved to Milwaukee and the population began to grow by “leaps and bounds”*”. Ask this question:

- Why did so many people move to Milwaukee a long time ago? OR  
Why did so many people move to Milwaukee over 100 years ago? Or “Back in the Day”?  
(Elicit and record many responses).

Lead students to think of many possible answers, such as the following:

- The Milwaukee area had land available for homes and farms.
- The Milwaukee area had great natural resources (river, lake, animals, land)
- Milwaukee was on Lake Michigan and they could reach it by boat.
- People already had family members/relatives in Milwaukee.
- Many other people in Milwaukee were from their same country and the language, religion, and customs were familiar.
- Milwaukee had many jobs available in the many factories.
- Milwaukee was known as the “Machine Shop of the World”

2. Show students the following Population Table I or make a copy of this chart to display on an overhead:

### Milwaukee's Population from 1850 to 2000

Date	Rank Among All US Cities	Population
1850	35	20,061
1860	20	45,246
1870	19	71,440
1880	19	115,587
1890	16	204,468
1900	14	285,035
1910	12	373,857
1920	13	457,147
1930	12	578,241
1940	13	587,472
1950	13	637,392
1960	11	741,324
1970	12	717,099
1980	16	636,212
1990	17	628,088
2000	25	596,974
2004	22	602,782
2010/2020 prediction		

3. Ask students some of the following questions:

- What patterns do you see in this Population Chart?
- What was Milwaukee's population in \_\_\_\_\_? (choose 3-5 dates)
- How much did Milwaukee's population grow between 1850 and 1900?
- How much did Milwaukee's population grow between 1900 and 1950?
- What was Milwaukee rank amongst all other US cities in \_\_\_\_\_? (choose about 3-5 dates)
- What was Milwaukee's highest population? In what year was that recorded?
- Which year did Milwaukee's population begin to decrease?
- How much did Milwaukee's population decrease between 1960 and 2000?
- Why do you think Milwaukee's population decreased between 1960 and 2000?
- Why do you think Milwaukee's population increased between 2000 and 2004?
- What is Milwaukee's population now? How will we find out?
- What is Milwaukee's rank amongst other US cities now? How will we find out?
- What do you think Milwaukee's population might be in 2010/2020? Why do you think that?

4. Have students make a graph of Milwaukee's population from 1850 to 2000.

5. After the graphs are completed, ask students the following questions?

- Why does a city population grow? Why did Milwaukee's population grow?]
- Why does a city population decrease? Why did Milwaukee's population decrease?

6. After this activity, you may choose to go directly into lessons that are related to discrimination and the civil rights movement in Milwaukee or you may choose to continue with the "Milwaukee Booms" lessons. Discrimination and Civil Rights Activities are #'s ..... and Milwaukee Booms lessons are Activities #.....

## **Video Response Activity 2: “MILWAUKEE BECOMES GREATER: LANDMARKS & INVENTIONS IN EARLY 1900”**

**Teaching/Learning Strategies:** Storytelling, View Video Chapters, Visual Organizer,

**Key Concepts/Vocabulary:** Change, landmarks, “Turn of the Century”, century, invention

**Materials:** Video Chapter 9, Change Chart below, Old/New Milwaukee Photographs, On-Line Scrapbook template

1. Tell students,

*“We are going to watch Video Chapter 9, “Greater Milwaukee”. This video chapter will show us what Milwaukee looked like 100 years ago. It will show how Milwaukee changed from a busy little town on Lake Michigan to a Greater/Bigger Town with many beautiful buildings that have become famous landmarks, some we can still see in Milwaukee today. After we watch the video I’m going to ask you if you think some of those landmarks are still here in Milwaukee now, about 100 years later.”*

Video Chapter 9 can be divided into these three sections and all of Video Chapter 9 is age appropriate for Intermediate students:

- Milwaukee Becomes a BIG City
- New Buildings Then Become Historic Landmarks Now
- New Settlements Become Milwaukee’s First Suburbs

2. Before watching the Video Chapter copy and provide students with the following visual (Table II) and briefly go over pronunciation of each so they can better comprehend the “Changes in Milwaukee at the Turn of the Century” they will see in the video.

*\*Note to Teachers: Intermediate students may need a brief explanation of the phrase, “turn of the century”.*

**Table II: Changes in Milwaukee at the “Turn of the 20<sup>th</sup> Century”**

<b>Changes Then</b>	<b>Visible Now?</b>	<b>Where?</b>
<b>BUILDING LANDMARKS</b>		
<b>Grand Avenue Mall</b>		
<b>Cudahy Towers Apts.</b>		
<b>Layton Art Gallery</b>		
<b>Pfister Hotel</b>		
<b>Pabst Building</b>		
<b>Pabst Theater</b>		
<b>Schlitz Palm Garden</b>		
<b>Northwestern Rail Depot</b>		
<b>Northwestern Mutual</b>		
<b>Milwaukee Auditorium</b>		
<b>Milwaukee Courthouse</b>		
<b>Federal Building</b>		
<b>Central Library/Museum</b>		
<b>City Hall</b>		
<b>Grand Ave. Mansions</b>		
<b>Highland Ave. Mansions</b>		
<b>Prospect Ave. Mansions</b>		
<b>North Point Mansions</b>		
<b>INVENTIONS</b>		
<b>Telephone</b>		
<b>Electric Streetcars</b>		
<b>Electric Lights</b>		
<b>Automobiles</b>		

3. After watching Video Chapter 9, ask students:
  - What do you remember about some of these changes that happened in Milwaukee at the “Turn of the Century”?
  - Do you think the changes that happened 100+ years ago are still visible today?
  - How will we find out if these places still exist in Milwaukee? (brainstorm ways to explore)
  - Do you know where some of these places are located?
  - How can we find out where they are located? (brainstorm ways to explore)
4. Have each student or a pair of students choose approximately 3 items on the visual to explore on the Internet, in Milwaukee books, brochures, or on city maps so they can determine if they are still here now and where they are located.

### **Art Activity: Creating a Then and Now Scrapbook**

5. If time, help students find old and new pictures of various items/places on the list and create a “Then and Now Scrapbook”. (see Appendix ... for suggested books/resources).

If desired use “The Making of Milwaukee” On-Line Scrapbook template found in the “In the Classroom Section of [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com)

### **Video Response Activity 3: “*THE IRON RING SURROUNDS MILWAUKEE: MORE SUBURBS DEVELOP ON THE EDGE OF MILWAUKEE*”**

Teaching/Learning Strategy: View Video Clip, Discussion, Mapping

Concepts/Vocabulary: 1900 - Turn of the Century, 1950 - Mid Century, city, boundary, connect, suburb, connect, move, location

Materials: Chalkboard/Chart Paper or Overhead, Video Chapter 9 & 15, Milwaukee County Map

*Note to Teachers: The last section of Video Chapter 9, “Greater Milwaukee”, explains how, when and why some of the early Milwaukee suburbs formed at the “Turn of the Century”. The first half of Video Chapter 15, “The Exploding Metropolis” depicts the many other suburbs that formed an “Iron Ring” around Milwaukee.*

1. Write the vocabulary words and dates (1900..Turn of the Century and 1950..Mid Century”) for all students to see. Tell students that

“At the “Turn of the Century”, around 1900, and again in “Mid-Century”, around 1950, there were so many people in Milwaukee, new cities started to form at the edge. These suburbs connected to Milwaukee’s boundaries. These new cities were called “suburbs”. Some of these suburbs, or connecting cities were places where working class people moved so that they could be close to the factories and other work places. Some of the suburbs were places where the rich people went to live near fancy resorts and breathe the fresh country air. Others suburbs developed because some people thought there were too many new and different people moving into Milwaukee so they moved to the new suburbs so they could live near people who were like themselves. After we watch the video clip I’m going to see if you can remember some of the suburb names and why people who were living in the city of Milwaukee chose to move to the new suburbs.”

2. After viewing video clips from Video Chapter 9, *Greater Milwaukee* and Video Chapter 15, *The Exploding Metropolis* pose these questions:
  - What were the names of these new suburbs?
  - Why did people move to these suburbs?
  - Who moved to the suburbs?
  - When did these new suburbs form?
  - Why did these new suburbs form?
  - Where did these suburbs form?
  - Why do some people only want to live near people who are like themselves?
  - Why don’t some people want to live near people who are different than themselves?
  - How did the growth of these suburbs change life in Milwaukee?
  - Why did the mayor call these cities “The Iron Ring”?
  - Why do you live in the location where you are?

#### **Mapping Activity:**

3. Using various colors (colored pencils), highlight these suburbs on a blank map of Milwaukee County (see example in *The Making of Milwaukee* book by John Gurda, chapter entitled, “*The Exploding Metropolis*”).

4. Have student put a star on the map where they live.

- Or, go to the “Image Library” of the “In the Classroom” section of The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) and select “Maps” from the pull down menu for a map of the Milwaukee County suburbs.
5. If time you can also have students interview their parents about why they live in a certain location.

## **Video Response Activity 4: “TROUBLE IN THE CITY: PROBLEMS AND SOLUTIONS IN THE EARLY 1900’S”**

**Teaching/Learning Strategies:** Brainstorm, View Video Clip, Discuss, Write Two Paragraphs to describe problem/solution in Milwaukee

**Concepts/Vocabulary:** City, positive characteristic, negative characteristic, problem, solution century

**Materials:** Chart Paper/Chalkboard or Overhead, Video Chapter 10, Pencil/Paper

1. Say to students:

*“We’ve been learning a lot about Milwaukee and Milwaukee has many wonderful characteristics. Milwaukee also has some drawbacks or characteristics that need to be improved. Today we’re going to think about how every city has positive and negative characteristics and that peoples’ opinions about a city’s characteristics might be different. For example, one city I’ve visited several times is \_\_\_\_\_ and there are things I love about that city and things I don’t like about that city. (Describe a city you’ve visited and describe some positive and negative characteristics). For example, write these or other city examples on the chalk board:)”*

City	Positive Characteristics	Negative Characteristics	
		(Problem)	(Solution)
Chicago	Museums, Shops, Architecture	Windy, Crowded, Traffic	
New York	Museums, International Population	Noisy, Traffic, Expensive	
Memphis	Museums, Food	Hot, Humid	
Orlando	Disney World, Sea World	Too spread out, Too much driving	

2. Ask each student to provide possible answers to the following question:

- What is one positive characteristic and one negative characteristic or one problem of our big city, Milwaukee? .

Record students’ responses on the chalkboard or overhead. Follow a format similar to that above. Remind students that what may be a positive or negative characteristic to one person may not be the same for another.

3. Tell students that:

*“Big cities have always had challenges making their cities good places for people to live. Explain that when thousands of people live in the same place there are great things that happen in cities like museums, theaters, and parks, and some troubling things that happen in cities like pollution, noise, and traffic. Today we are going to watch a video that shows us problems Milwaukee had at the “Turn of the Century”, about 100 years ago. After watching the video clip I want you to be able to tell me what some of those problems were”.*

4. Show Video Clip from Video Chapter 10, “Trouble in Town”.



*\*Note to teachers: The first two minutes of Video Chapter 10 depicts a hell, fire, and brimstone Puritan Preacher scolding his congregation. This may be confusing and NOT age appropriate for young students. Approximately 2 minutes into Video Chapter 10, however, John Gurda begins a talk using amazing old photographs. Between minute 2 and minute 5, Gurda describes major pollution problems in Milwaukee at the “Turn of the Century”: (air pollution, water pollution, river pollution, lake pollution). He also describes a solution to the problem. With your help, this 3 minute video clip will help students understand that pollution is nothing new and is something many cities faced then and now.*

**\*\*WARNING to TEACHERS:** Video Chapter 10 goes into gambling, prostitution and drinking between minutes 5 & 7. This content is NOT appropriate for young children. After the 7<sup>th</sup> minute of the Video Chapter a description of corrupt politics and the beginning of socialism in Milwaukee are described. This content may NOT be developmentally appropriate for your students.

4. After watching the 3 minute video clip ask students the following questions:

- What major problems existed in Milwaukee about 100 years ago?
- What did you see in the video that makes you say that?
- Do these problems still exist today? Why? Why Not?
- How are the problems a century ago similar to or different than the problems today?

5. To summarize the video discussion, explain and ask the following questions:  
“Cities all across America have always faced and still currently have the same concerns and successes. Like other big cities, Milwaukee has faced numerous challenges throughout its history and many of those challenges are very similar to the challenges faced by its citizens today.

- Can you think of other challenges big cities like Milwaukee face today? (lead students to think about poverty, job loss, affordable housing, schools, noise, pollution, crime, traffic, bad leaders....)
- Do you know how people are working together in big cities like Milwaukee to do something about or come up with a solution to these problems?
- What can you and I do to help find a solution to the problems of Milwaukee?

#### **Language Arts Activity: Two Written Paragraphs**

✓

#### **Potential Assessment Activity:**

✓

6. After the discussion above, ask students to choose and describe in one

paragraph what they think is one **negative characteristic** or **problem** of Milwaukee and in the second paragraph describe one suggestion or **solution** for changing that characteristic.

✓

7. Have students share their negative characteristics or problems and solutions with the whole class or in small groups.

#### **Video Response Activity 5: “HOW CITIZENS WORK TOGETHER TO MAKE THEIR CITY A GOOD PLACE TO LIVE: PARTICIPATING IN LOCAL GOVERNMENT”**

**Teaching/Learning Strategies:** Discuss Quote, Collect Data, Tally Results to Explore Citizen Participation in Milwaukee' Local Government

**Concepts/Vocabulary:** City, government, citizens, participate, participation, mayor, common council, aldermen, alderwomen

**Materials:** Chart Paper, Chalkboard or Overhead, Graph Paper

1. Write the quote below on the chalk board or overhead and say to students:

*"About 50 years ago, Milwaukee had a mayor, Frank Ziedler, who believed that people needed to work together to make and keep a city a good place to live. One day he said,*

*We participate in local government... in order that by our participation there may emerge nobler beings with enlarged concepts of liberty, truth, justice, co-operation, peace and righteousness."*

2. Discuss the following questions:

- What does Ziedler's quote mean?
- What was Ziedler trying to get Milwaukee citizens to do? Why?
- What do you think Milwaukee citizens thought about Ziedler's statement?
- Do citizens listen to their city leaders? Why? Why not?
- Who are the leaders of Milwaukee's city government today?
- What are the names of the people who lead Milwaukee's government today?  
GO TO the city of Milwaukee's website or,  
Make a list on the board or chart paper for your students of the  
Mayor,  
Common Council President,  
Common Council Members/Aldermen & Alderwomen
- How can citizens participate in Milwaukee's city government? (*elicit and list many student responses such as: follow Milwaukee laws, vote, pay taxes, support or protest laws or issues, keep city clean, call council members to report problems, participate in local events, support local businesses, buy products and services from local businesses, etc.....*)
- How can YOU participate in Milwaukee's city government? (*choose possibilities from latter list above*)

### **Math Activity: Rank Order, Tally, and Graph by Students AND their Families.**

Have students take the generated list from the last two questions home and ask the students and their family members to rank the 3 most important ways Milwaukee citizens can participate in their local government. Have family members place a star and numerical ranking by their top 3 choices and have students place a circle and numerical ranking by their top 3 choices. You could also leave a couple of blank lines at the bottom of you're the participation possibilities for students and their families to add more suggestions to the list.

4. When students bring back the list, engage students in a math activity so they can tally, graph, and analyze/draw conclusions from the results of student and family rankings.

### **Video Response Activity 6: "LEADERSHIP for MILWAUKEE CITIZENS: THE SOCIALISTS"**

**Teaching Learning Strategies:** Discuss, View Video Chapter 11, List Socialist Accomplishments

**Key Concepts/Vocabulary:** Lead, leader, leadership, President, mayor, governor, citizen, city, state, nation, corrupt, Socialists, government

**Materials:** Chart Paper, Chalkboard or Overhead, Video Chapter 11, Story below

1. Write the words **lead**, **leader** and **leadership** on the board. Ask students these questions:

- What is a leader?
- How is President a leader of our nation/country?
- What does the President do for the citizens of our nation/country?
- What other leaders do you know?
- Do you know who leads our city?
- What does the mayor do for the citizens/people of our city?
- Do you know who leads our state?
- What does the governor do for the citizens/people of our state?
- What kind of characteristics does a good leader have?

*\*\*Note to Teachers: At the intermediate level, students are often still beginning to understand the distinction between city, state, and country and the leadership roles at those various levels. If students don't know answers to the questions about mayor, governor, and president provide a "bit" of background information... just enough background information for a discussion on leadership and what makes a good leader.)*

2. Then have students imagine that they are chosen as the **leader** of their class and they have an opportunity to do things or take **leadership** for their class like a **mayor** might do for a **city**, or a **governor** might do for a **state**, or a **president** might do for a **country**. Ask these questions:

- What might you do for the citizens of your class or classmates?
- Would you do these good things for some of your citizens or ALL of them? Why? Why not?
- What are the characteristics of a good leader? What makes good leadership?

3. Next, share this brief story with students before watching Video Chapter 11, "*Socialists at Work*". First, write the following words on the chalkboard or overhead and point to them as you tell the story:

**Mayor David Rose**

**Corrupt**

**Socialists**

**"For the Greater Good"**

**"Milwaukee: Bigger, Better and Brighter"**

Then tell this story:

*"About a century, or 100 years ago the city of Milwaukee was known as being very polluted and corrupt. The word, "corrupt", means that our city government, the mayor and city leaders were not doing good things for all their citizens or people. These leaders allowed too much drinking, gambling, and illegal behavior. They also let the city become too polluted. And city leaders at the time, like Mayor David Rose, spent more time trying to figure out how to make money off the people of Milwaukee than doing the good things for the city. A group of Milwaukee people, called the Socialists, believed that city leaders should do good things for everyone and wanted Milwaukee to become "Better, Bigger, and Brighter". They called it working for "The Greater Good". The Socialists lead our Milwaukee government for many years. We are going to watch a video clip that shows some of the great things the Socialist Government leaders did for Milwaukee about 100 years ago. As you are watching the video try to remember all the good things Socialists did for Milwaukee during this time that we still enjoy today. We'll make a list of those good things after we watch the video."*

*\*Note to the teacher: Video Chapter 11 is appropriate for intermediate students. Even though they will not fully understand the nature of Socialism, they will understand the good things that happened in Milwaukee because of their leadership.*

4. After viewing Video Chapter 11, make a list of what the **Socialists** accomplished in Milwaukee. Ask these questions:

- **What did the Socialist leaders in Milwaukee do for our city about 100 years ago?**
- **Do Socialist leaders still run the Milwaukee government? Why?**

Be sure to provide a brief explanation similar to the one below for students regarding why Socialists no longer lead Milwaukee's government.

*"During the first 40 or 50 years in 1900 there were two World Wars. Many countries including the United States fought other people in other countries at this time. Thousands of people were killed. One of the countries that we fought was Germany and people in the United States started to not trust German government leaders and German citizens. That was bad for the Socialist leaders and people in Milwaukee because many Socialists and people living in Milwaukee at that time were German.*

*In addition, while the Socialists did many good things for Milwaukee, Socialism became very unpopular and they were no longer won elections to become Milwaukee leaders. Many people did not agree with the Socialists' ideas about government and wanted a government that represented the American ideals of Democracy we have today.*

*And times have changed in other ways because today the United States is friends with Germany and the German people because our governments work together. "*

## **Video Response Activity 7: "MILWAUKEE COUNTY PARKS FOR EVERYONE!"**

**Teaching/Learning Strategies:** Discuss, Map Exploration, On-line County Park Scavenger Hunt, Write Paragraph or Commercial

**Key Concepts/Vocabulary:** County, Park

**Materials:** Milwaukee County Map, Milwaukee County Website, Pencil/Paper

1. To help students investigate the Milwaukee County Parks, engage students for just a few minutes in the following conversation:

*"Every state is divided up into big areas and in each big area there are many towns. These areas are called counties. The big area around Milwaukee is called Milwaukee County and this area includes 19 towns, some big and some small.*

- *What are the names of those towns?*
- *Do you know where they are located?*

*Let's look at a map to see where all the towns in Milwaukee County are located?"*

*In order to show a map of Milwaukee County found on the Making of Milwaukee Website, GO TO: [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) and locate the Milwaukee County Map within the "Image Library".*

*Or, use John Gurda's book, The Making of Milwaukee, to find a map of Milwaukee County in the chapter, "The Exploding Metropolis".*

2. Then begin to explore the **County Park System** with your students by engaging in this conversation:

*“One of the things that Milwaukee County is famous for is its park system. Milwaukee County has LOTS of parks in which people can play, play baseball and soccer, picnic, ride bikes, hike, walk, fish, golf, look at gardens, play volley ball on a beach, dig in the sand, and swim.*

- *What are some of the names of those parks?*
- *How many parks do you think are in Milwaukee County?*
- *What would you like to find about the Milwaukee County Parks?*
- *Do you know which County Park is closest to your house?*
- *How can we find out?*

*Let’s look at the Milwaukee County Website on the Internet to find out about the Parks in Milwaukee County.”*

3. Build on students’ questions to explore the Milwaukee County website and/or provide a scavenger hunt for information students can find on a website. Have students visit the Milwaukee County Parks Website to successfully complete the scavenger hunt offered below. GO TO [www.county.milwaukee.gov](http://www.county.milwaukee.gov) OR, “Google” Milwaukee County Parks”.

- Find the number of County Parks in Milwaukee County
- Find 5 animals that live in Milwaukee County Parks
- List 3 recreational activities found in Milwaukee County Parks
- Locate the Milwaukee County Park closest to your school
- List 2 other interesting facts you learned about the county parks
- Tell which County Park is your favorite
- Identify which County Park you would like to visit and tell why

**Language Arts Activity: Written Paragraph, Oral Presentation, Letter Writing and /or Commercial.**

- ✓ **Potential Assessment Activities:**
- ✓ 3. After exploring the Milwaukee County Park System, ask students to write a brief paragraph describing what is so great about the Milwaukee County Park System.
- ✓ 4. Have students orally present one reason they believe the Milwaukee County Park System is so great!
- ✓ 5. If time allows, have students turn their descriptions into a letter they can send to the leaders of the Milwaukee County Park System. Or, have students write a commercial to advertise the fabulous parks that are located in Milwaukee County.

**Video Response Activity 8: “1900’s LIFESTYLE CHANGES: BOOM BOOM!”**

**Teaching/Learning Strategies:** Photo Analysis, Written Report

**Key Concepts/Vocabulary:** Turn of the Century, century, inventions, change, lifestyle, television, Automobile

**Materials:** Milwaukee Photographs, *The Making of Milwaukee* website, pencil/paper, books, Internet

1. Tell students that after the turn of the century many inventions were made that changed people's lives in America. Show the following pictures to students from *The Making of Milwaukee* book by John Gurda:

Photo of television set.....Photos of automobiles  
(Both photos found in "The Exploding Metropolis" chapter.)

Or, go to the "Image Library" of the "In the Classroom" section on *The Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) and use the "search" tool to find the images that can be used for this lesson.

2. Lead students to discuss answers to the following questions:

- **About what year was the automobile invented? The television invented?**  
*Automobile, Late 1800's                      Television, Early 1900's*
- **When did they become popular among US/Milwaukee citizens?**  
*Automobile, Early 1900's                      Television, Mid 1900's*
- **How did the television change society?**
- **How did the automobile change society?**
- **How did families change their lifestyles after they purchased these two items?**
- **What do you think were the pros and cons of introducing these new items in American homes?**
- **How are televisions and automobiles today the same as and different than those of the 1950s.**
- **Why do you think different designs have changed the appearance of the automobile and the television over the past 50 years?**
- **Have the use and functions of today's televisions and automobiles changed over the past five decades? Explain.**

### **Language Arts Activity: Brief Written Report**

#### **✓ Potential Assessment Activity:**

- ✓ 3. Have students produce a brief report on Early Automobiles or Televisions in the US. Students should locate some of the following information and write a sentence related to each:

*\*Note to Teachers: Be sure to explain that many people from many countries worked on inventing automobiles and televisions during the late 1800's and early 1900s and to say that only one person invented each of these things is not correct.*

- **The person/s or company who invented the auto/television for the US.**
  - **The year the invention was first produced in the US**
  - **Who produced the first autos/TV's in the US**
  - **The brand names of early autos/TV's**
  - **What they looked like (copy photos or draw pictures)**
  - **Why people liked/did not like these inventions**
  - **How people's lives changed as a result of these inventions**
- ✓ 4. Let students show the pictures they found or drawings they made of these inventions and tell an interesting fact they learned while investigating this topic.

## Video Response Activity 9: ***“THE “BABY BOOM” & “HOUSING BOOM”***

Teaching/Learning Strategies: Storytelling, View Video, Draw House/Apartment

Key Concepts/Vocabulary: Mid-century, baby boom, housing boom, home, apartment

Materials: Chart Paper, Chalkboard, or Overhead, Story Below, Video Chapter 15, Pencil/Paper

1. Write these words on the board for students to see: **mid-century, baby boom, and housing boom.** Then share this brief story:

*“In 1945, about 60 years ago or mid-century, there were many babies born after the end of World War II because people could finally afford to have children and buy homes. But there were not enough homes for people to buy in Milwaukee. The arrival of all the newborn babies was called the “Baby Boom” and they created a need for more houses in Milwaukee. Home builders became very busy and many kinds of homes were built. That was called the “Housing Boom”. It took a long time for there to be enough houses for everyone in Milwaukee. Today we are going to see a video clip that reminds us of why we had a baby and housing boom in Milwaukee. The video will also show the number and kinds of houses that were built for Milwaukeeans 60 years ago.*

2. Show students a video clip from Video Chapter 15, *The Exploding Metropolis*, which shows the kind and amount of houses that were built in Milwaukee during this time.
3. After viewing the video ask students:
  - Do you know what kind of house you live in?
  - How can you find out what kind of house you live in?

### **Art Activity: Drawing a House or Apartment.**

4. Ask students to make a drawing of their house. This can be done in the classroom or can be given as a homework assignment. Students can ask their parents if they know the style of their house or apartment.

*Note to Teachers: Accept the various descriptors students use to describe their home as some students may actually know terms such as Victorian, Cape Cod, Ranch, Bungalow, etc., and others may use the terms, Modern, or Brick or Two Story.*

5. Display students’ final products in the classroom or hallway bulletin board. Students could also write a brief paragraph to describe the features of their home.

## Video Response Activity 10: ***“MILWAUKEE NEIGHBORHOODS: WHERE WE LIVE”***

Teaching/Learning Strategies: Historical Inquiry Teaching/Learning Process

Key Concepts/Vocabulary: Neighborhood

Materials:

1. **\*\* Note to Teachers:** Milwaukee is known for its diverse and yet often times segregated ethnic neighborhoods. It is a place that is well-suited for neighborhood studies. *“The Making of Milwaukee”* and its corresponding on-line curriculum is primarily an historical survey of a developing city and its many ethnic neighborhoods. It is not a video series or on-line curriculum that actively investigates any one particular neighborhood but rather a video series and curriculum that helps students realize the rich

history of a city and its neighborhoods that are always in the “making”. Local neighborhoods histories are personal as well as cultural histories. As educators desiring to situate a study of Milwaukee in the personal and cultural histories of particular neighborhoods, we offer a set of essential questions as the framework for any neighborhood study you may want to pursue. These questions are a way to help you and your students pursue the BIG ideas and enduring understandings of the ways that neighborhoods have grown and have impacted and been impacted by the city in which they are located. Each essential question also reflects a particular social studies discipline or thematic strand as reflected in the National Council for Social Studies National Standards.

## **Essential Questions to Guide a Neighborhood Study**

### **History:**

- What is the name of my neighborhood?
- Why does it have that name?
- When did my neighborhood begin?
- When did people, businesses, or industries move into my neighborhood?
- What historical landmarks are located in my neighborhood? Why?

### **Culture:**

- Which group of people first lived in my neighborhood? Why?
- Which groups of people live in my neighborhood now? Why?
- Where did they come from?
- When and Why did they move to this neighborhood?
- Which neighborhoods in Milwaukee are diverse and which neighborhoods are not diverse? Why?
- What traditions did they bring to this neighborhood?

### **Geography:**

- Where is my neighborhood located in Milwaukee?
- What are the geographical features of my neighborhood (land/water forms)?
- What are the major streets in my neighborhood? Why do they have those names?

### **Economics:**

- What are the major businesses, industries in my neighborhood? (then and now)
- What are the major services available in my neighborhood?
- What jobs are available in my neighborhood? What jobs are not available?
- Who are the people who first worked in my neighborhood? Who are the people who work in my neighborhood today?

### **Political Science:**

- What are the laws in my neighborhood?
- Who makes the laws for my neighborhood?
- What other laws are needed for my neighborhood?
- Who are the citizens and workers that serve my neighborhood?
- How can I serve my neighborhood as a citizen?

### **Sociology:**

- How is my neighborhood similar to other neighborhoods in Milwaukee?
- How is my neighborhood different than other neighborhoods in Milwaukee?
- What is my neighborhood known for?
- What do I like about my neighborhood?
- What would I like to change about my neighborhood?
- What can I do to make my neighborhood a good place to live?

**Instructional Suggestions:** Have your class actively investigate the answers to the questions above over time (6-8 Weeks) by using this Historical Inquiry Teaching/Learning Process:



**Historical Inquiry Teaching/Learning Process:** It is suggested that teachers help students engage in an historical inquiry process to explore and discover answers to the questions above and additional particular questions that may be important to students. The historical inquiry method of teaching and learning is an active process and requires adventurous “nosing around” so that students are able to collect, organize, analyze and exhibit the data collected. In general the historical inquiry follows this process:

- i. Teachers and Students Choose An Historical Issue, Person, Culture, Ethnic Background of Interest.
- j. Teachers and Students Develop Questions they want to Pursue and Deliberate on How those Questions can be Answered.
- k. Teachers and Students Gather Resources to Answer Questions (Books, Internet, Videos, Diaries, Ancestral Photographs, Personal Interviews, Fieldtrips to Ethnic/Cultural Centers)
- l. Teachers and Students Collect, Document, and Organize Data as Individuals or Groups
- m. Teachers and Students Share their On-Going Data Collection Efforts with Each Other
- n. Teachers and Students Analyze their Data and Draw Conclusions
- o. Teachers and Students Deliberate on Best Ways to Represent What they have Learned from the Data. (Written Reports, or Research Paper Displays, Skits, Newscasts, Museum Exhibit, Collage, Diorama, Mural, other art projects, technology, music, musical performances, Speeches, Food Fair, etc. )
- p. Teachers and Students Exhibit and Share what they’ve Learned with Fellow Students, Interviewees, Cultural Clubs, Schools, Parents/Families, etc.

Teachers can also use a variety of the following learning activities:

- Watch video clips from “The Making of Milwaukee” Video Series
- Go to the Milwaukee Public Library
- Read Milwaukee History books (see List in Appendix A)
- GO TO the Internet
- Interview Neighborhood/City Leaders, Workers, Citizens, Families
- Take videos/digital photographs
- Secure Milwaukee Neighborhood Posters
- Invite Guest Speakers, City/Neighborhood Representatives
- Look at Milwaukee Maps through the ages -- [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com)
- Write Personal Reflections, Reports based on Information Collected
- Exhibit photographic displays, murals, dioramas, models
- Write and Deliver Speeches on what’s good about my neighborhood, what I’d like to change
- Perform famous local historical events

*(This historical inquiry can be accomplished by the whole class or within small inquiry groups assigned various topics. If the latter method is chosen be sure to have all students explore the “sociology” questions in addition to their own topic, so that personal connections to the investigation are supported.)*

## **Video Response Activity 11: “AFRICAN AMERICANS COME TO MILWAUKEE: “THE GREAT MIGRATION”**

Teaching/Learning Strategy: Story telling, Read book, Discuss, Map Activity

Key Concepts/Vocabulary: African American, South, poor, jobs, factory, migration, North, Sharecropper, The Great Migration

Materials: Story Below, Book: *Uncle Jed’s Barbershop*, Internet, US Map

1. Share this story and discuss the main ideas with your students:

*“In 1910 there were less than 1,000 African Americans who lived in Milwaukee but by 1930 there were more than 7, 500 African Americans living in Milwaukee. Why do you think the African American population grew during that time in history? Remember that in the early 1900’s, Milwaukee was called*

*the ‘Machine Shop of the World’ because we had so many big factories that produced products like motorcycles, gears, mining equipment, farm equipment, shovels, automobile frames and LOTS more. Some of our factories were the largest in the world and that meant we had lots of jobs for people. We needed lots of workers. So the African Americans who lived down south came north to places like Chicago and Milwaukee to get jobs and earn a living for their families. This was called “The Great Migration”.*

- Why do you think so many African American’s left the South where they had lived for a long time with their families and started moving or “migrating” to Milwaukee about 90 years ago?

2. Read and process “Uncle Jed’s Barbershop”, to help students build background knowledge about what life was like in the South during the early 1900’s.

**\*\*Mitchell, Margaree King. (1993). Uncle Jed’s Barbershop. First Aladdin Paperbacks: Hong Kong.**

3. After reading and discussing “Uncle Jed’s Barbershop” elicit students’ thinking about some of the following questions. Build curiosity about the Great Migration.

- What was the African American life like in the South about 100 years ago?
- What did it mean to be a sharecropper?
- Were they unhappy about their life in the South? Why? Why Not? (both are correct)
- Why did African Americans leave the South?
- When did African Americans begin their “Great Migration”?
- What kinds of transportation did African Americans use to move North?
- Where did African Americans migrate?
- How many African Americans migrated during the early 1900’s?
- What challenges and struggles did African Americans face during the “Great Migration”? (segregated facilities, safety risks, long trips, money needed to travel, leaving families)
- How will we find out the answers to these questions?

*(Note: Teachers and/or students may want to visit the following sites to gather background information for this activity):*

<http://www.wikipedia.com>

<http://www.inmotionaame.org/home.cfm>

Or teachers may want to have students read the following books about the Great Migration:

### **Mapping Activity: Great Migration Map**

4. On a blank map of the United States, have students show the migration of African Americans from the South to northern cities such as Chicago and Milwaukee. Students should use a variety of colors, lines and arrows to show the various routes taken from the South.

### **Video Response Activity 12: “AFRICAN AMERICAN CHALLENGES: A REFLECTION”**

Teaching/Learning Strategies: Review, Storytelling, View Video Chapter 13, Write Story or Diary Entry, Interview

**Key Concepts/Vocabulary:** African American, Great Migration, migration, prejudice, racism, Bronzeville, neighborhood

**Materials:** Chart Paper, Chalkboard, or Overhead, Story Below, Pencil/Paper, Reference Books noted below for African American Photographs,

1. Review with students the types of challenges African American faced as they migrated from the South to the North. Briefly tell students about the hardships African American's faced when they moved North to places like Milwaukee. Tell a story such as the following and write major vocabulary words on the board or overhead as you tell the story: (African American, South, North, migration, The Great Migration, prejudice, racism).

*"When African Americans living in the Southern United States began to hear about all the jobs that were available in the Northern cities of the United States many decided it was time to move. This was not an easy decision because it meant they had to leave their families, their houses, travel to a city where they might not know anyone and leave a warmer climate. It was an exciting time and yet a scary and sad time. Moving to a Northern city also meant that African Americans had to save money in order to travel by train, by car, or by foot. But saving money during the early 1900's was very difficult because nobody had much money in the old days, especially African Americans. However, African Americans did move and when they got to the Northern cities they saved money so they could bring more family members to the big cities that had jobs available. Soon more and more African Americans came North and their population grew and grew. Even though they had jobs, life was still difficult for African Americans because they could only afford to live in the oldest and cheapest houses, and some of the white people did not like them because they had a different colored skin and because they thought they were taking away jobs from their own white family members. Many white people did not want the African American's to move into their neighborhoods and tried to stop them from buying houses in their neighborhoods. Having this negative attitude toward the African Americans was called being 'prejudiced or racist'. Being prejudiced means having a negative attitude about someone or something and being racist means being prejudiced toward a person based on their race, country of origin or color of their skin. Life was hard for African Americans when they moved to Milwaukee but they did buy and rent houses they could afford and formed churches, schools, businesses, clubs, places for entertainment and a neighborhood called 'Bronzeville'. They built a rich life in Milwaukee even though they were poor.*

*Let's look at Video Chapter 13, "The Roaring Twenties" and find out about life for African Americans when they moved to Milwaukee about 90 years ago. When we're done watching the video, I'm going to have you pretend you are an African American child who has migrated to the North to live in Milwaukee. I will want you to write what your life is like, both the good and the bad."*

### **Language Arts Activity: Writing a Story or Diary Entry/Telling a Story**

2. After viewing Video Chapter 13, have students take the perspective of an African American who has migrated to Milwaukee. Write a story about their trip North and what their new life is like in Milwaukee, the good and the bad. If students are familiar with Diary Entries they could also use that format in which to write 1-3 entries. Students can select passages from their writing to share with their classmates.

### **Interview Activity: Interviewing an Older Family Member about African Americans in Milwaukee.**

3. If students have a great, great grandparent or older family member that can remember or tell stories about life in Milwaukee or life in the Bronzeville community at this time you might consider conducting interviews so students hear the story from those who lived

in Milwaukee during these difficult times. Students can use some of what they hear in their reflective story or diary entry.

*Photos of the early African Americans in Milwaukee are available in the “Image Library” of the “In the Classroom” section on The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Choose “Lesson Activities Photos” from the pull down menu and use the “search” tool to locate African American photos.*

*Photos are also available in John Gurda’s book, “The Making of Milwaukee, in Chapter 6, “A Bigger, Brighter, and Blander Milwaukee, 1910-1930.*

*More photos of African American life in Bronzeville are available in the following books:*

**Black, Ivory Abena. (2005). Bronzeville: A Milwaukee Lifestyle, A Historical Overview. The Publishers Group, LLC: Washington, D.C.**  
**Geenen, Paul. (2006). Images of America: Milwaukee’s Bronzeville, 1900-1950. Arcadia Publishing: Charleston, SC.**  
**Gurda, John. (1999). The Making of Milwaukee, Chapter 6. Milwaukee County Historical Society: Milwaukee, WI.**

4. Go Back to some of the original questions in this activity and discuss students’ new understandings of early African American life in Milwaukee and the challenges associated with “The Great Migration”.

### **Video Response Activity 13: “*PREJUDICE and RACISM IN MILWAUKEE: THE CIVIL RIGHTS MOVEMENT IN MILWAUKEE*”**

**Teaching/Learning Strategies:** Review, Discuss, Read/Discuss Book, Sentence Synthesis

**Key Concepts/Vocabulary:** African American, prejudice, racism

**Materials:** Children’s Books noted below, Pencil/Paper

1. Review with students what life was like for African American people who moved to Milwaukee after the 1920’s.

2. After this initial discussion, ask individual or small groups of students to think about what the words prejudice and racism mean.

To help students understand the concepts of prejudice and racism read and process any of the following children’s books:

**\*\*Mitchell, Margaree King. (1993). Uncle Jed’s Barbershop. First Aladdin Paperbacks: Hong Kong.**

**\*\*Welch, Catherine. (2001). Children in the Civil Rights Era. Minneapolis: \_Carolrhoda Books.**

✓ **Potential Assessment Activity: Writing Sentences Using Vocabulary Words.**

✓ 3. After reading some of the children’s books above have students use the words “prejudice” and “racism” in a sentence to demonstrate how they have begun to think about these concepts

- Other valuable social justice resources can be accessed from the Southern Poverty Law Center that publishes the *Teaching Tolerance* magazine for teachers. This organization also provides other free teaching materials focused on issues of social justice. Their website is: [www.tolerance.org](http://www.tolerance.org)

## **Video Response Activity 14: “THE CIVIL RIGHTS MOVEMENT IN MILWAUKEE”**

**Teaching/Learning Strategies:** Read Children’s Literature, View Video, Write and Deliver Speech

**Key Concepts/Vocabulary:** Civil Rights Movement, right, civil right, movement, racism, prejudice

**Materials:** Children’s Books, Video Chapter 17, Pencil/Paper

1. To help students understand the Civil Rights Movement read and process any of the following children’s books:

**\*\*Welch, Catherine. (2001). *Children in the Civil Rights Era*. Minneapolis: Carolrhoda Books.**

**\*\*Rappaport, Doreen. (2006). *Nobody Gonna Turn Me’ Round*. Candlewick Press: Cambridge, MA. ISBN: 0-7636-1927-2**

2. After reading the books show video clips from Video Chapter 17, *City Under Siege*. Tell students:

“Today you are going to see pictures of Milwaukee during the “Civil Rights Movement”. This was a time in the 1950’s and 1960’s about 50 years ago when many people became very upset about how people of a different color were always being treated unfairly. They did not have the same “rights” that most white people had because so many people were prejudiced or racist. They were not being treated in an equal way even though our government said that all people were to be treated equally. African Americans, Native Americans, and Hispanics (people with a different skin color) weren’t being allowed to buy homes where they wanted, didn’t earn the same amount of money as white people, couldn’t get jobs and were not allowed to go to the same schools, bathrooms, restaurants, drinking fountains, doctors, hospitals, etc. Their “rights” as American citizens were being denied. So, anger grew among the people until it really exploded. Some people became violent and burned houses, businesses, and cars to show their anger and other people used non-violent or more peaceful ways to express their anger. People of all kinds came together to try to make sure that “equal rights” were guaranteed. When you watch the video today I want you to be able to tell me about what happened during the Civil Rights Movement in Milwaukee about 50 years ago.”

3. After viewing Video Chapter 17, *City Under Siege*, discuss any of the following questions:

- What did you see in the video?
- What did you hear people saying?
- What did you see people doing?
- What “equal rights” had been taken away from people of color in Milwaukee?
- What violent actions did some people take to show their anger?
- What non-violent or more peaceful actions called protests did some people take to show their anger?
- Who were the people who protested during the civil rights movement in Milwaukee?
- What did they accomplish?
- Did they solve the problem in order to guarantee equal rights for ALL people living in Milwaukee?
- How did this video make you feel? Would you have liked to live during this time in Milwaukee’s history?

- Do you think this only happened in Milwaukee?

### **Language Arts Activity: Writing about “My Rights as an American Citizen, Speech**

- ✓ **Potential Assessment Activity:**
- ✓ 4. Have students explore the term “rights”.
  - What is a “right”?
  - What is a civil right?
  - What are “equal rights”?
  - What rights do they have as an American citizen?
  - What rights do they think are most important?
- ✓ 5. Have students compose a brief descriptive or persuasive essay in which they explain what rights they most cherish, why they believe this right should be guaranteed to all American citizens, and what social action they would take to ensure that everyone is guaranteed this right.
- ✓ 6. Students can share their essays with each other or with their families during a program dedicated to the Civil Rights Movement.

## **Then and Now Activities**

The Then and Now activities are purposefully created to assure that the content of the lesson also connects with the current lives and experiences of your students. You may complete any of these activities based on their relevance to your students.

### **Then and Now Activity 1: “WHAT A DIFFERENCE A CENTURY MAKES: THE CORNER OF THIRD STREET AND JUNEAU AVENUE OR THE CORNER OF THIRD ST. AND STATE ST.”**

(1890 & 1990)

Teaching/Learning Strategy: Analyze Milwaukee Photographs, Discuss, Venn Diagram Comparison

Key Concepts/Vocabulary: Century, change,

Materials: Then & Now Photographs, Internet, Paper/Pencil/ Venn Diagram

*\*\*Note to Teachers: In this learning activity you may use one of two picture sets. Either one will work for this activity.*

Option #1: These two photos may be found in “*The Making of Milwaukee*” book by John Gurda, chapter entitled, “*Shifting Currents*”.

1890 photo of the corner of 3<sup>rd</sup> St. and Juneau Ave.

1990 photo of the corner of 3<sup>rd</sup> St. and Juneau Ave.

OR

Option #2: On-line photos of 3<sup>rd</sup> St. and State St.

Go to the “*Milwaukee’s History*” section of *The Making of Milwaukee* website,

[www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Select the “*Then and Now Photos*” category for this option.

Discuss the following questions in small groups or as a class with either picture set:

- What do you see in the first picture (1890)?
- What do you see in the second picture (1990)?
- What changed in Milwaukee within a time span of 100 years? Be specific by using the images in the photos.
- Why do you think these changes happened?
- What stayed the same or looks similar in the two photographs?
- Why do you think these things stayed the same or nearly the same?
- How might Milwaukee look in the year 2090? Can you predict specific changes that will occur on the corner of Third Street and State Street or Third Street and Juneau? What are your reasons for predicting these changes?

### **Venn Diagram Comparison Activity:**

- Have students compare the two photographs of the corner of Third Street and State Street using a Venn Diagram.
- Students should look for the commonalities within both photos as well as the differences. Teachers should ask:
  - How are these two photographs similar?
  - How are these two photographs different? (List similarities and differences in two different columns).
- These ideas should be placed in the proper areas of a Venn Diagram.

*Note to Teachers: If students have never constructed a Venn Diagram, do this activity as a whole class but if students are familiar with the process have students complete and present their Venn Diagrams as an individual or student pair.*

### **Then and Now Activity 2: “PRIDE IN MILWAUKEE’s OLD and NEW LANDMARKS”**

**Teaching/Learning Strategies:** View Video & Discuss; View On-Line Photographs; List, Pair, Share; Draw

**Key Concepts/ Vocabulary:** Building Boom, landmark,

**Materials:** MOM website--Image Library

- After viewing Video Chapter 9, *Greater Milwaukee*, lead a discussion on the building boom that took place at the turn of the 20<sup>th</sup> Century in Milwaukee.
- Ask students:
  - What is a Landmark?
  - How does a building get to be called a “Landmark”/
  - What are some Old Landmarks in Milwaukee?
  - What are some New Landmarks in Milwaukee?

(Look at a list of Old Landmarks in Learning Activity # 2: Milwaukee Becomes Greater in the Film Response Section.)

3. Teachers and students should access “The Making of Milwaukee” (MOM) website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) and go to the “Image Library” of the “In the Classroom” section to view old and new Milwaukee landmarks.
4. Individual or student pairs should pick two favorite landmarks, one “old” landmark and one “new” landmark. They should make a list of the things they like about the old and new landmarks and what they think visitors to Milwaukee would like about the two landmarks.
5. Have students share which landmarks they picked and reasons why they like them the best. Then, using colored pencils have students draw a picture of their favorite landmark (if working in pairs they can each draw one landmark).
6. After the pictures are drawn, encourage students to think of 2-3 things they would like to learn about their landmarks (**location, changes, uses, building materials, ....**) Also encourage students and their families to take their own fieldtrips to any Milwaukee Landmark. Provide extra credit if they come to class with their picture taken in front of an old or new Milwaukee Landmark.

### **Then and Now Activity 3: “ON THE STREET WHERE YOU LIVE: STREET NAMES”**

**Teaching/Learning Strategies:** Identifying and Researching Street Names where we Live

**Key Concepts/Vocabulary:** Street Names, History, Historical

**Materials:** Milwaukee Phone Book, Milwaukee Map, Reference Books Noted

1. Ask students:
  - **What street do you live on in Milwaukee?** (Elicit responses from every student either orally or in writing. Record all student responses on the chalkboard, chart paper, or overhead.)

#### **Mapping Activity:**

2. Have students locate their streets on a Milwaukee map and place an indicator by where they think they live on their street.

#### **Language Arts Activity: Research, Written Report & Speech**

- ✓ **Potential Assessment Activity: Research, Written Report & Speech**
- ✓ 3. Ask students if they know how their streets got their names. Let students make predictions on how their streets were named and who might have named their streets. Have students record the predictions in their notebooks.
- ✓ 4. If time allows before students start their research using written materials have students ask family members if they know how and why their streets were named and have them record those responses in their notebooks.



- ✓ 5. Have students refer to the following books and Internet websites to research how, why and when their streets were named and if their streets have had other names throughout Milwaukee's history:

Baehr, Carl & Baehr, Ellen. (1995). *Milwaukee Streets: The Stories Behind Their Names*. Milwaukee, WI: Cream City Press.

Pollworth, Pat. (2004). *Milwaukee County Street Names Street Games*. Dexter, MI: Thomson Shore, Inc.

[www.linkstothepast.com/milwaukee/mkestreets](http://www.linkstothepast.com/milwaukee/mkestreets)

[www.onmilwaukee.com](http://www.onmilwaukee.com)

[www.streetlookup.com/city/milwaukee.map.html](http://www.streetlookup.com/city/milwaukee.map.html)

#### Milwaukee Public Museum – Streets of Old Milwaukee

- ✓ 6. Have students write a paragraph describing how, why and possibly when their street was named.
- ✓ 7. Direct student to turn their paragraphs into a speech for presentation to the class. Students can use the following guidelines to construct their paragraphs and speeches:
- The street where I live is called \_\_\_\_\_.
  - At first I thought it was named this because \_\_\_\_\_.
  - I found out that my street has that name/number because \_\_\_\_\_.
  - I found this information \_\_\_\_\_ (source noted),
  - My street was named in the year \_\_\_\_\_.
  - It used to be called or has always been called \_\_\_\_\_.
  - I like/don't like my street name because \_\_\_\_\_.
  - If I could name my street I would call it \_\_\_\_\_ because \_\_\_\_\_.

**\*\* After studying Milwaukee History over time and through the various Making of Milwaukee Video Chapters, students could also choose street names to research that sound interesting or are streets associated with categories such as:**

- People's names
- Bird Names
- Tree Names
- State Names
- Native American Names
- Plant Names
- Ethnic Names

See: Pollworth, Pat. (2004). *Milwaukee County Street Names Street Games*. Dexter, MI: Worthy Tones, Inc.

## **Then and Now Activity 4: "MILWAUKEE MID-CENTURY CHALLENGES"**

Teaching/Learning Strategies: Create Collage in Small Group

Key Concepts/Vocabulary: Challenge, mid-century, extinction, destroy, loss, relocation

Materials: Video Chapter 16, Milwaukee Photographs from *The Making of Milwaukee* On-Line Image Library

### **Art and History Activity: (Making a Collage)**

1. View Video Chapter 16, *City Under Siege*, to identify the many challenges Milwaukee faced during mid-century 1960's.
2. Organize students in small groups and have them create a pictorial collage that depicts Milwaukee's challenges and struggles during the mid-century.
3. Students should locate pictures of these challenges on "*The Making of Milwaukee*" website. *A variety of photos related to the following topics are available by going to the "Image Library" of the "In the Classroom" section of The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) Select "Lesson Activity Images" within the Image Library. THESE PICTURES CAN BE DOWNLOADED!!!*
4. Demonstrate how to make a collage.
5. Collages should contain photographs that depict some of the following:
  - **Streetcar Extinction**
  - **Loss of neighborhood shopping districts**
  - **Dingy, dirty look of Milwaukee**
  - **Old neighborhoods destroyed**
  - **Freeway system claim land in the heart of the town**
  - **Landmarks Destruction**
  - **Dutch elm disease**
  - **Loss of Alewives (ocean fish)**
  - **Milwaukee Braves relocate to Atlanta**
6. Have groups present their collages to the rest of the class, emphasizing and describing the images and how they symbolize the challenges in Milwaukee during the 1960s.
7. Discuss with students the struggles of today that have occurred in Milwaukee over the past 5-10 years. Address the following questions with students:
  - **How did these challenges effect Milwaukee's economy, communities, culture, relationships, etc.?**
  - **Could anything have been done to prevent these challenges from occurring?**
  - **What do you think could have been done?**
  - **Do you think Milwaukee's challenges are over? Why or Why Not?**

*Note to Teachers: Help students understand that struggles and challenges are always present... no matter what ... because as life changes we have to adapt and adapting to changes (good and bad) are always challenging.*

## **Learning Outside the Classroom**

The following activities engage you and your students with the Milwaukee community. They are designed to build upon the in-class activities as you bridge those experiences with the community as a learning resource.

## **A FIELD TRIP is MUCH MORE than FUN: It's for LEARNING!!!**

*Don't always save trips until the end of a unit!*

*Consider taking fieldtrips at the beginning of a unit so every student has common experiences/knowledge to build on for various meaningful learning activities: writing, speaking, researching, art, math, dramatic performances, etc.*

## **Potential Field Trip Study Guidelines**

### **I. Before going on the Fieldtrip:**

- Take the fieldtrip yourself so you know routes, resources, vocabulary possibilities, learning opportunities. (Take your family along for fun!)
- Make arrangements for buses, tours, lunches, extra chaperones
- Make instructional plans for learning: study guides, data collection options like: interviews, photos, note taking, rubbings, drawing, and samples when legal.
- Forecast with students "what" you will see, "where" and "why"...Begin to make a vocabulary list. Ask students to predict what they will see and why it is important or significant in Milwaukee.

### **II. After going on the Fieldtrip**

Engage students in the following inquiry process by asking this series of questions and engaging students in appropriate critical thinking and inquiry activities:

*\*Note to Teachers: This inquiry process may take 2-3 days. Be sure to keep the initial recall list of remembrances so students have visible vocabulary for reference:*

- **What did you see? What do you remember?**  
➤ *Activity: List/ record what students remember. Post the list.*  
Critical Thinking Level: *RECALL*
- **Which of these seem to belong in same category? Which of these are alike in some way?**  
*Activity: group items from list that share similarities. Ask students to tell you how they are alike or why they would put them into the same group/category.*  
Critical Thinking Level: *CATEGORIZE*
- **What would you name this group/category?**  
*Activity: Have students label or name their groupings/categories.*  
Cognitive Thinking Level: *ANALYZE*
- **Are there some items in any of your groups that can form another group or category? Can you make any new groups?**  
*Activity: Have students form new groups? They may use any word in more than one category.*  
Critical Thinking Level: *SYNTHESIZE*
- **In looking at all of these groups what generalizable statement can you make about the place/places we visited? Or, in looking at all of these groups can**

**you create a sentence that describes the nature of the place/places we visited?**

*Activity: Have students create a sentence to describe the place they visited by drawing on the categories they have created.*

**Critical Thinking Level: GENERALIZE**

- **Possible Extension!** If you have worked through the inquiry process to this point your students will be able to pose their own questions about what they have experienced. You can then engage students in the KWL process and begin an in-depth study of any of the phenomenon you have initially observed.

## **Learning Outside the Classroom Activity 1: “MILWAUKEE LANDMARK TOUR”**

**Teaching/Learning Strategies:** View Old Milwaukee Photographs, Field Trip, Inquiry Process noted above, Extension Activities, Build Vocabulary

**Key Concepts/Vocabulary:** landmark, building, history, collect & analyze data

**Materials:** *The Making of Milwaukee* On-Line Image Library, fieldtrip requirements, clipboards, camera

1. Review the definition of a landmark.
2. Then visit old and new Landmarks in Pictures, Books or through the “*Making of Milwaukee*” Videos and/or the Website “Image Library”: GO TO the “Image Library” at [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com)
3. Decide with students which landmarks you would like to visit and why.
4. Visit the chosen landmarks through driving and/or walking tours stopping at 3 or 4 for pictures, drawings, reading historical markers, rubbings, interviews if possible and refreshments.
5. Upon return, engage students in the “Inquiry Process” previously outlined above in “Field Trip Guidelines”.
6. Extension Activities: Create Photo Albums, Write descriptions, Locate on Maps, Draw Pictures, etc.

## **Learning Outside the Classroom Activity 2: “MILWAUKEE COUNTY PARKS TOURS”**

**Teaching/Learning Strategy:** Field Trip, Build Vocabulary, Exploration, Collect & Analyze Data

**Key Concepts/Vocabulary:** park, county park, trails, land & water formations, historical marker

**Materials:** Field Trip Requirements, clip boards, buckets, magnifying glasses, thermometers, plastic vials, camera

1. Choose 2-3 Parks you can visit within one day. Build vocabulary before the trip by having students predict what they might see (keep the vocabulary list for reference). Take clipboards for scavenger hunts and drawings. Bring buckets with magnifying glasses, thermometers, plastic vials for land and water samples when appropriate. Bring digital cameras to photograph distinguishing characteristics of the park. Take picnic

lunches and recreational equipment. Find a County Park nearest your school and discover what's there. Explore some of Milwaukee County's Oak Leaf Trail. Look for plants, animals, water formations, land formations, historical markers, statues, recreational opportunities, etc. **Be Explorers and Discoverers!**

Try out some of these Milwaukee County Park combinations:

**a. Milwaukee County Parks by Water:**

Lake Park to see Lake Michigan, shoreline, bluff  
Riverside Park to walk along Milwaukee River,  
Caesar's Park to walk over River on New Bridge

**b. Milwaukee County Parks by the Shore:**

Grant Park to cross 7 Bridges  
Sheridan Park to Picnic  
South Shore Park for Panoramic View of City  
Doctors Park to Picnic, Play on the Beach, Experience Bluffs/Forest

**c. Milwaukee County Parks in Bloom:**

Whitnall Park  
Boerner Botanical Gardens  
Mitchell Domes

**d. Milwaukee Oak Leaf Trails:**

South Shore Park  
Lake Park (Hike, Bike, Bird, Picnic)  
Grant Park

### **Learning Outside the Classroom Activity 3: *"AMERICA'S BLACK HOLOCAUST MUSEUM"***

**Teaching/Learning Strategy:** Field Trip, Interview, Photo & Artifact Observation & Analysis, Inquiry Process and Potential Written Report and/or Assessment

**Key Concepts/Vocabulary:** black, holocaust, civil rights, civil rights movement, prejudice, racism

**Materials:** Field Trip Requirements, clipboards

1. Organize a trip to America's Black Holocaust Museum in downtown Milwaukee. Prepare students by covering appropriate content about the African American culture: (examples follow) the African Slave Trade, the Middle Passage, Colonization, Plantation Life, the Underground Railroad, Reconstruction, Jim Crow Laws, and/or the Civil Rights Movement.
2. Tour the museum yourself ahead of time so you are able to talk with the museum curator, director, and or tour guide so they know what you want your students to "see/experience".
3. Have students develop at least five questions that they would like to ask museum tour guides. Make sure that clipboards and pencils are available for note-taking and sketching/drawing during the fieldtrip.

4. As a follow-up, have students participate in an open forum where they discuss their experiences at the museum, the artifacts and documents displayed and the information delivered by tour guides.
5. Teacher may develop a series of questions pertaining to the content delivered at the museum as an additional assessment. Or, engage the students in the Inquiry Process noted in the Field Trip Guidelines noted above in this “Learning in the Community” section as a precursor to a more in-depth written report.

For further information contact:

**America's Black Holocaust Museum, Inc.**

2233 N. Fourth Street

Milwaukee, Wisconsin USA 53212

Phone: 414-264-2500

### **Milwaukee Trivia**

This Milwaukee Trivia activity is a quick tool to engage students in thinking about their knowledge of Milwaukee. The activity is not necessarily based on the content of the video chapter but requires students to test their knowledge from various resources.

#### **Milwaukee Trivia Activity 1: “*IT’S EITHER – OR!*”**

**Either - Or:** As the teacher you can tell students that you will read two statements to them and one will be true. It’s *either* the first statement that’s true *or* the second one but not both. The teacher could also give this “Either/Or” activity as a paper and pencil quiz. If students know the exact answer they can gain extra points.

1a. The Milwaukee Zoo was originally in Washington Park.

1b. The Milwaukee Zoo was originally downtown near Lake Michigan.

*Name of park:* \_\_\_\_\_

2a. The first professional baseball team came to Milwaukee from Atlanta.

2b. The first professional baseball team came to Milwaukee from Boston.

*Name of original baseball team:* \_\_\_\_\_

3a. The breweries in Milwaukee have always been one of the biggest employers.

3b. The breweries in Milwaukee have always been one of the most famous employers.

*Name of longest lasting Milwaukee brewery:* \_\_\_\_\_

4a. Milwaukee’s freeway system has been completed for about one-half century.

4b. Milwaukee’s freeway system has been completed for about one century.

*Year of Milwaukee’s freeway completion:* \_\_\_\_\_

5a. Milwaukee’s first shopping center was the Grand Avenue Mall.

5b. Milwaukee's first shopping center was Southgate.

*Year of shopping center opening:* \_\_\_\_\_

6a. The Alewife was an ocean fish that many people loved to eat for a Friday Fish Fry.

6b. The Alewife was an ocean fish that died by the 1000's and washed up on our beaches.

*The decade that the Alewife made Milwaukee stink:* \_\_\_\_\_

7a. The Dan Hoan Bridge was at one time known as the bridge to nowhere.

7b. The Dan Hoan Bridge was at one time known as the bridge to the south side.

*Dan Hoan's claim to fame:* \_\_\_\_\_

8a. The city was shut down on July 30, 1967, because of a mass power outage.

8b. The city was shut down on July 30, 1967 because of civil rights riots.

*Mayor who shut down the city:* \_\_\_\_\_

9a. Milwaukee's first TV Station was WTMJ.

9b. Milwaukee's first TV Station was WISN.

*Date first TV station signed on:* \_\_\_\_\_

10a. Milwaukee has not had a Socialist mayor for approximately 50 years.

10b. Milwaukee's current mayor is a Socialist.

*Milwaukee's last Socialist mayor:* \_\_\_\_\_

11.a. Milwaukee's population has always had a high population of Germans decent.

11.b. Milwaukee's German population has always been the majority of its population.

*Milwaukee's current ethnic majority:* \_\_\_\_\_

12.a. As of 2000, Milwaukee County had 10 cities and 9 villages.

12.b. As of 1957, Milwaukee County had 10 cities and 9 villages.

*Milwaukee County Cities:* \_\_\_\_\_

*Milwaukee County Villages:* \_\_\_\_\_

### **Timeline Information**

*An interactive timeline of this era with photographs can also be found on The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Go to the "Milwaukee's History," section and then click on "Timeline". Or, to go directly to the timeline, click here now: <http://www.themakingofmilwaukee.com/history/timeline.cfm>*

The information that follows fits with the series but is relevant to the particular time period of this set of Video Chapters.

1945- World War II (WWII) ends.

1945- 2% of Milwaukee population is African American.

1946- Baby Boom Begins.

- 1946- Housing Boom begins; Cape Cod houses sell for \$5,600.
- 1946- Milwaukee adopts its first freeway plan.
- 1947- Milwaukee's first TV station (WTMJ-TV) signs on.
- 1948- 10,000 TV sets are operating in Milwaukee.
- 1949- Breweries account for only 2 percent of the area's employment.
- 1948- Frank Zeidler, a Socialist, succeeds John Bohn as Mayor.
- 1950- Milwaukee becomes the 15<sup>th</sup> largest city in the U.S.: population 637,392.
- 1950- Modern Household appliances and other conveniences become popular.
  - Transistor Radios
  - Hi-Fi Systems
  - Air Conditioners
  - Refrigerator/Freezers
  - Power Mowers
  - More and Faster Cars
- 1950- 20,000 African Americans live in Milwaukee.
- 1950-1957- Eight new Milwaukee suburbs appear.
- 1951- Milwaukee's first shopping center, Southgate, opens.
- 1951- Milwaukee County's industrial output doubles since the end of WWII.
- 1952- Construction begins on freeway.
- 1953- County Stadium is built to entice a professional baseball team.
- 1953- Professional baseball comes to Milwaukee.
  - Boston Braves move to Milwaukee and are renamed the Milwaukee Braves.
- 1956- UWM emerges from the old State Teachers College.
- 1957- Milwaukee Braves win the World Series.
- 1957- Village of Greenfield incorporates.
- 1957- Milwaukee County now has 10 cities and 9 villages.
- 1957- 97% of all households in the area have TV's.
- 1957- War Memorial Center is completed.
- 1958- Interstate 94 opens first segment in Waukesha County.
- 1958- Last streetcar runs.
- 1958- Milwaukee County Zoo moves to present location with "habitat" enclosures.
- 1959- Mitchell Park Domes construction begins.
- 1960- Milwaukee becomes the 11<sup>th</sup> largest city in the U.S.: population 741,324.
- 1960- Henry Maier, a Democrat, becomes Milwaukee's mayor.
- 1960- John Doyne becomes Milwaukee's first county executive.
- 1960's- Milwaukee's blights appear.
  - Central Milwaukee loses much of its mass due to freeway clearance.
  - Cherished landmarks are destroyed due to freeway clearance.
  - Dutch Elm disease destroys thousands of trees.
  - Alewives, an ocean fish, come through the St. Lawrence seaway and die on Lake Michigan beaches by the 1,000's.
  - Milwaukee Pub. Schools charged with illegal and intentional segregation.
- 1960's- Lloyd Barbee leads charge against Milwaukee Public Schools.
- 1960's- Father Groppi leads a series of demonstrations against segregation and for civil rights.
- 1960's- Numerous non-violent civil rights protests occur.
- 1960's-1970's- White flight becomes a common response when African Americans



- move into a community.
- 1963- Annual Great Circus Parade begins.
- 1965- Milwaukee Braves' owner moves the team to Atlanta, Georgia.
- 1967- Mitchell Park Domes construction is completed.
- 1867- A local chapter of the National Organization for Women (NOW) is formed.
- 1967- The National Guard is called to duty and the city is shut down when a riot occurs on July 30, 1967.
- 1967- Dan Hoan Bridge, the bridge to nowhere, is connected to surface streets.
- 1968- The freeway system was completed, including the Marquette Interchange.
- 1968- Summerfest begins.
- 1968- The grand old Northwestern Railroad Depot on the lakefront is demolished.
- 1968- Milwaukee Bucks came to town.
- 1969- The Milwaukee 14, five of whom are Catholic priests, are jailed for burning draft records.
- 1970- Milwaukee is the 12<sup>th</sup> largest U.S. city: population 717, 372.
- 1970- The Marcus Center for the Performing Arts is dedicated.
- 1970- 105,000 African Americans live in Milwaukee.
- 1970's- Milwaukee reconnects with its ethnic, ancestral, and cultural roots and Traditions.
- 1970's Latino community spreads south and west.
- 1970's African-American community spreads north and west.
- 1971- The Seattle Pilots become the Milwaukee Brewers.
- 1971- Milwaukee Bucks win the National Basketball Championship.
- 1978- Festa Italiana becomes the first lakefront ethnic festival.
- Other festivals follow later:
  - Mexican
  - German
  - Irish
  - Polish
  - African-American
  - Indian
  - Asian
  - Arabian
- 1979-1983- Milwaukee loses more than a quarter of its industrial jobs in 4 years.
- 1980- Milwaukee is the 16<sup>th</sup> largest city in the U.S.: population 636, 212.
- 1980's- Milwaukee's manufacturing sector is ripped by a savage recession.
- 1980's- African-American poverty increases sharply.
- 1982- Schlitz brewery closes.
- 1982- Milwaukee Brewers win the American League Pennant.
- 1982- Grand Avenue Mall opens.
- 1987- Allis Chalmers goes bankrupt.
- 1980's-1990's Southeast Asians become fastest-growing ethnic group.
- 1980's-1990's Russian Jews settle in Milwaukee.
- 1980's-1990's Arabs settle in Milwaukee.
- 1990- Milwaukee is the 17<sup>th</sup> largest city in the U.S.: population, 628,088.
- 1990's- Milwaukee becomes a "majority minority" city.
- 1990's- The gap between the suburban haves and the urban have-nots widen.
- 1990's The Milwaukee economy bounces back and new industries emerge.

- Quad Graphics
- GE Marquette Medical
- Manpower
- Data processing for banks: Fiserv & Metavante
- Mutual funds
- Kohl's
- Aurora Health Care
- 1990's- Traditional companies prosper and embrace new technologies.
  - Northwestern Mutual
  - Miller Brewing Company
  - Rockwell automation
  - Johnson Controls
  - Harley-Davidson
- 1988- Henry Maier's reign as mayor ends after 28 years.
- 1988- John Norquist becomes mayor.
- 1980's- present- Revitalization of Milwaukee's Downtown occurs.
  - Water Street
  - Park East Freeway Demolition
  - 6<sup>th</sup> Street Bridge
  - Marquette Athletic Field
  - Third and Fifth Wards
  - New theatres
  - Galleries
  - Loft Apartments
  - Restaurants
  - Riverwalk
  - Potawatomi Casino
  - Downtown Housing
  - Library Hill
  - Third Ward
  - Commerce Street
  - Miller Park
  - Midwest Express Center
  - Art Museum's Calatrava addition
- 1989- Milwaukee is 17<sup>th</sup> largest U.S. city: population 628,088.
- 2000- Milwaukee is 19<sup>th</sup> largest U.S. city: population 596,974.
- 2004- Milwaukee is 22<sup>nd</sup> largest U.S. city: population 583,624.
- 2007- Milwaukee is the 22<sup>nd</sup> largest U.S. city: population 602, 782
- 2009- Milwaukee is the 23<sup>rd</sup> largest U.S. city: population 604, 477

### Timeline Activities

Use the following activities to engage students with the timeline:

#### **Timeline Activity 1: “*BUILD IT AND THEY WILL COME: BASEBALL IN MILWAUKEE*”**

**Teaching/Learning Strategies:** View/Analyze Photographs, Create Timeline, Map

**Key Concepts/Vocabulary:** baseball, baseball field, stadium, team

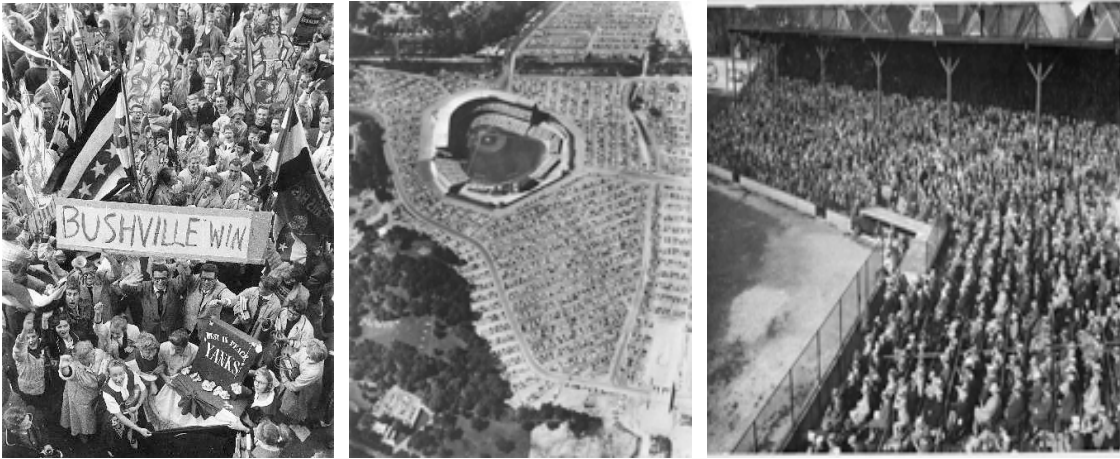
**Materials:** Milwaukee Baseball Photos, Timeline or Timeline Software

1. Have students view the following pictures:
  - Borchert Field
  - Milwaukee Brewers at Borchert Field

Milwaukee County Stadium  
Bushville Wins  
Miller Park

Photographs can be found in John Gurda's book, *The Making of Milwaukee*, chapters entitled, *Hard Times and War Times*, and *"The Exploding Metropolis"*.)

Or, go to the "Image Library" of the "In the Classroom" section of *The Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com), and choose "Lesson Activities Images" from the pull down menu to locate the images: "Borchert Field, County Stadium & 1957 Milwaukee Braves"



2. Milwaukee has had three baseball teams in the past 100 years. Engage students in a quest to discover:
  - Names of Three Milwaukee Baseball Teams during the past 100 years.
  - Year each of the Three Teams Started in Milwaukee
  - Where the Three Teams Came From
  - Name of the Fields on Which Each Played
  - Location of the Three Fields
3. Create a timeline to show when the three Milwaukee Baseball Teams arrived in and/or departed from Milwaukee. Teachers or students may create their own timeline or use timeline software.
4. Locate the three stadiums on a Milwaukee Map.

### **Timeline Activity 2: "FUN AT MILWAUKEE's ETHNIC FESTIVALS"**

**Teaching/Learning Strategies:** Build Vocabulary, Pose Questions, Create Timeline, Map

**Key Concepts/Vocabulary:** ethnic, ethnicity, tradition, festival, timeline

**Materials:** Internet, Brochures/Pamphlets, Timeline,

Milwaukee has been synonymous with festivals, food and fun. There are several festivals in Milwaukee that show the ethnic diversity and various cultures that permeate our city.

*Note to Teachers: If students do not understand the nature of an ethnic group or a culture be sure to read and process any of the following books before engaging in this activity:*

1. Write the words ethnic, ethnicity, and culture on the board.
2. Ask students:
  - **What is an ethnic group?**
  - **Are you a member of an ethnic group?**
  - **In which ethnic group do you belong?**
  - **What are some of the ethnic/cultural festivals that take place in our city each summer?**
  - **How do we see, hear and/or taste the traditions of a particular ethnic group when we attend their festival?**
  - **Do you know when the festivals take place?**
  - **Do you know where the festivals take place?**
  - **How can we find out?**
2. Have students use the Internet and a collection of Festival Brochures/Pamphlets to find out about Milwaukee's ethnic festivals.
3. After students have located a calendar of Milwaukee's ethnic festivals, help students create a timeline of the list of ethnic/cultural festivals that take place in Milwaukee each summer. Students can draw the timeline by hand, the teacher can provide a pre-measured timeline, or students can create a timeline using an age appropriate timeline software program.
4. Have students locate where each Festival takes place on a Milwaukee Map.
5. Finally, have students choose an ethnic festival and predict what they might experience or see at that particular ethnic festival. Ask students to tell how what they might see, hear, or taste is a reflection of a particular ethnic group's traditions. Explore the following questions:
  - **How does an ethnic festival reflect the traditions of an ethnic group?**
  - **How doesn't an ethnic festival reflect the traditions of an ethnic group?**

*Encourage students to attend an ethnic festival during the summer and take pictures of and write about their experiences.*

### ***Timeline Activity 3: "TV'S MULTIPLY IN MILWAUKEE"***

**Teaching/Learning Strategies:** Analyze Timeline, Mathematical Calculation

**Key Concepts:** timeline, television, television set, population

**Materials:** Timeline Provided Above, Calculator or Pencil/Paper.

1. Draw students' attention to the Modern Milwaukee Timeline. Have students locate the year Milwaukee's first TV station "Signed On the Air".

2. Then have students find how many TV sets were in Milwaukee during the year 1948.
3. Next have students figure out how many TV sets were in Milwaukee in 1957. Help students figure out how many TV sets were in Milwaukee in 1957 by multiplying .97 times Milwaukee's 1957 population on their calculators. *Hint: Milwaukee's population was about 700,000. See population chart in Activity #2 in previous Film Response Section.*
4. Have students place the # of TV Sets In Milwaukee on a 1900-2010 Timeline. Ask students to predict how many televisions might be in Milwaukee today if 97% of Milwaukee's population has TV's.

## **Discussion Questions**

### **Questions for Video Chapter 15, "The Exploding Milwaukee"**

These literal questions focus on understanding **main ideas** in the video:

14. Why did Milwaukee's population grow by leaps and bounds after 1900?
15. Why are important buildings in a city called "landmarks"?
16. Why do suburbs form?
17. What were the suburbs that formed around the city of Milwaukee?
18. What is a city?
19. What is a county?
20. What is the difference between a city and a county?
21. What are the ten cities and nine villages in Milwaukee County?
22. Who governs the city? Who governs the county?
23. How many parks are in Milwaukee County?
24. Who designed the Milwaukee County Park system and when?
25. Why did Milwaukee build County Stadium in the early 1950's even when they had no major league baseball team to play there?
26. What was Milwaukee's first major baseball team called and what city did it come from?
27. What is Milwaukee's major league baseball team called now and what city did our current team come from?
28. Why did so many African American people begin moving to Milwaukee?
29. Why was the movement of African American people to the North called the "Great Migration"?
30. Where did the African American people settle when they came to Milwaukee? Why?
31. What kind of neighborhoods did the African American people establish when they moved to Milwaukee?

These discussion questions focus on **critical thought and analysis** from the video:

3. What are positive and negative aspects of living in a big city?
4. Why is the Milwaukee County Park system so important to the people of Milwaukee County?
5. What do people in Milwaukee County need to do to make sure that our County Parks are maintained?
6. How did major inventions of the 1900's like the TV, Automobile, and Interstate change Milwaukee?
7. Why do you think the TV gained such rapid popularity?
8. What have been the long-term effects of television?
9. What have been the long-term effects of the automobile?
10. What have been the long-term effects of the Interstate or freeway system?
11. What kind of leadership does a city need?
12. What kind of leadership is needed in a city, neighborhood, school, or family?
13. What should our city government do/not do for the people?
14. What can people do for their city government?
15. Who are our city leaders now?
16. What neighborhoods do they come from?
17. Who are your city neighborhood leaders?

### **Questions for Video Chapter 16, "City Under Siege":**

These literal questions focus on understanding **main ideas** in the video:

1. Why did the last streetcar run in 1958?
2. What were the effects of the freeway clearance in downtown Milwaukee during the 50's and 60's?
3. Why did people demonstrate against the freeway system?
4. What other losses or blights happened in Milwaukee during the 60's?
5. Who was the first African American elected to Milwaukee's Common Council?
6. Who lead the fight to desegregate Milwaukee Public Schools?
7. Who lead the protests related to open-housing?
8. How did civil rights leaders express their dissatisfaction during the 60's?
9. Why did Mayor Maier and Police Chief Breier lock down the entire city in 1967?
10. What were the effects of this "lock down"?

These discussion questions focus on **critical thought and analysis** from the video:

1. Milwaukee's blights in the 1960's were freeway clearance, Dutch Elm disease, the Alewives, the loss of the Milwaukee Braves, and the poverty and resentment faced by Milwaukee's African American citizens. What are the current blights facing Milwaukee? Why do big cities face such big problems?
2. How did the growing population of African Americans change Milwaukee?
3. Why did some people feel that segregated schools did not provide an equal education?
4. Why did some people in Milwaukee feel that African Americans were not given equal housing rights?
5. What is a Civil Rights Movement?
6. Did the Civil Rights Movement only happen in Milwaukee? Why Not?

7. How did the Civil Rights Movement affect Milwaukee?
8. Why were some protests in Milwaukee peaceful or non-violent while others were violent?
9. Why was the election of the first African American to Milwaukee's Common Council an important event in Milwaukee?

### **Questions for Video Chapter 17, "Almost Yesterday"**

These literal questions focus on understanding **main ideas** in the video:

1. What are the diverse ethnic groups that now live in Milwaukee?
2. What is diversity?
3. What is an ethnicity?
4. What year did Summerfest begin and what festival preceded this music festival?
5. What other festivals were celebrated in Milwaukee during the 1960's?
6. What was the first ethnic festival? When and where did it take place?
7. What other ethnic festivals have developed in Milwaukee?
8. What ethnicities have grown and joined the population of Milwaukee after 1970?
9. What neighborhoods now exist in Milwaukee?
10. What original Milwaukee neighborhoods are now gone? Why?
11. What does it mean when it is stated that Milwaukee became a "majority minority" city in the 1990's?
12. What are some new buildings, museums, and businesses in Milwaukee? When did they come and why?

These discussion questions focus on **critical thought and analysis** from the video:

1. It is stated that Milwaukee rediscovered its ethnic roots after 1970? What does it mean to "rediscover your ethnic roots"?
2. How does your ethnicity influence you and your family? Your personal interests, language, likes and dislikes, and the neighborhood in which you live?
3. Why did Milwaukeeans begin to see ethnic heritage as something to celebrate?
4. Why do some people say that Milwaukee has "world-class diversity"?
5. How can you learn about other ethnicities that are different than your own?
6. What does it mean for a neighborhood to be designated as historical?
7. Why do some ethnic groups occupy the oldest homes in Milwaukee?
8. Why do many ethnic groups live together in the same neighborhoods?
9. How do new landmarks help Milwaukee?
10. Is it important to preserve the old Milwaukee landmarks? Or should we destroy old landmarks and build new ones? Why do you think that?
11. What is Milwaukee most famous for now?
12. What are the characteristics of Milwaukee that we should be proud of?
13. What are the characteristics of Milwaukee that we should challenge and/or change?
14. How has Milwaukee changed over time?
15. How has Milwaukee stayed the same over time?

## Wisconsin Model Academic Standards (Grade 4)

The following standards are taught in this theme, “Modern Milwaukee”.

Content Standards—Social Studies	Performance Standards—Social Studies
<p style="text-align: center;"><b>Standard A: Geography</b></p> <p>Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.</p>	<p style="text-align: center;"><b>Standard A: Geography</b></p> <p>A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth’s surface</p> <p>A.4.2 Locate on a map or globe physical features such as land and water forms; and human features such as cities, counties, states, and national borders</p> <p>A.4.4 Describe and give examples of the ways in which people interact with the physical environment, including use of land, location of communities, methods of construction and design of shelters</p> <p>A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world</p> <p>A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire: discuss reasons for these changes; and explain their probable effects on the community and the environment</p>
<p style="text-align: center;"><b>Standard B: History</b></p> <p>Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.</p>	<p style="text-align: center;"><b>Standard B: History</b></p> <p>B.4.1 Identify and examine various sources of information that are used for constructing and understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and</p>



<p><b>Standard C: Political Science &amp; Citizenship</b></p> <p>Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance</p>	<p>charts</p> <p>B.4.2 Use a timeline to select, organize, and sequence information describing eras in history</p> <p>B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political and cultural roles played by individuals and groups</p> <p>B.4.7 Identify and describe important events and famous people in Wisconsin history</p> <p>B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment</p> <p>B. 4.9 Describe examples of cooperation and interdependence among individuals, and groups</p> <p><b>Standard C: Political Science &amp; Citizenship</b></p> <p>C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity</p> <p>C.4.3. Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation</p> <p>C. 4.5 Explain how various forms of civic action such as running for office, voting, signing an initiative and speaking at hearings, can contribute to the well-being of the community</p>
---	--

<p><b>Standard E: Behavior Science</b></p>	<p><b>Standard E: Behavioral Science</b></p>
<p>Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings</p>	<p>E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development</p> <p>E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living</p> <p>E.4.4 Describe the ways in which ethnic cultures influence the daily lives of people</p> <p>E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior</p> <p>E.4.8 Explain how people learn about others who are different from themselves</p> <p>E.4.12 Give examples of important contributions made by Wisconsin citizens</p> <p>E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people</p> <p>E.4.15 Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters</p>

Content Standards: English	Performance Standards: English
<p style="text-align: center;"><b>Standard A: Reading/Literature</b></p> <p>Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.</p> <p style="text-align: center;"><b>Standard B: Writing</b></p> <p>Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.</p> <p style="text-align: center;"><b>Standard C: Oral Language</b></p>	<p style="text-align: center;"><b>Standard A: Reading/Literature</b></p> <p>A.4.1 Use effective reading strategies to achieve their purposes in reading</p> <p>A.4.2 Read, interpret, and critically analyze literature</p> <p>A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience</p> <p>A.4.4 Read to acquire information</p> <p style="text-align: center;"><b>Standard B: Writing</b></p> <p>B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes</p> <p>B.4.2 Plan, revise, edit and publish clear and effective writing</p> <p>B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications</p>

<p>Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.</p>	<p><b>Standard C: Oral Language</b></p> <p>C.4.1 Orally Communicate information, opinions, and ideas effectively to different audiences for a variety of purposes</p> <p>C.4.2 Listen to and comprehend oral communications</p> <p>C.4.3 Participate effectively in discussion</p> <p><b>Standard D: Language</b></p> <p>D.4.1 Develop their vocabulary and ability to use words, phrases, idioms and various grammatical structures as a means of improving communication</p> <p><b>Standard E: Media and Technology</b></p> <p>E.4.1 Use computers to acquire, organize, analyze and communicate information</p> <p><b>Standard F: Research &amp; Inquiry</b></p> <p>F.4.1 Conduct research and inquiry on self-selected or assigned topics, issues or problems and use an appropriate form to communicate their findings</p>
---	---

Mathematics Content Standard	Mathematics Performance Standard
<p style="text-align: center;"><b>Standard A: Mathematical Processes</b></p> <p>Students in Wisconsin will draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written communication, and the use of appropriate technology, when solving mathematical, real-world and non-routine problems.</p>	<p style="text-align: center;"><b>Standard A: Mathematical Processes</b></p> <p>A.8.1 Use reasoning abilities</p> <p style="text-align: center;"><b>Standard E: Statistics &amp; Probability</b></p> <p>E.8.1 Work with data in the context of real-world situations</p> <p>E.8.2 Organize and display data for statistical investigations</p> <p>E.8.3 Extract, interpret, and analyze information from organized and displayed data</p> <p>E.8.4 Use the result of data analysis to make predictions, develop convincing arguments and draw conclusions</p>

## **APPENDIX A**

### **Table of Contents Children's Literature Resources For The Making of Milwaukee Curriculum, Grades 1-4**

<b>African American Experience and the Civil Rights Movement .....</b>	<b>pg.</b>
<b>Early Settlers Go to Work .....</b>	<b>pg.</b>
<b>Early Settlers/Pioneer Life .....</b>	<b>pg.</b>
<b>Early Settlers Transportation .....</b>	<b>pg.</b>
<b>Historical Reference Books .....</b>	<b>pg.</b>
<b>Immigration .....</b>	<b>pg.</b>
<b>Making and Visiting a City .....</b>	<b>pg.</b>
<b>Natural Resources: Land and Water Features .....</b>	<b>pg.</b>
<b>Wisconsin Native Americans .....</b>	<b>pg.</b>

## **African American Experience and the Civil Rights Movement**

**Black, Ivory Abena. (2005). Bronzeville: A Milwaukee Lifestyle, A Historical Overview. The Publishers Group, LLC: Washington, D.C.**

**Geenen, Paul. (2006). Images of America: Milwaukee's Bronzeville, 1900-1950. Arcadia Publishing: Charleston, SC.**

**Gurda, John. (1999). The Making of Milwaukee, Chapter 6. Milwaukee County Historical Society: Milwaukee, WI.**

**Mitchell, Margaree King. (1993). Uncle Jed's Barbershop. First Aladdin Paperbacks: Hong Kong.**

**Rappaport, Doreen. (2006). Nobody Gonna Turn Me' Round. Candlewick Press: Cambridge, MA. *The last in a trilogy describing the African-American experience during the Civil Rights movement through text, illustrations, and song.* ISBN: 0-7636-1927-2**

**Sanders, Scott. (1997). A Place Called Freedom. Aladdin Paperbacks: New York. *Freed slaves head north to Indiana and start a new life and a new town. Describes various work and home/city building activities.* ISBN: 0-689-80470-9**

**Welch, Catherine. (2001). Children in the Civil Rights Era. Minneapolis: Carolrhoda Books.**

## **“Early Settlers Go to Work” Children’s Literature**

*(brief annotations included)*

### **PICTURE BOOKS**

Connor, L. (2004). Miss Bridie Chose a Shovel. (2004). Houghton Mifflin: New York. *This story explores what immigrants choose to take with them to start a new life in a new country?* ISBN: 0-618-30564-5

Hall, Donald. ( 1979). Ox-Cart Man. The Viking Press: New York. *A lyrical and cyclical journey through the seasons depicting an early family making goods to sell throughout the year.* ISBN: 0-670-53328-9

Sanders, Scott. (1997). A Place Called Freedom. Aladdin Paperbacks: New York. *Freed slaves head north to Indiana and start a new life and a new town. Describes various work and home/city building activities.* ISBN: 0-689-80470-9

### **NON-FICTION**

Davidson, Jean. (no date given). Color Me Harley: Let’s Go For A Ride! The Guest Cottage, Inc. Woodruff, WI. *A coloring book for kids with simple text and pictures to color.* [www.theguestcottage.com](http://www.theguestcottage.com)

Davidson, Jean. (no date given). My Daddy Makes the Best Motorcycle in the Whole Wide World: The Harley-Davidson. The Guest Cottage: Woodruff, WI *A book with colorful illustrations and informative text.* [www.theguestcottage.com](http://www.theguestcottage.com)

Davidson, Jean & Oeflein, Jon Davidson. ( ). Riding Back in Time: On My Daddy’s Harley-Davidson. The Guest Cottage, Inc. Woodruff, WI. *An explanation of the history of motorcycles.* [www.theguestcottage.com](http://www.theguestcottage.com), inc.

Harness, Cheryl. (1995). The Amazing Impossible Erie Canal. Simon & Schuster: New York. *Text and watercolors depict the building of the Erie Canal; a necessary link from the East Coast to the frontier.* ISBN: 0-02-742641-6

Josephson, Judith P. (2003). Growing Up in Pioneer America. Lerner Publications Co.: Minneapolis. *Discover pioneer life through the true stories of pioneer children who lived between 1800 and 1890.* ISBN: 0-8225-0659-9

Lackey, Jennifer. (2007). The Biography of Wheat. Crabtree Publishing: New York. [www.crabtreebooks.com](http://www.crabtreebooks.com) *What is wheat? How and why did it become such an important product in the US and around the world?* ISBN 978-0-7787-24959-7

Landau, Elaine. (1999). Wheat. Children’s Press: New York: *Growing wheat in the US described in text and photographs.* ISBN: 0-516-21020-7



Laycock, George & Ellen. (1980). How the Settlers Lived. McKay Co., Inc.: New York. *Detailed accounts and drawings of the rugged lives and challenges of early settlers presented in brief chapters.* ISBN: 0-679-20684-1

Nielsen, L. Michelle. (2007). The Biography of Corn. Crabtree Publishing: New York. [www.crabtreebooks.com](http://www.crabtreebooks.com) *What is corn? How did it become such an important product in the US and around the world?* ISBN: 978-0-7787-2491-9

O'Hara, Megan. (1998). Pioneer Farm: Living on the Farm in the 1880's. Blue Earth Books: Mankato, MN. *Life on a pioneer farm described through informational text and photographs.* ISBN: 1-56065-726-X

Rounds, Glen. (1995). Sod Houses on the Great Plains. Holiday House: New York. *Describes what early settlers did to build sod houses when lumber was not available.* ISBN: 0-8234-1162-1

Sandler, Martin. (1994). Pioneers. Harper Collins: New York. *Over 100 photographs and illustrations depict the challenging lives of early settlers.* ISBN: 0-06-023024-X

Van Leeuwen, Jean. (1992). Going West. Dial Books: New York. *The courage and work of early settlers is described and illustrated.* ISBN: 0-8073-1028-3

**“U.S. History-Early Settlers/Pioneer Life”**  
**Children’s Literature**  
*(Brief Annotations Included)*

**PICTURE BOOKS**

Connor, L. (2004). Miss Bridie Chose a Shovel. (2004). Houghton Mifflin: New York. *This story explores what immigrants choose to take with them to start a new life in a new country?* ISBN: 0-618-30564-5

Hall, Donald. ( 1979). Ox-Cart Man. The Viking Press: New York. *A lyrical and cyclical journey through the seasons depicting an early family making goods to sell throughout the year.* ISBN: 0-670-53328-9

Howard, Ellen. (200). The Log Cabin Christmas. Holiday House: New York. *The simple pleasures of Christmas during pioneer days.* ISBN: 0-82341-381-0

Howard, Ellen. (2002). The Log Cabin Church. Holiday House: New York. *In the Midwest, early settlers disagree about building a church.* ISBN: 0-8234-1740-9

Howard, Ellen. (2002). The Log Cabin Quilt. Holiday House: New York. *Bringing bits and pieces of material pieces are put to good use as pioneers settle into the Midwest.* ISBN: 0-8234-1247-4

O’Flatharta, Antoine. (1999). The Prairie Train. Crown Publishers: New York. *From boat to prairie train, an immigrant family travels to their new home.* ISBN: 0-517-70988-0

Stroud, Bettye. (2005). The Patchwork Oath: A Quilt Map to Freedom. *An African American family uses quilt symbols to map their way to freedom. Answers why and how African American families migrated.* Candlewick Press: Cambridge. ISBN 0-7636-2423-3

Stutson, Caroline. (1996). Prairie Primer: A to Z. Dutton Children’s Books: New York. *A rhythmic A to Z description of Midwest prairie life at the turn of the century.* ISBN: 0-525-45163-3

Van Leeuwen, Jean. (1992). Going West. Dial Books: New York. *The courage and work of early settlers is described and illustrated.* ISBN: 0-8073-1028-3

Van Leeuwen, Jean. (2007). Papa and the Pioneer Quilt. Dial Books: New York. *Pioneers journey to the place of their dreams as along the way old clothes and material scraps are saved for a quilt.* ISBN: 978-0-8037-3028-1

Wilder, Laura Ingalls (1966, adapted from original in 1933). My First Little House Books. Harper Collins Publishers: *This series tells stories of the Ingall’s family as they live in the Little House, the Big Woods and as they decide to leave, endure another journey and head west.*

Christmas In the Big Woods (1995)

County Fair (1997)

Dance at Grandpas (1994)

A Farmer Boy Birthday (1998)

Going to Town (1995)

Going West (1996)

A Little House Birthday (1997)  
A Little Prairie House (1998)  
Prairie Day (1997)  
Sugar Snow (1998)  
Summertime in the Big Woods (1996)  
Winter Days in the Big Woods (1994)  
Winter on the Farm (1996)

### **NON-FICTION**

**Harness, Cheryl. (1995). The Amazing Impossible Erie Canal. Simon & Schuster: New York. *Text and watercolors depict the building of the Erie Canal; a necessary link from the East Coast to the frontier*. ISBN: 0-02-742641-6**

**Josephson, Judith P. (2003). Growing Up in Pioneer America. Lerner Publications Co.: Minneapolis. *Discover pioneer life through the true stories of pioneer children who lived between 1800 and 1890*. ISBN: 0-8225-0659-9**

**Laycock, George & Ellen. (1980). How the Settlers Lived. McKay Co., Inc.: New York. *Detailed accounts and drawings of the rugged lives and challenges of early settlers presented in brief chapters*. ISBN: 0-679-20684-1**

**Morley, Jacqueline. (2002). You Wouldn't Want to be an American Pioneer: A Wilderness You'd Rather Not Tame. Franklin Watts—Division of Scholastic: New York. *Comic text and illustrations provide detailed descriptions of early settlers and their wagon train struggles*. ISBN: 0-531-14608-1**

**O'Hara, Megan. (1998). Pioneer Farm: Living on the Farm in the 1880's. Blue Earth Books: Mankato, MN. *Life on a pioneer farm described through informational text and photographs*. ISBN: 1-56065-726-X**

**Rounds, Glen. (1995). Sod Houses on the Great Plains. Holiday House: New York. *Describes what early settlers did to build sod houses when lumber was not available*. ISBN: 0-8234-1162-1**

**Sandler, Martin. (1994). Pioneers. Harper Collins: New York. *Over 100 photographs and illustrations depict the challenging lives of early settlers*. ISBN: 0-06-023024-X**

**Walker, Barbara. (1979). The Little House Cookbook: Frontier Foods from Laura Ingalls Wilder's Classic Stories. Harper Collins: New York. *Descriptions of how early settlers hunted, grew, cooked, preserved, and ate their foods. Plenty of recipes included*. ISBN: 0-06-026418-7**

## **“Early Settlers’ Transportation” Children’s Literature** *(brief annotations included)*

### **PICTURE BOOKS**

Kay, Verla. (2000). Covered Wagons and Bumpy Trails. Putnam Sons: New York. *Descriptions of the difficulties traveling across America in a covered wagon.* ISBN: 0-399-22928-0

O’Flatharta, Antoine. (1999). The Prairie Train. Crown Publishers: New York. *From boat to prairie train, an immigrant family gets to their new home.* ISBN: 0-517-70988-0

Stroud, Bettye. (2001). The Leaving. Marshall Cavendish: New York. *An enslaved family escapes to the north.* ISBN: 0-7614-5067-X

### **NON-FICTION**

Harness, Cheryl. (1995). The Amazing Impossible Erie Canal. Simon & Schuster: New York. *Text and watercolors depict the building of the Erie Canal; a necessary link from the East Coast to the frontier.* ISBN: 0-02-742641-6

Morley, Jacqueline. (2002). You Wouldn’t Want to be an American Pioneer: A Wilderness You’d Rather Not Tame. Franklin Watts—Division of Scholastic: New York. *Comic text and illustrations provide detailed descriptions of early settlers and their wagon train struggles.* ISBN: 0-531-14608-1

Sandler, Martin. (1994). Pioneers. Harper Collins: New York. *Over 100 photographs and illustrations depict the challenging lives of early settlers.* ISBN: 0-06-023024-X

## Historical Reference Books

Ackerman, Sandra. (2004). *Milwaukee: Then and Now*. Thunder Bay Press: San Diego. *Numerous and large historic images of Milwaukee then and now with ample text to support visual exploration.* ISBN: 1-50223-200-3

Baehr, Carl. (1995). *Milwaukee Streets: The Stories Behind Their Names*. Cream City Press: Milwaukee. *Brief explanations about Milwaukee street names.* ISBN: 0964020440

Gurda, John. (1999). *The Making of Milwaukee*. Milwaukee County Historical Society: Milwaukee. *A chronological overview of Milwaukee's history.* ISBN: 0938076140

Gurda, John. (2007). *Cream City Chronicles: Stories of Milwaukee's Past*. Wisconsin Historical Society Press: Madison, WI. *A collection of stories about the many people, events, landmarks, and institutions that have made Milwaukee.* ISBN: 13: 978-0-87020-375-6

Pollworth, Pat. (2004). *Milwaukee County Street Names Street Games*. Worthy Tomes: Dexter, MI. ISBN: 0-97-63599-0-1

**“Immigration” Children’s Literature (Picture Books/Fiction)**  
(Brief Annotations Included)

Carling, A. L. (1998). Mama & Papa Have a Store. Penguin Putnam: New York. *An immigration story from China to Mexico. Immigrants also settle in other countries.* ISBN: 0-8037-2044-0

Connor, L. (2004). Miss Bridie Chose a Shovel. (2004). Houghton Mifflin: New York. *This story explores what immigrants choose to take with them to start a new life in a new country?* ISBN: 0-618-30564-5

Figueredo, D.H. (1999). When This world Was New. Lee & Low Books: New York. *A young scared boy from the Carribean immigrates to the U.S. and adjusts to a new life with his family.* ISBN: 1-880000-86-5

Joose, B. The Morning Chair. Houghton Mifflin: New York. *Immigration from a Dutch seaside village to New York City becomes easier with familiar routines and furniture from home.* ISBN: 0-395-62337-5

Oberman, S. (1994). The Always Prayer Shawl. *When revolution in Czarust Russia threatens a boy’s Jewish family, they immigrate to the U.S. and face many changes except for one constant: A prayer shawl.* ISBN: 1-878093-22-3

Pak, S. (2002). A Place to Grow. Scholastic Press: New York. *Beautiful prose describes how a Korean family seeks and finds a place to grow using the analogy to how seeds find a place to grow.* ISBN: 0-439-13015-8

Polacco, P. (1998). The Keeping Quilt. Simon & Schuster. New York. *Russian immigrants treasure what they bring from the old country and piece together their old clothes to make a family treasure.* ISBN: 0-689-92090-9

Pomeranc, M. (1998). The American Wei. Whitman & Co: Morton Grove, IL. *A story of the naturalization of a Chinese family and the day they are sworn in as U. S. citizens.* ISBN: 0-8075-0312-6

Pryor, B. (1996). The Dream Jar. Morrow & Co. New York. *A poor young Russian immigrant girl’s experience with saving money to buy the American Dream: A home.* ISBN: 0-688-13061-5

Recorvits, H. (2003). My Name is Yoon. Foster Books: New York. *A young Chinese girl struggles with language and her Asian name.* ISBN: 0-374-35114-7

Say, A. (1993). Grandfather’s Journey. Houghton Mifflin: New York. *A young Japanese man comes to America by sea and discovers a land (geographical features) that at times remind him of home.* ISBN: 0-395-57035-2

Tarbescu, E. (1998). Annushka’s Voyage. Clarion Books: New York. *A young Russian girl and her sister leave their grandmother, travel by boat to America with many other immigrants and meet their father.* ISBN: 0-395-64366-X

Yezerski, T. (1998). Together in Pinecone Patch. Farrar, Straus and Giroux: New York. *Irish and Polish immigrants struggle in a small U. S. town while their children find common ground, friendship and love.* ISBN: 0-374-37647-

## **Non-Fiction Children's Literature**

(Brief Annotations Included)

Ajmera, M., Dennis, Y., Hirschfelder, A., Pon, C. (2008). Children of the U.S.A. Charlesbridge: Watertown, MA. *A trip through 51 American cities depicting children from diverse immigrant cultures.* ISBN: 978-1-57091-615-1

De Capua, Sarah. (2002). Becoming a Citizen. Children's Press: New York. *Explains how immigrants can become U.S. citizens. Other resources noted.* ISBN: 0-516-22331

De Capua, Sarah. (2004). How People Immigrate. Children's Press: New York. *Description of the immigration process: moving, applying for a visa, filling out forms, settling in. Other resources noted.* ISBN: 0-516-22799-8

Freedman, Russell. (1980). Immigrant Kids. EP Dutton: New York. *Immigrant children coming to America, at home, school, work and play in pictures and text.* ISBN: 0-525-32538-7

Gordon, Solomon. (no date given). Why Did They Come? National Geographic School Publishing, Windows on Literacy Series, Social Studies Set B: [www.nationalgeographic.com](http://www.nationalgeographic.com) A brief text with photos and drawings designed to build vocabulary and help students understand why people immigrate. ISBN: 0-7922-4339-0

Lawlor, Veronica. (1995). I was Dreaming to Come to America. Viking Press: New York. *Immigrants' brief stories about coming to America, collected through interviews from the Ellis Island Oral History Project.* ISBN: 0-670-86164-2

Maestro, Betsy. (1996). Coming to America: The Story of Immigration. Scholastic, Inc.: New York. *An exploration of immigration throughout America's history through illustrations and story-like text.* ISBN: 0-590-44151-5

Munsch, Robert & Askar, Saoussen. (1995). From Far Away. Annick Press: New York. *A girl of seven tells her story of immigrating to the U.S. from Israel.* ISBN: 1-55037-396-X

Quiri, Patricia. (1998). Ellis Island. Children's Press: New York. *Description of immigrants arriving and processing at Ellis Island. Other resources noted.* ISBN: 0-516-20622-2

Sandler, Martin. (1995). Immigrants: A Library of Congress Book. Harper Collins Publishers: New York. *Over 100 photographs and illustrations from the Library of Congress.* ISBN: 0-06-024598-5

Whitman, Sylvia. (2000). Immigrant Children. Carolrhoda Books: Minneapolis, MN. *Black and white photographs of various immigrant children during the 19<sup>th</sup> century. Timeline and additional resources noted.* ISBN: 1-57505-395

## **Moving to a New Place**

Munoz Ryan, Pam. Memory Box.

***Moving to a new location requires adjustments that can be softened when making a memory box.***

**Davies, Sally. (1997). Why Did We have to Move Here? Carolrhoda Books, Inc: Minneapolis: MA. *Leaving all that is familiar and moving to a new place requires courage.* ISBN 1-57505-046-01**



## **“Making and Visiting a City” Children’s Literature**

*(Brief Annotations Included)*

### **PICTURE BOOKS**

Georgiady, Nicholas & Romano, Louis. (1982). *Gertie the Duck*. Argee Publications: Okemos, MI. *A duck named Gertie, by Milwaukee citizens during World War II, captures everyone’s attention when she attempts to raise a family under one of downtown Milwaukee’s busiest bridge.* ISBN: Library of Congress Numbers: 82-71686

McLerran, Alice. (1997). *Roxaboxen*. Harper Collins: New York. *Young children build an imaginative place/town called “Roxaboxen” complete with homes, streets, shops and town leaders.* ISBN: 0-688-07592-4

Sanders, Scott. (1997). *A Place Called Freedom*. Aladdin Paperbacks: New York. *Freed slaves head north to Indiana and start a new life and a new town. Describes various work and home/city building activities.* ISBN: 0-689-80470-9

### **NON-FICTION**

Cooper, Elisha. (1999). *Building*. Greenwillow Books: New York. *A look at the sights and sounds of city building in today’s context. Possible “Then and Now” comparison.* ISBN: 0-688-16494-3

Creative SHARP Students. (2006). *All Around Milwaukee: A Kid’s Tour Guide to the City*. Creative Sharp Presentations, Inc.: Milwaukee, WI. *Milwaukee students have created essays and illustrations to guide kids’ visits to local landmarks. Spanish translation included for each essay and illustration.* ISBN: 097708162-1

De Capua, Sarah. (2004). *Making a Law: A True Book*. Children’s Press, Scholastic, Inc.: New York, NY. *A beginning text to help students understand how and why laws are made.* ISBN: 0-516-22801-3

Gerlach, Fritz. *Fritz Gerlach’s Milwaukee*. John Gurda Ed. The Bookfellows, Friends of Milwaukee Public Library. *Paintings and Descriptive Text highlight some of Gerlach’s favorite buildings in Milwaukee.*

Leacock, Elspeth & Buckley, Susan. (2001). *Places in Time: A New Atlas of American History*. Houghton Mifflin: Boston, MA. *Various “places” across the U.S. where early settlers built communities & cities are depicted through pictures and text. Illustrates the strong connection between local resources and how people were able to establish these new places.* ISBN: 0-395-97958-7

Slaske, Steve. (1980). *Milwaukee: The Cream City Observed*. Preservation Ink Milwaukee: Milwaukee, WI. *Over 60 Drawings of significant historic buildings in Milwaukee help observers understand Milwaukee Then and Now.* ISBN: 0-9605294-0-3

**“Natural Resources:  
Land and Water Features” Children’s Literature**  
*(brief annotations included)*

**PICTURE BOOKS**

Fleming, Denise. (1996). Where Once There was a Wood. Holt & Co.; New York. *Illustrations and poetic text describe what was once on the land where we now live.* ISBN: 0-8050-3761-6

**NON-FICTION**

Cooper, Elisha. (1999). Building. Greenwillow Books: New York. *A look at the sights and sounds of building in today’s context. Possible “Then and Now” comparison.* ISBN: 0-688-16494-3

Harness, Cheryl. (1995). The Amazing Impossible Erie Canal. Simon & Schuster: New York. *Text and watercolors depict the building of the Erie Canal; a necessary link from the East Coast to the frontier.* ISBN: 0-02-742641-6

Josephson, Judith P. (2003). Growing Up in Pioneer America. Lerner Publications Co.: Minneapolis. *Discover pioneer life through the true stories of pioneer children who lived between 1800 and 1890.* ISBN: 0-8225-0659-9

Lackey, Jennifer. (2007). The Biography of Wheat. Crabtree Publishing: New York. [www.crabtreebooks.com](http://www.crabtreebooks.com) *What is wheat? How and why did it become such an important product in the US and around the world?* ISBN 978-0-7787-24959-7

Landau, Elaine. (1999). Wheat. Children’s Press: New York: *Growing wheat in the US described in text and photographs.* ISBN: 0-516-21020-7

Laycock, George & Ellen. (1980). How the Settlers Lived. McKay Co., Inc.: New York. *Detailed accounts and drawings of the rugged lives and challenges of early settlers presented in brief chapters.* ISBN: 0-679-20684-1

Leacock, Elspeth & Buckley, Susan. (2001). Places in Time: A New Atlas of American History. Houghton Mifflin: Boston, MA. *Various “places” across the U.S. where early settlers built communities & cities are depicted through pictures and text. Illustrates the strong connection between local resources and how people were able to establish these new places.* ISBN: 0-395-97958-7

Morley, Jacqueline. (2002). You Wouldn’t Want to be an American Pioneer: A Wilderness You’d Rather Not Tame. Franklin Watts—Division of Scholastic: New York. *Comic text and illustrations provide detailed descriptions of early settlers and their wagon train struggles.* ISBN: 0-531-14608-1

Nielsen, L. Michelle. (2007). The Biography of Corn. Crabtree Publishing: New York. [www.crabtreebooks.com](http://www.crabtreebooks.com) *What is corn? How did it become such an important product in the US and around the world?* ISBN: 978-0-7787-2491-9

Rounds, Glen. (1995). Sod Houses on the Great Plains. Holiday House: New York. *Describes what early settlers did to build sod houses when lumber was not available.* ISBN: 0-8234-1162-1

Sandler, Martin. (1994). Pioneers. Harper Collins: New York. *Over 100 photographs and illustrations depict the challenging lives of early settlers.* ISBN: 0-06-023024-X

Wilkinson, Philip. (1995). Eyewitness Books: Building. Alfred Knopf: New York. *How and why people build buildings depends on natural resources, including log cabins and earthen homes.* ISBN: 0-679-97256-0

## **“Wisconsin Native American” Children’s Literature**

*(brief annotations included)*

### **PICTURE BOOKS**

### **NON-FICTION BOOKS**

Kalbacken, Joan. (1994). A True Book: The Menominee. Children’s Press: Chicago. *The “rice gatherers’ ” life in the woodlands during good and bad times is described through brief text and pictures.* ISBN: 0-516-01054-9

Kozlak, Chet. (1979). Ojibway Indians: Coloring Book. Minnesota Historical Society: St. Paul, MN. *A coloring book with drawings depicting how the Ojibway Indian people lived in the 1800’s. Text in English and Ojibway spoken language.* ISBN: 0-87351-146-8

Krull, Kathleen. (1995). One Nation, Many Tribes: How Kids Live in Milwaukee’s Indian Community. Lodestar Books: New York. *A look into the modern day life of two American Indian students who live and go to school in Milwaukee.* ISBN: 0-525-67440-3

Marsh, Carole. Wisconsin Indians!: A Kid’s Look at Our State’s Chiefs, Tribes, Reservations, Powwows, Lore & More From the Past & the Present. Gallopade International: [www.gallopade.com](http://www.gallopade.com) *A Wisconsin Indian Dictionary from A-Z with Bibliography and activity worksheets.*

Osinski, Alice. (1987). A True Book: The Chippewa. Children’s Press: Chicago. *Native people of the Great Lakes are described through informative text and photographs.* ISBN: 0-516-01230-4

Powell, Suzanne. (1997). The Potawatomi. Franklin Watts: New York. *Brief descriptions of the history, food, clothing, transportation, dwellings, religious beliefs & rituals, tools through text and pictures.* ISBN: 0-531-20268-2

Rosebrough, Amy & Malone, B. (2003). Water Panthers, Bears, and Thunderbirds: Exploring Wisconsin’s Effigy Mounds. Wisconsin Historical Society Press: Madison, WI. *Ready to use student learning activities designed to introduce students to the Indian Mounds of Wisconsin.* ISBN: 0-870000203576

Rosinsky, Natalie. ( ). We the People: The Ojibwe and their history. Compass Point Books: Minneapolis, MN. *Pictures and text describe the Ojibwe through seasonal patterns of life as well as the changes and losses endured when placed on reservations.* ISBN 0-7565-0843-6

Smithyman, Kathryn & Kalman, Bobbie. (2003). Nations of the Western Great Lakes. Crabtree Publishing Co.: New York. *An overview through text and*

*pictures of Western 5Great Lakes Indian Nations and their ways of life,-  
language, trading traditions. and migrations. ISBN: 0-7787-0464-5*

**Tanner, Helen. (1992). Indians of North America: The Ojibwa. Chelsea House:  
New York. *Detailed & In-Depth descriptions of the Ojibwa culture then and now  
primarily through text, few pictures. ISBN 1-55546-721-0***

**Williams, Suzanne. (2003). Ojibwe Indians. Heinemann Library: Chicago. *Brief  
descriptions of the Ojibwe way of life then and now. ISBN: 1-4034-0865-3***

**Wisconsin Woodland Indian Project. Authors: Shelley Oxley & Robin Carufel  
Names and Maps Tell a Story of Wisconsin  
The Moccasin Game  
The Anishenabe: An Overview Unit of the History and Background of the  
Wisconsin Ojibway Indian Tribe  
The History of the Oneida Indians  
Keepers of the Fire: The History of the Potawatomi Indians of Wisconsin  
*Curriculum units developed with assistance from the Great Lakes Inter-Tribal  
Council and Wisconsin Indian Tribes. Wisconsin DPI: Madison, WI***

**APPENDIX B**

**Table of Contents  
Study Guide Resources  
For  
The Making of Milwaukee Curriculum, Grades 1-4**

<b>Cultural Ethnic Study Guide .....</b>	<b>pg.</b>
<b>Field Trip Guidelines .....</b>	<b>pg.</b>
<b>Neighborhood Study Guide .....</b>	<b>pg.</b>
<b>Population Study .....</b>	<b>pg.</b>
<b>Milwaukee Business/Industry Study Guide .....</b>	<b>pg.</b>

## A Cultural/Ethnic Study of Milwaukee

Milwaukee is known for its rich ethnic and cultural histories. It is a place that is well-suited for a study of various ethnic and cultural groups. “The Making of Milwaukee” and its corresponding on-line curriculum is primarily an historical survey of a developing city and its many ethnic and cultural groups. It is not a video series or on-line curriculum that actively investigates any one particular ethnic or cultural group but rather a video series and curriculum that helps students realize the rich history of a city that’s always in the “making”. However, we know that local histories are personal and cultural and that educators also desire to situate a study of Milwaukee in the personal and cultural histories of their particular student population. Here, we offer a set of essential questions as the framework for any ethnic/cultural study you may want to pursue. These questions are a way to help you and your students pursue the BIG ideas and enduring understandings of the ways that ethnic and cultural groups have impacted and been impacted by living in Milwaukee throughout its relatively short history. Each essential question also reflects a particular social studies discipline or thematic strand as reflected in the National Council for Social Studies National Standards.

### Essential Questions to Guide a Cultural/Ethnic Study?

Essential Question to Understand the BIG Idea	Local Questions to Contextualize the Study
<p>Who were/are the _____?</p> <p>Why do people live in particular geographic places?</p> <p>Why do people move from one geographic place to another?</p> <p>When do people decide to move from one geographic place to another?</p> <p>How do people move from one geographic place to another?</p> <p>What do people want/need to live in a particular place?</p> <p>What do people do to “make” a new city/community?</p> <p>What work do people pursue? Why? How?</p> <p>What are people’s lifestyles? Ways of Life?</p> <p>What traditions do people give up, maintain, and create?</p> <p>How do people help to influence/ “make” a city? For Better? For Worse?</p> <p>How does a city influence/“make” a people/ culture? For Better? For Worse?</p>	<p>Who are the _____?</p> <p>Where did they live before coming to Milwaukee?</p> <p>Why did they decide to move to Milwaukee?</p> <p>When did they decide to move to Milwaukee? Why?</p> <p>What did they bring to Milwaukee?</p> <p>How did they get to Milwaukee?</p> <p>Where did they settle in Milwaukee?</p> <p>What did they want/need in order to live in Milwaukee?</p> <p>What did they do to help “make” a city?</p> <p>What work did they pursue when they reached Milwaukee?</p> <p>What were their lifestyles in Milwaukee?</p> <p>What traditions from the “old” country/place did/do they celebrate?</p> <p>How have they helped to “make” Milwaukee?</p> <p>How has Milwaukee influenced them?</p>

**Then and Now:** While these are basic essential questions be sure to always compare the “Then and Now” issues embedded within each question. History is not just a study of the past but a study of what’s happening in the current context as well.

**Historical Inquiry:** It is suggested that teachers help students engage in an historical inquiry process to explore and discover answers to the questions above and additional particular questions that may be important to students. The historical inquiry method of teaching and learning is an active process and requires adventurous “nosing around” so that students are able to collect, organize, analyze and exhibit the data collected. In general the historical inquiry follows this process:

- q. Teachers and Students Choose An Historical Issue, Person, Culture, Ethnic Background of Interest.
- r. Teachers and Students Develop Questions they want to Pursue and Deliberate on How those Questions can be Answered.
- s. Teachers and Students Gather Resources to Answer Questions (Books, Internet, Videos, Diaries, Ancestral Photographs, Personal Interviews, Fieldtrips to Ethnic/Cultural Centers)
- t. Teachers and Students Collect, Document, and Organize Data as Individuals or Groups
- u. Teachers and Students Share their On-Going Data Collection Efforts with Each Other
- v. Teachers and Students Analyze their Data and Draw Conclusions
- w. Teachers and Students Deliberate on Best Ways to Represent What they have Learned from the Data. (Written Reports, or Research Paper Displays, Skits, Newscasts, Museum Exhibit, Collage, Diorama, Mural, other art projects, technology, music, musical performances, Speeches, Food Fair, etc. )
- x. Teachers and Students Exhibit and Share what they've Learned with Fellow Students, Interviewees, Cultural Clubs, Schools, Parents/Families, etc.

**Access to Historical Resources:**

Currently, there are not vast amounts of local resources ready-made to support elementary teachers' and students' investigations of particular Milwaukee ethnic and cultural groups. However, a list has been provided of local resources where some materials and resources may be found. This list is not meant to be totally inclusive nor exclusive. It is a starting point to understand the kind of people and places that teachers and students can begin an historical study.

**Community Centers: (places to visit as well as locate human and material resources.)**

Italian Community Center	Milwaukee Public Museum
Polish Community Center	Black Holocaust Museum
Irish Community Center	Jewish Museum
German Community Center	United Community Center

**Festivals:**

African World Festival  
Arab World Festival  
Greek Fest  
Serbian Days  
Bastille Days  
Polish Fest  
Festa Italiana  
German Fest  
Irish Fest  
Mexican Fiesta  
Indian Summer Festival

**Books:**

Gurda, John. (1999). *The Making of Milwaukee*. Milwaukee: Milwaukee County Historical Society  
Gurda, John. (200 ). *Cream City Chronicles*.  
Images of America Book Series: Arcadia Publishing/ [www.arcadiapublishing.com](http://www.arcadiapublishing.com)



# Field Trip Study Guidelines

## I. Before going on the Fieldtrip:

- Take the fieldtrip yourself so you know routes, resources, vocabulary possibilities, learning opportunities. (Take your family along for fun!)
- Make arrangements for buses, tours, lunches, extra chaperones
- Make instructional plans for learning: study guides, data collection options like: interviews, photos, note taking, rubbings, drawing, and samples when legal.
- Forecast with students “what” you will see, “where” and “why”...Begin to make a vocabulary list. Ask students to predict what they will see and why it is important or significant in Milwaukee.

## II. After going on the Fieldtrip

Engage students in the following inquiry process by asking this series of questions and engaging students in appropriate critical thinking and inquiry activities:

*\*Note to Teachers: This inquiry process may take 2-3 days. Be sure to keep the initial recall list of remembrances so students have visible vocabulary for reference:*

- **What did you see? What do you remember?**  
➤ *Activity: List/ record what students remember. Post the list.*  
Critical Thinking Level: **RECALL**
- **Which of these seem to belong in same category? Which of these are alike in some way?**  
*Activity: group items from list that share similarities. Ask students to tell you how they are alike or why they would put them into the same group/category.*  
Critical Thinking Level: **CATEGORIZE**
- **What would you name this group/category?**  
*Activity: Have students label or name their groupings/categories.*  
Cognitive Thinking Level: **ANALYZE**
- **Are there some items in any of your groups that can form another group or category? Can you make any new groups?**  
*Activity: Have students form new groups? They may use any word in more than one category.*  
Critical Thinking Level: **SYNTHESIZE**
- **In looking at all of these groups what generalizable statement can you make about the place/places we visited? Or, in looking at all of these groups can you create a sentence that describes the nature of the place/places we visited?**  
*Activity: Have students create a sentence to describe the place they visited by drawing on the categories they have created.*  
Critical Thinking Level: **GENERALIZE**
- **Possible Extension!** If you have worked through the inquiry process to this point your students will be able to pose their own questions about what they have experienced. You can then engage students in the KWL process and begin an in-depth study of any of the phenomenon you have initially observed.

## **Neighborhood Study Guide: Essential Questions & Inquiry Process**

### **History:**

- What is the name of my neighborhood?
- Why does it have that name?
- When did my neighborhood begin?
- When did people, businesses, or industries move into my neighborhood?
- What historical landmarks are located in my neighborhood? Why?

### **Culture:**

- Who are the people that have lived in my neighborhood? (then and now)
- Where did they come from?
- Why did they move here?
- What traditions did they bring to this neighborhood?

### **Geography:**

- Where is my neighborhood located in Milwaukee?
- What are the geographical features of my neighborhood (land/water forms)?
- What are the major streets in my neighborhood? Why do they have those names?

### **Economics:**

- What are the major businesses, industries in my neighborhood? (then and now)
- What are the major services available in my neighborhood?
- What jobs are available in my neighborhood?
- Who are the people who have worked in my neighborhood? (then and now)

### **Political Science:**

- What are the laws in my neighborhood?
- Who makes the laws for my neighborhood?
- What other laws are needed for my neighborhood?
- Who are the citizens and workers that serve my neighborhood?
- How can I serve my neighborhood as a citizen?

### **Sociology:**

- How is my neighborhood similar to other neighborhoods in Milwaukee?
- How is my neighborhood different than other neighborhoods in Milwaukee?
- What is my neighborhood known for?
- What do I like about my neighborhood?
- What would I like to change about my neighborhood?
- What can I do to make my neighborhood a good place to live?

**Instructional Suggestions:** Have your class actively investigate the answers to the questions above over time (6-8 Weeks) by using this Historical Inquiry Teaching/Learning Process:

**Historical Inquiry Teaching/Learning Process:** It is suggested that teachers help students engage in an historical inquiry process to explore and discover answers to the questions above and additional particular questions that may be important to students. The historical inquiry method of teaching and learning is an active process and requires adventurous “nosing around” so that students are able to collect, organize, analyze and exhibit the data collected. In general the historical inquiry follows this process:

- y. Teachers and Students Choose An Historical Issue, Person, Culture, Ethnic Background of Interest.
- z. Teachers and Students Develop Questions they want to Pursue and Deliberate on How those Questions can be Answered.
- aa. Teachers and Students Gather Resources to Answer Questions (Books, Internet, Videos, Diaries, Ancestral Photographs, Personal Interviews, Fieldtrips to Ethnic/Cultural Centers)
- bb. Teachers and Students Collect, Document, and Organize Data as Individuals or Groups
- cc. Teachers and Students Share their On-Going Data Collection Efforts with Each Other

- dd. Teachers and Students Analyze their Data and Draw Conclusions
- ee. Teachers and Students Deliberate on Best Ways to Represent What they have Learned from the Data. (Written Reports, or Research Paper Displays, Skits, Newscasts, Museum Exhibit, Collage, Diorama, Mural, other art projects, technology, music, musical performances, Speeches, Food Fair, etc. )
- ff. Teachers and Students Exhibit and Share what they've Learned with Fellow Students, Interviewees, Cultural Clubs, Schools, Parents/Families, etc.

Teachers can also use a variety of the following learning activities:

- Watch video clips from “The Making of Milwaukee” Video Series
- Go to the Milwaukee Public Library
- Read Milwaukee History books (see List in Appendix A)
- GO TO the Internet
- Interview Neighborhood/City Leaders, Workers, Citizens, Families
- Take videos/digital photographs
- Secure Milwaukee Neighborhood Posters
- Invite Guest Speakers, City/Neighborhood Representatives
- Look at Milwaukee Maps through the ages -- [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com)
- Write Personal Reflections, Reports based on Information Collected
- Exhibit photographic displays, murals, dioramas, models
- Write and Deliver Speeches on what's good about my neighborhood, what I'd like to change
- Perform famous local historical events

*(This historical inquiry can be accomplished by the whole class or within small inquiry groups assigned various topics. If the latter method is chosen be sure to have all students explore the “sociology” questions in addition to their own topic, so that personal connections to the investigation are supported.)*

## Video Response Activity 4: MILWAUKEE GROWS BY “LEAPS and BOUNDS”

*See full description of learning activity in “Coming to Milwaukee”  
Video Response Activities*

### Milwaukee’s Population from 1850 to 2000

Date	Rank Among All US Cities	Population
1850	35	20,061
1860	20	45,246
1870	19	71,440
1880	19	115,587
1890	16	204,468
1900	14	285,035
1910	12	373,857
1920	13	457,147
1930	12	578,241
1940	13	587,472
1950	13	637,392
1960	11	741,324
1970	12	717,099
1980	16	636,212
1990	17	628,088
2000	25	596,974
Current		
2010 prediction		

3. Ask students some of the following questions:

- What was Milwaukee’s population in \_\_\_\_\_? (choose about 3-5 dates)
- How much did Milwaukee’s population grow between 1850 and 1900?
- How much did Milwaukee’s population grow between 1900 and 1950?
- What was Milwaukee rank amongst all other US cities in \_\_\_\_\_? (choose about 3-5 dates)
- What was Milwaukee’s highest population? In what year was that recorded?
- Which year did Milwaukee’s population begin to decrease?
- How much did Milwaukee’s population decrease between 1960 and 2000?
- What is Milwaukee’s population now? How will we find out?
- What is Milwaukee’s rank amongst other US cities now? How will we find out?
- What do you think Milwaukee’s population might be in 2010? Why do you think that?

4. Have students make a graph of Milwaukee’s population from 1850 to 2000.

5. After the graphs are completed, ask students the following questions?

- Why does a city population grow? Why did Milwaukee’s population grow?
- Why does a city population decrease? Why did Milwaukee’s population decrease?

6. After this activity, you may choose to go directly into lessons that are related to discrimination and the civil rights movement in Milwaukee or you may choose to continue with the “Milwaukee Booms” lessons.

# STUDY GUIDE FOR LEARNING ABOUT MILWAUKEE BUSINESS/INDUSTRY throughout HISTORY

Date Business/ Industry Began	Resource Available	Industry/ Company	Product	Where is this Business/Industry NOW?
1600— Late 1600's 1795	Animals Animal Furs	Native American, French Fur Traders Solomon Juneau Fur Trading Company	Fur	
1830's	Land	Juneau, Kilbourn, Walker Land Offices	Land	
1800's	Fresh Water (Lake, Rivers)	Shipping Companies		
Early 1800's	Forests		Lumber	
1800's	Clay	Cream City Brick	Bricks	
1868	Iron	Milwaukee Iron Company	Steel	
1800's	Farms Grain Wheat	Daisy Flour Mill	Flour	
1800's	Farms Grain Barley & Hops	Breweries: Pabst, Schlitz, Blatz, Falk, Miller	Beer	
1800's	Farms Livestock Cattle, Hogs, ...	Plankinton Cudahy	Meat Packing	
1800's	Farms Livestock Cattle	Pfister & Vogel Trustel & Gallun	Leather	
1895	Steel	Falk Company	Gears	
1884	Steel	Harnischfeger	Cranes/Moving Equipment	
1889	Steel	Nordberg	Mine Hoists	
1892	Steel	Chain Belt	Chain belts	
1893	Steel	Allen Bradley	Motor Controls	
1847	Steel	Reliance Works	Mill Machinery Steam Engines	
1874	Steel	A.O. Smith	Car Frames	
1867	Steel	Allis Chalmers	Heavy Machinery	
1901	Steel	Harley Davidson	Motorized Bicycles	