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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.

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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)

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

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

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“The Making of Milwaukee” Curriculum **Grades 1-4**

Learning Activities for Coming To Milwaukee 1868 - Today

Aligns with

Video Chapter 4 -- Here Comes the Germans
Video Chapter 5 -- Neighbors and Strangers
Video Chapter 7 -- City of Immigrants

*****QUICK LINKS*****

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

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Essential Questions

The essential questions for this historical theme are designed to engage students in thoughtful exploration of history and the human experience. To help children contextualize this exploration, more specific questions related to Milwaukee history follow each essential question. However, the ultimate goal is for children to generalize to the broader significant human issues embedded in the essential question.

1. Why do people immigrate to other countries?

- **Who immigrates to the United States? Milwaukee? (Then? Now?)
- **Why do people immigrate to the United States? Milwaukee? (Then? Now?)
- **What are the positive and negative effects of immigrating to other countries?

2. How are people alike and yet different?

- **How are the people of Milwaukee alike and different? (Then? Now?)
- **How am I similar to or different than other people in Milwaukee?
- **How do similarities/ differences influence the way I feel and act around others?

3. How has cultural diversity impacted individuals/society?

- **How has Milwaukee been influenced by its diverse immigrants? (Then? Now?)
- **How have I been influenced by immigrants?
- **How has my family been influenced by immigrants?

Key Concepts & Vocabulary

immigration	immigrants	moving	ethnic
diversity	culture	different	similar
language	religion	politics	foreign
German	Germany	Irish	American
Ireland	Scandinavia	Scandinavians	population
Yankee	European	Jews	Jewish
Africa	African American	landmarks	homeland
tradition	place	location	journey
lifestyle	wants	needs	laws
census	country	neighbor	stranger
timeline	past	alike	experience
town hall meeting	simulation	community center	

Invitational Activities

[For Use 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 big ideas for the themed historical lessons and are intended to bridge the content to students' current lives.

Invitational Activity 1: “*FAR FROM HOME*”

Teaching/Learning Strategies: Imagining “other” places through discussion and/or writing

Key Concepts/Vocabulary: Place, location, journey, experience

Materials: Paper/Pencil

1. Ask students to think about an occasion when they spent time in the farthest place away from their home. Then have the students individually write answers to the following questions. These questions could also be used to prompt a written story, script for a play, poem, or children's book about their personal experiences of a time spent farthest away from home.
 - What was your journey to this place like?
 - How did you feel when you arrived at this place?
 - Did anything seem strange to you? If yes, explain.
 - What were the people like?
 - How do you think you would have felt if you were there all by yourself?
 - How do you think you would have felt if you couldn't speak the same language as the people who were around you?
 - How do you think you would have felt if you had to stay at this place for a long time?
2. Using the think-pair-share teaching strategy, have students share and compare their answers with another student. Then ask some of them to share their answers with the rest of the class.
3. Use their responses to explain to students that people who came to Milwaukee likely had a wide range of feelings about coming to this new place. While some may have been excited about the chance for a new opportunity away from their homeland, others were likely afraid of being in a strange place. While some were able to rely on the support of family and friends, others came to Milwaukee alone and had to rely very heavily on themselves. While some may have enjoyed the challenge of learning about a new language and culture, others were nervous.

Invitational Activity 2: “*ARRIVING IN MILWAUKEE*”

Teaching/Learning Strategies: Read children's literature, discuss/debate the immigration experience through visual analysis

Key Concepts/Vocabulary: Immigrant, immigration, homeland, country, experience

Materials: Children's Literature selection, Internet, World Map

1. **Read-Aloud Literature Activity:** In order to help students understand the immigration experience read and then process any of the following children's literature on why people move and what they take with them before engaging in the rest of this activity:

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

Joosse, 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 Czarist 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

***See additional children's literature immigrant resources in Appendix A*

2. The following questions may guide your discussion after reading any of the books above:

- Who came to the United States? OR Who came to America?
- Where did they come from? Where did they settle?
- Why did they come?
- When did they come?
- How did they get here?
- What did they bring with them? Why?
- What helped/hindered them to feel liked they belonged in the United States/America?

3. After familiarizing students, through picture books, with the immigration experience, students will discuss and debate the experience of coming to a new homeland like Milwaukee in America.

4. Have students study the photograph of the Polish Immigrant Family in Chapter 4, *Wheat, Iron, Beer, and Bloodshed*, of the Gurda book. **OR** go to the "Image Library" of the "In the Classroom" section of the website, www.themakingofmilwaukee.com and choose "Lesson Activity Images" from the pull down menu. Use the "search" tool to find the photo of the "Polish Immigrant Family".

5. Tell students to stare at the picture so they can describe details about the picture.

6. Ask students to respond to the following questions orally or in writing:

- What do you see in the picture? Stare at the picture. What does it mean to "stare"? (Elicit many responses)
- Where do you think these people might have come from? What do you see in the picture that makes you think this?
- Do you think they like being in Milwaukee? What makes you say that?
- How do you think they got to Milwaukee?
- What do you think they brought with them when they came to Milwaukee?
- What do you think they had to leave behind?
- What did they have to do to stay here and live in Milwaukee?
- What if this was a picture of your family? How might you have felt? What would you have brought to a new country? What might you have had to leave behind? What would you have to do if you wanted to stay in your new country?

Note to Teachers: Answers to these questions about the picture are wide open to interpretation. However, consistently ask students to provide reasoning for their answers and/or ask them what they see in the picture that makes them think their answer is realistic.

7. After analyzing the photo, tell students:

“This is a photograph of Polish immigrants who came to Milwaukee from a country called Poland which is in Europe and close to Germany. It would be very difficult for them to tell solely from the photograph that these were Polish immigrants. People have to find out about the correct information and details of a picture from family members, museums, cultural centers, etc.

Many Polish people came to America because they wanted to escape the wars that were happening in and around their country and because they wanted to be able to earn enough money to own a house and raise a family. Polish immigrants tended to have large families like the one depicted here and they saved money to help many relatives move to America. Let’s see if we can find Poland on a map.

In this historical theme “Coming to Milwaukee”, you will learn many more specific details about “immigrant” people who arrived in Milwaukee from different countries like the individuals in this photograph.

Language Arts Writing Activity:

8. Have students imagine that they are moving to a new country. Or perhaps, your students’ families have recently immigrated to the US. Allow students to draw a picture of their family in their new and/or old place and write a paragraph on the back that describes their move to a new country. Use questions from item #4 in this activity to guide their thinking/writing.

Invitational Activity 3: “HOW DID PEOPLE COME TO MILWAUKEE?”

Teaching/Learning Strategies: Brainstorm geographical concepts of movement and transportation through literature, video and discussion.)

Key Concepts/Vocabulary: Movement, transportation, water, ocean, land, plain, mountain, forest, river, lake, canoe, wagon. Germany, Germans, Ireland, Irish

Materials: Chalkboard, chart paper, or overhead; U.S. or World Map, Children’s Literature

Note to Teachers: This activity can be taught before or after watching the immigrant video chapters 4, 5 & 7. Make your decision depending on how much you want your students to brainstorm or draw on prior knowledge. If you want students to brainstorm, show the video clips after this activity. If you want students to draw on prior knowledge, show the video clips before students participate in this activity.

1. Ask children to respond to the following question:

“How did people get to Milwaukee a long time ago? OR,
“Since there were no planes, trains, or automobiles 150 years ago when many Europeans came to Milwaukee, how did people get here?”

Let students brainstorm. Elicit many student responses. Record their answers on the chalkboard or chart paper to build a vocabulary reference list. Keep the list where students can refer to it.

Mapping Activity:

2. After students had have a chance to brainstorm possible answers to the question above, use old and/or new World or United States Maps to help students brainstorm

more specific answers to questions like the following: (See 5th and 6th grade teachers for appropriate maps.) Identify approximately 4-6 places Early Natives and Settlers could have originated and direct students to look carefully at the map to make decisions about answers to any of the following questions:

Potawatomi: Michigan
Germans: Germany

Yankee's: New York
Irish: Ireland

French: France
Polish: Poland

- “What rivers, lakes, and oceans could the Natives or settlers have used?”
- “What mountains might they have had to cross?”
- “What other land features would they have crossed to get here?”
- “What directions did they travel?”
- “What tools/equipment might they have needed?”
- “What kind of knowledge, skills, and attitudes did they need?”

3. *****“Read Aloud” Literature Activity:** After the initial discussion, read and process through questions and discussion one of the following books to help students continue thinking about how early settlers may have come to Milwaukee:

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

****See additional children’s literature “transportation” resources in Appendix A.**

4. Later on, view appropriate video clips from Video Chapters 4, 5, & 7 or even the early Video Chapters 1, 2, & 3. Ask children to note how, when, where and why people moved as well as the positive and challenging aspects of moving. Let students “see” a list of their initial thinking and an enlarged list of their ideas after reading the children’s literature selection and/or Video Chapters.

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Video Response Activities

[For use AFTER Viewing the Making of Milwaukee Video Chapters]

The following activities follow viewing of Video Chapter 4, *Here Comes the Germans*, Chapter 5, *Neighbors and Strangers*, and Video Chapter 7, *City of Immigrants*. Any or all of the Video Chapters 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. Many have multiple activities that build on one another. You can take any lesson as far as your teaching schedule allows.

Video Response Activity 1: “LIFESTYLES FOR MILWAUKEE EARLY IMMIGRANTS”

Teaching/Learning Strategies: Exploring visual images, written and/or oral responses

Key Concepts/Vocabulary: Immigrants, lifestyle, past

Materials: Chalkboard, chart paper, or overhead; Video Chapter 4, 5 or 7, Children’s Literature

1. Before viewing any of the Video Chapters or looking at images from the Image Gallery, pose this question and elicit many student responses:

“What was life like in the past or “back in the day” for immigrants coming to Milwaukee”?
In other words, what was their “lifestyle”?

To probe further, be sure to ask students the reasoning behind their answers. Use any of the following prompts to support their reasoning:

- **What makes you say that?**
- **Why do you think that might have been true?**
- **What have you seen or heard that makes you say that?**
- **What reasons do you have for thinking that way?**

2. Record students’ answers on chart paper for a future vocabulary reference list. Keep the vocabulary list visible for student reference.

3. Then show students clips from Video Chapters 4, 5, or 7 and tell students you will ask them once again what life was like “Back in the Day” for Milwaukee immigrants. Before they view the videos tell students that you want them to remember what they observed or heard in the video that supports their answer. Once the video has been observed, have individual or small groups of students write 2-3 statements or phrases to describe life in the past or “Back in the Day”. Students might use the following as sentence starters or as a title.

The lifestyles of Milwaukee immigrants in the past were..... OR
Life “Back in the Day” for Milwaukee immigrants was.....

4. You may also use selected pictures from the Image Gallery to help students think about lifestyles “Back in the Day”. Go to the “In the Classroom” section of www.themakingofmilwaukee.com and click on “Image Gallery” to choose your pictures. Or, let students explore the Image Gallery. If students explore these pictures independently, they can write the 2-3 statements as they explore.

Language Arts Writing/Speaking Activity:

Potential Assessment Activity: (Written or Oral Response)

- ✓ 5. Finally, ask students to respond orally or in writing if they would have liked the lifestyle of the early Milwaukee immigrants? After answering the initial question, ask students to justify their reasoning. Questions follow:
- ✓
 - a. **“Would you have liked living in the past or “back in the day” or 150 years ago?”**
 - b. **“What makes you think that way?” OR, “Why did you say that?”**

Read-Aloud Children’s Literature Activity:

6. Read and discuss selected passages from the following humorous non-fiction children’s literature selection to expand students’ thinking about life in the past.

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

Video Response Activity 2: “MILWAUKEEANS BY THE NUMBERS”

Teaching/Learning Strategies: Analyze Census, Data, Draw Conclusions)

Key Concepts/Vocabulary: ethnic, immigrant, foreign born, country, diversity, diverse, place, location, census, data collection

Materials: Table 1, World Map, Internet

The following table (Table 1, pg. 8) is taken from the 1905 U.S. Census. It lists the number of people born in different foreign countries living in Milwaukee County during this year. The percentages were not part of the census and have been calculated as approximate estimates to offer further insight. When viewing this table, keep in mind that these are the number of people living in Milwaukee County who were born in these foreign countries. Therefore, there would have been more people with ethnic backgrounds from each of these foreign countries (but not necessarily born there) living in Milwaukee County in 1905 than the numbers depicted in the chart.

1. “Copy and Paste” the following document, Table 1, pg. 8, onto a new document so that you can give students their own copies or use it to make a poster size document.

Use the statistics from the 1905 Census above to discuss the following questions designed to help students explore this source:

- Ask students to identify the specific population figures for various ethnic, immigrant, or foreign born groups. Ex: How many people from Italy lived in Milwaukee during 1905?
- Which country had the most people living in Milwaukee in 1905? The Least?
- If we think about this 1905 population chart showing the diverse people living in Milwaukee, what general statement can we make about people living in Milwaukee in 1905? (If necessary provide this sentence starter: *In 1905, the people of Milwaukee.....*)
- What do we see around Milwaukee today that tells us about the diverse population living in Milwaukee 100 years ago? Are there any buildings, parks, or events that remind us of the people back then? How could we find those places/events?
- Do you think Milwaukee has the same type of diverse population today? How is it similar to or different than the 1905 population?
- How do you think these numbers were gathered? Who collected these numbers?
- How might we gather the same kind of numbers today?
- Is there anyone who has already collected this information about people living in Milwaukee today? Where might we go to find out this kind of information?

GO TO: www.census.gov

Table 1: 1905: People Living in Milwaukee who were Born in a Foreign Country

Country of Origin	Number of Foreign Born in Milwaukee County in 1905	Percentage of Total Foreign Born Living in Milwaukee County
Austria	2,952	2.8%
Belgium	80	0.08%
Bohemia	2,028	1.9%
Canada	2,040	1.9%
Denmark	569	0.54%
England	2,227	2.12%
Finland	96	0.09%
France	272	0.26%
Germany	61,523	58.6%
Greece	413	0.4%
Holland	736	0.7%
Hungary	1,637	1.6%
Ireland	2,662	2.5%
Italy	1,270	1.2%
Norway	2,431	2.3%
Poland	18,527	17.6%
Russia	2,423	2.3%
Scotland	738	0.7%
Sweden	698	0.7%
Denmark	764	0.7%
Wales	317	0.3%

Mapping Activity:

2. As students answer question #1 above, related to numbers of specific ethnic people living in Milwaukee during 1905, identify on a world map the country where each of these ethnic groups originated. Be sure to have students use reference points such as latitude, longitude, and directions to locate positions.

Follow-Up Math Activity:

3. Have students look at current census data for Milwaukee Immigrants/Ethnicities in order to make comparisons with data from 100 years ago. Students can note similarities

and differences in data as well as the various ethnic groups that were/are prevalent now and then. Students can make inferences about how and why the census data is similar and different. Students can make charts and/or graphs to represent the current data of various ethnic groups using the following title:

2005: People Living in Milwaukee who were Born in a Foreign Country.

In order to find 2005 census data for comparison go to: <http://www.census.gov/>

Video Response Activity 3: “*DESIGNING YOUR OWN CENSUS SURVEY*”

Teaching/Learning Strategies: Design a census survey,

Key Concepts/Vocabulary: Census, data, survey, ethnic, population

Materials: Interview Questions, Graph Paper, Pencil, Internet

1. Explain that a census is taken every 10 years in the United States to gain important information about our country’s population. In addition to counting the number of people in the country and various communities like Milwaukee, census statistics also contain important information like income, family size, education levels, home ownership or rental, and the ethnic composition of our country as displayed in the source from 1905. Over the past few decades, individuals fill out and send in a form that is from the government to help collect the data or census. Many years ago, however, a census taker went door to door to gather this data.
2. Have students imagine that they are a census taker or a designer of a modern day census survey for their school. Individual students or the whole class should be given time to create between 5 and 10 important questions that they would like to know about the residents of their school; questions they will ask all of their interviewees in order to maintain the integrity of the census (survey).
3. The class should vote on the most important questions they would ask so that everyone in the class is gathering the same kind of data. A discussion can follow on why students chose these questions. These questions will create the class census survey or census taker questionnaire. Explain to students they must all ask the same questions so their data is based on the same categories for comparison.
4. The teacher should have students find 3-5 different adults and 3 students (friends) from various classrooms/grade levels to complete the census survey. Or, if you prefer, your class could collect census data from the entire school. If students just collect from a few people explain that they are getting a representative “sample” and while it won’t be complete data they will get a good picture of who inhabits their school.
5. Tally the data visually as a class so that students can interpret and draw conclusions from the data.

6. Once data is visually represented, pose specific questions such as:
 - How many people are?
 - How many people have....?
 - Do you think other people would answer these questions in the same way? If we could ask these questions of everyone in the school, would the data look different?

Follow-Up Math Activities:

7. As a follow up to the previous activity have students make a graph of some of their data.
8. Or, have students compare their data to the latest census data from Milwaukee. Go to (<http://www.census.gov/>). If you choose this options then any of the following questions could serve as a guide to facilitate a discussion comparing students' data to the actual data from the federal government:
 - In what ways is the class census data similar to the official census data from the U.S. government?
 - In what ways is the class census data different from the official census data from the U.S. government?
 - Why do you think there were differences?
 - What was the most challenging part of this activity? Why?
 - What was the most enjoyable part of this activity? Why?

Video Response Activity 4: “*NEIGHBORS and STRANGERS BUILD A CITY*”

Teaching/Learning Strategies: Explore want and needs in a city through discussion, children’s Literature, written reflection and optional artistic and dramatic learning activities

Key Concepts/Vocabulary: City, wants, needs, neighbors, strangers

Materials: Chalkboard, chart paper, or overhead; Children’s literature, Video Chapters 4, 5, & 7

1. Begin this exploration by asking students to brainstorm answers to the following question:
 - What makes a city a good place to live?
 - What do people/you “need” or “want” in your city, Milwaukee, in order to make it a good place to live?

Record student answers on a T-Chart. Consistently ask students if they “need” or “want” certain things in order to live a good life. Be prepared that what one student believes should fit in the “want” column, other students might believe is a “need”. Let them discuss their different opinions. Also some answers may fit into both categories. Ask:

- Is this something we need? OR, Is this something we want? Why?

Allow plenty of time for this initial brainstorming session or come back to it a second day to expand the list. Students can fill in a T-Chart (example follows) as the needs and wants are recorded.

Making Milwaukee a Good Place to Live

Wants	Needs
<ul style="list-style-type: none"> • Good Roads • Parks • Grocery Stores • Safe Streets • • 	<ul style="list-style-type: none"> • Grocery Stores • Safe Streets

2. **Read-Aloud Literature Activity:** Tell students that you're going to read them a story about some people who built their own city. Ask them to think about what the people thought they "needed" or "wanted" in their city. *Roxaboxen* is an imaginative story about children designing a city and *A Place Called Freedom* is a true-to-life story about freed African Americans building their own city.

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

3. Discuss the book and have the class make a Wants and Needs T-Chart that characterizes the book. Also ask students to describe the ways that people/children worked together to build their city. If time allows expand the students' original "wants" and "needs" list to include ideas they gathered from the book.
4. Show students clips from Video Chapters 4, 5, & 7 and tell students you want them to think about the past and think about answers to these questions (this can be done individually or in pairs):
 - **What did the early immigrants want/need in their new city, Milwaukee?**
Possible answers might include: Food, water, protection, roads, churches, newspapers, houses, newspapers, leaders, transportation, bridges, recreation, community spaces music, art, friends, neighbor....
 - **How is what the early immigrants wanted/needed similar to or different than your wants/needs?**
5. After students have participated in the book reading and have viewed some video chapters, they can revisit their original T-Chart to write a reflection on what they now believe is "*One of the Most Important Things that a City Needs*". This reflective statement requires students to make a judgment call. It can be written at the bottom or on the back of their original T-Chart paper. See example below:

Language Arts Activity:

Potential Assessment Activity: (Writing a Reflective Statement on T-Chart)

✓ (see directions above)

Making Milwaukee a Good Place to Live	
Wants	Needs
Reflective Statement: One of the Most Important Things that a City Needs.....	

Optional Arts/City Design Activity:

In small groups, encourage students to design their own city on a very large piece of paper. First before any group meeting, ask individuals to write a list of what they want/need in their city and be prepared to share what they have listed as well as why they chose those particular things. Second, at the first meeting everyone in the group should share the list of what they want/need in their city and continue to brainstorm other items adding to their original lists. Third, group members should determine how they want to design their city ... perhaps sketching out a rough draft. (Each student can use a 12x18 piece of paper to make their own design if group activity is not possible). Fourth, students should make a final copy of their city.

Optional Dramatic Simulation:

Instead of designing a new city, students can create a dramatic simulation. The simulation should portray a meeting where “neighbors and strangers” who have moved to a new place and want to design a new city. Their meeting should depict the neighbors and strangers agreeing and disagreeing on what is needed/wanted in a city. After the simulations/skits have been presented, the conversation should center on what kinds of things people wanted in their cities as well as agreements and disagreements that people faced.

**Video Response Activity 5: “GETTING TO KNOW YOU:
NEIGHBORS AND STRANGERS”**

Teaching/Learning Strategies: Exploring similarities/differences, and becoming neighbors through literature

Key Concepts/Vocabulary: Neighbors, strangers, different, alike, traditions, lifestyle

Materials: Children’s Literature

1. Pose the following questions to your students:

- How are people alike? How are people different?

- If you lived in a neighborhood, city, or country, where most people were different than you because they spoke a different language, ate different foods, dressed differently, went to different churches, how would you feel?
- How would you be able to become friends or good neighbors with people who were different than you and your family?

2. Tell children that they are going to listen to a story about a child/or family who moved to a new place and you want them to think about what these people did to learn about their neighbors so that they would not be strangers anymore. Either of the following children's books are appropriate choices for this activity:

Read-Aloud Literature Activity:

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

Yezereski, 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: 0-374-37647-6

3. Pose some of the same questions above in item #1 after students have listened to a story and ask them to imagine what it was like in Milwaukee when immigrants from many countries were arriving in Milwaukee and trying to live together and build a new city even though they were different in many ways. Also ask children to think about the similarities in all people so they begin to understand that even though people from various countries are quite different they have many similarities that can bring them together. List those similarities.

Follow-Up Non-Fiction Literature Activity:

Read and discuss one of the following non-fiction books about similarities and differences in people:

Chiltenham Elementary School Kindergartners & Laura Dwight. (2002). We are All Alike...We are All Different. Scholastic Paperbacks: New York. ISBN: 0439417805

Spier, Peter. (1980). People. Doubleday Books: New York. ISBN: 038524469X

Video Response Activity 6: “EXPLORING THE INFLUENCE OF IMMIGRANTS ON THE CITY OF MILWAUKEE”

Teaching/Learning Strategies: Research immigrant groups in Milwaukee through pictures, books, websites, videos, posters and presentations)

Key Concepts/Vocabulary: Immigrants, ethnicity, tradition

Materials: Selected Non-Fiction books, Children's Literature, Video Chapters 4, 5, & 7, Internet, Visual Organizer for Note Taking, Poster Size Paper

1. To help students explore the various ethnic groups that immigrated to Milwaukee, use any of the following resources for research:

- a. “*Images of America*”. A book series published by Arcadia Publishing Co.
 Examples: “*Latinos in Milwaukee*”, “*Italians in Milwaukee*”, “*Irish in Milwaukee*”, etc.....

****See complete reference list of Images of America in Appendix A.**

- b. Display several children's non-fiction picture books representing various Milwaukee ethnic groups. (German, Irish, Polish, Italian, Scandinavian, French, English, African American, Hispanic, Native American, Asian, Serbian...

**** See additional children's literature on immigration in Appendix A.**

- c. View Video Chapters 4, 5, & 7 of "*The Making of Milwaukee*" series.
- d. Go to the Website for "The Making of Milwaukee".
www.themakingofmilwaukee.com Choose the "People of Milwaukee" category and click on "Ethnic Stories".
- e. Go On-Line to the various Milwaukee ethnic community centers.

2. Students can explore these resources as a part of individual reading time, during social studies class, during a library or computer class, or, as part of silent, sustained reading periods.

3. Individual or small student groups choose which ethnicity they would like to learn more about (encourage them to choose an ethnicity different than their own.) Students provide a rationale for why they want to study "in-depth" a particular ethnicity.

4. All students take notes on the following information so comparisons are possible:

- **Country of Origin and Date of Arrival**
- **Language Spoken**
- **Example of Family Names taken from phone book or Internet**
- **Religion**
- **Artistic Expressions**
- **Traditions (food, music, dance, celebrations, recreation)**
- **Where they live/lived in Milwaukee?**
- **Influence on Milwaukee (buildings, language, businesses, restaurants, newspapers, churches, festivals...)**

Note to Teachers: Provide an organizer for children to take their notes. Example: Fold a regular sheet of paper in half two times so there are four boxes on each side. Have students write one of the headings in each box so their data/information collection is visually organized and accessible.

5. Students represent information they have gathered on a poster. Use BIG pieces of chart paper for students to write the name of their ethnic group at the top in BIG letters. Instruct students to depict some of the distinguishing features of that ethnic group as well as small pictures to represent their ideas. Students may need to sketch out a rough draft on another piece of paper before moving to the BIG paper.

Language Arts Writing, Speaking and Exhibition Activities:

Potential Assessment Activity: (Poster/Paragraph and Speech)

- ✓ 6. Assessment of student note-taking is advised before chart of poster is created.

- ✓ 7. Using information and chart or poster students have gathered, have students develop paragraphs for a report on their ethnic group. Place the paragraphs next to the display and invite other students and/or families to their exhibition.
- ✓ 8. Have students make a speech about their ethnic group and use the displays as a visual aid during the speeches.

Video Response Activity 7: “*I REGRET I DID NOT COME SOONER!*”

Teaching/Learning Strategies: Explore feelings about living in Milwaukee

Key Concepts/Vocabulary: Immigrant, feelings

Materials: Video Chapter 5, Paper/Pencil

According to the end of Video Chapter 5, *Neighbors and Strangers*, a German immigrant wrote the following line in a letter home:

*“I thank the Lord that I am here, and
I regret I did not come sooner”*

1. After watching Video Chapter 5 and/or researching various ethnicities in Milwaukee, read the quote above to students or write it on the board and discuss the following questions with this perspective on “Coming to Milwaukee”:
 - What might have caused this immigrant to feel this way about Milwaukee?
 - Why might other German immigrants have agreed with the idea expressed in the letter?
 - Do you think there were Germans who may have disagreed with the idea expressed here? Explain why some may have not felt this way.
 - Do you think members of the other groups who came to Milwaukee felt the same way as the idea expressed in this letter? In what ways might they have shared this perspective? In what ways might they have not shared this perspective?
 - Based on your experiences with Milwaukee today, do you think you would feel the same way as this immigrant after living here? Why? Why not?

Language Arts Writing Activity:

2. Students write a statement that describes how they feel about living in Milwaukee. Students must provide the reasoning behind their thinking. If possible, have students share these statements.

Video Response Activity 8: “*LETTERS HOME FROM MILWAUKEE*”

Teaching/Learning Strategies: Write letters to express thoughts and feelings about coming to live in Milwaukee

Key Concepts/Vocabulary: Immigrant, letter, feelings

Materials: Paper/Pencil, MOM website – Image Library

Language Arts Letter Writing Activity:

Potential Assessment Activity: (Letter Writing)

- ✓ 1. Have students pretend to be immigrants from any country where many people immigrated to Milwaukee. They can either choose from a group that was presented in the video, the teacher can assign them a particular ethnic group or they can choose the ethnicity they researched in the previous learning activity, #6.
- ✓ 2. Students write letters home to relatives still living in their country of origin. Letters should describe their experiences in Milwaukee using details from the videos and/or research projects to describe some of the main factors that have influenced their life in Milwaukee. Students should also describe opportunities and obstacles they have faced as they arrived and lived in Milwaukee.
- ✓ Like the phrase in *Activity 5, I Regret I Did Not Come Sooner*, each student could finish his or her letter with a phrase that summarizes his or her overall attitude towards “Coming to Milwaukee.”

Note to Teachers: This activity could also be adapted to having students write a letter as partners or as a group and share their letters with the rest of the class or send their letters to their local city representative.

Follow-Up Language Arts Speaking Activity:

Potential Assessment Activity: (Speech)

- ✓ Students could share their letters with the rest of the class and the teacher could lead a discussion about similarities and differences that students notice in the letters.

Follow-Up Technology Activity:

- *Students could also add images to their letters by going to The Making of Milwaukee website, www.themakingofmilwaukee.com Go to the “Image Library”, within the “In the Classroom” section and use the “search” tool to locate photographs under the various pull down categories that match ideas from their letters.*

Video Response Activity 9: “NOW THAT WE’RE ALL HERE: WHAT LAWS DO WE NEED TO GOVERN MILWAUKEE?”

Teaching/Learning Strategies: Explore the need for laws through writing, discussion, children’s literature and optional simulation, or guest speaker.

Key Concepts/ Vocabulary: Laws, needs, wants, safety, town hall meeting, simulation

Materials: Children’s Literature, Optional Guest Speaker

1. To begin this lesson, ask students the following questions and have a class discussion. Be sure to elicit many student responses. To prompt responses from all students, you may want to pose the questions first, have students make a few notes on paper and understand that they will be expected to share their thinking in a class discussion.

- What is a law?
- Can you name a law you have to follow and tell why the law is necessary?
- What laws do people need/want in a city?

- **Who gets to make the laws in a city?**

2. After this initial discussion, tell children you are going to read them a book about making laws and you want them to pay attention to what laws were wanted/needed and who helped to establish the laws. The following children's literature selections is appropriate for this activity:

DeCapua, Sarah. (2004). *Making A Law*. Children's Press: New York.

Optional Dramatic Simulation Activity:

3. In small groups have students decide a law that they believe is needed in their city. This can relate to early and/or modern Milwaukee. Make sure the group chooses one law, writes that law and is ready to tell why (give reasons) they believe this law is needed "then or now". Then simulate a town meeting where people from the community (small groups) bring forth a need for a particular law. A meeting protocol follows:

- **Introduce Self or Group and State Community or Neighborhoods Represented**
- **State the proposed law. "We/I would like to propose that our city pass this law... :**
- **Provide reasons for the law.**
- **Thank the City Council for their attention.**
- **Ask the City Council if they have any questions or comments on your proposal.**

4. When small groups present (come to the microphone), the rest of the class can ask some of the following questions for a more realistic simulation. *(This could also be completed individually with all written work completed as homework).*

- **What are your names, addresses and the community you represent?**
- **What law you believe is needed in your city/community?**
- **Why do you believe this law is needed? Or what are your reasons for suggesting this law?**
- **Other follow-up questions of clarification students might ask each other are:**
 - a. **What makes you say that.....**
 - b. **Can you give me an example of when this might have been a problem?**
 - c. **What did you mean when you said.....**
 - d. **How do you think this has affected the people in your city/community?**
 - e. **Why is this so important to your city/community?**

5. If students are confused about what it means to hold a public meeting, video tape a brief portion of Milwaukee city council meeting so they can "see" the procedures and protocol followed in a public meeting. GO TO Channel 25 on Cable TV to tape a Common Council or Commission Meeting. Or GO TO: www.milwaukee.gov to locate Council and Committee Meetings live coverage or video archives.

Optional Guest Speaker Activity:

6. Invite a neighborhood police officer, lawyer, judge, or city representative into class to talk about what laws most people do and do not follow, why laws are necessary in a city like Milwaukee, and what happens when people do not follow various laws.

Video Response Activity10: “A CULTURAL/ETHNIC STUDY of MILWAUKEE”

Teaching/Learning Strategies: The Historical Inquiry Process

Key Concepts: History, historical, ethnic, culture, cultural, immigrant

Materials: Research Resources and Materials

1. **** Note to Teachers:** Milwaukee is known for its rich ethnic and cultural history. 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, keep, 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 the _____ live before coming to Milwaukee?</p> <p>Why did the _____ decide to move to Milwaukee?</p> <p>When did the _____ move to Milwaukee? Why?</p> <p>What did the _____ bring to Milwaukee?</p> <p>How did the _____ get to Milwaukee?</p> <p>Where did the _____ settle in Milwaukee? Why?</p> <p>What did the _____ want/need in order to live in Milwaukee?</p> <p>What did the _____ do to help “make” a new city/community?</p> <p>What work did the _____ pursue when they came to Milwaukee?</p> <p>What were the _____ lifestyles in Milwaukee?</p> <p>What traditions from the “old” country/place did/do the _____ celebrate?</p> <p>How have the _____ helped to “make” Milwaukee?</p> <p>How has Milwaukee influenced the _____?</p>

Then and Now: While the previous essential questions provide a basic framework, be sure to always compare “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 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:

- a. Teachers and Students Choose An Historical Issue, Person, Culture, Ethnic Background of Interest.
- b. Teachers and Students Develop Questions they want to Pursue and Deliberate on How those Questions can be Answered.
- c. Teachers and Students Gather Resources to Answer Questions (Books, Internet, Videos, Diaries, Ancestral Photographs, Personal Interviews, Fieldtrips to Ethnic/Cultural Centers)
- d. Teachers and Students Collect, Document, and Organize Data as Individuals or Groups
- e. Teachers and Students Share their On-Going Data Collection Efforts with Each Other
- f. Teachers and Students Analyze their Data and Draw Conclusions
- g. 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.)
- h. 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 where 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

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 one or both of these activities based on their relevance to your students.

Then and Now Activity 1: “*BACK TO THE FUTURE*”

Teaching/Learning Strategies: Compare differences and similarities in lifestyles of early and modern Milwaukee people through discussion, venn diagrams and optional on-line scrapbook activity

Key Concepts: Ethnic, traditions, celebrations, early, modern, differences, similarities

Materials: Chalkboard, chart paper or overhead; MOM website – Interactive Scrapbook

1. Ask students the following questions:

- **How are the lives of Milwaukee people today similar to the lives of people in early Milwaukee?**
- **How are the lives of Milwaukee people today different than the lives of people in early Milwaukee?**

First, let students brainstorm. Elicit as many responses as possible and record their answers for a future vocabulary reference list.

2. If necessary, use the following categories to get children to think more specifically about similarities and differences in:

houses	clothing	recreation	shopping	languages
transportation	food	belongings	streets	businesses

3. Have students pick one of the categories above and complete a venn diagram to represent similarities and differences.

Optional “On-Line” Language Arts Interactive Scrapbook Writing Activity:

4. Use the following on-line resources from “The Making of Milwaukee” website, www.themakingofmilwaukee.com so that students can “see” early and modern Milwaukee:

- a. “Then and Now” photographs for seeing similarities and differences in today and yesterday.
- b. Use the “Image Library” in either the “In the Classroom” or “Milwaukee’s History” sections for students to access photographs that depict early and modern Milwaukee.

5. Go to “Interactive Tools” in the “In the Classroom” section and choose the “Scrapbook Activity”. Have students choose a photograph from early Milwaukee to write a memoir of what it was like “Back in the Day”. Encourage students to be creative in attempting to describe what they saw, heard, and felt.

For direct access to the “Scrapbook Activity” click here:

<http://www.themakingofmilwaukee.com/classroom/scrapbook/index.cfm>

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. If you are unable to take a fieldtrip, remember that many of these landmarks and community centers have websites so you and your students can take “virtual fieldtrips”.

Learning Outside the Classroom Activity 1:

“TOURING MANY NATIONS IN MILWAUKEE”

Teaching/Learning Strategies: Explore ethnic community centers in Milwaukee through actual or virtual fieldtrips

Key Concepts/Vocabulary: Ethnic, immigrant, traditions, culture, community center

Materials: Clipboards, Pencil/Paper

1. Have students visit actual or virtual sites in Milwaukee like the Italian Community Center, Serb Hall, Turner Hall, the Polish Heritage Alliance, German Fest Milwaukee Inc., and the Irish Fest Center that are dedicated to preserving the city’s immigrant heritage. Or, go to the “Streets of Old Milwaukee” in the Milwaukee Public Museum or go to the Milwaukee County Historical Society. Have students take clipboards to take notes, draw a picture, complete a scavenger hunt or worksheet. Interview questions should be crafted before the fieldtrip so that students’ conversations with individuals associated with these places are focused and prepared. Pre-arrange to interview key people about how and why they preserve ethnic traditions. Find people associated with cultural centers that would be willing to talk to the whole class about a particular ethnic group’s experience in Milwaukee. Teach students how to take sketchy notes while listening to various sources. *(Be sure to take clipboards, pencils & paper for data collection on ALL fieldtrips!....It’s a powerful learning activity to build vocabulary!)*

Language Arts Writing Activity:

2. After returning from the field trip have students write a summary of their findings so that they report their findings to the rest of the class orally or in writing.
3. Or have them present their findings as a “news report/documentary”.

***Note to Teachers: The group, Historic Milwaukee, Inc. has a variety of tours that students can take as a class or with a parent or guardian. More information is available on their website at: <http://www/historicmilwaukee.org>*

Learning Outside the Classroom Activity 2: “ETHNIC SITESEEING”

Teaching/Learning Strategies: Explore ethnic landmarks in Milwaukee through actual or virtual fieldtrips

Key Concepts/Vocabulary: Landmark, ethnic, culture

Materials: Clipboards, Pencil/Paper, Camera

1. Have students visit or tour places that are significant landmarks representing the lives of different ethnic groups in Milwaukee (e.g. churches, landmarks, neighborhoods, parks, buildings, workplaces). Students should first research the locations of some of these places on-line or through brochures before taking the field trip so they can prepare interview questions to ask their guide. Students can find information about the people, events, facilities, etc. associated with these places to gain more information about any ways these places maintain an ethnic identity.
2. While on the fieldtrip have students collect data through interviews, note taking, sketching pictures, digital photographs, or even a video. *(Be sure to take clipboards, pencils & paper for data collection on ALL fieldtrips! A powerful learning activity to build vocabulary!)*

Language Arts Writing Activity:

- ✓ **Potential Assessment Activity: Report, Kid Pix or Hyper Studio presentation, postcard, story board, or scrapbook.**
- ✓ 3. After students take the field trip, either in person or “virtually”, have students write a report, create a Kid Pix or Hyper Studio presentation, create a postcard about these places, or create storyboards or scrapbooks about their visit and findings with their own narration that they could show to the rest of the class.

Note to Teachers: If you choose to have students make a scrapbook you can go to “The Making of Milwaukee” website and access an On-Line Scrapbook activity by clicking on this direct link: <http://www.themakingofmilwaukee.com/classroom/scrapbook/index.cfm>

***Note to Teachers: The group, Historic Milwaukee, Inc. has a variety of tours that students can take as a class or with a parent or guardian. More information is available on their website at: <http://www/historicmilwaukee.org>*

Milwaukee Trivia

These Milwaukee Trivia activities are quick tools to engage students in thinking about their knowledge of Milwaukee. The activities are primarily based on the content of the Video Chapters but require students to test their knowledge from various resources.

Milwaukee Trivia Activity I: “REMEMBERING THE DETAILS OF ETHNIC MILWAUKEE 100 YEARS AGO”

Teaching/Learning Strategy: Trivia Quiz or Video Guide to Recall Details of Milwaukee’s early immigrant history

Key Concepts: Immigration, immigrants, landmarks, Germans, ethnic, ethnicity

Materials: Trivia Quiz, Pencil

After viewing Video Chapters 4, 5, & 7 have students answer the following questions.
OR, provide students with questions before watching the videos. Go over the questions before the viewings and have students listen for the answers while watching the video/s.

1. Which ethnic group had the most people represented in Milwaukee’s population 100 years ago?
 - A) Italian
 - B) Polish
 - C) Irish
 - D) German
2. All of the following buildings are German landmarks in Milwaukee except:
 - A) Saint Mary’s Catholic Church downtown
 - B) Turner Hall
 - C) Mader’s Restaurant
 - D) Saint Josaphat Basillica
3. All of the following Germans made a living brewing beer in Milwaukee except:
 - A) Pabst
 - B) Schlitz
 - C) Miller
 - D) Busch
4. Which of the following streets was named in honor of the Soldier’s Home for disabled soldiers?
 - A) National Avenue
 - B) Wisconsin Avenue
 - C) Milwaukee Avenue
 - D) St. Paul Avenue
5. The editor of the Milwaukee Sentinel who served as the first commander of Wisconsin’s famed Iron Brigade was
 - A) Garrett Barry
 - B) Alexander Randall
 - C) Rufus King
 - D) Joshua Glover
6. Alexander Mitchell’s home later became known as:
 - A) City Hall

- B) The Wisconsin Club
 - C) The Summerfest grounds
 - D) The National Soldiers' Home
7. What was the name of the ship that sunk in Lake Michigan killing many Irish from Milwaukee's third Ward?
- A) The Lady Elgin
 - B) The Santa Maria
 - C) The Maine
 - D) The Titanic
8. The first Polish church in urban America was in Milwaukee. It was called:
- A) St. Vincent's Church
 - B) St. Stanislaus Church
 - C) St. Thomas Church
 - D) St. John's Cathedral
9. Which church had a dome that used to be the second highest in the nation?
- A) St. Josaphat's Church
 - B) St. Hedwig's Church
 - C) St. Rose Church
 - D) Madonna di Pompeii Church
10. The oldest ethnic festival in Milwaukee is:
- A) Irish Fest
 - B) German Fest
 - C) Polish Fest
 - D) Festa Italiana
 - E) Mexican Fiesta
11. Where did Milwaukee rank nationally in terms of its foreign born population in 1890?
- A) It had the highest percent of foreign born residents in the nation
 - B) It had the second highest percent of foreign born residents in the nation
 - C) It had the third highest percent of foreign born residents in the nation
 - D) It had the fourth highest percent of foreign born residents in the nation.

Milwaukee Trivia Activity 2: "*MAPPING ETHNICITIES*"

Teaching/Learning Strategies: Map Milwaukee Ethnicities on a Milwaukee map OR the MOM interactive "on-line" mapping activity

Key Concepts/Vocabulary: Ethnicity, immigrant

Materials: MOM website -- Interactive mapping activity

1. After viewing Video Chapters 4, 5, & 7, give students a blank map of Milwaukee and along with a teacher's example visible to all, ask students to color, with different colors, areas where the various ethnic groups in Milwaukee settled

- between 1846 and 1910. A Milwaukee map can be located at <http://www.mapquest.com/>
2. Then ask students to compare their maps with each other to see if they colored in the same areas.
 3. End this activity by showing them the actual map of the areas where the various ethnic groups in Milwaukee settled on *The Making of Milwaukee* website, www.themakingofmilwaukee.com . Go to the “In the Classroom” section and click on “Interactive Lessons” to locate the Milwaukee Immigration Map Activity.
 4. Or, to go directly to this on-line interactive lesson, the Milwaukee Immigration Map Activity, click here now: http://www.themakingofmilwaukee.com/classroom/map_game.cfm

*** Note to Teachers: Explain to students that these boundaries on the on-line interactive map show where the largest number of each ethnic group settled in Milwaukee 100 years ago. However, the settlement of these ethnic groups was not limited to the boundaries on the map and people of various ethnicities settled in the areas marked on the map for any one particular ethnic group. You may even have them extend this activity to include current ethnic group locations.*

Timeline Information

An interactive timeline of this era with photographs can also be found on The Making of Milwaukee website, 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.

1839- St. Peter’s, Milwaukee’s first Catholic Church, is built by Father Patrick O’Kelley.

1845- Germans begin coming to Milwaukee in large numbers.

1846 – Germans build St. Mary’s Church downtown.

1848- Failed political uprising in Germany against royal rule.

1850- Irish immigrants make up their highpoint of nearly 15 percent of Milwaukee’s population.

1852 – Mathilde Anneke, a notable German Forty-Eighter, launches a newspaper called *Woman’s Times*.

1853- St. John’s Cathedral is dedicated in Milwaukee.

1856- Over 24 breweries are operating in Milwaukee.

1860 – Germans make up the majority of Milwaukee’s population; The *Lady Elgin* sank killing nearly 300 passengers with many Irish residents of Milwaukee’s Third Ward on board.

1866- Milwaukee awarded one of four “national asylums” for disabled soldiers by federal authorities; 30 Polish families start St. Stanislaus parish on Milwaukee’s South Side.

1869- St. Mark African Methodist Episcopal church opens in the heart of Kilbourntown.

1890- Polish immigrants are only second to in size to German immigrants in Milwaukee; Sicilian’s begin arriving in Milwaukee in large numbers.

1892- A disastrous fire engulfs Milwaukee’s Third Ward, driving many of the city’s Irish out of the area.

1896- Ground broken to build St. Josaphat’s Church.

1901- Completion of St. Josaphat’s Church; Lizzie Kander, a Jewish immigrant to Milwaukee, publishes her favorite recipes in *The Settlement Cookbook*.

1906-Original Annunciation Greek Orthodox Church organized in Milwaukee.

1912- Milwaukee Serbs establish St. Sava Serbian Orthodox Church.

1929-St. Josaphat’s declared a basilica.

Timeline Activities

Use the following activities to engage students with the timeline:

Timeline Activity 1: “MATCHING PHOTOGRAPHS TO EVENTS”

Teaching/Learning Strategy: Use timeline and on-line photos from the “Image Library” to represent Milwaukee’s early history

Key Concepts/Vocabulary: Timeline

Materials: Timeline, MOM Image Library

For this activity, have the students go to *The Making of Milwaukee* website, www.themakingofmilwaukee.com . Go to the “Image Library” within the “In the Classroom,” section and use the “search” tool to find appropriate images.

1. The teacher should print the timeline above and provide each student with a copy.
2. Break the class into pairs, groups or have them work individually.
3. Instruct students select up to five images from the various categories within the “Image Library” that they would “match” to five timeline events for this unit. Students should be able to explain why they would add these images.
4. Students should compare their results through class discussion and displays.

Timeline Activity 2: “*ADDING EVENTS IN TIME*”

Teaching/Learning Strategy: Use timeline to identify early immigrant events

Key Concepts/Vocabulary: Timeline

Materials: Timeline

1. After printing the timeline above, break the class into groups or have them work individually on this project.
2. After watching Video Chapters 4, 5, & 7, have students add at least 3 events to the timeline from the Video Chapters that show the significance of immigrants settling in Milwaukee.
3. Students should compare their results and discuss why they chose to add the events they decide on to represent this era in Milwaukee’s history.

Timeline Activity 3: “*WHAT’S MISSING FROM THE TIMELINE?*”

Teaching/Learning Activity: Use MOM interactive “on-line” timeline to study Milwaukee history

Key Concepts/Vocabulary: Timeline, history

Materials: Video Chapters 4, 5, & 7

After viewing Video Chapters 4, 5 & 7, (*Here Come the Germans, Neighbors and Strangers, and, the City of Immigrants*) have students identify historical events from 1868 – 1910 recorded on the interactive timeline within the Milwaukee History section of *The Making of Milwaukee* website: (www.themakingofmilwaukee.com)

Or, to go directly to the interactive timeline now, click here:

<http://www.themakingofmilwaukee.com/history/timeline/cfm>

1. Break the class into groups or have them work individually on this project.

2. Discuss events they think are missing from the timeline and then list between 2 -3 events, groups or perspectives presented in the MPTV Video Series or the accompanying book, *The Making of Milwaukee*, that are not presented in the timeline.
3. Students should discuss their findings with the rest of the class.

Discussion Questions

Questions for Video Chapter 4, “Here Comes the Germans”

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

1. What was the largest immigrant group to settle in early Milwaukee?
2. In what ways does Milwaukee still show evidence of being a city heavily populated by German immigrants?
3. What caused so many Germans to leave Germany for Milwaukee?
4. What caused so many Germans to settle in Milwaukee?
5. How were the Germans who came to Milwaukee alike and yet different?
6. What were some of the different religions practiced by Germans who came to Milwaukee?
7. What helped bring the German community in Milwaukee together?
8. Who were some of the most well-known Germans that settled in Milwaukee and why are they famous?
9. What cultural traditions did German immigrants bring to Milwaukee?

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

1. Why did early German immigrants in Milwaukee continue to speak German?
2. Why do all immigrants to Milwaukee, then and now, want to continue speaking their native language? Why do immigrants want/need to learn English?
3. What traditions do immigrant cultures want to keep? Why?
4. What traditions do immigrant cultures change or discard?
5. Why are most immigrants so proud of their native culture?

Questions for Video Chapter 5, “Neighbors and Strangers”

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

1. Where did the Irish primarily settle when they first came to Milwaukee?
2. What did the Irish contribute to Milwaukee?
3. What other immigrant groups settled in Milwaukee during this same time?
4. Why was there conflict between the Yankees and other immigrant groups during this time?

5. What setbacks did some of the immigrant groups face during this time?

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

1. Why are people often shy around or scared of people who are different?
2. Why are people often shy around or scared of other cultures?
3. How are people alike and yet different?
4. What is a culture?
5. How are all cultures alike and yet different?

Questions for Video Chapter 7, “City of Immigrants”

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

1. What were some of the major immigrant groups that began coming to Milwaukee in large numbers after the Civil War?
2. What three areas of Milwaukee did the Polish primarily settle in?
3. Why was the “Polish flat” a significant part of Polish immigration to Milwaukee?
4. What made St. Josaphat’s different from other churches built by the immigrants?
5. As the Irish moved out of the Third Ward what became known as the main Irish neighborhood in Milwaukee?
6. What were some of the main characteristics of Italian immigration to Milwaukee?
7. Who were the first Greeks that settled in Milwaukee?
8. Who were two famous Jewish immigrants who settled in Milwaukee that eventually became very well known outside of the community?
9. Why was Walker’s Point considered “a neighborhood of many nations” during this time?

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

1. What did the groups that arrived in Milwaukee after the Civil War have in common with each other? What was unique about each group?
2. Why do you think it was necessary for different ethnic groups like the Polish, Irish, and Italians to build their own Catholic churches even when they shared a common religion?
3. What does it mean to become an “American”?
4. What is an “American”?
5. Why did early immigrants want to become an “American”?
6. Do people have to give up their native or family culture to become an “American”?

Wisconsin Model Academic Standards (Grade 4)

The following standards are taught in this historical theme, “Coming to Milwaukee”.

Content Standards—Social Studies	Performance Standards—Social Studies
<p style="text-align: center;">Geography Content Standard</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;">Standard A: Geography</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 continents, oceans, mountain ranges, and land forms, natural features such as resources, floral, and fauna; and human features such as cities, states, and national borders.</p> <p>A. 4.4. Describe and give examples of 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.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world.</p>
<p style="text-align: center;">History Content Standard</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;">Standard B: History</p> <p>B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts.</p>

<p>Political Science & Citizenship Content Standard</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>Behavior Science Content Standard</p> <p>Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study</p>	<p>B.4.2 Use a timeline to select, organize, and sequence information describing eras in history.</p> <p>B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events.</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 and United States history.</p> <p>B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations.</p> <p>Standard C: Political Science & Citizenship</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.4.6 Locate, organize, and use relevant information to understand an issue, while taking into account the viewpoints interests of different groups and individuals.</p> <p>Standard E: Behavioral Science</p> <p>E.4.3 Describe the ways in which ethnic</p>
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<p>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>cultures influence the daily lives of people.</p> <p>E.4.6 Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture.</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.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures.</p> <p>E.4.13 Investigate and explain similarities and differences in ways that cultures meet human needs.</p>
<p>Content Standards: English</p>	<p>Performance Standards: English</p>
<p>Reading/Literature Content Standard</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>Standard A: Reading/Literature</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>Writing Content Standard</p> <p>Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to</p>	<p>Standard B: Writing</p> <p>B.4.1 Create or produce writing to communicate with different audiences for a</p>

create and entertain.	variety of purposes
	B.4.2 Plan, revise, edit and publish clear and effective writing
	B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications
Oral Language Content Standard	Standard C: Oral Language
Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.	C.4.1 Orally Communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
	C.4.2 Listen to and comprehend oral communications.
	C.4.3 Participate effectively in discussion.
Language Content Standard	Standard D: Language
Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of American English.	D.4.1 Develop their vocabulary and ability to use words, phrases, idioms and various grammatical structures as a means of improving communication.
	D.4.2 Recognize and interpret various used and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.
Media & Technology Standard	Standard E: Media and Technology
Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare, and share information; to influence and persuade; and to entertain and be entertained.	E.4.1 Use computers to acquire, organize, analyze and communicate information.
	E.4.3 Create products appropriate to audience and purpose.

<p>Research & Inquiry Standard</p> <p>Students in Wisconsin will locate, use and communicate information from a variety of print and non-print materials.</p>	<p>Standard F: Research & Inquiry</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>
<p>Content Standards: Mathematics</p> <p>Mathematical Process Content Standard</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>Statistics and Probability Content Standard</p> <p>Students in Wisconsin will use data collection and analysis, statistics and probability in problem-solving situations, employing technology where appropriate.</p>	<p>Performance Standards: Mathematics</p> <p>Standard A: Mathematical Processes</p> <p>A.4.1 Use reasoning abilities</p> <p>Standard E: Statistics & Probability</p> <p>E.4.1 Work with data in the context of real-world situations</p> <p>E.4.3 In problem-solving situations, read, extract, and use information presented in graphs, tables, or charts.</p>

APPENDIX A

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

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

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

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

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, 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 *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 *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 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 19th 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 *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 *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 *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, transporation, 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**

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

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

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
- 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	