

The **M**aking

of

Milwaukee



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)

Beverly Cross, Curriculum Committee Chair, University of Wisconsin-Milwaukee
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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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Table of Contents
For the
Making of Milwaukee Curriculum, Grades 1-4

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

Video Chapter 1: Natives and Traders
Video Chapter 2: New Frontiers
Video Chapter 3: King Wheat pgs.

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

Video Chapter 4: Here Comes the Germans
Video Chapter 5: Neighbors and Strangers
Video Chapter 7: City of Immigrants pgs.

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

Video Chapter 6: City of Industries
Video Chapter 8: Machine Shop of the World pgs.

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

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

Appendix A: Children’s Literature Resources Lists

Becoming A Citizen
Early Settlers & Immigrants go to Work pgs.
Early Settlers’ Lives
Early Settlers’ Transportation
Immigration
Making Cities
Settlers’ Find Natural Resources

Appendix B: Local History Study Guides

Cultural/Ethnic Study pgs.
Neighborhood Study
Study Guide for Milwaukee Industries
Milwaukee Decades Population Math Chart

The Making of Milwaukee Curriculum, Grades 1-4

Learning Activities for Early Natives and Settlers in Milwaukee

Aligns with
Video Chapter 1 -- Natives and Traders
Video Chapter 2 -- New Frontiers
Video Chapter 3 -- King Wheat

****QUICK LINKS****

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

Introduction

Essential Questions

Key Concepts and Vocabulary

Invitational Activities

Video Response Activities

Then and Now Activities

Learning Outside the Classroom Activities

Milwaukee Trivia Activities

Discussion Questions

Wisconsin Model Academic Standards

Appendices

Essential Questions

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 broader significant human issues embedded in the essential question.

- 1. Who were the first people of Milwaukee? Who were the Natives? Who were the Settlers?**
- 2. Why do people move to unknown places to live?**
** Why did/do people move to Milwaukee? When? How? (Then? Now?)
- 3. What important information do people need when moving to a new place?**
** What important information did/do people need when moving to Milwaukee?
(Then? Now?)
- 4. What challenges do people face as they move into undeveloped places?**
? (Then? Now?) ** What challenges did/do people face as they moved to Milwaukee
- 5. How do resources (lack of or abundance of) affect people’s moves?**
** What resources did/do Milwaukee have that made people want to move here?
(Then? Now?)
- 6. How did people survive in an era without modern conveniences?**
** How did people in Milwaukee survive without modern conveniences?
** What resources did people bring to Milwaukee? Why? (Then? Now?)
** What resources did people in Milwaukee develop? (Then? Now?)
- 7. How does a new city begin? What “makes” a city?**
**How did Milwaukee begin? What “makes” Milwaukee?
**How does a city survive? In what ways are we still “making” Milwaukee?

Key Concepts/Vocabulary

| | | | |
|--------------------|------------------|-------------------|----------------|
| move | immigration | leadership/leader | shipping |
| place | migration | territory | schooner |
| location | immigrant | Native | harbor |
| culture | tradition | Native American | bridge |
| ancestor | shelter | settler | river |
| resource | forced migration | relocation | removal |
| natural resource | trade/ trader | wheat/grain | railroad |
| product/goods | trading post | competition | business |
| city | village | cooperation | design |
| cause | effect | war | transportation |
| history | timeline | explorers | European |
| Federal Government | treaty | | |

Invitational Activities

[For use BEFORE viewing the Making of Milwaukee Video Chapters]

Invitational activities are designed to introduce an exploration of “Early Milwaukee” and can be completed prior to viewing the video chapters. The activities invite students into previewing, predicting or imagining big ideas and historical themes and are intended to bridge upcoming subject matter to students’ current lives.

Invitational Activity 1: “MOVING TO A NEW LOCATION”

Teaching/Learning Strategies: Explore why, how, and where people move through literature, discussion, writing, and mapping.

Key Concepts/Vocabulary: move, place, location, immigration, resource, natural resource

Materials: Children’s Literature Noted, Paper/Pencil

1. Have students recall a time when they or someone they know moved into a new city, neighborhood, or home. If students have little experience with moving, it might be best to read children’s literature noted below ** before engaging in this activity.

Discussion Questions:

- Why did you and your family move?
- Where did you come from and where did move?
- How did you get to the “new place”?
- What did you take to your “new place”? Why?
- What were the easy or difficult things about moving to a “new place”?
- How did you feel about or adjust to your new neighborhood, city, or state?
- What resources in this new place helped you feel comfortable?
- Did you feel like your family made the right or wrong decision to move? Why?
- What did you miss about your old neighborhood or home?
- What changes in your lifestyle did you or your family make after you moved to your new neighborhood or home?

****“Read Aloud” Literature Activity:** Before or after an initial discussion, read the following book to children to help them continue thinking about what moving may have been like for the Early People of Milwaukee:

Connor, L. (2004). Miss Bridie Chose a Shovel. (2004). Houghton Mifflin: New York. *This story explores what immigrants chose 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*

3. Using the responses from the invitational activity, explain to students that settlers who came to Milwaukee, before it was a city, shared similar experiences they recalled during

this activity. The early Natives and settlers had to find ways to adjust to their new environments and survive in a time when technology was not advanced as it is today. They used natural resources around them and worked with others, sometimes strangers who spoke a different language, to make the best of the land and opportunities in their “new place”. Furthermore, the perseverance, work and strength of early Natives and settlers helped pave the way for a new, vibrant and stable city, Milwaukee. Tell students they will learn a lot more about early Milwaukee Natives and Settlers in days to come.

4. If time allows engage students in a KWL exercise to find out what they already know about how Milwaukee began, who lived here, and how they survived. Ask students if they have any questions about how Milwaukee began and be sure to note students’ questions. Keep these original ideas on display during the unit of study so students can “see” the evolution of their thinking.

Follow-up Language Arts Writing and Speaking Activities:

The following activities can be utilized as an extension of the previous activity:

- Challenge students to write their own story or poem about moving to a new place.
- Have students draw a picture of something they would want to take if they moved to a new place, then write a paragraph on the back of the picture about what they would take if they moved to a new place and why they would take it.
- Have students read their stories, poems, and or paragraphs during an “open mic” session.

Mapping Activity:

Teachers and students can work together to map the route that their families have used to come to Milwaukee. Post the maps for all to see “Where We Have Come From”. US and Milwaukee maps can be downloaded from the following website.

Invitational Activity 2: “*WHERE IN THE WORLD IS MILWAUKEE*”?

Teaching/Learning Strategies: Brainstorm geographic concepts of location, place and direction through discussion and maps)

Key Concepts/Vocabulary: Location, place, directions

Materials: Chalkboard or Chart Paper; World or United States Map

1. Before watching any of the first Video Chapters, explore the concepts of location and place by asking this general question:

“Where in the world is Milwaukee?”

Let students brainstorm and record their answers on the chalkboard or chart paper to build a vocabulary reference list.

2. After students have had a few moments to brainstorm, pull down a World and/or United States map and ask the initial question again encouraging children to use directional terms such as *north, south, east, and west, latitude, longitude*, or even *next to, under, over, beside, to the right of or left of, etc.*
3. Use old and updated maps so kids get an idea that where Milwaukee is located could be described in similar and different terms depending on the historical time period (then and now). Go to your 5th Grade Teacher who has United States Maps (then and now).
4. GO TO “*Milwaukee County Street Names Street Games*” by Pat Pollworth to access the section, “**Where in the World Are We?**”, for age appropriate activities and illustrations designed to help children explore their place in the world.

Pollworth, Pat. (2006). Milwaukee County Street Names Street Games. Dexter, MI: Worthy Tomes.

5. To further explore the geographical concept of environment and geographical features go to Activity #3.

Invitational Activity 3: “WHAT WAS THIS PLACE LIKE BEFORE NATIVES AND SETTLERS CAME TO MILWAUKEE?”

Teaching/Learning Strategies: Brainstorm land, water, environmental, and natural features through literature and discussion.

Key Concepts/Vocabulary: land, water, environment, natural, resources, plains, mountains, rivers, lakes, swamp, wetlands, ice age, location, place.

Materials: Chalkboard or Chart Paper; Children’s Literature

1. Before watching any of the initial Video Chapters, explore the geographical features of the Milwaukee area. Ask students:

“What was the location of Milwaukee like a long time ago? Before the Natives and settlers arrived? Before this place was called Milwaukee?”

“What were the: a. land features, b. water features, c. environmental features, d. other natural resources?”

Let students brainstorm and record their answers on the chalkboard or chart paper to build a vocabulary reference list.

2. After students have had a few moments to brainstorm, use the following **children’s literature and/or the first few minutes of Video Chapter I to help students add descriptors to their initial brainstorming list.

“Read Aloud” Literature Activity: After the initial discussion, read from the following books to children to help students continue thinking about what the Milwaukee area was like before the Natives, Traders, and Settlers arrived:

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

Gurda, John. (2004). The Making of Milwaukee. Milwaukee County Historical Society: Milwaukee: WI.

Pollworth, Pat. (2006). Milwaukee County Street Names Street Games. Dexter, MI: Worthy Tomes.

***See additional children's literature "natural" resources in Appendix A.*

Video Response Activities

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

The following activities follow the viewing of Video Clips from Chapter 1, *Natives and Traders*, Video Chapter 2, *New Frontiers*, and Video Chapter 3, *King Wheat*. All 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 you deem important and time allows.

Video Response Activity 1: “PAINTING A NATIVE SCENE”

Teaching/Learning Strategies: Recall, Paint a Picture, Exhibit Picture

Key Concepts/Vocabulary: Native, Native American, natural resources

Materials: MOM Video Chapter I, Pencil/Paper, Paints

1. Have students recall content from Video Chapter 1, *Natives and Traders*.

Ask students the following questions to prompt discussion:

- a. What do you remember seeing in the video? (elicit many responses)
- b. What was life like in Early Milwaukee for Native Americans?
- c. What natural resources were available to the Native Americans?
- d. How did the Native Americans use natural resources?

Teacher records responses for student reference on chalkboard, chart paper, or overhead. (Teacher may use all or some of the following list to generate discussion about the natural resources Natives used):

- Marshy wetlands
- Dense forests/woodlands
- Bloodroot, trillium, acorns and wild grapes
- Bear and deer
- Dwellings made of tree bark
- Plants for medicine and food
- Variety of earthen and burial mounds
- Native villages and campfires
- Spear fishing, rice flail, corn hills

2. Have students imagine that they are among the first people long ago to move into the

geographical area now known Milwaukee. Motivate students to draw/paint a native scene that incorporates ideas from the list of Native resources. Encourage them to be creative and include as many elements of early Native living as possible.

3. Once students' drawings or paintings have been completed, students showcase their pictures in a "picture gallery". Invite other classes, schools or parents to the gallery. While others view the gallery, have students act as docents to describe the scenes, images, and symbols they used to create the early Native scenes in Wisconsin.

Language Arts Writing Activity:

- ✓ **Potential Assessment Activity: (Descriptive Paragraph)**
- ✓ Have students compose and post a brief, descriptive paragraph to place next to their picture. This written account will support students' efforts at being a docent or serve to inform others during self-guided tours of their pictures.

"Go To" On-Line Image Library: Go to the "Image Library" of the "In the Classroom" section of *The Making of Milwaukee Website*, www.themakingofmilwaukee.com, and choose "Lesson Activity Images" from the pull down menu for images that can be used with this lesson. Be sure to use the "search" tool to locate the photos entitled, "Native American Shelters and Native American Rice Harvest Canoe".

Video Response Activity 2: "HOW DID PEOPLE GET TO MILWAUKEE?"

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

Key Concepts/Vocabulary: movement, transportation, water, land, plain, mountain, forest, river, lake, canoe, wagon. Explorers, settlers, European

Materials: MOM Video Chapter I; Chalkboard or Chart Paper; World or US Map; Children's Literature Noted; Additional MOM Video Chapters on Immigrants

1. After watching the first Video Chapter, *Natives and Traders*, ask children to respond to the following questions:

"How did people get to Milwaukee a long time ago? Since there were no planes, trains, or automobiles, how did people get here? How did the Natives get here? How did the European explorers and settlers get here?"

Let students brainstorm and record their answers on the chalkboard or chart paper to build a vocabulary reference list.

2. After students had have a chance to brainstorm possible answers, use old and 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 the maps.)

"What rivers, lakes 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 tools/equipment might they have needed?"

“What kind of knowledge, skills, and value did they need?”

****“Read Aloud” Literature Activity:** After the initial discussion, read one of the following books to help students continue thinking about how Early Settlers got 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.**

Later on, view appropriate video clips from Video Chapters 1, 2, and/or 3 and even the Immigrant Video Chapters, 4, 5, & 6. 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 a list of their ideas after reading the children’s literature selection and/or Video Chapters. This activity can also be saved and taught during for the second historical theme, “Coming to Milwaukee”.

Video Response Activity 3: “THE SOLOMON JUNEAU CATALOG”

Key Teaching/Learning Strategies: Design a Catalog

Key Concepts/Vocabulary: Trade, Trading Post, natural resource, product, business

Materials: MOM Video Chapter I, Internet, Paper/Pencil, Colored Pencils, Markers

1. Before viewing Video Chapter 1, teachers may want to view the following websites with students before completing the following activity to familiarize them with the nature and language of catalogs. Or, have children bring in actual catalogs so they can manipulate and discover the nature and purpose of catalogs.

<http://www.jcpenney.com/jcp/default.aspx>

http://www.sears.com/sr/javasr/home.do?BV_UseBVCookie=Yes&vertical=SEARS

<http://www.gandermountain.com/>

2. After looking at the catalogs ask:

- a. What did you see in the catalogs? (elicit many responses)
- b. How were the catalogs alike? How were the catalogs different?
- c. What general statements can you make about the nature of catalogs?
- d. What general statements can you make about the purpose of catalogs?

3. After watching Video Chapter 1, *Natives and Traders*, review the notion of Solomon Juneau as a trader. (If children are not familiar with what it means to “trade” or be a trader, any of the children’s books listed below will help them understand this economic concept. **

4. Brainstorm the items Juneau may have sold or traded (various furs, beads, blankets, axe heads, bells, etc.) and how Natives or Early Settlers may have used them in their everyday lives.

Language Arts Research Activity:

5. Have students research and take notes on the items Juneau may have had in his trading post. Use resources such as textbooks, encyclopedias, library books or the Internet. The Wisconsin Historical Society website is informative and has pictures of numerous historical items. Go to www.wisconsinhistory.org

✓ **Potential Assessment Activity: (Product Catalog)**



✓ 6. After research has been conducted, have students create a product catalog for Juneau’s trading post. Each student can be responsible for drawing, describing, and pricing one item in the catalog or small groups of students can be assigned to a category such as food, tools, clothing, weapons, etc. The final catalog might contain the following:

- An enticing, attractive cover
- A consistent format for each page and item (see below)
- Photographs, clip art, or drawings of the products
- Brief and Persuasive descriptions of the products
- Cost or Trading Possibility

Formatting the Catalog:

- a. Catalog items completed by hand or on computer with clip art (see figure 1 on pg. 13)
(if completed by hand, fold paper twice for 4 boxes or three times for 8 boxes)
- b. Product Category *(top of page in bold/colorful letters)*
- c. Each Product in a Box with
 - a). Picture, b). Brief Description, and c). Trading Cost

TOOLS

| | |
|---|---|
| <p><i>Hammer</i></p> <p><i>Everyone needs a strong hammer. Made of the Finest Iron and Hardwood. Guaranteed for a lifetime of use.</i></p>  <p><i>10 cents or Reasonable Trade*</i></p> | <p><i>Saw</i></p> <p><i>The Most Important Tool needed for surviving in Wisconsin Woodlands.</i></p>  <p><i>10 cents or Reasonable Trade*</i></p> |
| <p><i>Awl</i></p> | <p><i>Sythe</i></p> |

Video Response 4: “CELEBRATING WISCONSIN NATIVE TRIBES”

Teaching/Learning Strategies: Research, Design and Present an Informational Session

Key Concepts/Vocabulary: Native, Native American, culture, tradition, relocation, forced migration

Materials: Children’s Literature Noted, Paper/Pencil, MOM Image Library, Poster Board, Internet

1. In this activity, students will design and present an informational session that describes various aspects of the Wisconsin Native groups that lived in Wisconsin and were eventually forced to leave their lands in the 1800s.
2. Students will be divided into small groups. Each group will be responsible for planning and giving a presentation about one of the following Native American tribes.

Teachers Note: Assign each group a Native tribe or use a random selection process.

- **Mound Builders of eastern Wisconsin** Fox
- **Menominee** Ojibwe
- **Ho-Chunk** Odawa
- **Winnebago** Huron
- **Sauk** Potawatomi

Language Arts Research and Presentation Activity:

3. Have each group conduct research on their assigned Native group. This can be done in the school or local libraries, computer labs, or home. The following content areas should be evident in all research reports and presentations: **(organizational option: individual students can be responsible for particular areas and report back to their group)**
 - **Background Information of Native tribes (name, numbers, distinguishing features....)**
 - **Location of the group and influence of location/environment**
 - **Shelter, clothing, food, hunting habits**
 - **Traditions and celebrations**
 - **Present status in the United States (Where are they now? How and why did they get to their present location? How are they different/similar than their ancestors of the 1800s? Numbers Now?)**

***See children’s literature “Native American” resources in Appendix A.*

“Go To” On-Line Image Library: Go to the “Image Library” of the “In the Classroom” section of *The Making of Milwaukee Website*, www.themakingofmilwaukee.com, and choose “Lesson Activity Images” from the pull down menu for images that can be used with this lesson. Be sure to use the “search” tool to locate the photos related to Native Americans.

- ✓ **Potential Assessment Activity: (Written Research Report, Presentation)**
- ✓ 4. Students may present their information of the Natives groups in the following ways:
 - a. **Kid Pix, Hyperstudio or Power Point:** Students can create slides that display the required content. Groups may customize the presentation, include clipart and/or animation.
 - b. **Tri-board:** Groups can use a tri-board presentation board to display

the required content. The board may include headings (background, location, etc), photographs, summaries and reports on the assigned tribe.

- c. **Collage Poster:** Use photographs to showcase the content areas. Images should reflect the lives of Natives. Each group member would be responsible for explaining the pictures relevant to their assigned content area.
- d. **Skit:** Create a presentation in which students present their information through a series of scenes and skits. Students will narrate their developed scenes based on the research information they have collected. The use of props, clothing and “extras” can be encouraged.

Go To On-line Image Library: Visit the “Image Library” of the “In the Classroom” section on The Making of Milwaukee Website, www.themakingofmilwaukee.com, and choose “Lesson Activity Images” from the pull down menu for additional images that can be used with this lesson. Be sure to use the “search” tool to locate the photos entitled, “Potawatomi Portrait, Native American Shelters, and Native American Rice Harvest Canoe”. Or, go to www.wisconsinhistory.org for additional images.

Video Response Activity 5: “DISPLACING the NATIVE AMERICANS”

Teaching/Learning Strategies: View and process MOM Video, Debate Issues on Indian Removal

Key Concepts/Vocabulary: Native, treaty, removal, relocation, Federal Government

Materials: MOM Video Chapter 1,

1. Video Chapter 1, *Natives and Traders*, explains that many Native groups were pushed to leave their lands by federal officials. After reading one of the children’s literature selections below, discuss the following questions with students as a group and/or have them formulate individual written responses before the discussion:
 - Do you agree with the federal government’s actions to push Natives to leave their lands? Why?
 - What reasons could you give to defend the actions of the US federal government?
 - How did the federal government’s forceful actions affect the traditions, cultures and lives of Wisconsin Native tribes?
 - What should Natives have received in return for the land they had to leave?
 - How could this situation have been handled differently by federal officials so that both settlers and Natives benefited from the rich lands of Wisconsin?
 - Were treaties very effective tools for resolving conflicts and reaching compromise? Explain.
 - How did Natives and settlers value land differently?
 - What were the benefits and consequences of pushing Native groups from Wisconsin lands?

Language Arts Debate Activity:

- Divide the class into two sections or smaller groups.
- Have one side support the Natives’ removal and the other criticize it.

- Allow students to debate the issues from their assigned point of view, providing examples to support their reasoning.
- After the initial debate where students were assigned a point of view, encourage them to “**take a stand**” for which point of view they actually support. This may be done privately or publicly.

Video Response Activity 6: “MILWAUKEE’S EARLY LEADERS”

Teaching/Learning Strategies: Use descriptive words to compare and contrast Juneau, Kilbourn, and Walker in a venn triagram.

Key Concepts/Vocabulary: leader, leadership, territory, boundary, village, city, competition

Materials: MOM Video Chapter 2, Internet, MOM website, Paper/Pencil, Venn Diagram

Video Chapter 2, *New Frontiers*, explains the lives, leadership and competitive nature of Milwaukee’s founding fathers.

1. After viewing Video Chapter 2, review what students learned about the lives of Josette and Solomon Juneau, Byron Kilbourn and George Walker by asking the following **KWH** (*know, want to know, how to learn it*) questions:

- “What did you learn about Josette and Solomon Juneau, Byron Kilbourn, & George Walker?” (*Elicit and record many student responses.*)
- What do you wonder about these original founders _____?
- If you could ask them any questions, what might you ask?
- What would you like to learn about _____?
- How will you learn about _____?
- Where might you find information about _____?

Language Arts Research Activity:

2. Direct students to find additional information on the three early leaders from resources in the library or Internet. The following three resources are available on “The Making of Milwaukee” website, www.themakingofmilwaukee.com or on the Wisconsin Historical Society website, www.wisconsinhistory.org
- Show your students images of Milwaukee’s early leaders by visiting The Making of Milwaukee website, www.themakingofmilwaukee.com. Go to the “Image Library” within either the “In the Classroom” or “Milwaukee’s History” section. Use the pull-down menu to locate Lesson Activity Images and use the “search” function to locate separate photos entitled, “Josette Juneau, Solomon Juneau, Byron Kilbourn, and George Walker.”
 - Or, have students access www.themakingofmilwaukee.com to read additional information on these early leaders. Go to the “People of Milwaukee” section of the website and click on “Historical Figures”.
 - Or, Go to the Interactive Timeline within the “In the Classroom” section of “The Making of Milwaukee” website. Click on the Icons of these historical leaders for additional information.

✓ **Potential Assessment Activity: (Venn Triagram Comparison)**

- ✓ 3. As individuals, pairs, or as a whole class, have students make comparisons of the three individuals based on the video chapter and additional research (optional). Using a venn triagram, allow students to discover the similarities and differences among the three leaders. Students should take into consideration the following:
 - Backgrounds of the individuals
 - Personalities
 - Business experience/tactics
 - Accomplishments
- 4. After students have completed their venn triagrams, have a class discussion using the following questions:
 - What differences did you identify between Juneau, Kilbourn and Walker?
 - How were these early leaders alike?
 - Which of the three leaders do you feel was the most effective? Why?
 - What could these leaders have done to cooperate instead of compete?
 - What might Milwaukee look like today if all three leaders had cooperated and shared their resources, experiences and talent instead of competing?

Video Response Activity 7: “HOW DOES A CITY BEGIN?”

Teaching/Learning Strategies: Discuss, read literature and maps, design a new city.)

Key Concepts/Vocabulary: city, village, territory, boundary, Natives, traders, settlers, resources, design

Materials: MOM Video Chapters 1, 2, & 3; Children’s Literature Noted, Neighborhood and/or City Map, Butcher Paper/Pencil, Colored Pencils

1. After viewing the Video Chapters 1, 2, & 3, *Natives and Traders, New Frontiers, and King Wheat*, help students understand how a city develops.
2. Ask students these questions:
 - How did Milwaukee begin? (Ask this question again at the end of the lesson and encourage students to draw on information from the videos.)
 - Who was here to begin Milwaukee?
 - Why did these people come to the area now known as Milwaukee?
 - What were the geographical features of Milwaukee?
 - How did they start their new city?
 - What natural resources did the Early Natives, settlers, and leaders use to begin this new city?
 - What did the early people need in their city? How did they get what they needed?
 - What successes and challenges did the early people face in starting their new city?

“Read-Aloud” Literature Activity:

3. To help students continue thinking about beginning a new city, read one of the following children’s literature selections to your students and then go back and address the questions above a second time:

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*

- Before reading the book, tell students you are going to read a story about children or people who built their own city and when you're finished you're going to ask them how they might build their own city.
 - After reading the book, process the literature with a focus on what the characters did to start a new city, what they wanted or needed in their new city and what they named their city.
4. After reading *Roxaboxen* or *a Place Called Freedom*, ask these questions: "If you could begin a new city..."
- Where would it be? Why?
 - What would you like to do (work/play) in your new city? Why?
 - What would you want/need in your new city? Why?
 - What would you name your new city? Why?
- (Students may brainstorm these questions as a whole class, in small groups, or answer them as an individual. Regardless of grouping, have students make a written list of what they would want in their new city and be ready to give a rationale for the items on their list.)*

Mapping/Art/Design Activity:

5. After showing students a map of a neighborhood or small city layout (as is often produced by major map companies for 3rd grades). Discuss the features of the city plan/design. Direct students to notice placement of roads, businesses, homes in relationship to land and water features.
6. Tell students that they may design their own small city.
7. First, direct students to list features they want and/or need in their new city or choose from the list that has been previously developed.
8. Then help students build a model of a small city, or draw a city map/design on a large piece of butcher paper (make sure they sketch out a rough draft first before attempting a final copy) similar to map they've previously viewed. Make this project as simple or complex as your instructional time allows. Ask your art teacher for assistance if you want to build a model.
9. After students have completed their design or model have them think about what they'd like to call their city and why. Ensure that they know they must have a rationale for the name of their city.
10. As an option, you may decide to set up a display of student work and/ or have students write about their design and make an oral presentation of their work.

Video Response Activity 8: “A CITY GETS A NAME!”

Teaching/Learning Strategies: Discover why cities/families, etc., have particular names.

Key Concepts/Vocabulary: city, name

Materials: MOM Video Chapters 1, 2, & 3; Internet; Children’s Literature Noted; Paper/Pencil

1. After Viewing Video Chapters 1-3, and or reading from John Gurda’s book, “*The Making of Milwaukee*”, ask students:
“How did Milwaukee get its name?”
2. Then ask students:
“How do we know for certain that this was how Milwaukee got its name?
Are there other possible answers? Why aren’t we for certain?”

To understand how to help students think about the idea that written history or historical claims are not always true, go to additional Milwaukee history resources and see what other ideas have been stated. List all the possible answers.

Historical Resources:

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

www.wikipedia.org GO TO: History of Milwaukee, Wisconsin

“Read Aloud” Literature Activities:

3. Read either of the following books to support students’ thinking about how cities get named. After reading either story, ask the children how and why these cities got their names.

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

Language Arts Interview/Report Activity: (*origin of other city, business, street names*)

4. How were the names of buildings, businesses, streets, schools in their neighborhoods and or city chosen? How were the names of other Wisconsin cities chosen? Have children go on-line or conduct interviews to discover the origin of local names. Students can present their findings in brief written report or orally.

Homework Activity: (*origin of family names report ...written or oral*)

- ✓ **Potential Assessment Activity:**
- ✓ 5. Ask students how they got their names. For homework, instruct students to interview their parents about why and how their names were chosen. Students may present their findings in a brief written report or orally.

Video Response Activity 9: “WHAT IF” MILWAUKEE HAD BEEN DIFFERENT?”

Teaching/Learning Strategies: Develop “What If...” Questions)

Key Concepts/Vocabulary: Native, settlers, cause, effect, city

Materials: MOM Video Chapter 1, 2, & 3; Local Newspaper; Paper/Pencil

1. Consider the following list of topics from the Video Chapters 1-3, Natives and Traders, New Frontiers and King Wheat:
 - Early Natives and their way of life in Milwaukee
 - Trading posts in Milwaukee
 - The leadership of Juneau, Kilbourn and Walker
 - The attractiveness of Milwaukee (resources/location)
 - Early challenges (clearing swamps, farming, creating businesses)
 - Newspapers
 - Bridge wars
 - Railroads
2. To help students become comfortable with the “What If...” activity, challenge students to predict or consider how Milwaukee would be different based on a different set of facts. Use the following example to support the “What If...” activity students will complete later on after viewing particular Video Chapters:

Start the “What If...” session by explaining to students that Milwaukee is the way it is today because of the historical events that took place over the last few centuries. Explain that the past truly “affects” the present. An example follows:

Newspaper Example: *Show students a copy of the current “Milwaukee Journal Sentinel. Ask them what it is and why people read it. Then say, “Many Milwaukee businesses, such as the Milwaukee Journal Sentinel, were started a long time ago. In the 1800’s when Milwaukee was just becoming a city there were two separate newspapers, each started by a different city leader. The Milwaukee Sentinel was founded by Byron Kilbourn and the*

Milwaukee Journal was started by Solomon Juneau. Both leaders were trying to convince early settlers to side with their opinions and be loyal to their side of the River, either Juneautown on the East side of the Milwaukee River or Kilbourntown on the West side of the Milwaukee River. Kilbourn and Juneau were competitors. Today Milwaukee has a newspaper called “The Milwaukee Journal Sentinel”, a combination of both names.

Then ask students to respond to the following questions:

- **How does the Milwaukee Journal Sentinel, our city newspaper, help people?**
- **How did the Milwaukee Journal or Sentinel help people in the past?**
- **Then: “What if Milwaukee had never had a newspaper in the past?”**
- **Then: “What if Milwaukee had not had two newspapers? (one named the Journal and one named the Sentinel.)”**
- **Then: “What if Byron Kilbourn had never come to Milwaukee? What would our newspaper be named today? What if both Kilbourn and Juneau had never come to Milwaukee, what might our paper be called today?”**
- **Now: “What if Milwaukee had no major, local newspaper “today”?”**

Language Arts Writing Activity:

3. Allow students time to respond to the question/s in writing, talking with a neighbor, and/or drawing a “What If...” picture to prompt their thinking.
4. Ask students to share their responses to the question/s. As students respond, write their responses on the board.
5. Then tell students they will be watching videos about Early Milwaukee and will be expected to come up with their own “What If...” questions. Direct them to pay attention to various things that happened in Early Milwaukee and think of a “What if.....” question that helps us think about what has or has not happened in Milwaukee because certain things happened in the past. *Show particular clips from or complete video chapters 1, 2, & 3.*
6. After watching all, one or parts of the video chapters, allow students to formulate their own “What If...” questions about how Milwaukee might look, function or operate as a city because of things that happened in the past.

(If students are perplexed by this “what if” activity, be sure to choose 1 or 2 brief video clips from the first three video chapters. After viewing the clips, model the formation of “what if” questions with the whole class. Use a “What If” T-Chart to highlight an important happening in Early Milwaukee and then help students form “what if” questions and possible responses. See example below.)

Juneau and Kilbourn were rivals. WHAT IF....?

| | |
|--|---|
| <p>What if Juneau and Kilbourn had not been rivals but had gotten along and worked with each other to create a new city?</p> | <p>*Maybe the new city would have been called Junkil. *Maybe the bridges would have been built sooner. *The people would have been able to get back and forth across the river easier.</p> |
|--|---|

| | |
|--|--|
| | <p>*The people on both sides of the river would have gotten along better.</p> <p>*The city would have developed faster and more people would have moved here.</p> <p>*More downtown Milwaukee streets would have been straight.</p> |
|--|--|

7. Some other possible questions might be:

- **What if Milwaukee’s early settlers were able to coexist with the Native tribes of Wisconsin?**
- **What if Juneau, Kilbourn and Walker combined their resources, experiences and talents to develop Milwaukee?**
- **What if early settlers were unable to convert the swamps of Milwaukee into stable, manageable lands?**
- **What if Kilbourn had not developed a railroad system that started in Milwaukee?'**
- **What if farmers had no place to sell and ship their wheat?**

8. **Potential Assessment Activity: (“What If” Questions and Responses)**

Choose one of the following:

- ✓ Have each student construct a “What If” question with possible responses. Students could also then create a T-Chart Mini Poster representing their thoughts.
- ✓ Or, if students don’t do their own “What If” question/response activity have them write a “What If” summary based on the class T-Chart.

Video Response Activity 10: “*START SPREADING THE NEWS*”

Teaching/Learning Strategies: Write Newspaper Article about Bridge War; Use the On-Line Interactive Newspaper Template!

Key Concepts/Vocabulary: war, bridge, river, competition, cooperation, cause, effect, transportation

Materials: MOM Video Chapter 2; Internet; MOM Website-Image Library; Pencil Paper

1. After viewing Video Chapter 2, *New Frontiers*, have students recall the events surrounding the Bridge War between Solomon Juneau and Byron Kilbourn and their followers. Have students identify and explain the conflicts and disputes between both leaders. Use these on-line visual images to support their thinking:

Go To On-Line Image Library. Downloadable images of Kilbourn and Juneau as well as photos entitled “Bridge War Painting” and “West Siders Destroy Bridge” can be found in the Image Library of the “In the Classroom” section of *The Making of Milwaukee Website*. Choose “Lesson Activity Images” from the pull down menu. Use the “search” tool to locate the photos.

Language Arts Research/Writing Activity:

2. Have students assume the role of a local newspaper reporter. First, have students develop interview questions they might ask the Early Leaders about the Bridge War.
3. Then have students research information to answer those questions about the Bridge War and its effects on the city's image, the citizens of Milwaukee, local businesses, the design of the city and other aspects of Milwaukee. Use Video Chapter 2, *New Frontiers*, and other resources such as library books, encyclopedias and Internet websites, to help students answer their questions so they can write a news article that explains the Bridge War in Milwaukee.
4. After researching, direct students to write a newspaper article. You may want to use a current article as a model to explain the nature, components, and structure of an article.

ON-LINE INTERACTIVE NEWSPAPER TEMPLATE!!!

******"Go To" Newspaper Activity On-Line to ACCESS the Making of Milwaukee's Interactive Newspaper Template! It's great fun and user friendly!***

To write a newspaper article, Please visit the "Interactive Lessons" section of "In the Classroom" on The Making of Milwaukee Website, www.themakingofmilwaukee.com and choose the Interactive Newspaper Exercise. To access this tool now, click here:

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

✓ **Potential Assessment Activity: (Newspaper Article)**

- ✓ 5. Suggest the following to students as they create their articles:
- Create an eye-catching title
 - Report accurate details and facts (include names of actual people, dates and important incidents)
 - Incorporate a photo (if possible)
 - Type the article (consider a column-based/new article format)
 - The reporters' name and city reporting from (Milwaukee)

6. Students may read articles in front of the class, in pairs or small groups. Students may collaborate to create a small newspaper or magazine, using the individual articles developed by each student.

Video Response Activity 11: "MILWAUKEE: THE KING OF WHEAT"

Teaching/Learning Strategies: Write commercial for wheat or a wheat product made in Milwaukee or Wisconsin.

Key Concepts/Vocabulary: grain, wheat, product, trade, shipping, harbor, railroad, transportation

Materials: MOM Video Chapter 3; Children's Literature Noted; Paper/Pencil

1. Before viewing Video Chapter 3, *King Wheat*, tell students you want them to pay attention to the importance of wheat in Milwaukee. You may use the questions in #2 to guide their viewing.
2. After the video, conduct a brief discussion of the following questions:
 - What is wheat?
 - Why was wheat important to Milwaukee when it was a young city?

- Where did the wheat come from? How did it get to Milwaukee? How did Milwaukee get wheat to other places all around the world?
- What if Milwaukee had no railroads or a harbor and shipping trade?
- What were the effects of wheat on Milwaukee?
- What other industries in Milwaukee were affected by the grain trade?

Read Aloud Literature Activity: If children need more background knowledge on “wheat”, use one of the following non-fiction books to help children visualize and understand wheat and its importance to Wisconsin, the U.S. and the World.

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

Language Arts Writing Activity:

3. Have students create a commercial advertising the wonderful, unique wheat grown in the state of Wisconsin during the 1800’s. Students can form groups of 2 or 3 to create a commercial or work as individuals

Note to Teachers: First, you may want to give students the opportunity to research wheat (its uses, where it’s grown today in Wisconsin, price, appearance, etc).

4. Knowing the significance of wheat, have students create commercials that include the following criteria:
 - Created in the 1800’s perspective
 - Background information on wheat (where it’s grown, how it’s grown, how it’s used)
 - Description of wheat (color, size, weight, physical features)
 - Rationale for why potential customers should buy wheat
 - A price for customers to consider
 - Use of persuasive language
 - A catchy slogan
 - Props (actual stalk of wheat or replica)
 - 1 minute time limit

5. Give students planning time to create and rehearse commercials (Preparation time may vary according to class size, ability, scheduling, etc).

✓ **Potential Assessment Activity: (Written Commercial, Oral Presentation)**

- ✓ 6. Upon completion of the preparation phase, students will then be given one minute to present their commercials to the class. Videotape the students’ commercials and invite other grade levels, classes, schools and parents to attend a showing.

Video Response Activity 12: “*SCHOONERS IN MILWAUKEE*”

Teaching/Learning Strategies: Photo Analysis

Key Concepts/Vocabulary: schooner, lake, harbor, trade, transportation, shipping

Materials: Internet; MOM Website – Image Library; Paper/Pencil

Wisconsin Historical Society Website (www.wisconsinhistory.org) You can also see this picture in *The Making of Milwaukee* book by John Gurda.



1. Have students study the photograph of a schooner used in Milwaukee during the 1800s.
2. Project the image on the TV screen from your laptop computer or direct students to:

Go to the “Image Library” of the “In the Classroom” section of The Making of Milwaukee website, www.themakingofmilwaukee.com to find a variety of images showcasing schooners. Choose “Lesson Activity Images” from the pull down menu and use the “search” tool to locate photos entitled: “Schooners in Downtown Milwaukee, Sidewheel Steamboat, and Dean Richmond Schooner”.

3. Discuss the following questions as a class or in small groups:

- What do you see in this picture? (elicit many responses/descriptive words with this initial question)
- How might this schooner have been used in Milwaukee?
- How do you think schooners changed the way goods were transported throughout the Milwaukee region?
- What effect did schooners have on the economy and job market in Milwaukee?
- What are the strengths/weaknesses of schooners?
- How safe and reliable do you think schooners were in the 1800s? Explain.
- What changes would you have made to the design of schooners?
- What modes of transportation have replaced schooners? Why?

Language Arts Writing Activity:

4. After students have listed numerous descriptors for the schooner photographs, have students write sentences describing a schooner. If necessary, use these sentence starters:

- A schooner is _____.
- A schooner is built out of _____.
- A schooner has the following features: _____.
- A schooner is used for _____.
- Schooners were used in Milwaukee _____ years ago in order to _____.
- Schooners are rarely used today because _____.
- Modern transportation is different from Early Milwaukee in the following ways: _____

- ✓ **Potential Assessment Activity: (Written paragraph summary.)**
- ✓ 5. After writing descriptive sentences, children are instructed to use some or all of the sentences to form a paragraph summary about Wisconsin Schooners.

Then and Now Activities

Then and Now activities are created to assure that the content of the lesson set in the past 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: “WHAT’S IN A PHOTO?”

Teaching/Learning Strategies: Photo Analysis and Bridge Design/Building

Key Concepts/Vocabulary: bridge, design

Materials: MOM Book or MOM Website—Image Library; Building Materials; Paper/Pencil

Use the book by John Gurda, “*The Making of Milwaukee*” to access these two pictures:

- *Photo of bridge at Chestnut Street in 1845 in Gurda’s 2nd book Chapter, “*City on the Swamp*”.
- *Photo of Hoan Bridge in Gurda’s 9th book Chapter, “*Shifting Currents*”.

OR Go To the On-Line Image Library: *The two photos above are also available as still images on The Making of Milwaukee website, www.themakingofmilwaukee.com. Go to the Image Library within the “In the Classroom” section and select “Transportation” from the pull-down menu. Be sure to use the “search” tool.*

1. Discuss the following questions concerning the photographs of two distinct bridges in Milwaukee:
 - **What do you see in these pictures? (elicit many responses/ descriptive words with this initial question)**
 - **How are the two bridges different?**
 - **What similarities do you see between both bridges?**
 - **Why do you think these bridges are different?**
 - **How do the designs of these two bridges reflect the historical eras in which they were built (technology, city’s needs, resources, etc)?**
 - **What were the functions and purposes of each bridge?**
 - **What controversies surround the functions and purposes of these bridges being built? What are the stories behind these two bridges? (Teacher may want to provide background on the Hoan bridge)**
 - **What other bridge designs have been used in Milwaukee? What kind of bridge designs are being used now? Why are bridges designed in various ways?**

Art/Science Design Activity:

2. Challenge students to design a bridge of their own. Initially, students work individually or in small groups to plan and discuss bridge designs. Share with students the following criteria:

- a. Bridge must meet the current needs of the people of Milwaukee.
Brainstorm ways that your bridge will make life better in Milwaukee.
- b. Bridges can be designed on paper. Students can provide a drawing or an original, computer-generated model.

Science Activity: (Building Structures)

4. Students can build a bridge to represent their bridge design. Depending on instructional time needed teachers may incorporate this in a science class or assign this as homework project. Either way, focus on **structure, stability, and strength** as design elements.
 - Any material can be used to build the bridge (inexpensive materials such as cardboard, building blocks, toothpicks, tongue depressors can be used).
 - Bridges can be displayed and short presentations that incorporate responses to the previous questions may be given.
 - Bridges can be assessed in terms of creativity, materials used, form, stability, strength, and usefulness.

Language Arts Activity:

5. Students provide a written/oral summary that addresses the following questions:
 - **Why did you design this bridge in this way?**
 - **Where in Milwaukee will this bridge be located? Why did you choose this location?**
 - **How will this bridge improve the quality of life in Milwaukee?**
 - **What challenges might you face as you build this bridge?**
 - **What sacrifices might the public have to endure as you build this bridge (street closures, pollution, noise, etc)?**
 - **What controversies may possibly surround the construction of your bridge? How might you tactfully resolve this negative association with your bridge?**

Then and Now Activity 2: “*PICTURE MILWAUKEE THEN AND NOW*”

Teaching/Learning Strategies: Photo Analysis, Building Design, Presentation

Key Concept/Vocabulary: building, design, business

Materials: MOM Book or MOM Website—Then and Now Photos; Building Materials; Paper/Pencil

Note to Teachers: The following activity requires access to The Making Of Milwaukee book by John Gurda, The Making of Milwaukee DVD set, OR The Making of Milwaukee website Image Library, www.themakingofmilwaukee.com

GO TO the Then and Now Photos of “St. John’s Cathedral” and “Water Street” that are available in the “Then and Now” choice within the “Milwaukee History” section on The Making of Milwaukee website, www.themakingofmilwaukee.com .

Or, to go directly to the Then and Now photos, click here now:
http://www.themakingofmilwaukee.com/history/before_after.cfm

1. Show students the following pictures from the “Then and Now Photos” of buildings during Milwaukee’s early development as a city:
 - Cathedral in 1836
 - The Milwaukee House
 - West side of Water Street in 1844
2. For each photograph, discuss the following questions:
 - **What do you see in this picture? (Elicit many responses/descriptive words**
 - **What do you think was the purpose of this structure?**
 - **What is the architecture/design of the building?**
 - **Why do you think it was built this way (resources, geography, etc)?**
 - **What materials, labor and technology were used to create this building?**
 - **How did this building contribute to the development of Milwaukee?**
 - **What do you think surrounded this building (home, factories, Lake Michigan, etc.)? What makes you think this was the case?**

Business Building Design Activity:

3. Have students work in pairs or triads to design a business that would have had a major impact on the development of Milwaukee during the 1800’s. As a group, students must decide on a business that they feel was needed during Milwaukee’s early growth.
4. Student should determine:
 - a. A name and significant purpose for the business.
 - b. The product(s)/service(s) that the business would have provided to Milwaukee’s early settlers.
 - c. How the business would have contributed to the success of early Milwaukee.
5. Business buildings can be created in the following ways by individuals or small groups in school or as a homework project:
 - a. **Mini-Model:** Individuals or groups can create an actual model of their business building, approximately 12 inches in length, width, and height. Teacher and students must decide on the materials (tongue depressors, Lego’s, cardboard, sticks, shoeboxes, etc.) needed to make the building, and if working in groups assign tasks (material gathering, research, etc.) so that everyone participates. Students must be given time to complete the building either as a homework project or during class time. Models can be presented by each individual or group or displayed as a “business district” fair.
 - b. **Drawing:** Individuals or groups can create a drawing of their business building. In addition, individuals or groups should make a list of the building

materials needed to make the building. Drawings and Material Lists can be displayed and or presented to other students.

6. After models or drawings have been completed and presented, discuss the some of the following questions with students as a class:
 - **What challenges did you and/or your group face in developing a business? What was easy? What was difficult?**
 - **What challenges did you and/or your group face in designing a business building? What was easy? What was difficult?**
 - **What experiences do you think you and/or your group and Early Milwaukee business owners have in common as you developed your businesses?**
 - **What experiences do you think you and/or your group and Early Milwaukee business owners don't have in common?**
 - **How important is location in developing a business? Explain. What are the most advantageous areas to create/build a business?**
 - **Is the design of a business building really important or is it the product or service that's more important? Or are both important? Why do you think so?**
 - **What products/services do you think were the most important to early Milwaukee settlers? Why were these products/services so important during the 1800s?**
 - **What products/services do you think are the most important to Milwaukee people today? Why are these products/services so important today?**

Language Arts Writing Activities:

- ✓ **Potential Assessment Activity: (Descriptive Summary)**
- ✓ 7. Individuals should write a one-page descriptive summary describing the building, the materials used, the construction process, the product or services being offered to Milwaukeeans in this building and its potential effect on the growth of Early Milwaukee. These summaries should be posted next to the model or drawing. Or, have a few students per day make an oral presentation on their model or blueprint.

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 it is impossible to take a field trip, bring the community to your students or consider a "virtual field trip" as many websites have adequate information and photographs posted.***

***** If you are able to take a field trip with your students, it's always best to take the fieldtrip yourself BEFORE you take your students so you "see" what your students may possibly discover.
Be a Discoverer Yourself!***

Learning Outside the Classroom Activities 1, 2 & 3:

“VISITING HISTORIC PLACES IN MILWAUKEE BY FOOT AND ON BUS”

Teaching/Learning Strategies: View MOM Videos, Field Trip

Key Concepts/Vocabulary: Historic, Historical, plus specific vocabulary related to each fieldtrip

Materials: Clipboard, Paper/Pencil, Camera

1. After viewing Video Chapters 1, 2, and/or 3, talk with your students about taking a fieldtrip to historic places in Milwaukee so they might begin to see and imagine what life was like when Milwaukee began. Make a list of the things they'd like to see. Then actually “discover” what evidence is left from the past for your students to actually “see”.
2. Design your fieldtrips so that they are part walking and part bus tours to make the most of your time and so students get a bigger visual sense of an area. Take clipboards and instruct students they are to collect data....take brief “field notes” and draw their observations.
3. Organize **thematic or area tours** with your students:

a. Exploring Original Settlement Areas:

1.) Walk the Downtown City Center Streets/Riverwalk. Walk along portions of the Milwaukee River and the Riverwalk, Water and Wisconsin Streets in downtown Milwaukee. Point out where Juneau built his first house at the intersection of Broadway and Wisconsin (the first point along the river where there was dry land on which to build ---see plaque next to John Hawks Pub on the Riverwalk). Cross over the Milwaukee River on Wisconsin Avenue and explain the angled bridges into Kilbourntown (west side of river) and Juneautown.(east side of river). Review what happened in the Bridge Wars. Point out the direction of Walker’s Point (look to the south at the Milwaukee River and bridge on Wisconsin). Talk about how this area used to be wetlands and how some current city buildings are built on wooden pilings that are still anchored in water below. Notice that the city center is at the bottom of a hill (look East for the incline up Wisconsin Avenue) and have students imagine even higher hills/bluffs that separated Lake Michigan from the wetland/river area in current downtown Milwaukee. Tell students about how land from the high bluffs was scraped away and brought down to the wetlands to begin building a city center. **2.)** If time walk up to **Juneau Park** on Prospect and Wells or Prospect and Kilbourn and look out over Lake Michigan so kids get a sense of the hill and bluffs – how the city streets go down to Broadway and Water and up again to the County Courthouse. You can also see a statue of Solomon Juneau looking down Kilbourn Avenue. **3.)** See **Downtown Financial/Entertainment Center** started by Kilbourn and Juneau. See City Hall, financial buildings and the theater district and the Milwaukee County Courthouse. When walking downtown, be sure to have students notice the outstanding architecture of various buildings and perhaps

offer them an opportunity to sketch a certain downtown building. 4.) As an “Add-on”, have the **bus travel** the city streets and let students “see” portions of Kilbourntown, Juneautown, and Walker’s Point. Also drive along the Menomonee Valley so students get a sense of where the Menomonee Indians lived and harvested wild rice.

***Historic Milwaukee, Inc. has student walking tours specifically designed for this particular historical era and location. Go to www.historicmilwaukee.org for details.*

****COMING ATTRACTION: Coming in 2010 to the Milwaukee County Historical Society. A “Making of Milwaukee” exhibit covering the second floor and organized into historical eras of Milwaukee. A Must See!*

b. Discovering Milwaukee by Water: Go to three or four places in one day with your students.

1.) Go to **Lake Park** to see the lakeshore, take water and sand temperatures and gather land/water samples for viewing under a microscope. View the bluffs along Lake Michigan, imagine them even higher in the 1800’s before they were used for landfill in the central city and along Lincoln Memorial Dr. Milwaukee River. Walk through Lake Park and see the lions guarding the bridges, the lighthouse, the Indian Mound where Locust St. meets Lake Dr., the county pavilion (restrooms underneath Lake Park Bistro), the plaque about the park’s designer, Frederick Olmstead, who also designed Central Park in New York City and the Chicago World’s Fair grounds in the late 1800’s.. Explore the bridges and land features, such as the ravines. Playground, picnic area, and paved trails available. 2.) Go to **Riverside Park** on Locust (just east of the river) and follow some walking paths along the Milwaukee River to get a sense of what it would have been like for early explorers, fur traders and explorers. Milwaukee’s Urban Ecology Center is located just to the East of Riverside High School on Locust and Oakland Streets and can be contacted for further information and possible tours of this area. 3.) Go to **Pere Marquette Park** in downtown Milwaukee along the Milwaukee River and next to the Milwaukee County Historical Society on Kilbourn and Old World 3rd St.. See the plaque about Pere Marquette, the French explorer. And while you’re downtown, walk along **“The Riverwalk”**, walk over a “pedestrian’s only” bridge just north of State St. and see the artwork along the Riverwalk. Check out the beautiful, distinctive bridge houses on each bridge. If possible take a River Boat tour on the “Iroquois” through the Milwaukee Boat Line Tours that will tour the rivers and bridges, and take you out into the Harbor of Lake Michigan which will give students an even better view of the shoreline and bluffs. ** 4.) **Add-on two “Short Stop/Drive By” Photo Opportunities!** Finally once you get back on the bus, drive to the end of the Summerfest Grounds under the Hoan Bridge where students can see how

boats/ships from Lake Michigan enter the city through the straight channel. If you have time you can also drive by where the ships unload their cargo.

***And if the Wisconsin Schooner is in town, drive by Discovery Learning Center so that students can get out of the bus and see the schooner as well. These last two stops can be 10 minute stops...photo opportunities.

** Contact Milwaukee Boat Tours for the Iroquois River Tour
www.milwaukeeboatline.com

***Use the Internet to Google “Port of Milwaukee” for directions to and information about the “Port of Milwaukee”.

c. Wisconsin Native Tour: After viewing Video Chapters 1, 2, & 3, as well as reading several books about the Native American tribes that lived in the Milwaukee areas, have students imagine what the Milwaukee area was like at the time. (See Activity #1 from the Invitational Activities as well Activities 1 & 3 from the Film Response Activities for preparation. Also go to Appendix A for children’s literature selections.)

- 1.) Take a bus and walking tour of the **Menomonee River Valley**. Access the “**Hank Aaron Trail**” to see what plant and animal life are still in the valley, and what businesses (then and now) were/are in the valley. This paved trail extends from Lake Michigan and the Lakeshore State Park to Miller Stadium and sections pass by the Menomonee River, Potawatomi Bingo and Milwaukee County Oak Leaf Trail. Upon returning to the classroom have students make a comparison between the Menomonee Valley “Then and Now”. Spend as little or as much time on this trail as your schedule allows and possibly.
- 2.) Combine the walking tour of the Menomonee River Valley with a walking tour of **Riverside Park and the Milwaukee River** on Locust Street in Milwaukee just West of Riverside High School. Walk along the Milwaukee River on Trails and imagine what life would have been like for the Natives in Milwaukee.
- 3.) Drive to the East end of Locust Street where it meets **Lake Park** so students can see a **Native American Indian Mound**. Talk about appropriate behavior around this sacred sight (sit around the mound, not on it) and have students imagine or recall what Natives placed in these mounds and why.
- 4.) Spend two hours exploring the **Milwaukee Public Museum Native American** exhibits in downtown Milwaukee.

Milwaukee Trivia

These Milwaukee Trivia activities are a quick tool to engage students in thinking about the Video Chapters but require students to test their knowledge from various resources.

Milwaukee Trivia Activity 1: “MILWAUKEE HISTORY QUIZ”

Teaching/Learning Strategies: Trivia Quiz
Materials: Paper/Pencil

Use the following quiz to test students' general knowledge of early Milwaukee. Students can participate as individuals or as groups.

1. What Native American tribes lived in the area before the first Europeans arrived?
2. Which three settlements combined to create early Milwaukee and who were the founders of each settlement?
3. What do we think the word *Milwaukee* means?
4. In what year did Milwaukee officially become a city?
5. When was the *Sentinel* created in Milwaukee?
6. Which three rivers in Milwaukee meet near Lake Michigan?
7. In the 1820's, settlers moved to southwest Wisconsin to mine for which natural resource?
8. The first railroad created in Wisconsin connected which two cities?
9. What Frenchman began trading with Natives in Wisconsin in 1666?
10. What made Milwaukee a great location to have a settlement and begin a new city?

Milwaukee Activity 2: “OLD NAMES, FACES, & PLACES IN MILWAUKEE”

Teaching/Learning Strategies: Research Trivia

Key Concepts/Vocabulary: leader, leadership

Materials: MOM Website—Image Library; Overhead, Poster board, or Power Point Presentation; Paper/Pencil

1. Research the Internet as well as the Making of Milwaukee website, www.themakingofmilwaukee.com to find photographs of the following individuals, groups or places. Go to the Image Library within the “In the Classroom” section of the website.
(Note: Teachers may make additions or deletions to the following list)
 - Solomon Juneau
 - Byron Kilbourn
 - George Walker
 - Increase A. Lapham
 - Jacques Vieau
 - Alexander Mitchell
2. Place photographs on note cards, an overhead, poster board, chalkboard or a PowerPoint presentation.
3. On a separate sheet of paper, provide the descriptions that properly identify these individuals. Challenge students to match the faces with the appropriate descriptions. Devise a point value for each correct match. This educational game

can be played as a class or in small groups. Have students keep a running tally of team scores. Devise a point value for each correct match. Keep playing until one team has matched all photographs with their descriptions/biographies.

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.

- 1768- The Potawatomi dominate the western shore of Lake Michigan.
- 1673- Louis Joliet and Father Jacques Marquette establish a circular trading route between Michigan, Wisconsin and Illinois.
- 1795- Jacques Vieau establishes a trading post overlooking the Menomonee Valley.
- 1818- Solomon Juneau arrives in Milwaukee as Jacques Vieau’s clerk and protégé.
- 1787- The Northwest Territory is established for new settlers.
- 1833- Morgan Martin arrives in Milwaukee.
- 1834- Byron Kilbourn and George Walker arrive in Milwaukee.
- 1843- Milwaukee’s population reaches 6,000 people.
- 1836- Kilbourn publishes a map of Milwaukee that shows lots for sale on his side of Milwaukee.
- 1836- Kilbourn builds Milwaukee’s first bridge across the Menomonee River.
- 1845- West Siders destroy Kilbourn’s east side bridge.
- 1846- Waukesha County is granted a charter.

Timeline Activities

Use the following activities to engage students with the timeline above or the interactive timeline on “*The Making of Milwaukee*” website:

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>

Timeline Activity 1: “**CHRONOLOGICAL ORDERING**”

Teaching/Learning Strategies: Construct a Timeline

Key Concepts/Vocabulary: timeline

Materials: Paper/Pencil; Timeline Computer Software

- ✓ ***Potential Assessment Activity: (Annotated Timeline)***
- ✓ Have students develop a timeline that places specific timeline information in chronological order. Instruct students to provide a title, starting and ending dates and place events in order from earliest to latest according to the years in which they occurred. Examples of Timeline Topics might be:
 - Early People Arrive in Milwaukee
 - Milwaukee Grows
 - Leaders Develop in Milwaukee

***Students can construct the timeline by hand OR can use a favorite timeline computer program.*

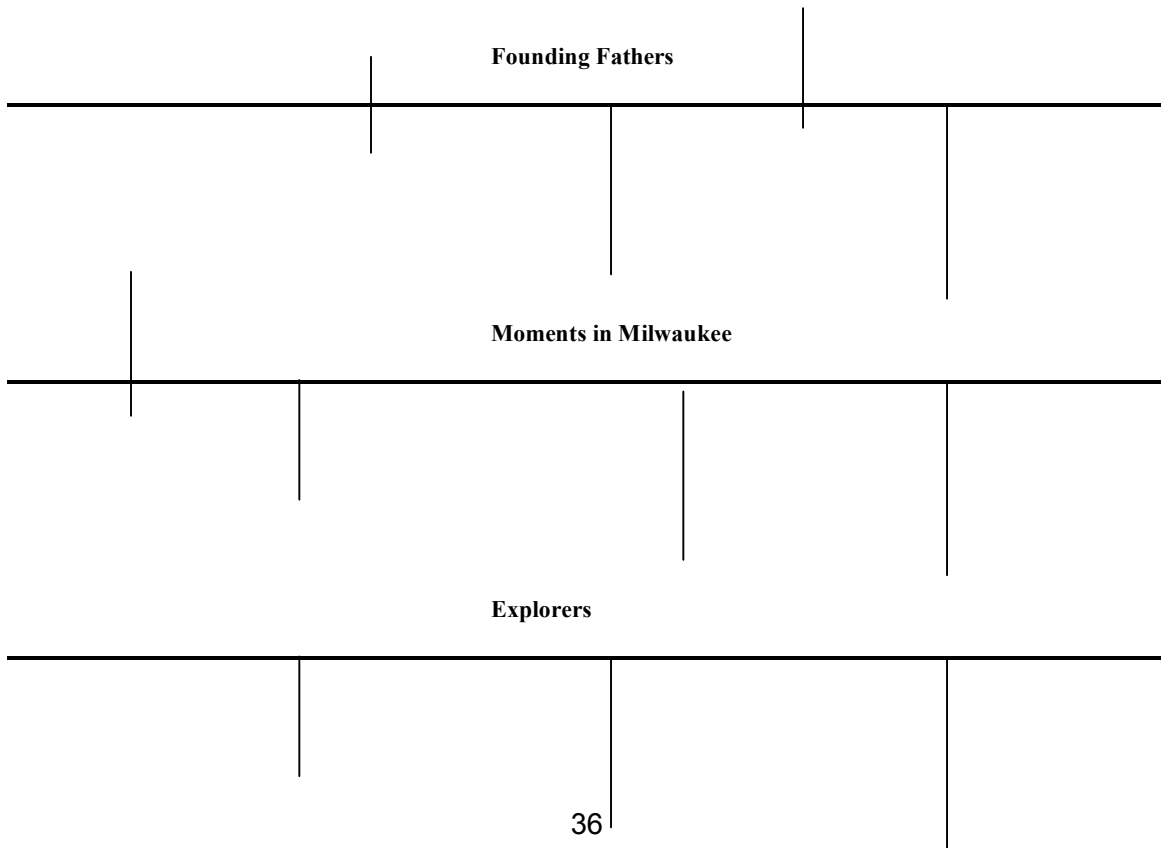
Timeline Activity 2: “**TRIPLE TIMELINE**”

Teaching/Learning Strategies: Construct triple Timeline

Key Concepts/Vocabulary: Timeline

Materials: Timeline; Paper/Pencil

Have students divide the timeline information into three categories of choice (ex: Natives, Explorers, Founding Fathers, Moments in Milwaukee, City Leaders). Students should create three separate timelines on one sheet of paper with all descriptors in the right category and chronological order. Beginning and ending dates must also be present and the same for each category in order to draw conclusions.



Discussion Questions

Questions for Video Chapter #1: Native and Traders

The following literal questions go with **Chapter 1, “Natives and Traders”** and focus on understanding **main ideas** in the video:

1. What resources provided the Natives with fish and waterfowl?
2. What resources did the forests of Wisconsin provide Natives?
3. How many earthen mounds were discovered in Milwaukee County?
4. What types of mounds did the Natives in Wisconsin build? Why?
5. What was discovered in the Natives’ earthen mounds?
6. Which part of Wisconsin had the greatest number of effigy mounds?
7. Who were the nine Native tribes that once lived in eastern Wisconsin?
8. What do we think the word “Milwaukee” means in the Natives’ language?
9. Which river provided an abundance of fish for Natives?
10. What does the word “Menomonee” mean in the Natives’ language?
11. What crops did the Natives grow in Wisconsin?
12. Where in present-day Milwaukee was Indian Fields once located?
13. Which European explorer arrived in Green Bay in 1634?
14. Which European explorer traveled from Green Bay to the Mississippi River?
15. What attracted Frenchmen to Wisconsin?
16. What is a voyageur?
17. Who became the resident trader in Milwaukee?
18. When did Juneau build his own cabin and trading post?
19. What and who forced Natives from their lands in Wisconsin?
20. How did the Potawatomi regain some of their lands?

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

1. How did the Natives’ lives change as European settlers came to Wisconsin?
2. How were Natives and settlers’ lifestyles, values and beliefs similar? Different?
3. What does the discovery of Native mounds tell us about the Natives?
4. What could Wisconsin Native tribes have done to protect their land from settlers?
5. What could settlers and Natives have done to live together (coexist) in Wisconsin?
6. How would Milwaukee be different today if the Natives and settlers had learned to live together (coexist)?
7. How is trading similar to and different than the money system we now use?
8. How did the fur trading affect Wisconsin’s ecosystems or natural resources?
9. What kinds of knowledge, skill and talent did Natives possess as they lived and worked to create their communities in Wisconsin?
10. What is meant when Natives are described as being people “of the earth”?
11. Why do you think the removal of Natives from their lands is referred to as the “Trail of Tears”? What does this phrase mean?
12. Do you think that giving the Potawatomi some of their old land and a casino is

- enough “justice” for removing the Natives from their original homelands?
13. How do the Native people of continue to influence the city of Milwaukee today?

Questions for Video Chapter #2: New Frontiers

The following literal questions go with **Chapter 2, “New Frontiers”** and focus on understanding **main ideas** in the video:

1. How did settlers from the east travel westward to the Milwaukee area?
2. What types of transportation were used by settlers to reach eastern Wisconsin?
3. What advantages did the Milwaukee location have along the Lake Michigan shoreline?
4. What part of Milwaukee did each early settler claim: Solomon Juneau? Byron Kilbourn? George Walker?
5. What was Byron Kilbourn’s personality?
6. What geographical advantage did Walker’s Point have over its competitors?
7. Why did many pioneers come to Milwaukee?
8. What tasks did new settlers perform once they arrived in Milwaukee?
9. How much did Milwaukee’s population increase from 1836 to 1843? Why?
10. What did Juneau do to promote lot sales east of the Milwaukee River?
11. Who became Milwaukee’s first postmaster?
12. What resources did Walker lack as he tried to develop Milwaukee’s south side?
13. What two Milwaukee newspapers were created as a result of the rivalry between Juneau and Kilbourn?
14. What did Kilbourn create to solidify his presence in Milwaukee’s west side?
15. What caused the rivalry between Kilbourn and Juneau to grow?
16. What happened during the ‘bridge wars’?
17. Who was Milwaukee’s first mayor?
18. When did Milwaukee become a city?
19. What evidence do we still have that Juneau, Kilbourn, and Walker’s were leaders in Milwaukee’s past?

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

1. The Erie Canal, connecting Lake Erie to the Hudson River in New York, was finished in 1825. How did the Erie Canal influence Milwaukee, Wisconsin.
2. Schooners were great shipping vessels used to travel throughout the Great Lakes and many rivers. What advantages/ disadvantages did schooners have for travelers?
3. How is traveling today similar to and different than in the past/“back in the day”?
4. How did competition between Juneau, Kilbourn and Walker influence Milwaukee’s development as a city?
5. How can competition be both positive and negative?
6. What would Milwaukee be like if the three “founding fathers” had cooperated to combine their experience, resources and talents?

7. What effect did the increase in population have on Milwaukee?
8. What could have been done to resolve the bridge conflict before violence and retaliation broke out?
9. How might prospective settlers have viewed Milwaukee after the Bridge Wars?
10. What images come to mind when you think of “Old Milwaukee”? How does that image compare with the Milwaukee you live in today?

Questions for Video Chapter #3, “King Wheat”

The following literal questions go with **Chapter 3, “King Wheat”** and focus on understanding **main ideas** in the video:

1. How was the Grain Exchange used in the 1800s?
2. When did Milwaukee become the world’s largest shipper of wheat?
3. How did Milwaukee become the “King of Wheat”?
4. What kind of work was required of Wisconsin farmers in order to produce wheat?
5. Why were Milwaukeeans determined to improve the harbor?
6. What did Kilbourn create to bring Wisconsin’s wheat to Milwaukee?
7. What city did Kilbourn’s railroad connect to Milwaukee in 1850?
8. What were the names of Kilbourn’s two railroads?
9. What effects did the railroads and harbors have on Milwaukee’s economy?
10. Which city was known as Milwaukee’s rival?
11. What was Milwaukee’s greatest source of money?
12. How many people lived in Milwaukee in 1860?
13. What inventions made Milwaukee’s grow in the 1850s?
14. What were the consequences of Milwaukee’s growth in the 1850s?

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

1. How and why were the forests and woodlands destroyed when settlers moved to Wisconsin?
2. What effect did this destruction have on Wisconsin’s natural resources or “ecosystem”?
3. What other industries were affected by the wheat exchange in Wisconsin?
4. How did Kilbourn’s railroads contribute to the development of other cities?
5. What other industries and jobs developed as a result of Milwaukee’s wheat industry?
6. How did the grain trade influence the landscape (buildings, homes, factories, etc) of Milwaukee?
7. Why did crime, pollution and political corruption increase during a time of great expansion in Milwaukee?

Wisconsin Model Academic Standards (Grade 4)

The following standards are taught throughout this historical theme, “Early Milwaukee”.

| Content Standards—Social Studies | Performance Standards—Social Studies |
|--|---|
| <p style="text-align: center;"><u>Geography Content Standard</u></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;"><u>Standard A: Geography</u></p> <p>A.4.1 Use reference points, direction, size, and shape 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 resources, flora, 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>A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment.</p> |

| <u>History Content Standard</u> | <u>Standard B: History</u> |
|--|---|
| <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>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>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 past life 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.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment.</p> <p>B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations.</p> <p>B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.</p> |

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| <p style="text-align: center;"><u>Political Science & Citizenship Content Standard</u></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 style="text-align: center;"><u>Standard C: Political Science & Citizenship</u></p> <p>C.4.1 Identify and explain the individual’s responsibilities to family, peers, and the community, including the need for civility and respect for diversity.</p> <p>C.4. Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community.</p> |
| <p style="text-align: center;"><u>Economics Content Standard</u></p> <p>Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.</p> | <p style="text-align: center;"><u>Standard D: Economics</u></p> <p>D.4.2 Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost.</p> <p>D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world.</p> |
| <p style="text-align: center;"><u>Behavioral Science Content Standard</u></p> <p>Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.</p> | <p style="text-align: center;"><u>Standard E: Behavioral Science</u></p> <p>E.4.4 Describe the ways in which ethnic cultures may influence the everyday lives of people.</p> <p>E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior.</p> <p>E.4.12 Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens.</p> |

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| | <p>E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people.</p> <p>E.4.15 Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters.</p> |
| <p>Content Standards: English</p> | <p>Performance Standards: English</p> |
| <p><u>Reading/Literature Content Standard</u></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><u>Writing Content Standard</u></p> <p>Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.</p> | <p><u>Standard A: Reading/Literature</u></p> <p>A.4.1 Use effective reading strategies to achieve their purposes in reading</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><u>Standard B: Writing</u></p> <p>B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes</p> <p>B.4.2 Plan, revise, edit and publish clear and effective writing</p> |

| | |
|---|--|
| <p style="text-align: center;"><u>Oral Language Content Standard</u></p> <p>Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.</p> <p style="text-align: center;"><u>Language Content Standard</u></p> <p>Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of American English.</p> <p style="text-align: center;"><u>Media & Technology Content Standard</u></p> <p>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.</p> <p style="text-align: center;"><u>Research & Inquiry Content Standard</u></p> <p>Students in Wisconsin will locate, use, and communicate information from a variety of print and non-print materials.</p> | <p>B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications</p> <p style="text-align: center;"><u>Standard C: Oral Language</u></p> <p>C.4.1 Orally Communicate information, opinions, and ideas effectively to different audiences for a variety of purposes</p> <p>C.4.2 Listen to and comprehend oral communications</p> <p>C.4.3 Participate effectively in discussion</p> <p style="text-align: center;"><u>Standard D: Language</u></p> <p>D.8.1 Develop their vocabulary and ability to use words, phrases, idioms and various grammatical structures as a means of improving communication</p> <p style="text-align: center;"><u>Standard E: Media and Technology</u></p> <p>E.4.1 Use computers to acquire, organize, analyze and communicate information</p> <p>E.4.3 Create media products appropriate to audience and purpose.</p> <p style="text-align: center;"><u>Standard F: Research & Inquiry</u></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> |
|---|--|

| Content Standards: Science | Performance Standards: Science |
|--|---|
| <p style="text-align: center;"><u>Earth and Space Science Content Standard</u></p> <p>Students in Wisconsin will demonstrate an understanding of the structure and systems of Earth and other bodies in the universe.</p> <p style="text-align: center;"><u>Science Applications Content Standard</u></p> <p>Students in Wisconsin will demonstrate an understanding of the relationship between science and technology and the ways in which that relationship influences human activities.</p> | <p style="text-align: center;"><u>Standard E. Earth and Space Science</u></p> <p>E.4.7 Using the science theme, describe resources used in the home, community, and nation as a whole.</p> <p>E.4.8 Illustrate human resources use in mining, forestry, farming, and manufacturing in Wisconsin and elsewhere in the world.</p> <p style="text-align: center;"><u>Standard G. Science Applications</u></p> <p>G.4.2 Discover what changes in technology have occurred in a career</p> <p>G.4.3 Determine what science discoveries have led to changes in technologies that are being used in the workplace by someone employed locally.</p> <p>G.4.5 Ask questions to find answers about how devices and machines were invented and produced.</p> |

“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:

Introduction

Essential Questions

Key Concepts and Vocabulary

Invitational Activities

Video Response Activities

Then and Now Activities

Learning Outside the Classroom Activities

Milwaukee Trivia Activities

Discussion Questions

Wisconsin Model Academic Standards

Appendices

Essential Questions

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.

1

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 Caribbean immigrates to the U.S. and adjusts to a new life with his family.* ISBN: 1-880000-86-5

Yezerki, 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>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>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>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> |

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| <p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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>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 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>Standard B: Writing</p> <p>B.4.1 Create or produce writing to communicate with different audiences for a</p> |

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| <p>create and entertain.</p> <p style="text-align: center;">Oral Language Content Standard</p> <p>Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.</p> <p style="text-align: center;">Language Content Standard</p> <p>Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of American English.</p> <p style="text-align: center;">Media & Technology Standard</p> <p>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.</p> | <p>variety of purposes</p> <p>B.4.2 Plan, revise, edit and publish clear and effective writing</p> <p>B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications</p> <p style="text-align: center;">Standard C: Oral Language</p> <p>C.4.1 Orally Communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p> <p>C.4.2 Listen to and comprehend oral communications.</p> <p>C.4.3 Participate effectively in discussion.</p> <p style="text-align: center;">Standard D: Language</p> <p>D.4.1 Develop their vocabulary and ability to use words, phrases, idioms and various grammatical structures as a means of improving communication.</p> <p>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.</p> <p style="text-align: center;">Standard E: Media and Technology</p> <p>E.4.1 Use computers to acquire, organize, analyze and communicate information.</p> <p>E.4.3 Create products appropriate to audience and purpose.</p> |
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| <p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">Content Standards: Mathematics</p> | <p style="text-align: center;">Performance Standards: Mathematics</p> |
| <p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">Standard A: Mathematical Processes</p> <p>A.4.1 Use reasoning abilities</p> <p style="text-align: center;">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> |

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

Learning Activities for Working In Milwaukee 1868 - Today

Aligns with Video Chapter 6 -- City of Industries
 Video Chapter 8 -- Machine Shop of the World

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

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

Introduction

Essential Questions

Key Concepts and Vocabulary

Invitational Activities

Video Response Activities

Then and Now Activities

Learning Outside the Classroom Activities

Milwaukee Trivia Activities

Discussion Questions

Wisconsin Model Academic Standards

Appendices

Essential Questions

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 broader significant human issues embedded in the essential question.

1. What jobs do people want/need?

- **What work brought people to Milwaukee?
- **What work still brings people to Milwaukee?

2. Why do people work?

- **Then? Now?

3. How do natural resources influence the kind of work that is available?

- **What natural resources did Milwaukee industries and businesses draw upon?

4. What kind of work is available at a given time and why?

- **What kind of work was available throughout Milwaukee's History?

5. What do people want/need/deserve from the places they work?

- **Was/Is Milwaukee always a good place to work? Why? Why Not?

Key Concepts & Vocabulary

| | | | |
|-------------------|---------------|------------------------|------------|
| resources | clay | cream city brick water | |
| farm | grain | barley & hops | beer |
| flour | flour mill | brewery | |
| cattle | leather | tannery | meat |
| meat packer | packing plant | iron | railroads |
| lake | shipping | port | rivers |
| machinery | jobs | work | worker |
| factory | industry | business | service |
| manager | worker | owner | labor |
| laborer | work | working conditions | rights |
| consumer | producer | manufacture | product |
| negotiations | strike | salary | allowance |
| Out of Business | timeline | Moving for Work | |
| Made in Milwaukee | advertisement | logo | brand name |

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 ideas and themes for the lesson and are intended to bridge the content to students' current lives.

Invitational Activity 1: “EVERYONE WORKS”

Teaching/Learning Strategies: Brainstorm the concept of work, what work people do and why? Interview, Data Collection, Draw Conclusions from Data

Key Concepts/Vocabulary: Work, Job, Reward, Consequence, Allowance, Salary, Making a Living

Materials: Chalkboard, chart paper, or overhead; paper/pencil, T-Chart, graph paper

- Write the word “WORK” in big capital letters for everyone to see. Introduce the lesson in this way: *“Today I want you to think about “WORK” ...something everyone does, every day and for certain reasons. Everyone Works ... even you! Think about some answers to these questions:*
 - What work do you do and why do you do it?
 - What work do you do at school and why do you do it?
 - What work do you do at home and why do you do it?
 - What work do your parents do and why do they do it?
- Instruct students to fold their paper “hot dog” style in order to make a T-Chart on a piece of paper with the following Title (EVERYONE WORKS) and Headings (HOME & SCHOOL”). Then direct students to write/list 3 ways they work at home on one side of the chart and 3 ways in which they work at school on the other side of the chart. After students have shared what work they do at home and school with the class, ask them to choose one of those “jobs” and write why they do that particular “job” at the bottom of the paper. See following example:

| EVERYONE WORKS! | |
|------------------------------|---------------|
| HOME | SCHOOL |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| REASON/S FOR WORKING: | |
| | |

Language Arts/Math Research Activity: (Research: Interview, Take Notes, Write Summary).

- Ask students to interview two family members and discover what work they do at home and outside of the home (at work or at an organization). Determine with your students what questions they will ask their parents. Keep it simple. For example:
 - What are three ways that you work at home? Why do you do that work?
 - What are three ways you work at your job or at an organization where you volunteer? Why?

Explain to students that they are to “take notes” or collect information/data just

like they did when they wrote their own responses on the T-Chart. Just short words.... Sentences not necessary when note taking. Explain that they will use their “notes” to write a summary when they bring the information/data to class. See example below:

| Family Member’s Work | | | |
|-----------------------------|----------------------------------|-------------------------------|---------------|
| At Home | | At Job or Organization | |
| Work | Reason | Work | Reason |
| 1. cook | need to eat & That’s my job | 1. | |
| 2. clean | like things neat Stay healthy | 2. | |
| 3. | | 3. | |

4. Set a reasonable time when this interview should be accomplished (2-3 days)
5. After information/data is collected, first have students share their data about work that family members do at home. Record students’ responses on the chalkboard or on a chart paper.

Math Activity:

- ✓ **Potential Assessment Activity: (Drawing Conclusions from Numerical Data)**
- ✓ 6. Tally similar responses so that the class is able to make a graph entitled, “**Jobs Family Members Do at Home**”. If time is available students can also share, tally and graph responses to “**Work Family Members Do Outside the Home:**”
- ✓ 7. Ask students to draw conclusions from their collective data as well as form hunches about the work that others might do in modern day Milwaukee.
 - **What kind of “work” do our family members do?**
 - **Is the work that our family members do the same or different than other people in Milwaukee?**
 - **What other kinds of work do people in Milwaukee do today?**
 - **How is work in modern day Milwaukee similar to and different than work done in Early Milwaukee?**

Language Arts Activity:

- ✓ **Potential Assessment Activity: (Written Summary)**
- ✓ 8. Finally direct students to write a short summary description of the work their family members do outside of the home and why they do it. These written descriptions can be used to support a follow-up discussion on why people work outside the home.

Invitational Activity 2: “WHAT’S GOOD BUSINESS FOR MILWAUKEE?”

Teaching/Learning Strategies: Brainstorm, Reason about Good Business/Industry Possibilities for Milwaukee.

Key Concepts/Vocabulary: Natural resources, human resources, business, industry, moving & work.

Materials: Children’s Literature, video and chart as noted in lesson

1. Before watching Video Chapters 6 and 8, have students think about the connection between geographical features, natural resources, and why certain kinds of businesses and industries may have been (and continue to be) drawn to the Milwaukee area.
2. First ask students: (elicit many student responses and record student answers)
 - What is a natural resource?
 - What is a human resource?
 - What kind of natural and human resources does the Milwaukee area have?
 - What kind of climate does the Milwaukee area have?
 - What kind of land and water features does the Milwaukee area have?

If students’ background knowledge is limited, you might consider showing a video that highlights the natural resources of Wisconsin and/or Milwaukee.

You might also consider reading any of the following books to support students’ thinking during this learning activity:

3. After looking at a list of natural and human resources available to Milwaukee businesses and industries, present students with the following list of possible businesses and industries and have them (individually or in small groups) provide reason/s why these would or would not be advisable to develop in the Milwaukee area. You can “copy and paste” the following chart or draw it on the chalkboard or overhead.

GOOD BUSINESS IDEAS FOR MILWAUKEE: YES or NO?????

| Potential Business/Industry | Good Idea (Yes? or No?) | Reasons |
|--|-------------------------|---------|
| 1. Orange Grove/Farm | | |
| 2. Canoe Factory | | |
| 3. Dairy Company (selling milk, cream, ice cream, cheese products) | | |
| 4. Year Round Theme Park (ex: Disney Land/Six Flags) | | |
| 5. Alligator Farm | | |
| 6. Fresh Bottled Water | | |

4. Tell students that in the next few lessons they will watch some video clips that will help them understand why so many people moved to Milwaukee to find work during the 1800's and early 1900's. They will also learn about the kind of work that was available during that time and how that work was closely linked to the resources available in Milwaukee at that time.

Video Responses Activities

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

The following activities follow viewing of Video Chapter 6, *City of Industries*, and Video Chapter 8, *Machine Shop of the World*. Either or both 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.

Video Response Activity 1: “GEARING UP TO STUDY MILWAUKEE AT WORK: THE MACHINE SHOP OF THE WORLD”

Teaching/Learning Strategies: Photo Analysis: What can/cannot be learned from a photograph?)

Key Concepts/Vocabulary: Work, business, company, factory, historical research

Materials: MOM book or website, Video Chapter 8

****Potential 2 Day Activity:** (Items #1-4 for Day 1 and #5-7 for Day 2)

****Begin Day 1**

This activity requires access to the accompanying book, *The Making of Milwaukee*, by John Gurda OR the accompanying website, www.themakingofmilwaukee.com

Go To the “Image Library” within the “In The Classroom” section of The Making of Milwaukee website, www.themakingofmilwaukee.com and choose “Lesson Activity Images” from the pull down menu. Use the “search” tool to find the photo of the “Falk Corporation Big Gears and Man”.



1. Show students the photo of the man standing next to the huge gear produced by the Falk Company in the book chapter entitled, “Triumph of the Workingman”.

Say to students: You will be looking at many historical photographs when you study what happened many years ago and will have to think about the kind of information that can and cannot be learned when looking at a photo.

Language Arts Writing Activity: (Using descriptive words: Making Inferences from a Photograph: Photo Analysis)

2. Ask students to answer the following questions about the photograph either orally or by writing a list of descriptive words about the picture. Have students study the picture. Ask them to stare at the picture.
 - First ask, “What do you see in this picture?” (*Elicit and record many student responses*).
 - What is going on in this photograph?
 - What are the large circular objects? What might they be used for?
 - How were these objects created?
 - What is the relationship between the man in the photograph and these objects?
 - If we guessed that he had some role in making these large objects, how much do you think he was paid to do this work?
 - Do you think this was enjoyable work?
 - What might have been the challenges of work like this?
 - Do you think these objects or this type of work exists today?
 - How do you think this photograph relates to the themes described in Chapter 6, *City of Industries*, and Chapter 8, *Machine Shop of the World*, of the video?
3. After students have studied and/or written a description of the picture, engage students in a discussion about possible answers to the questions above. Make sure you consistently ask students to tell you what they see in the picture that makes them think their statements are justified. Examples follow:
 - What do you see in the picture that makes you say that?
 - What do you see in the picture that makes you think that might be true?
4. To help students further understand what historical photographs can and cannot reveal, ask them:
 - How do we know if our answers are what this picture really represents?
 - What can we do to find out if our thoughts are true?
 - Where can we look/explore to find the answers?

Begin Day 2: Items 5-7

5. After students have speculated about where to find the answers, tell them that you have found a book and a video that will tell them some information about this picture. Share the following information with your students:

“With any historical photograph, we can make educated guesses about what is going in the photograph just by looking closely. You’ve already made educated guesses about the photograph by looking carefully at the photograph. Now I will tell you some historical information about the photograph that no one could know just by looking at the photograph. It is historical information that we can learn by reading historical books like John Gurda’s, “The Making of Milwaukee”. John Gurda found this picture.....

This photograph was taken at the Falk Company in the Menomonee Valley, a company/business/factory that when it first started in the late 1800's brewed beer but after two fires that destroyed their brewery one of the sons who owned the company/business/factory (use all three words at times to help students explore synonyms) decided that making gears for all kinds of machines would be a better business to have because Milwaukee already had several breweries. Falk became the largest manufacturer of gears in the United State and still makes them today."

BUT ...this photograph still leaves us with many questions. There is important information we cannot know just by looking at a photograph.

- *Do you want to know anything else about this picture?*
- *What questions do you still have about this picture (elicit student responses).*

Possible Questions & Answers about the Picture.

a. Q: What could this gear have been used for? (elicit student responses)

A: It might have been used to mill flour back in the day because Milwaukee had flour mills that used to grind wheat into flour. But we'd have to do even more historical research to find out. We do know from research that the Falk Company created a wide variety of gears for many reasons. They even manufactured the gears that opened and closed the lock gates on the Panama Canal, the biggest canal in the world.

b. Q: Do you know how these might have been made? (elicit student responses)

A: We know that cast molds were often used to craft gears and other mechanical products in Milwaukee. A cast mold was a hollow form used to pour in melted metal. Once the melted metal cooled and become solid, the cast mold was removed. A cast mold is like a Jell-O mold or special cake pan in which we pour our ingredients to make a special shape. After our Jell-O or cake is baked we remove the cast and we can see the shape of our product.

c. Q: Can you guess how much this man might have made about one hundred years ago during the late 1800's? (elicit student responses)

A: We are not certain but we do know that the salaries for industrial workers were often low (no more than a dollar and a quarter a day) and conditions were often rough with workers often working 10 to 12 hour days, seven days a week, with no paid vacations or fringe benefits, and little attention to worker safety. We are not certain that the man in the photograph worked in dangerous/unsafe working conditions.

d. Who was this man? Do we know his name? We do not know. But how could we find out?

6. Forecast Milwaukee's rise to fame as "The Machine Shop of the World" for students .

"We know that companies/industries/factories like the Falk Company and the products they produced made Milwaukee famous as a "City of Industries" and the "Machine Shop of the World" during the late 1800's and early 1900's. Milwaukee became a great city to find work at the numerous businesses, companies, and industries that were spread throughout the early city. We're going to learn about all those companies and what working in Milwaukee was like "back in the day" and also explore what companies are still in Milwaukee creating jobs for people who live here"

7. Show students the beginning of Video Chapter 8 to see the Man in front of the giant gear made by the Falk Company and also find out how the Falk Company began.

Video Response activity 2: “WHAT BUSINESSES AND INDUSTRIES MADE MILWAUKEE FAMOUS?”

Teaching/Learning Strategies: Questions/Answers/Discussion; Using Study Guide to Watch and Collect Information from Video Clip

Key Concepts/Vocabulary: Business, Industry, Company, resources, products, Made in Milwaukee

Materials: Video Chapters 6 & 8, Study Guide as noted in lesson, pencil

****Potential 2 Day Activity (Day One includes Items 1-5; Day Two includes Items 6-8)**

****Begin Day 1**

1. Tell students that:

About 100 years ago Milwaukee became a great city to find work. Many immigrants came to Milwaukee for work because Milwaukee was known as the Machine Shop of the World. Over half of the workers in Milwaukee worked in factories that manufactured or produced goods to sell around the world.

2. Ask students if they know the answer to any of the following questions:

- What were some of the businesses and industries made Milwaukee famous?
- Why did those companies begin in Milwaukee?
- What resources did the Milwaukee area have that made it a good place to start those industries? (elicit many student responses)
- (If students do not have prior knowledge of the answers to the questions above you may want to begin the lesson with Introductory activity # 2.)

3. Tell students this additional story:

When the city of was just beginning to sell its wonderful resources, big ships were used to ship those resources such as furs, lumber and grain all over the world. Therefore other people in other cities and countries bought resources from the Milwaukee area, made them into products and sold them to make money.. The leaders of Milwaukee decided they wanted to make money on these products instead of shipping all of our resources to others. These early leaders began to use resources found right here in the Milwaukee area and around Wisconsin to make products and money for the people of Milwaukee.

- *Do you think they had a good idea? Why?*

4. Get students ready to view video clips from Video Chapters 6 & 8 by going over the following study guide for this lesson. “Copy and Paste” the study guide on the following page onto a document for students. You can either make individual handouts for students or make this visual organizer into a poster for the whole class to see. Explain to students that:

During the next few days we are going to watch video clips that show the industries/businesses and products that made Milwaukee famous. In order to help us remember all of these famous companies we'll use a study guide. The study guide will help us look and listen for information about these famous Milwaukee businesses and industries.

5. Have students look carefully at the Study Guide and ask them:
 - **What do you see on this Study Guide?**
 - **How are the rows and columns organized?**
 - **Do you see any businesses, industries or products that are familiar to you?**
 - **Are there any businesses or industries that that you've never heard of before?**
 - **Are there products/goods that you never knew were made in Milwaukee or helped to make Milwaukee famous?**
 - **What do you wonder about the information on this study guide?**

****Begin Day 2: Items 6-9**

6. Show video clips from Video Chapters 6 & 8 that highlight the businesses and industries on the study guide. Ask students to listen for the names of these companies and what products they made to make Milwaukee famous. If students are working off of individual sheets, tell them that while they are watching the video they should put a check mark next to a company that is featured on the video.
7. After the video clip, ask students:
 - **What did you learn about businesses and industries that made Milwaukee famous?**
 - **What was it like to work in these places in Milwaukee about 100 years ago?**
 - **How did the businesses and industries change over time as Milwaukee began to grow?**
 - **Which of these businesses and industries that started long ago are still in business today? Why? Why Not?**

Language Arts Activity: Research -- Note Taking

✓ **Potential Assessment Activity: (Researching/Collecting Data)**

8. Answers to the last question above could spark Internet research. However, before students find the answers, encourage them to speculate on whether the industries are still making products in Milwaukee. Make sure students provide reasons for their initial thinking. Blank spaces on the right hand side can be filled in with dates or the words "Still in MKE" Or, "No Longer in MKE". Have students research 3-5 companies each.

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

| Date Business/Industry Began in Milwaukee THEN | Resource Available | Industry/Business Company | Product | Do these Businesses/ Industries still Exist? NOW? |
|---|---|--|---------------------------------|--|
| 1600— Late 1600's 1795 | Animals Animal Furs | Native American, French Fur Traders Solomon Juneau Fur Trading Post | 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 | Railroad Rails | |
| 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 (Iron) | Falk Company | Gears | |
| 1884 | Steel (Iron) | Harnischfeger | Cranes/Moving Equipment | |
| 1889 | Steel (Iron) | Nordberg | Mine Hoists | |
| 1892 | Steel (Iron) | Chain Belt | Chain belts | |
| 1903 | Steel (Iron) | Allen Bradley | Motor Controls | |
| 1847 | Steel (Iron) | Reliance Works | Mill Machinery Steam Engines | |
| 1899 | Steel (Iron) | A.O. Smith | Automobile Frames | |
| 1898 | Steel (Iron) | Kearney & Trecker | Machine Tools | |
| 1867 | Steel (Iron) | Allis Chalmers | Heavy Machinery | |
| 1903 | Steel (Iron) | Harley Davidson | Motorized Bicycles | |

Video Response Activity 3: “*BUSINESSES AND INDUSTRIES BEGIN TO MAKE MILWAUKEE FAMOUS*”

Teaching/Learning Strategies: Make a timeline of Early Milwaukee Businesses.

Key Concepts/Vocabulary: Business, Industry, Timeline

Materials: Study Guide from previous Activity #2, pencil/paper

1. Direct students to use the Study Guide from the previous Activity # 2 so they are able to make a timeline entitled, “Businesses and Industries that Made Milwaukee Famous throughout Time”.

2. Students should be given a large sheet of paper to make a proportionately correct timeline by hand or use readily available computer software timeline programs.

Proportionately alike sections of the timeline should be labeled: Before 1600, 1600, 1650, 1700, 1750, 1800, 1850, 1900. Even so there will be several to place in the 1850-1900 timeslot so make sure the sections are big enough.

3. If students have never made a timeline before the teacher may have to pre-measure each of the 8 proportionate sections of the timeline and make photocopies of the timeline diagram. Students can add dates while the teacher models the process or the teacher can do the timeline with the whole class by asking these questions:

- **In looking at this study guide, what are the original businesses and industries that first made the Milwaukee, Wisconsin, area famous all over the world?**
- **Which date is earliest? Which date come first?**
- **Where will we put this on our timeline? Why?**
- **Which one comes next? And so on.....**

4. After the timeline has been completed, ask students what they think Milwaukee is currently famous for and what they think Milwaukee will be famous for in the future? Also have students reflect on the dates in which this might happen and add to the end of the timeline.

Video Response Activity 4: “*WORK CAN BE DIFFICULT*”

Teaching/Learning Strategies: Discuss and/or write about least favorite jobs, View Video and discuss rewards and fair treatment in Milwaukee’s work history.

Key Concepts/Vocabulary: Work, Fair Treatment, Rights, Working Conditions

Materials: Paper/pencil, Video Chapter 8

1. Have students think about and describe the least favorite job, house chore or even school task they have ever had to do. Then, ask students to respond orally or individually write answers to the following questions:

- **Describe your least favorite job, house chore, or even school task?**
- **Why is this job your least favorite?**
- **Why do you do this work?**
- **Do you get any reward for doing it? If so, what is the reward?**
- **Was the work worth the reward? If no reward was given, would it have been worth any reward?**
- **What would happen if you resisted or refused to do this work/job/chore?**

- Are there places where people are paid to do the chores that you do? Explain your answer
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 student responses as a springboard into the following story to share with your students:

“About 150 years ago many people journeyed to Milwaukee over land and water to live in this area because there were many jobs here and they needed work to make a living and raise their families. Many people who came to Milwaukee worked in very challenging jobs with often little pay in return. Many were forced to work at jobs that paid very little salary (money) and required long hours every day of the week in order to make a basic living for themselves and their families. And some of the working conditions were very dangerous. For example, some working conditions did not provide safety protection when working on big factory machines, some factories were extremely hot, some had no fresh air, and some gave their workers no breaks during the day. When the workers (laborers) complained about working with no time off, poor working conditions, and low salaries/wages, the workers in Early Milwaukee often faced harsh consequences like getting fired from their jobs and not being able to support themselves or their families. Job opportunities have always been important to the people of Milwaukee but “Back in the Day” (and even now) some workplaces have not treated their employees very well. At several points in time the workers in Milwaukee all got together and went out on a “strike”. In other words, they protested by not showing up to work, marching up and down the streets of Old Milwaukee with signs demanding better pay, shorter working hours and better working conditions. One strike, The Bay View Strike, had especially severe consequences for the workers and people of Milwaukee. But Early Milwaukeeans stood up for their working rights and made the working conditions in Milwaukee much better for us today.

In the videos we are going to see and the lessons we are going to explore we will learn about the kinds of jobs that were available when Milwaukee was just beginning. And we are going to find out more about the harsh working conditions some workers had to face and see what happened during the Bay View Strike... the most famous strike that ever happened in Milwaukee.”

4. Show students video clips from Video Chapter 8 and ask student to think about how they might have reacted if they had been a worker “Back in the Day”. When the video is over, ask students:
 - Would you work a job you didn’t like? Why? Why not?
 - Would you keep working for an employer that treated you unfairly? Why? Why not?
 - Would you protest or go out on strike like the workers did long ago in the Bay

Video Response Activity 4: “LOGOS AS SYMBOLS OF PRODUCTS & SERVICES”

Teaching/Learning Strategies: Describe and analyze logos

Key Concepts/Vocabulary: Logo, product, buyer, consumer

Materials: Internet, Paper/Pencil

The logos in this activity are registered trademarks. Use of the logos here does not imply endorsement of the companies by “The Making of Milwaukee” website.

1. Show students the following seals from famous Milwaukee businesses and allow them to study (look carefully) at the symbols and accompanying words/logos that are included in or with the seals. Ask students if they recognize the logos. Choose one logo to discuss in depth.

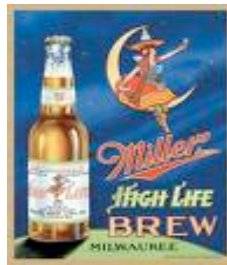
Harley-Davidson Motorcycle Logo

Harley-Davidson motorcycles began in Milwaukee in 1903.

The Harley Davidson logo is one of the most famous logos in the world. The logo is referred to as the "Bar and Shield".

Harley-Davidson owns this logo. So, the next time you purchase a Harley Davidson belt buckle, pen or sticker, part of that money would go to the Harley Davidson company.

Also, every Harley-Davidson dealership has a shop logo, a design that says something about the dealership and which sets it apart from every other dealership in the world. The next time you drive past a Harley store, look for its store logo too.



Miller Brewing Company

This is just one of the former Miller Brewing Company logos. Miller brewery has made many different kinds of bottled beers over the years and each product has its own logo. This logo includes the "Miller" company name that is always written in the same color and style. However, it also includes the famous "Girl on the Moon" logo used to advertise one of their beer products called "Miller High Life".

Usingers



This Usinger logo is very different than the other two above as it includes very detailed drawings of elves celebrating the end of a work day in the sausage factory. It also includes German phrases to illustrate that Usingers has built its business/industry upon German sausage recipes and traditions. No matter the Usinger product, whether frankfurters or bratwurst, the Usinger name is always printed in the same letter style.

2. Using one of the logos, discuss the following questions with students:

- What do you think the logo means?
- What message is it trying to send to the buyer/consumer?
- Do you think it is an effective logo?
- Does it get a message across to the people and persuade them to buy the product?
- How do you think this logo became famous?
- Which company logo do you like the best? Why?
- Can you think of other business logos that are famous? Or ones you like the best?

3. Students could draw their favorite logo from memory or go on-line to locate and draw famous candy logos such as: Hershey's, M & M's, Twix, Snickers, Kit Kat, Butterfingers, 3 Musketeers, Jolly Ranchers, Warheads, Tootsie Rolls, Baby Ruth, etc.

Video Response Activity 5: “CREATING YOUR OWN LOGO”

Teaching/Learning Strategies: Describe and draw famous/favorite logos, deliver descriptive speech

Key Concepts/Vocabulary: Logo, advertisement, brand name, products

Materials: Paper/Pencil; colored pencils/markers optional

Art Activity:

✓ Potential Assessment Activity: (Drawing and Descriptive Paragraph)

1. Show students the logos in previous activity or bring in famous products students would recognize just by looking at the name or logo. Bring in products such as: Pepsi, Coke, Sun Maid Raisins, Jell-O, Kellogg's cereal products, Oscar Meyer, Nike, etc.....Ask students:

- What kind of products do these logos/names represent?
- How do you know that?
- What do you see in the logo (lettering, pictures, design, shapes, colors?)
- How do you think this product became famous?

2. Explain to students that:

A seal or logo is used by all industries, businesses, or community services and represents ways to advertise a product or service so that people will always recognize the product or service and be convinced to buy or use them so the company can make money. Imagine that one of the Milwaukee businesses, entertainment industry or community services listed below hired you to design and create a seal or logo that represents their business or service. Your task is to design a seal or a logo that represents the organization.

(Let students choose or have students all work on the same product.)

- Milwaukee Brewers, Bucks, or Admirals
- Harley Davidson Motorcycles
- Usinger's or Klements' Sausage Products
- Falk Industries
- Milwaukee City Hall
- Summerfest
- Milwaukee Art Museum
- Discovery World
- Milwaukee County Park

- Patrick Cudahy Meat Products
- ✓ 3. First, direct students to talk about and make a list of the goods and or services that the chosen company or organization.
- ✓ 4. Then have them think about what kinds of things they want to include in their seal or logo. Encourage them to “Keep it Simple”.
- ✓ 5. Give student time to make a rough draft of their logo in pencil and if time permits have students use colored pencils or markers on Day 2 to make a finished product.

Language Arts Activity: (Descriptive Paragraph and Oral Presentation/Speech)

- ✓ **Potential Assessment Activity:**
- ✓ 6. Students should share their logos and write a brief description of what they tried to accomplish in their seal or logo by choosing various colors, shapes, words, drawings, etc. If students write the description before the presentation they can use it as a basis for a speech. Sentence starters for a presentation follow:

I chose _____ because _____
Name of Business Reason

I designed this logo by using _____
*Colors, shapes, pictures, letter style, word choices
 Name at least 3 characteristics of your design.*

I think it will persuade people to buy this product, or
 use this service because _____

Do you have any questions about my design _____?

Thank you for listening to my presentation.

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: “PHOTOGRAPH DISCUSSION”

Teaching/learning Strategies: Photo Analysis, T-Chart Comparison

Key Concepts: Historical photograph, business, product, sell, factory

Materials: MOM Website—Image Library; Then & Now T-Chart; Paper/Pencil

This activity requires access to the accompanying book, The Making of Milwaukee by John Gurda, or the accompanying website, www.themakingofmilwaukee.com

Photos Inside E.P. Allis Reliance Works.....Present day photo of Allis-Chalmers site
 (Photo in “Triumph of the Workingman” Chapter) (Photo in the “Shifting Currents” Chapter)

Then and now photographs for this activity can also be found by going to the “Image Library” of the “In the Classroom” section of The Making of Milwaukee website, www.themakingofmilwaukee.com. Then choose “Business and Industry” from the pull down menu. Type “Allis Chalmers” into the Search Tool and discover numerous historical photos as well as one present day photo of the strip mall that is located on the old Allis Chalmers site.

1. Tell students that:

Throughout history businesses come and go. Some businesses make products that sell very well for many years and then for various reasons they “Go Out of Business”. They stop making their products. Today you are going to see historical photographs of the Allis Chalmers Factory, a very famous company that used to make lots of different kinds of machinery that people used all over the world. It’s one of those businesses that made Milwaukee famous. Then you are going to see one photograph that shows what is now located where the Allis Chalmers Factory used to exist.

2. Show several “old”/historical photos of the factory. Then show the current site. Write students’ responses on a “Then and Now” T-Chart. (See Example Below)
3. Ask students to respond to the following questions:

Questions for the Historical Photographs of the Allis Chalmers Factory:

- What do you see in these old photographs? (record students’ answers)
- What are people doing?
- What kind of machines do you see in these old photographs?
- What do you think it would have been like to work in this factory?

Questions for the Current Day Photo of the Strip Mall :

- What do you see in this photograph of the businesses that currently/now occupy the Allis Chalmers Factory site?
- What type of work might go on in the more recent photograph?
- What do you think it would be like to work in one of these businesses?

Questions for Comparison and/or Reflection:

- How is the work in the current businesses similar to/alike or different from the work that people did in the Allis Chalmer’s factory?
- What might be similar or different about the working conditions for the people in the older photograph and the people who might work in the building in the newer photograph?
- In what ways might the change that has taken place between these photographs benefit the people of Milwaukee? Or hurt the people of Milwaukee?

Allis Chalmers Company

THEN

NOW

| | |
|--|--|
| <ul style="list-style-type: none"> • • (List student responses here) • • | <ul style="list-style-type: none"> • • • • |
| <p>Similarities/Differences, OR Changes Positive/Negative (After discussion have students write a summary reflection on either topic at the bottom of this T-Chart)</p> | |

Language Arts Activity: (Written Reflective Summary)

✓ Potential Assessment Activity:

- ✓ 4. After discussion have students write a summary reflection. at the bottom of the T-Chart, on any of the comparison and reflection questions listed above.

Then and Now Activity 2: “WHERE’S THE PROOF?”

Teaching/Learning Strategies: Recall old neighborhood factories, Neighborhood Walking Trip, View Video Clip

Key Concepts/Vocabulary: Business, industry, factory, location, map, historical marker, machine shop

Materials: Milwaukee Map, Pencil, Internet

1. Ask this question to begin the lesson:

- If we were going to walk around Milwaukee or take a bus ride around the Milwaukee area today, what evidence would we see that Milwaukee was once called the “Machine Shop of the World”?
- What visual proof can we see that helps us understand where the old factories/businesses were located?
- Do you have any old factory buildings/businesses in your neighborhood or your school’s neighborhood?
- Do you have any street names in your neighborhood or your school’s neighborhood that were named after old factories/businesses ?
- Where were/are these old factories located and what do you think they made?

Old Factory Buildings on the South Side (3rd & 5th Wards)

And in the Menomonee Valley

Bay View Rolling Mill Historical Marker

Cudahy Suburb Named for Patrick Cudahy

Street Names

Building Names

2. Provide a Milwaukee Map and have students locate and make a star or dot where various old factories/business were/are located in their neighborhood or throughout their city. (If students don't know where any business or industries are located in their neighborhood or city, you may have to furnish them with a list of businesses or industries or take a walking trip throughout the neighborhood to make the list. After students know what businesses or industries are located in their neighborhood they can go to the Internet or Phone Book to look up the exact address.

Language Arts Activity: Writing a Letter

3. If time allows, have students write a letter to one of the businesses or industries in order to ask for historical information. Obviously most of this information could be found on a website, but letter writing remains an important skill to develop with children. Prompt students to ask:

- When a business/industry was established?
- What products the business or industry made then?
- What products the business or industry makes now?
- How the products have been used? Then? Now?
- Why the business or industry chose a particular location?

Then and Now Activity 3: “HISPANICS AS TANNERS THEN: HISPANICS AS ENTREPRENEURS NOW”

1. Begin the lesson by asking students the following question:
 - What are the many reasons that many people move to a new country or a new city? (elicit several reasons)
2. Today we are going to focus on one ethnic group in Milwaukee that originally came to our city as workers in the Tanneries.
 - Can anyone guess who that ethnic group might be?
 - What does it mean to work in a tannery?
3. Share this story with your students: (taken directly from John Gurda's book, “*The Making of Milwaukee*”, Chapter 6: A Bigger, Brighter, and Blander Milwaukee.

Hispanics, an ethnic group that represents people from Mexico and many other Spanish speaking countries, began coming to Milwaukee in 1920. A tannery in Milwaukee called Pfister & Vogel recruited about 100 young Mexican males to work in the South Side tannery. These young males slept on cots in the tannery, ate their meals in the tannery, took English classes in the tannery and worked long, hot and smelly hours in the tannery. They worked very hard and had little time for playing. Those who worked in the tanneries had some of the worst smelling job because they were scraping hair and flesh from the cowhides in order to make leather. Soon, however, these young workers brought their family members north and other Hispanics began to make the long trip north to Milwaukee so they too could find steady work. On the South Side of Milwaukee they formed social clubs, other businesses, a mission named Our Lady of Guadalupe, and even had their own newspaper for a short time. By 1930, just ten years later one count had Hispanics numbering 1,479 and another said there were 4,000 Hispanics living in Milwaukee. Today there are thousands of Hispanics in Milwaukee, more than 100,000, many still living on the South Side where they have established many businesses and industries.

What were some of those businesses and industries established by Hispanics in the 1900's?

*What are some of the businesses and industries established by Hispanics today?
How will we find out?*

Resources:

Books:

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

Rodriguez, Joseph & Sava, Walter. (2006). *Images of America: Latinos in Milwaukee*. Charleston, SC: Arcadia Publishing Co.

Websites:

www.themakingofmilwaukee.com

www.wisconsinhistory.org

Community Centers: United Community Center (UCC)

Human Resources:

Interview Hispanic Grandparents, Parents, Families, Hispanic Business/Industry Owners, Community Leaders

Fieldtrip:

Walking Fieldtrip on Mitchell Street, to the UCC,

(Be sure to have pre-established interview questions, and take clipboards, paper & pencils)

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.

Learning Outside the Classroom Activity 1:

“WORKING IN MILWAUKEE”

Teaching/Learning Strategies: Walking Fieldtrip in the School Neighborhood/Community, Observe and Interview; Draw and Write a Paragraph

Key Concepts/Vocabulary: Work, business, industry, goods, services, jobs, careers

Specific Vocabulary will emerge throughout the walking trip)

Materials: Paper/Pencil

*** Note to Teachers: Check out your school neighborhood and make a plan for a walking trip to identify and observe people at work in Milwaukee: a.) Perhaps a busy street where students can identify observe the various trucks, cars, and service vehicles that pass by. b.) Perhaps a small business district where students can observe and briefly interview various people doing different kinds of work. c.) If your neighborhood has neither of the former resource opportunities available, take a walking trip around your school to identify the kinds of work going on in the school.*

1. Prepare BEFORE the Walking Trip:

- a) Take the walking trip yourself so you know what to expect/observe/plan. Tell workers you know that you will be bringing your class to the area. Ask a few appropriate workers if your students can ask questions about their work.

- b) Ask other school personnel/parents to walk with you.
- c) Prepare clipboards with pencils secured to the clipboards
- d) Prepare observational format for individual or student pairs.
- e) Before going on a walking trip of the neighborhood/nearby business district ask students the following questions:
 - **What kind of work do people do in Milwaukee?**
 - **If we were to walk around our school neighborhood or nearby business district or school, what kind of work would we see people doing?**
 - **If it were possible to ask people a few questions about their work what questions would we ask? (record a list of these questions, make copies for students and place on students' clipboards).**

2. Day of the Walking Trip:

- f) Describe location of walking trip (Show map of area in order to describe directions for getting to the location.) *“Today we are going to (location)... To get there we will need to walk (directions).....”*
- g) Identify purpose of trip (Identify and Observe People at Work in Milwaukee) *“The purpose of this walking trip is to identify and record all the different ways we see people working in Milwaukee.”*
- h) Describe students’ observational assignment: *“Today you are to make a list of all the ways you see people working in Milwaukee”. Make a list on your clipboard. Don’t worry about spelling. We’ll look up the correct spellings when we return to the classroom. Don’t try to write complete sentences, just use one or two words. We can fill in more descriptors when we come back.* Provide directions on filling out the observational form. You may want to use an observational format similar to the one following #1.)
- i) Suggest students stop to ask workers to describe their jobs so they have first hand information.
- j) Review safety directions with the students.

2. If desired, copy and use following organizational format to take observational/ interview notes:

Working in Milwaukee

| Business/Industry/Organization Name | Job Name | Work Description |
|---|--------------|--|
| City of Milwaukee | Tree Trimmer | Trim branches Safety harness Cherry picker Hard hat |
| McDonalds | Clerk | Take Order Make Change Say Hello & Thank You |
| | | |
| | | |
| Interview Questions: What do you call your job? What kind of work do you do in your job? What do you like about your job? | | |

What don't you like about your job?

3. Upon returning from the walking trip... have students fill in any missing pieces on their observational form. Add more descriptors.
4. Have a class discussion on what kind of work they saw on their walking trip. Record student responses on chart paper or the chalk board.

Language Arts Activity: (Illustration and Two Descriptive Paragraphs)

✓ **Potential Assessment Activity:**

- ✓ 5. Have students choose a job they thought was most interesting and draw a picture of what they observed about that job on their walking trip. Then direct students to write one paragraph describing why they thought this job was interesting and one paragraph describing why they would or would not like to have this kind of job in the future.

Learning Outside the Classroom Activity 2: “TAKING IT TO THE STREETS: OLD and NEW DOWNTOWN MILWAUKEE BUSINESSES”

Teaching/Learning Strategies: Photo Analysis, Write Interview Questions, Use Digital Camera, Go on a Field Trip

Key Concepts/Vocabulary: Business, goods services

Materials: MOM Image Library, Clipboards, Paper/Pencil, Digital Camera

Photo Analysis (1-3) and Interview Questions:

1. To begin the lesson, ask students:
 - Do you think work in Milwaukee is the same as it was in the old days?
 - How is work in Milwaukee today the same as or different than it used to be?

Today we are going to look at old photographs of work in Milwaukee during the olden days and we're going to

2. Have students study and analyze photographs of Old Milwaukee businesses. Visit websites such as www.wisconsinhistory.org and *The Making of Milwaukee* website, www.themakingofmilwaukee.com to find photos of Milwaukee businesses in its early years. Try to find pictures that show businesses and markets residents used to obtain goods and services

*(See also, *Milwaukee Streets: The Stories Behind Their Names* by Carl Baehr, published in 1995 by Cream City Press, or *Milwaukee: Then and Now* by Sandra Ackerman published in 2004 by Thunder Bay Press as additional resources for this activity).

3. Encourage students to describe the buildings, people or landscapes in the old photographs and discuss what work was like in Milwaukee's olden days. Ask students:
 - What do you see in this picture? (record many responses/ vocabulary words.)
 - How is that work similar to or different than the work we see in Milwaukee today?"

4. Ask students what kind of businesses they would like to see in Milwaukee. Plan a trip to downtown Milwaukee or a neighborhood business center.

(NOTE TO TEACHERS: Consider whether you would like to take the whole class to a particular business area or divide the students into small groups so that they each see/explore different businesses of their choice within the same area.

To see a listing of businesses/industries in the Milwaukee area that accommodate young students go to Appendix B.

Also consider going to local businesses within your school neighborhood to make this experience even more relevant to your students because even though your neighborhoods might be “newer” than older parts of Milwaukee all businesses have a history and some business/industries might located in a place once occupied by other businesses/industries. Do some sleuthing with your students.

As a teacher take the fieldtrip yourself BEFORE going with students so you know how best to support your students’ learning. BE a DISCOVERER!)

Fieldtrip and Use of Digital Camera:**

5. Before going on the trip, set up an interview with a local business owner. Have students develop interview questions that focus on the following ideas:
 - What kind of work/job opportunities are available in this business
 - Why owners chose to establish the business
 - The location of the business in the Milwaukee area
 - What goods or services it provides
 - How its products/services help Milwaukeeans
 - How long the business has been in operation
 - Revenues and expenses
 - The types of people it serves
6. During the trip, allow students to take photographs of the buildings and businesses. Seek permission from business owners first.

Language Arts Activity: (Writing, Speaking & Discussion)

- ✓ **Potential Assessment Activity: (written description, speech)**
- ✓ 6. After photos have been developed and/or sent to each student’s email account, have students write a description of a favorite photo to prepare for a brief presentation. Describe the business in terms of categories within #5 above.
- ✓ 7. Download all of the students’ pictures into an on-line file so they can be easily projected onto a large screen. Have students present their photographs and describe the business, work, building and the purpose it serves.

- ✓ 8. After the presentations, encourage students to analyze the pictures in order to compare and contrast the differences in Milwaukee work, businesses, and/or buildings yesterday and today.
 - **How are older Milwaukee businesses/jobs similar to or different than modern day businesses?**

Art Activity:

7. Make an on-line or hardcopy Class Scrapbook of Milwaukee Businesses with a copy of each student's photograph and written description.

Learning Outside the Classroom Activity 3: “BRINGING BUSINESSES INTO THE CLASSROOM”

Teaching/Learning Strategies: Invite Guest Speaker, Write Interview Questions, Write Summary

Key Concepts/Vocabulary: Business, goods/services

Materials: Guest Speaker, Paper/Pencil

1. Invite a business representative, perhaps a parent or family member, to your class to speak about their business. Before the visit, have students develop questions about the business, its history in Milwaukee, its location and the goods/services it provides to Milwaukeeans.
2. Encourage representatives to bring videos and merchandise related to their business. In turn, have selected students provide a general history and mission of your school for the visiting representative.

Language Arts/Writing Assignment:

3. Before the speaker arrives, brainstorm interview questions (see previous activity for interview question possibilities).
 - ✓ **Potential Assessment Activity: (Written Summary)**
 - ✓ 4. After reviewing the highlights of the guest speaker's presentation and recording recall information on the chalkboard or chart paper, have students summarize the guest speaker's presentation in writing. Direct students to incorporate a particular number of the items from the list of recorded information.

Milwaukee Trivia

These Milwaukee Trivia activities are a quick tool to engage students in thinking about their knowledge of Milwaukee. The activities are not necessarily based on the content of the Video Chapters but require students to test their knowledge from various resources.

Milwaukee Trivia Activity 1: “*KNOWING YOUR NUMBERS TRIVIA QUIZ*”

Teaching/Learning Activity: Trivia Quiz

Key Concepts: Historical, Company, Business, Industry

Materials: Trivia Quiz, Paper, Pencil

1. Copy the following statements or write the statements one at a time on the chalkboard. Have students circle or guess which statements they believe are true about Milwaukee during the early years when it became famous as a manufacturing town. Students should give reasoning why they believe the statement is true or false.

Note: None of the statements are false. Tell students in advance that all the dates are true so the don't focus on that fact.

- By 1873, the Milwaukee Iron Company in Bay View was the 2nd largest producer of railroad rails in America.
- By 1879, meat-packing was Milwaukee's largest industry.
- By 1890, Milwaukee was the largest producer of tanned leather on the planet.
- By 1874, Milwaukee's Pabst Brewery was the largest in the US.
- By 1886, Northwestern Mutual was the 7th largest life insurance company in America.
- Falk Corporation is the largest manufacturer of precision industrial gears in America.
- Pawling and Harnischfeger were at one time the world's largest producers of overhead cranes in the late 1800's.
- The A.O. Smith Company was at one time the country's largest maker of car frames during the 20th century.
- In the late 1800's, Edward P. Allis' Reliance Works made the largest steam engines in the world.
- By 1910, Milwaukee had the 2nd highest concentration of adult males in America who were industrial workers.

Milwaukee Trivia Activity 2: “*MAPPING BUSINESSES/INDUSTRIES (Then/Now)*”

Teaching/Learning Strategies: Trivia Mapping

Key Concepts/Vocabulary: Business, industries, machine shop, map, location

Materials: Map, MOM Website, Phone Book

1. Several companies and workplaces played a very significant role in Milwaukee's rise as a “City of Industries” and “Machine Shop of the World” and still play a significant role.
2. Access a map of Milwaukee at the following website: <http://www.mapquest.com/>
Or, access a Milwaukee map on *The Making of Milwaukee* website: www.themakingofmilwaukee.com

- ✓ **Potential Assessment Activity: (Mapping)**
- ✓ 3. Have students go to a phone book or use the yellow pages at <http://yp.yahoo.com/> to find addresses for the following companies.
 - **Harley Davidson Motorcycle Company**
 - **Rockwell Automation (formerly Allen-Bradley Company)**
 - **Falk Company**
 - **Harnischfeger Corporation**
 - **Northwestern Mutual Life Insurance**
 - **Miller Brewing Company**
 - **Patrick Cudahy Meat Products**
- ✓ 4. If time allows, have students add 4-6 other well known and modern-day Milwaukee businesses/industries to their original map locations (use a different colored pencil to make the markings/labels for easy distinction). Then compare the differences in location between “then and now”.

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.

1855-Frederick Miller purchases a small brewery on Watertown Plank Road and begins producing beer.

1867-Edward Allis opens his Reliance Works shop on a twenty-acre site in Walker’s Point. A small machine shop in Milwaukee produces the world’s first practical typewriter.

1868- Milwaukee Iron Company first opens its doors in Bay View.

1874-Pabst becomes America’s largest producer of beer.

1879- Meatpacking becomes Milwaukee’s largest industry.

1883- Newhall House Hotel burns to the ground killing at least 75 people.

1884-Harnischfeger and Pawling open a small machine shop in Walker’s Point.

1886-Northwestern Mutual Life Insurance constructs office building on vacant lot where Newhall House Hotel stood. At least five people die when workers march towards the Bay View Iron mill demanding an 8 hour work day.

1890- Milwaukee becomes the largest producer of tanned leather on the planet.

1893-Patrick Cudahy moves his meatpacking plant to the present day village of Cudahy.

1899- A.O. Smith builds America's first pressed-steel automobile frame in a small shop in Walker's Point.

1901- Allis-Chalmers merger makes the company one of the leading manufacturers of heavy machinery on earth.

Timeline Activities

Use the following activities to engage students with the timeline:

Timeline Activity 1: “ILLUSTRATING THE TIMELINE”

Teaching/Learning Strategies: Timeline Representation, Labeling Dates

Key Concepts/Vocabulary: Timeline, event

Materials: Timeline, Paper/Pencil

1. Choose five different events on the timeline and draw pictures that would help other people understand this event. Be sure to label the dates on the drawings and place them in chronological order.

Timeline Activity 2: “ACTING IN TIME”

Teaching/Learning Strategies: Dramatizing Historical Events

Key Concepts/Vocabulary: Timeline, Historical Events

Materials: Dramatic Courage

1. The teacher should divide the class into groups or pairs and have them act out one event in the timeline.

Timeline Activity 3: “PRIORITIZING TIME”

Teaching/Learning Strategies: Prioritizing historical events, Tally responses

Key Concepts/ Vocabulary: Timeline, significant

Materials: Timeline, Paper/Pencil, Overhead

1. Make copies of the timeline for students and have students choose/circle what they believe to be the 3 most significant events on the timeline.
2. The teacher should put the timeline on a transparency and tally the number of circles for each event and lead a discussion on the events that students chose as the most and least significant.

Discussion Questions

Questions for Video Chapter 6, “City of Industries”

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

1. What resources did early Milwaukee ship to other places?
2. Why did Milwaukee business leaders want to keep some of its own resources here in Milwaukee instead of shipping it to other places?
3. Why did so many people/immigrants move to Milwaukee in the mid-1800’s?
4. What were some of the early industries that began in Milwaukee and what resources did they use from the Milwaukee area?
5. How did iron production become Milwaukee’s first “heavy” industry?
6. What landmarks in Bay View remain to signify its role in iron production?
7. What role did John Plankinton, Frederick Layton, and Patrick Cudahy play in making Milwaukee a “city of industries”?
8. How was Milwaukee able to become the largest producer of tanned leather on the planet by 1890?
9. What were some of the family names associated with brewing beer in Milwaukee?
10. Why is Milwaukee known as “Cream City” to some people?
11. How was Northwestern Mutual Life different from other industries that existed in Milwaukee during this time?
12. What role did E.P. Allis play in Milwaukee industry?
13. What role did the Menomonee Valley play in the rise of industry in Milwaukee?

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

1. How did Milwaukeeans base their economy on the resources around them?
2. What were some possible drawbacks to the environment that came with the rise of industry in Milwaukee?

Questions for Video Chapter 8, “Machine Shop of the World”

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

1. How were jobs in Milwaukee different after the Civil War around 1870?
2. How did the Falk family company signify a shift from processing goods to manufacturing goods?
3. What other machine shops dominated Milwaukee’s economy by 1900?

4. What contribution did William Harley and Arthur Davidson make to Milwaukee's reputation as "Machine Shop of the World"?
5. What difficult conditions did workers in Milwaukee face as industry rose in the city?
6. How did the Knights of Labor attempt to help laborers/workers in Milwaukee?
7. How did the "labor action" or the "workers' strike" turn violent in 1886?
8. What was the response of workers to the tragic events in Bay View?

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

1. Why did the Bay View Strike in 1886 turn violent?
2. Who bears the most responsibility for the labor tragedy that occurred in Bay View in 1886? Use specific examples to support your belief.
3. How did the Bay View Strike change Milwaukee? .
4. What are the advantages and disadvantages that came to Milwaukee for being known as the "Machine Shop of the World" by 1900?

| | |
|--|---|
| <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>Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.</p> <p>Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.</p> | <p>C.8.7. Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate</p> <p style="text-align: center;">Standard D: Economics</p> <p>D.8.1 Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services</p> <p style="text-align: center;">Standard E: Behavioral Science</p> <p>E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people</p> <p>E.8.11 Explain how beliefs and practices, such as ownership of property or status of birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved</p> |
| <p>Content Standards: English</p> | <p>Performance Standards: English</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>Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.</p> | <p style="text-align: center;">Standard A: Reading/Literature</p> <p>A.8.1 Use effective reading strategies to achieve their purposes in reading</p> <p>A.8.2 Read, interpret, and critically analyze literature</p> <p>A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience</p> <p>A.8.4 Read to acquire information</p> <p style="text-align: center;">Standard B: Writing</p> <p>B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes</p> |

| | |
|---|--|
| <p>Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.</p> | <p>B.8.2 Plan, revise, edit and publish clear and effective writing</p> <p>B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications</p> <p style="text-align: center;">Standard C: Oral Language</p> <p>C.8.1 Orally Communicate information, opinions, and ideas effectively to different audiences for a variety of purposes</p> <p>C.8.2 Listen to and comprehend oral communications</p> <p>C.8.3 Participate effectively in discussion</p> <p style="text-align: center;">Standard D: Language</p> <p>D.8.1 Develop their vocabulary and ability to use words, phrases, idioms and various grammatical structures as a means of improving communication</p> <p style="text-align: center;">Standard E: Media and Technology</p> <p>E.8.1 Use computers to acquire, organize, analyze and communicate information</p> <p>E.8.3 Create media products appropriate to audience and purpose.</p> <p style="text-align: center;">Standard F: Research & Inquiry</p> <p>F.8.1 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>Performance Standards: Mathematics</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</p> | <p style="text-align: center;">Standard A: Mathematical Processes</p> <p>A.8.1 Use reasoning abilities</p> |

| | |
|--|--|
| <p>communication, and the use of appropriate technology, when solving mathematical, real-world and non-routine problems.</p> | <p>Standard E: Statistics & Probability</p> <p>E.8.2 Work with data in the context of real-world situations</p> <p>E.8.2 Organize and display data for statistical investigations</p> |
| <p>Content Standards: Science</p> | <p>Performance Standards: Science</p> |
| <p>Students in Wisconsin will demonstrate an understanding of the relationship between science and technology and the ways in which that relationship influences human activities.</p> | <p>Standard G: Science Applications</p> <p>G.8.2 Explain how current scientific and technological discoveries have an influence on the work people do and how some of these discoveries also lead to new careers</p> <p>G.8.3 Illustrate the impact that science and technology have had, both good and bad, on careers, systems, society, environment and the quality of life</p> |

“The Making of Milwaukee” Curriculum

Grades 1-4

Learning Activities for Modern Milwaukee: 1900 -- Today

Aligns with

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

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

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

Introduction

Essential Questions

Key Concepts and Vocabulary

Invitational Activities

Video Response Activities

Then and Now Activities

Learning Outside the Classroom Activities

Milwaukee Trivia Activities

Discussion Questions

Wisconsin Model Academic Standards

Appendices

Essential Questions

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

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

Key Concepts & Vocabulary

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

Invitational Activities

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

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

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

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

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

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

Language Arts Activity: Written reflective paragraph

✓ **Potential Assessment Activity:**

- ✓ 8. Have students look at their completed T-Chart and put a star by the descriptors that are most appealing to them. Ask students to share if they would rather live in a city or in the country.

- ✓ 9. Direct students to write a paragraph describing if they would rather live in a city or in the country. Tell students they must provide at least 2 reasons for their choice.

City and Country Lifestyles

Life in the City

Life in the Country

| | |
|---|----------------------------|
| 1. 2. 3. 4. 5. | 1. 2. 3. 4. 5. |
| Personal Reflection: If I could choose where to live, I would live in the ----- (city or country). First, I think I would like the ----- because-----. Second, I think I would like the ----- because -----. | |

Invitational Activity 2: “THE GOOD OLD DAYS”?

Teaching/Learning Strategies: Discussion, Storytelling, Storywriting

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

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

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

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

- Why do you think people talk about “The Good Old Days” even when there were hard times, many challenges and setbacks during the old days?
2. As a teacher, tell a “Good Old Days” story of your own childhood that describes something you loved about your childhood or something that you miss about your “Good Old Days”. Perhaps base your story on a family **photograph** or a photograph of you when you were the age of your students. Try to incorporate the vocabulary words above in your story. Be sure to get across the idea that **stories and photographs** of the past represent **personal histories**. Ask students:
- Does anyone in your family like to tell stories of the past, stories that tell about their personal history?
 - Who tells stories in your family and what are these stories about?

Language Arts Assignment: Storytelling and Story Writing

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

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

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

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

Materials: Making of Milwaukee Website On-Line Newspaper Template

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

- ✓ **Potential Assessment Activity:**

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

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

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

****USE THE MAKING OF MILWAUKEE ON-LINE NEWSPAPER TEMPLATE**
Teachers and students are encouraged to use the interactive “Newspaper Template” within The Making of Milwaukee website, www.themakingofmilwaukee.com in order to publish a document that appears historical. Go to the “In the Classroom” section of the website and click on “Interactive Lessons” or, to go directly to the on-line activity click here now: <http://www.themakingofmilwaukee.com/classroom/newspaper>

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

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

Video Response Activities

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

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

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

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

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

Materials: Population Table I, Graph Paper,

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

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

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

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

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

Milwaukee's Population from 1850 to 2000

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

3. Ask students some of the following questions:

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

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

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

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

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

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

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

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

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

1. Tell students,

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

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

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

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

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

Table II: Changes in Milwaukee at the “Turn of the 20th Century”

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

3. After watching Video Chapter 9, ask students:
 - What do you remember about some of these changes that happened in Milwaukee at the “Turn of the Century”?
 - Do you think the changes that happened 100+ years ago are still visible today?
 - How will we find out if these places still exist in Milwaukee? (brainstorm ways to explore)
 - Do you know where some of these places are located?
 - How can we find out where they are located? (brainstorm ways to explore)

4. Have each student or a pair of students choose approximately 3 items on the visual to explore on the Internet, in Milwaukee books, brochures, or on city maps so they can determine if they are still here now and where they are located.

Art Activity: Creating a Then and Now Scrapbook

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

If desired use “The Making of Milwaukee” On-Line Scrapbook template found in the “In the Classroom Section of www.themakingofmilwaukee.com

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

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

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

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

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

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

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

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

Mapping Activity:

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

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

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

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

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

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

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

1. Say to students:

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

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

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

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

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

3. Tell students that:

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

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

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

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

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

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

5. To summarize the video discussion, explain and ask the following questions:

“Cities all across America have always faced and still currently have the same concerns and successes. Like other big cities, Milwaukee has faced numerous challenges throughout its history and many of those challenges are very similar to the challenges faced by its citizens today.

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

Language Arts Activity: Two Written Paragraphs

✓ **Potential Assessment Activity:**

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

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

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

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

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

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

Materials: Chart Paper, Chalkboard or Overhead, Graph Paper

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

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

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

2. Discuss the following questions:

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

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

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

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

Video Response Activity 6: “LEADERSHIP for MILWAUKEE CITIZENS: THE SOCIALISTS”

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

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

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

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

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

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

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

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

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

Mayor David Rose
Corrupt
Socialists
"For the Greater Good"
"Milwaukee: Bigger, Better and Brighter"

Then tell this story:

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

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

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

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

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

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

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

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

Video Response Activity 7: “MILWAUKEE COUNTY PARKS FOR EVERYONE!”

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

Key Concepts/Vocabulary: County, Park

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

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

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

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

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

In order to show a map of Milwaukee County found on the Making of Milwaukee Website, GO TO: www.themakingofmilwaukee.com and locate the Milwaukee County Map within the “Image Library”.

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

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

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

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

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

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

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

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

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

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

Teaching/Learning Strategies: Photo Analysis, Written Report

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

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

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

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

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

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

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

Language Arts Activity: Brief Written Report

✓ **Potential Assessment Activity:**

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

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

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

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

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

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

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

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

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

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

Art Activity: Drawing a House or Apartment.

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

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

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

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

Teaching/Learning Strategies: Historical Inquiry Teaching/Learning Process

Key Concepts/Vocabulary: Neighborhood

Materials:

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

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

Essential Questions to Guide a Neighborhood Study

History:

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

Culture:

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

Geography:

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

Economics:

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

Political Science:

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

Sociology:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<http://www.wikipedia.com>

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

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

Mapping Activity: Great Migration Map

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Key Concepts/Vocabulary: African American, prejudice, racism

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

1. Review with students what life was like for African American people who moved to Milwaukee after the 1920’s.
2. After this initial discussion, ask individual or small groups of students to think about what the words prejudice and racism mean.

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

- **Mitchell, Margaree King. (1993). Uncle Jed’s Barbershop. First Aladdin Paperbacks: Hong Kong.**
- **Welch, Catherine. (2001). Children in the Civil Rights Era. Minneapolis: Carolrhoda Books.**

- ✓ **Potential Assessment Activity: Writing Sentences Using Vocabulary Words.**
- ✓ 3. After reading some of the children’s books above have students use the words “prejudice” and “racism” in a sentence to demonstrate how they have begun to think about these concepts

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

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

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

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

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

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

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

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

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

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

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

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

- Do you think this only happened in Milwaukee?

Language Arts Activity: Writing about “My Rights as an American Citizen. Speech

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

Then and Now Activities

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

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

(1890 & 1990)

Teaching/Learning Strategy: Analyze Milwaukee Photographs, Discuss, Venn Diagram Comparison
 Key Concepts/Vocabulary: Century, change,
 Materials: Then & Now Photographs, Internet, Paper/Pencil/ Venn Diagram

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

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

1890 photo of the corner of 3rd St. and Juneau Ave.

1990 photo of the corner of 3rd St. and Juneau Ave.

OR

Option #2: On-line photos of 3rd St. and State St.

Go to the “*Milwaukee’s History*” section of *The Making of Milwaukee* website, www.themakingofmilwaukee.com. Select the “*Then and Now Photos*” category for this option.

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

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

Venn Diagram Comparison Activity:

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

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

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

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

Key Concepts/ Vocabulary: Building Boom, landmark,

Materials: MOM website--Image Library

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

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

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

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

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

Key Concepts/Vocabulary: Street Names, History, Historical

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

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

Mapping Activity:

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

Language Arts Activity: Research, Written Report & Speech

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

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

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

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

www.linkstothepast.com/milwaukee/mkestreets

www.onmilwaukee.com

www.streetlookup.com/city/milwaukee.map.html

Milwaukee Public Museum – Streets of Old Milwaukee

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

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

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

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

Then and Now Activity 4: “MILWAUKEE MID-CENTURY CHALLENGES”

Teaching/Learning Strategies: Create Collage in Small Group

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

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

Art and History Activity: (Making a Collage)

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

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

Learning Outside the Classroom

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

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

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

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

Potential Field Trip Study Guidelines

I. Before going on the Fieldtrip:

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

II. After going on the Fieldtrip

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

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

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

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

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

Critical Thinking Level: *GENERALIZE*

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

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

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

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

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

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

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

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

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

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

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

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

Try out some of these Milwaukee County Park combinations:

a. Milwaukee County Parks by Water:

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

b. Milwaukee County Parks by the Shore:

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

c. Milwaukee County Parks in Bloom:

Whitnall Park
Boerner Botanical Gardens
Mitchell Domes

d. Milwaukee Oak Leaf Trails:

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

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

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

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

Materials: Field Trip Requirements, clipboards

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

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

For further information contact:

America's Black Holocaust Museum, Inc.

2233 N. Fourth Street

Milwaukee, Wisconsin USA 53212

Phone: 414-264-2500

Milwaukee Trivia

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

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

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

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

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

Name of park: _____

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

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

Name of original baseball team: _____

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

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

Name of longest lasting Milwaukee brewery: _____

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

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

Year of Milwaukee’s freeway completion: _____

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

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

Year of shopping center opening: _____

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

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

The decade that the Alewife made Milwaukee stink: _____

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

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

Dan Hoan's claim to fame: _____

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

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

Mayor who shut down the city: _____

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

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

Date first TV station signed on: _____

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

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

Milwaukee's last Socialist mayor: _____

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

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

Milwaukee's current ethnic majority: _____

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

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

Milwaukee County Cities: _____

Milwaukee County Villages: _____

Timeline Information

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

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

1945- World War II (WWII) ends.

1945- 2% of Milwaukee population is African American.

1946- Baby Boom Begins.

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

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

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

Timeline Activities

Use the following activities to engage students with the timeline:

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

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

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

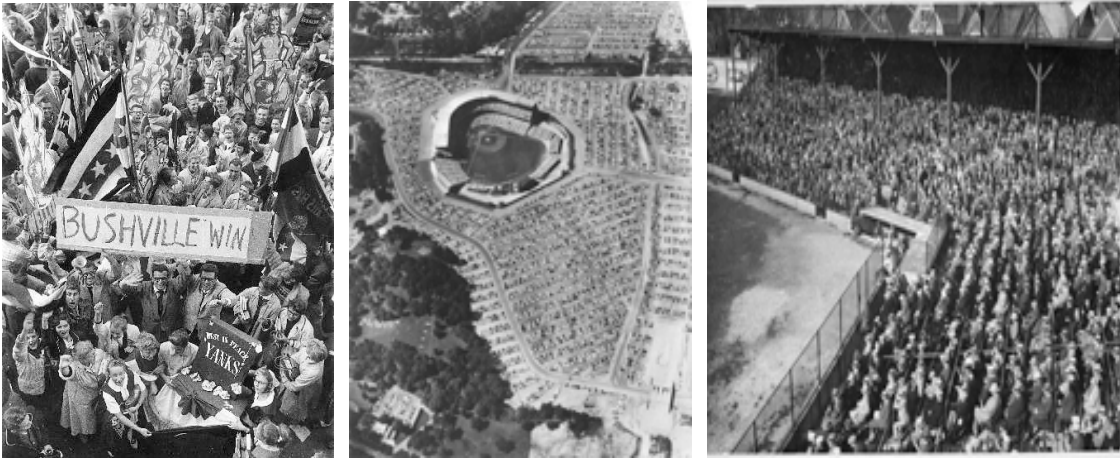
Materials: Milwaukee Baseball Photos, Timeline or Timeline Software

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

Milwaukee County Stadium
Bushville Wins
Miller Park

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

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



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

Timeline Activity 2: "FUN AT MILWAUKEE'S ETHNIC FESTIVALS"

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

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

Materials: Internet, Brochures/Pamphlets, Timeline,

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

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

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

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

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

Teaching/Learning Strategies: Analyze Timeline, Mathematical Calculation

Key Concepts: timeline, television, television set, population

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

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

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

Discussion Questions

Questions for Video Chapter 15, "The Exploding Milwaukee"

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

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

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

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

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

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

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

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

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

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

Questions for Video Chapter 17, "Almost Yesterday"

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

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

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

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

Wisconsin Model Academic Standards (Grade 4)

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

| Content Standards—Social Studies | Performance Standards—Social Studies |
|--|---|
| <p style="text-align: center;">Standard A: Geography</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 land and water forms; and human features such as cities, counties, states, and national borders</p> <p>A.4.4 Describe and give examples of the ways in which people interact with the physical environment, including use of land, location of communities, methods of construction and design of shelters</p> <p>A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world</p> <p>A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire: discuss reasons for these changes; and explain their probable effects on the community and the environment</p> |
| <p style="text-align: center;">Standard B: History</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 and understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and</p> |

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| <p>Standard C: Political Science & Citizenship</p> <p>Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance</p> | <p>charts</p> <p>B.4.2 Use a timeline to select, organize, and sequence information describing eras in history</p> <p>B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political and cultural roles played by individuals and groups</p> <p>B.4.7 Identify and describe important events and famous people in Wisconsin history</p> <p>B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment</p> <p>B. 4.9 Describe examples of cooperation and interdependence among individuals, and groups</p> <p>Standard C: Political Science & Citizenship</p> <p>C.4.1 Identify and explain the individual’s responsibilities to family, peers, and the community, including the need for civility and respect for diversity</p> <p>C.4.3. Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation</p> <p>C. 4.5 Explain how various forms of civic action such as running for office, voting, signing an initiative and speaking at hearings, can contribute to the well-being of the community</p> |
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| <p style="text-align: center;">Standard E: Behavior Science</p> <p>Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings</p> | <p style="text-align: center;">Standard E: Behavioral Science</p> <p>E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development</p> <p>E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living</p> <p>E.4.4 Describe the ways in which ethnic cultures influence the daily lives of people</p> <p>E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior</p> <p>E.4.8 Explain how people learn about others who are different from themselves</p> <p>E.4.12 Give examples of important contributions made by Wisconsin citizens</p> <p>E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people</p> <p>E.4.15 Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters</p> |
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| Content Standards: English | Performance Standards: English |
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| | |
| <p data-bbox="331 833 704 863">Standard A: Reading/Literature</p> <p data-bbox="237 898 786 1041">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 data-bbox="396 1333 639 1362">Standard B: Writing</p> <p data-bbox="237 1398 763 1541">Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.</p> <p data-bbox="354 1835 682 1864">Standard C: Oral Language</p> | <p data-bbox="919 833 1292 863">Standard A: Reading/Literature</p> <p data-bbox="824 898 1347 970">A.4.1 Use effective reading strategies to achieve their purposes in reading</p> <p data-bbox="824 1008 1286 1079">A.4.2 Read, interpret, and critically analyze literature</p> <p data-bbox="824 1117 1321 1226">A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience</p> <p data-bbox="824 1264 1263 1293">A.4.4 Read to acquire information</p> <p data-bbox="984 1339 1227 1369">Standard B: Writing</p> <p data-bbox="824 1407 1380 1516">B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes</p> <p data-bbox="824 1554 1341 1625">B.4.2 Plan, revise, edit and publish clear and effective writing</p> <p data-bbox="824 1663 1386 1806">B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications</p> |

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| <p>Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.</p> | <p style="text-align: center;">Standard C: Oral Language</p> <p>C.4.1 Orally Communicate information, opinions, and ideas effectively to different audiences for a variety of purposes</p> <p>C.4.2 Listen to and comprehend oral communications</p> <p>C.4.3 Participate effectively in discussion</p> <p style="text-align: center;">Standard D: Language</p> <p>D.4.1 Develop their vocabulary and ability to use words, phrases, idioms and various grammatical structures as a means of improving communication</p> <p style="text-align: center;">Standard E: Media and Technology</p> <p>E.4.1 Use computers to acquire, organize, analyze and communicate information</p> <p style="text-align: center;">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> |
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| Mathematics Content Standard | Mathematics Performance Standard |
|--|---|
| <p style="text-align: center;">Standard A: Mathematical Processes</p> <p>Students in Wisconsin will draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written communication, and the use of appropriate technology, when solving mathematical, real-world and non-routine problems.</p> | <p style="text-align: center;">Standard A: Mathematical Processes</p> <p>A.8.1 Use reasoning abilities</p> <p style="text-align: center;">Standard E: Statistics & Probability</p> <p>E.8.1 Work with data in the context of real-world situations</p> <p>E.8.2 Organize and display data for statistical investigations</p> <p>E.8.3 Extract, interpret, and analyze information from organized and displayed data</p> <p>E.8.4 Use the result of data analysis to make predictions, develop convincing arguments and draw conclusions</p> |

APPENDIX A

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

African American Experience and the Civil Rights Movementpg.

Early Settlers Go to Work pg.

Early Settlers/Pioneer Lifepg.

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 Americanspg.

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

Yezerki, 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, transportation, dwellings, religious beliefs & rituals, tools through text and pictures.* ISBN: 0-531-20268-2

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

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

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

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

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

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

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

APPENDIX B

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

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 | |