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**A Curriculum for Classroom Teachers**

**Presented by Milwaukee Public Television (MPTV)**

# Making of Milwaukee

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# Making of Milwaukee

## Introduction

Dear Teachers,

We are pleased to present this curriculum that accompanies *The Making of Milwaukee* Series produced by Milwaukee Public Television (MPTV). The curriculum and the series are part of the ongoing vision of MPTV to broaden perspectives and deepen the understanding of viewers in southeastern Wisconsin. It also represents the outreach of the station to support teachers and children in our schools and classrooms. This contribution represents a particular contribution to education in Wisconsin because we all know teachers who have longed for good curriculum materials to teach the history of Milwaukee. So we see this curriculum as meeting an educational need as well as helping to fulfill the desire and commitment of teachers to help children better understand the history of this important city in Wisconsin.

*The Making of Milwaukee* curriculum is organized into six historical themed sections that align with *The Making of Milwaukee* Video Chapter Series based on John Gurda's book by the same title. The lessons are organized within these themes to assure you have maximum flexibility in incorporating them in your teaching. We imagine that at various times during your teaching, you might choose to use one of the historical themed sections in its entirety as presented here, that you might choose selected learning activities to use with one or several video chapters in the series, or that at other times you might use only discussion questions based on your curriculum sequencing, time, and student levels. We recognize the great diversity of student interest, ability, and knowledge in your classrooms and therefore have included a wide-range of activities in each historical themed section to facilitate your selection of learning activities to fit the needs of your students and your curriculum. The activities can be easily adapted to different levels of students, to various forms of assessment (e.g., rubrics you develop for student performance) and to the different resources that you have available.

The six historical themed sections feature:

- ▶ The *Essential Questions* that serve as overarching questions to connect the learning activities to larger questions of history and the human experience.
- ▶ The *Invitational Activities* stimulate student thinking, curiosity, and imagination about the lesson they will experience and can be used prior to viewing the Making of Milwaukee Video Chapter(s).
- ▶ The *Film Response Activities* provide a variety of activities to actively engage students in exploring and learning the content after viewing the Video Chapter(s).
- ▶ The *Then and Now Activities* make a direct link between history and students' current experiences and lives so they can explore the connections between the past and now.

- ▶ The *Learning Outside the Classroom Activities* allow you to connect the classroom learning to learning opportunities in the community.
- ▶ The *Milwaukee Trivia Activities* are designed as quick inquiries of student knowledge about Milwaukee facts and knowledge.
- ▶ The *Timeline Activities* help students to contextualize the lesson into a larger picture of Milwaukee History.
- ▶ The *Discussion Questions* enable you to ask main idea questions about the content of the Video Chapter as well as critical analysis questions that probe the content further.
- ▶ The *Wisconsin Model Academic Standards* allow you to quickly identify the pertinent standards taught in each lesson.

We are pleased to present these lessons to teachers, particularly since teachers developed each one of them. Therefore, we hope that you will find them creative, useful and relevant to what you teach and to the ways that you teach.

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# The Making of Milwaukee

## Lessons for Teachers on Early Milwaukee

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

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### Essential Questions

This lesson is designed to engage students in thoughtful deliberation of enduring questions about history and the human experience such as:

1. Why do people move to unknown places to live?
2. What challenges do people face as they move into undeveloped places?
3. What important information needs to be considered when moving?
4. How do resources (lack of or abundance of) affect people's moves?
5. How did people survive in an era with no resources?
6. How do people accumulate resources?

### Invitational Activities

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.

#### **ACTIVITY 1: MAKING THE MOVE**

1. Have students recall a time in their lives when they moved into a new city or neighborhood. Ask students to write responses to the following questions:

- Why did you and your family move?
- What was the most challenging part of moving to another area?
- How did you adjust to your new city or neighborhood?
- What resources in the neighborhood helped you feel comfortable with your new surroundings?
- Did you ever feel like your family made the wrong decision to move? Why?
- What changes in your lifestyle did you or your family have to make after you moved to your new neighborhood?

2. Allow students to share their responses with another student or in small groups.

3. Using the responses to the invitational activity, discuss with students that moving to an unknown area can be extremely challenging. Explain to students that settlers who came to Milwaukee before it was a city shared the same types of experiences they recalled during this activity. These early Natives and settlers had to find ways to adjust to their new environments and survive in a time when technology was not as advanced as it is today. They used the resources around them and worked with others, sometimes strangers, to make the best of the land and opportunities around them. Furthermore, the perseverance, works and strength of these early settlers have helped pave a way for a new, vibrant and stable city such as Milwaukee.

Follow-up Learning Activity:

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

- Challenge students to write a one-page poem that explains their moving experiences.
- Students’ poems should incorporate the responses to the questions showcased above.
- Have students read these poems during an “open mic” in which students truly internalize and express their emotions associated with moving.

## **Film Response Activities**

The following activities follow the viewing of Video 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.

## ACTIVITY 1: PAINTING A NATIVE SCENE

1. Have students recall some of the content from Video Chapter 1, *Natives and Traders*. Teacher records student responses for student reference. (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 settlers to move in the early lands of Milwaukee. Motivate them to draw or paint a native scene that incorporates ideas from the list of resources Natives used. Encourage students to be creative and to include as many elements of early Native living as possible.
3. Once students' drawings or paintings have been completed, have students showcase their pictures in a Picture Gallery. Invite other classes, schools or parents to the picture showcase. While others are viewing the gallery, have students describe the scenes, images, and symbols they used to recreate the early Native scenes in Wisconsin.

Go to the "Image Library" of the "In the Classroom" section of *The Making of Milwaukee* Website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com), and choose "Lesson 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".

## ACTIVITY 2: THE SOLOMON JUNEAU CATALOG

Teachers may want to consider viewing the following websites with students before completing this activity:

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

[http://www.sears.com/sr/javasr/home.do?BV\\_UseBVCookie=Yes&vertical=SEARS](http://www.sears.com/sr/javasr/home.do?BV_UseBVCookie=Yes&vertical=SEARS)

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

<http://www.eddiebauer.com/eb/default.asp>

1. After watching the Video Chapter 1, *Natives and Traders*, review with students the entrepreneurship of Solomon Juneau as a trader. Point out and describe the items he sold or traded (various furs, beads, blankets, axe heads, bells, etc) and how customers used them in their everyday lives.

2. Have students research the items Juneau sold at his trading post. Using resources such as textbooks, encyclopedias, library books or the Internet, have students take notes on the design, descriptions and uses of these items.
3. After thorough research has been conducted, have students create a product catalog for Juneau's trading post. The catalog should contain the following:
  - An enticing, attractive cover
  - Photographs or drawings of the products
  - Brief descriptions of the products and the advantages they offer to potential buyers

Follow-up Learning Activity:

Students may exchange catalogs and participate in a peer evaluation process during which they identify the strengths/weaknesses of the product catalogs.

### **ACTIVITY 3: THE DISPLACEMENT OF NATIVES**

1. Video Chapter 1, *Natives and Traders*, explains that many Native groups were persuaded to leave their lands by federal officials. Discuss the following questions with students as a group or have them formulate individual written responses:
  - Do you agree with the federal government's actions to persuade Natives to leave their lands? Defend your position.
  - What should Natives have received in return for the land they relinquished?
  - How did Natives and settlers value land differently?
  - What reasons could you give to defend the actions of the federal government?
  - How did the federal government's persuasive actions affect the traditions, cultures and lives of Wisconsin Native tribes?
  - What were the benefits and consequences of persuading Native groups from Wisconsin lands?
  - How could this situation have been handled differently by federal officials so that both settlers and Natives benefited from the rich lands of Wisconsin?
  - Do you think the Indian gaming casinos were adequate reparations for Natives' land over 170 years ago? Defend your answer.
  - Were treaties very effective tools for resolving conflicts and reaching compromise? Explain.

Follow-up Learning 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.

#### **ACTIVITY 4: CELEBRATION OF WISCONSIN NATIVE TRIBES**

1. In this activity, students will create a presentation 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 groups of five. Each group of students will be responsible for planning a presentation about one of the following Native American tribes. (List may be adjusted to class size.)

*Note to Teachers: You might assign each group a Native group or develop a random selection process.*

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

3. Have each group conduct research about their assigned Native groups. This can be done in the school or local libraries, computer labs or any combination of outside resources. The following content areas should be present in all presentations:
  - Background Information of Native group (history of the group)
  - Location of the group and influence of location on the group
  - Shelter, clothing and food within the tribe
  - Traditions and celebrations
  - Present status in the United States (Where are they now? How are they different/similar than their ancestors of the 1800s?)
4. Students may present their information of the Natives groups in the following ways:
  - a. **PowerPoint:** Students can create slides that display the required content. Groups may customize the presentation, include clipart and animation while displaying their research.
  - 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. **Documentary:** 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.

*Please visit the “Image Library” of the “In the Classroom” section on The Making of Milwaukee Website, [www.themakingofmilwaukee.com](http://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, Native American Rice Harvest Canoe”.*

## **ACTIVITY 5: MILWAUKEE’S EARLY LEADERS**

1. Video Chapter 2, *New Frontiers*, explains the lives, leadership and competitive-ness of Milwaukee’s founding fathers. Discuss the lives of Solomon Juneau, Byron Kilbourn and George Walker as portrayed in the video chapter. Students may also find additional information on these three early leaders from resources in the library or Internet.

*Show your students images of Milwaukee’s early leaders by visiting The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Go to the “Image Library” within either the “In the Classroom” or “Milwaukee’s History” section. Use the “search” tool.*

2. Have students make distinct comparisons of the three individuals based on the video chapter and additional research (optional). Using a venn triagram, allow students to point out the similarities and differences between the three leaders. Students should take into consideration the following:
  - Backgrounds of the individuals
  - Personalities
  - Business experience/tactics
  - Accomplishments
3. Students may work individually or in pairs to complete the venn triagrams.
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?

- What similarities do all three men have in common?
- Which of the three men do you feel was the most effective leader? Why?
- Does competition make things better for citizens?
- What might Milwaukee look like today if all three leaders combined their resources, experiences and talent?
- If you were one of the first leaders, what necessary decisions would you make that these three men may have overlooked in developing and improving Milwaukee?

Please visit the “Image Library” of the “In the Classroom” section on *The Making of Milwaukee Website*, [www.themakingofmilwaukee.com](http://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 separate photos entitled, “Juneau, Kilbourn, and Walker”.

## ACTIVITY 6: “WHAT IF”...MILWAUKEE

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 make students comfortable with the following activity, formulate three “what-if” questions that challenge students to predict or consider how Milwaukee would be different based on a different set of facts. See the following example to use for help in designing questions:
  - a. Start the activity by explaining to students that Milwaukee is the way it is today because of the historical events that have taken place more than 200 years ago. Explain to them that the past truly influences the present. For example, many of the businesses, such as the Milwaukee Journal Sentinel, were started years ago for different purposes. The newspaper is still a business that inspires to inform the public, but in the 1800’s it was two separate newspapers each started by a competing founder. The Sentinel was founded by Kilbourn and the Milwaukee Journal was started by Solomon Juneau. Both leaders were trying to influence early settlers to side with their viewpoints.
  - b. Ask students to respond to the following question:
 

*“What if Milwaukee had no major, local newspaper?”*

- c. Allow students time to respond to the question by writing a brief paragraph, developing a short poster or creating a flowchart or diagram.
- d. Select three students to respond to the question. Explain to them that they will be given no more than one minute to describe what Milwaukee might be like today if it had no newspaper. As students respond to the question, write their responses on the board.

(Show video chapters 1, 2, & 3)

3. After watching all or one of the video chapters, allow students to formulate their own “what if” questions about how Milwaukee might look, function or operate as a city under different circumstances. Some 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?
4. Have students exchange their questions with a partner or small group. As they pose questions to each other, have them generate a list of responses.
5. Students can then create a poster that lists the responses/or share their findings with the class. They should identify what they feel are the most intriguing/interesting responses as well as their own personal response to their individual question.

## **ACTIVITY 7: START SPREADING THE NEWS**

1. Review with students the events surrounding the Bridge War between Solomon Juneau and Byron Kilbourn. Have students identify and explain the conflicts and disputes between both leaders.
2. Have students assume the role of a local newspaper reporter (not associated with either Juneau or Kilbourn). Students will gather information on 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.

Note: Teacher may want to use a current article as a model in explaining the components of newspaper articles.

3. Using the Video Chapter 2, *New Frontiers*, and other resources such as library books, encyclopedias and Internet websites, motivate students to write a news article that

explains the Bridge War in Milwaukee.

Please visit the “Interactive Lessons” section of “In the Classroom” on The Making of Milwaukee Website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) and choose the Interactive Newspaper Exercise. To access this tool now, click here:

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

Images for this lesson can also be found by going to the Image Library of the “In the Classroom” section of The Making of Milwaukee Website and choosing “Lesson Activity Images” from the pull down menu. Be sure to use the “search” tool to locate the photos entitled “Bridge War Painting and West Siders Destroy Bridge”.

4. 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)

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

## **ACTIVITY 8: THE GOOD IN GRAIN**

1. After viewing Video Chapter 3, *King Wheat*, review the importance of wheat in Milwaukee. The review can also include a brief discussion of the following questions:

- What allowed Milwaukee to have a global impact on the grain trade?
- What were the effects of wheat on Milwaukee’s economy and development?
- What other industries were affected by the grain trade?

2. Have students create a commercial advertising the wonderful, unique wheat grown only in the state of Wisconsin. 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 its grown today in Wisconsin, price, appearance, etc).*

3. 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
4. Give students planning time to create and rehearse commercials (Preparation time may vary according to class size, ability, scheduling, etc).
  5. 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.

## ACTIVITY 9: SCHOONERS IN MILWAUKEE

Wisconsin Historical Society Website ([www.wisconsinhistory.org](http://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.

*Go to the "Image Library" of the "In the Classroom" section of The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://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".*

2. Discuss the following questions as a class or in small groups:
  - How might this schooner have been used in Milwaukee?
  - How do you think it changed the way goods were transported throughout the 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?

## **Then and Now Activities**

The Then and Now activities are 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.

### **ACTIVITY 1: WHAT’S IN A PHOTO**

You can access these photos in *The Making of Milwaukee* book by John Gurda.

Photo of bridge at Chestnut Street in 1845 in Gurda’s 2<sup>nd</sup> book Chapter, “*City on the Swamp*”.

Photo of Hoan Bridge in Gurda’s 9<sup>th</sup> book Chapter, “*Shifting Currents*”.

*These photos are also available as still images on The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://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:
  - How are the two bridges different?
  - What similarities do you see between both bridges?
  - What contributing factors (societal, economical, political) do you think caused these differences?
  - How do the designs of these two bridges reflect the eras in which they were built (technology, city’s needs, resources, etc)?
  - What were the functions and purposes of both bridges?
  - What controversies surround the functions and purposes of these bridges being built? (Teacher may want to provide background on the Hoan bridge)
  - What types of bridges do you see being built in Milwaukee one hundred years from now? Give your reasoning for this design.
2. Challenge students to design and build a bridge of their own. Have them form groups of three or four to plan and discuss the features of the bridge. Share with students the following criteria:
  - a. Bridge must meet the needs of the people of Milwaukee in 2006. Brainstorm on ways that your bridge will make life better in Milwaukee.

- b. Bridges can also be designed on paper. Students can provide a drawing or an original, computer-generated model.
- c. Students can provide a written/oral summary that addresses the following questions:
  - What challenges do you foresee in creating this bridge?
  - 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 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?
- d. Any material can be used to build the bridge (Toothpicks, tongue depressors, and glue are examples of the types of inexpensive materials that can be used to build bridges).
- e. Bridges can be displayed in small groups or in a class viewing. Short presentations that incorporate responses to the previous questions may be performed by students.

## ACTIVITY 2: PICTURE THIS

Note: 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, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com)

Using *The Making of Milwaukee* book, show students the following pictures of the early development of Milwaukee:

- Cathedral in 1836
- The Milwaukee House
- West side of Water Street in 1844

*Then and Now* pictures of St. John's Cathedral and Water Street are also available in the "Then and Now" section on *The Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Go to the "Milwaukee's History" section of the website and click on "Then and Now" photos. Or, to go directly to the Then and Now photos, click here now:

[http://www.themakingofmilwaukee.com/history/before\\_after.cfm](http://www.themakingofmilwaukee.com/history/before_after.cfm)

1. For each photograph, discuss the following questions:

- What do you think was the purpose of this structure?

- What is the architecture 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?
2. Have students work in pairs or triads to develop a building for a business that would have had a major impact on the development of Milwaukee during the 1800's. As a group, students will decide on a business that they feel was needed during Milwaukee's early growth.
  3. Businesses should be given a name and significant purpose. Students should explain the product(s)/service(s) that the business will be providing to Milwaukee settlers that will contribute to the success of Milwaukee.
  4. Business buildings can be created in the following ways:
    - a. **Mini-Model:** Groups can create an actual model of their building. They must reach a consensus on the materials that will be needed to make the building and assign tasks (material gathering, research, etc.). Class time can be given to groups to coordinate development efforts. Models can be presented by each group or displayed as a "business district" fair. Groups should include a one-page summary of the building, the product or services being offered to Milwaukeeans and its effect on the growth of Milwaukee.
    - b. **Blueprint:** Groups can create a blueprint drawing of what the building will look like once built. Blueprints should include measurements, material (wood, steel, etc), necessary labor and equipment. Class time can be given to groups to coordinate development efforts. Blueprints can be presented by each group or displayed as a "business district" fair. Groups should include a one-page summary of the building, the product or services being offered to Milwaukeeans and its effect on the growth of Milwaukee.

*Teachers may want to consider viewing the following websites that explain the making of blueprints:*

<http://www.clevelandart.org/kids/art/haveago/blueprint.html>

[http://www.ehow.com/how\\_8384\\_design-own-house.html](http://www.ehow.com/how_8384_design-own-house.html)

[http://andyshowto.com/preparing\\_blue\\_prints.htm](http://andyshowto.com/preparing_blue_prints.htm)

#### Follow-up Learning Activity:

After models/blueprints have been completed and presented, discuss the following questions with students as a class:

- What difficulties did your group face in developing a business?
- What were some limitations and risks that early business owners had to face in order to create a successful business?
- What experiences do you think your group and early business owners have in common as you developed your businesses?
- How important is location in developing a business? Explain. What are the most advantageous areas to create/build a business?
- What products/services do you think were the most important to early Milwaukee settlers? Why were these products/services so significant during the 1800s?

## **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.

### **ACTIVITY 1: TAKING IT TO THE STREETS**

1. Have students study and analyze photographs of Old Milwaukee. Visit websites such as [www.wisconsinhistory.org](http://www.wisconsinhistory.org) and *The Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) to find photos of Milwaukee in its early years. Try to find pictures that show businesses and markets residents used to obtain goods and services (See *Milwaukee Streets: The Stories Behind Their Names* by Carl Baehr, published in 1995 by Cream City Press, as an additional resource for this activity).
2. Encourage students to describe the buildings, people or landscapes in the photographs and discuss the importance of businesses in Milwaukee's developing years.
3. Plan a trip to downtown Milwaukee. Set an interview with a local business owner. These interviews should focus on the following:
  - Why owners chose to establish businesses
  - The location of the business in the downtown Milwaukee area
  - How its products/services help Milwaukeeans
  - How long its been in operation
  - Revenues and expenses
  - The types of people it serves
4. During the trip, allow students to take photographs of the buildings, bridges and monuments and restaurants located in the downtown area.
5. After photos have been developed, scan or project digital images onto a screen utilizing PowerPoint. Students may also create a picture board. Have students present

their photographs and explain how Milwaukee has changed since the early 1800s.

6. Encourage students to analyze the pictures to find comparisons and differences in the buildings, business and landscapes from both eras.

## **ACTIVITY 2: NO GRAIN, LET'S ENTERTAIN!**

1. Organize a trip to the Grain Exchange. Try to coordinate a tour of the building and its historical exterior, architecture, windows, woodwork and rooms.
2. As students tour the building, have them take notes and write 10 questions about the exchange, its formal and current functions, and its connections to the Milwaukee community.

### Follow-up Learning Activities:

- Have students create a quiz about the field trip for their classmates to take. Administer the quizzes randomly to students upon return from the trip (Students should take the quiz of another student. They can be multiple choice or short answer). Allow students to correct the quizzes and discuss the results with their peers.
- Openly discuss students' experiences at the Grain Exchange and how different the Exchange is from its trading days.

## **ACTIVITY 3: BRINGING BUSINESSES INTO THE CLASSROOM**

1. Invite a public relations or business representative to your class to speak about their business. Potential businesses should be similar to those discussed in Video Chapters 1-3 (Journal Sentinel, Walker's Point entities, Potawatomi, etc). 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.

## **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.

### **ACTIVITY 1: MILWAUKEE HISTORY QUIZ**

Use the following quiz to test students' general knowledge of Milwaukee, particularly in the 1800s:

1. Which university in Milwaukee was named after this first European to explore its region?
2. Which three settlements combined to create early Milwaukee?
3. Name the four famous brewers located in Milwaukee during the late 1800s.
4. What does the word *Milwaukee* mean?
5. In what year did Milwaukee officially become a city?
6. When was the *Sentinel* created in Milwaukee?
7. Which three rivers in Milwaukee meet near Lake Michigan?
8. In the 1820's, settlers moved to southwest Wisconsin to mine for which natural resource?
9. The first railroad created in Wisconsin connected which two cities?
10. What Frenchman began trading with Natives in Wisconsin in 1666?

## **ACTIVITY 2: NAMES, FACES, & PLACES**

1. Research the Internet as well as the Making of Milwaukee website, [www.themakingofmilwaukee.com](http://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](http://www.themakingofmilwaukee.com). Go to the “Milwaukee’s History,” section and then click on “Timeline”. Or, to go directly to the timeline, click here now: <http://www.themakingofmilwaukee.com/history/timeline.cfm>*

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

- 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:

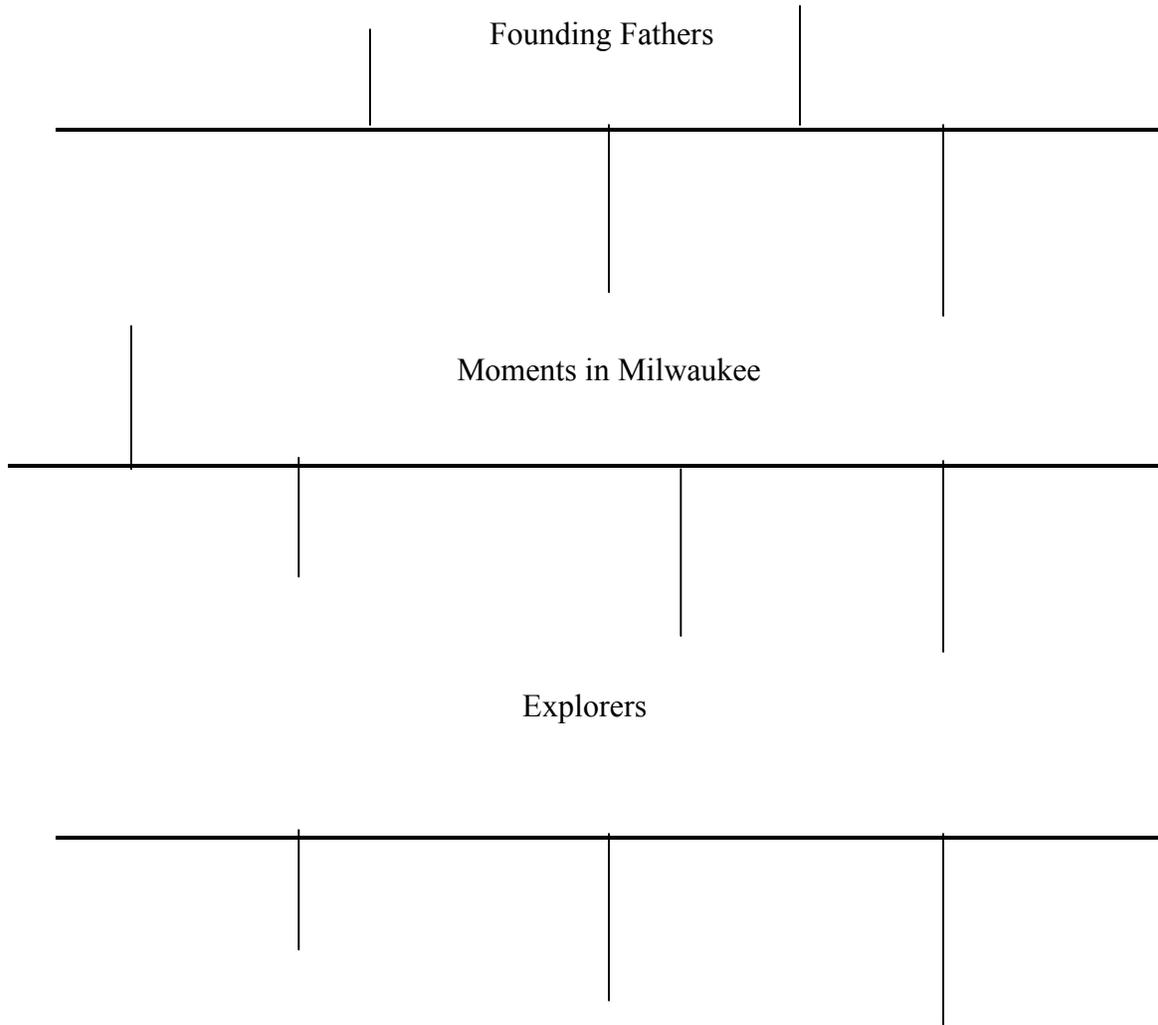
### **ACTIVITY 1: CHRONOLOGICAL ORDERING**

Have students develop a timeline that places the 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.

**ACTIVITY 2: TRIPLE TIMELINE**

Have students divide the timeline information into three categories (Natives, Explorers, Founding Fathers, Moments in Milwaukee, etc). Teachers may develop their own categories as they see fit. Students should create three separate timelines on one sheet of paper. For example:



Students will place the appropriate date and event in the proper timeline. Events should be placed in chronological order with beginning and ending dates.

## Discussion Questions

The following 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?
5. What was discovered in the Natives’ earthen mounds?
6. Which part of Wisconsin is known for having the greatest number of effigy mounds?
7. Identify the nine tribes that once lived in eastern Wisconsin.
8. What does the word “Milwaukee” mean 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. What present-day area in 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 forced Natives from their lands in Wisconsin?
20. How did the Potawatomi regain some of their lands?

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

1. How do you think Natives’ lives changed when settlers arrived in Wisconsin? Be specific.
2. How were Natives and settlers similar in regards to their lifestyles, values and beliefs?
3. What does the discovery of Natives’ mounds suggest about the type of people the Natives were?
4. What could the various tribes of Wisconsin do to protect their lands from eager settlers?
5. What could settlers and Natives have done to coexist in Wisconsin?
6. How did the trading of furs effect Wisconsin’s ecosystems?
7. Describe the type of knowledge, skill and talent Natives possessed as they lived in Wisconsin.
8. What is meant when Natives are described as being people “of the earth”?
9. Why do you think the removal of Natives from their lands is referred to as the “Trail of Tears”? What events may have taken place to justify such a phrase?
10. Do you think that giving the Potawatomi some of their old land and a casino is adequate “justice” for actions taken in the past against the tribe?

The following questions go with **Chapter 2, “New Frontiers”**:

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

1. What public works project allowed settlers from the east to travel westward?
2. What type of transportation was used by settlers to reach eastern Wisconsin?
3. What advantages did Milwaukee have along the western shore of Lake Michigan?
4. What part of Milwaukee did Solomon Juneau claim?
5. Describe Byron Kilbourn’s personality.
6. What part of Milwaukee did George Walker claim?
7. What geographical advantage did Walker’s Point have over its competitors?
8. Why did most pioneers come to Milwaukee?
9. What tasks did new settlers perform once they arrived in Milwaukee’s forestlands?
10. How much did Milwaukee’s population increase from 1836 to 1843?
11. What did Juneau do to promote lot sales east of the Milwaukee River?
12. Who became Milwaukee’s first postmaster?
13. What resources did Walker lack as he tried to develop Milwaukee’s south side?
14. What two Milwaukee newspapers were created as a result of the rival between Juneau and Kilbourn?
15. What did Kilbourn create to solidify his presence in Milwaukee’s west side?
16. What development caused the rivalry between Kilbourn and Juneau to escalate?
17. Which famous incident led to violence and retaliation in Milwaukee during the mid-1840s?
18. Who was Milwaukee’s first mayor?
19. When did Milwaukee become a city?
20. What is left behind for Milwaukeeans to remember Juneau’s legacy?

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

1. After the Erie Canal was built in 1825, expansion of the west increased. Can you think of any consequences that can be associated with the creation of the Erie Canal?
2. Schooners were great vessels used to travel throughout the new West. What disadvantages did schooners present for travelers?
3. How did the development of harbors and cities affect Milwaukee’s environment?
4. How did competition between Juneau, Kilbourn and Walker influence Milwaukee’s development?
5. How can competition be both positive and negative?
6. What would Milwaukee be like if the three “founding fathers” had combined their experience, resources and talents?
7. What effect did the increase in population have on the economic and social conditions in Milwaukee?
8. What could have been done to resolve the bridge conflict before violence and retaliation broke out?
9. How might prospective settlers view Milwaukee after the Bridge War of 1845?

10. What images come to mind when you think of “Old Milwaukee”? How does that image compare with the Milwaukee you live in today?

The following questions go with **Chapter 3, “King Wheat”**:

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

1. How was the Grain Exchange used in the 1800s?
2. How did Milwaukee become a wheat capital?
3. What type of labor did Wisconsin farmers endure as they produced wheat?
4. Why were Milwaukeeans determined to improve the harbor?
5. What did Kilbourn create to bring Wisconsin’s wheat to Milwaukee?
6. What city did Kilbourn’s railroad connect to Milwaukee in 1850?
7. What was the name of Kilbourn’s two railroads?
8. What did Kilbourn do to bring in money?
9. What controversial tactic did Kilbourn use to acquire a land grant from the state of Wisconsin?
10. How was Milwaukee viewed nationally when the land grant scandal was exposed?
11. What effects did the railroads and harbors have on Milwaukee’s production and economy?
12. Which city was known as Milwaukee’s rival?
13. What was Milwaukee’s greatest “economic engine”?
14. When did Milwaukee become the world’s largest shipper of wheat?
15. How many people resided in Milwaukee in 1860?
16. What inventions showcased Milwaukee’s growth in the 1850s?
17. What were the consequences of Milwaukee’s growth in the 1850s?

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

1. What affect did the destruction of forests and woodlands have on Wisconsin ecosystem?
2. Why did the wheat prices set in Milwaukee have an impact on the world’s economy?
3. What other industries were affected by the wheat exchange in Wisconsin?
4. How did Kilbourn’s railroads contribute to the development of other towns and cities?
5. Do you think Kilbourn’s tactics in acquiring the land grant were unethical or just good business? Explain.
6. Do you think Kilbourn’s legacy should be one of controversy and scrupulous deeds or one of unique contribution to a strong Midwest city? Explain.
7. Do you think Kilbourn felt any remorse for his controversial actions? Why or why not?
8. What other industries and jobs developed as a result of Milwaukee’s wheat industry?

9. How did the grain trade influence the landscape (buildings, homes, factories, etc) of Milwaukee?
10. Why did crime, pollution and political corruption increase during a time of great expansion in Milwaukee?

## Wisconsin Model Academic Standards (Grade 8)

The following standards are taught in this lesson.

Content Standards—Social Studies	Performance Standards—Social Studies
<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.8.5 Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world.</p> <p>A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world.</p> <p>A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities.</p> <p>A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals.</p> <p>A.8.11 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations</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.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently.</p> <p>B.8.8 Identify major scientific discoveries</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>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</p>	<p>and technological innovations and describe their social and economic effects on society.</p> <p>B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations.</p> <p>B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.</p> <p>B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues.</p> <p style="text-align: center;">Standard C: Political Science &amp; Citizenship</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.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life.</p> <p>D.8.8 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive.</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.8.5 Describe and explain the means by</p>
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<p>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>which groups and institutions meet the needs of individuals and societies.</p>
<p><b>Content Standards: English</b></p>	<p><b>Performance Standards: English</b></p>
<p>Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.</p> <p>Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.</p>	<p><b>Standard A: Reading/Literature</b></p> <p>A.8.1 Use effective reading strategies to achieve their purposes in reading</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><b>Standard B: Writing</b></p> <p>B.8.1 Create or produce writing to communicate with different audiences for a variety of 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</p>

<p>Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.</p> <p>Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of American English.</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>Students in Wisconsin will locate, use, and communicate information from a variety of print and nonprint materials.</p>	<p>standard American English and use them appropriately in communications</p> <p>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>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>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>Standard F: Research &amp; 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><b>Content Standards: Science</b></p>	<p><b>Performance Standards: Science</b></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>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 quality of life.</p>

# The Making of Milwaukee

## Lessons for Teachers on Coming To Milwaukee 1868 - 1910

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

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### Essential Questions

This lesson is designed to engage students in thoughtful deliberation of enduring questions about history and the human experience such as:

1. Why do people immigrate to other countries?
2. How do cultural differences and similarities lead to cooperation and conflict?
3. How has cultural diversity impacted individuals?
4. What have been opportunities and obstacles related to immigrating to other countries?

### Invitational Activities

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.

#### **ACTIVITY 1: FAR FROM HOME**

1. Ask students to think about an occasion when they have spent time 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 have students write a 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 about this task.

## **ACTIVITY 2: ARRIVING IN MILWAUKEE**

*This activity requires access to the accompanying book, *The Making of Milwaukee*, by John Gurda, or the accompanying *Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com).*

In this activity students will discuss and debate the experience of coming to a new homeland like Milwaukee.

1. 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 Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://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”.*

2. Have students answer the following questions:
  - Where do you think these people might have come from? What causes you to think this?
  - What do you think their attitude is towards being in Milwaukee?

- What do you think they brought with them when they came to Milwaukee?
  - What do you think they have left behind?
  - What will it take for these people to be able to call themselves “Americans”?
3. After students have written their responses, discuss students’ ideas as a group to see the possible wide range of ideas generated by the photograph.
  4. Then tell students that this is a photograph of Polish immigrants who came to Milwaukee. Although it would be difficult for them to tell solely from the photograph that these were Polish immigrants, Polish immigrants tended to have large families like the one depicted here. Answers to the other questions are wide open to interpretation from the photograph.
  5. Explain to students that they will learn many more specific details about people who arrived in Milwaukee from different countries like the individuals in this photograph.

### **Film Responses Activities**

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.

#### **ACTIVITY 1: MILWAUKEEANS BY THE NUMBERS**

The following table 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.

<b>Country of Origin</b>	<b>Number of Foreign Born in Milwaukee County in 1905</b>	<b>Percentage of Total Foreign Born Living in Milwaukee County</b>
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%

1. Use the statistics from the 1905 Census above to discuss the following questions that are designed to help students explore this source:
  - What do these numbers suggest about the diversity of Milwaukee during this time?
  - Do you think Milwaukee has the same type of diversity today? How is it similar or different?
  - How do you think these numbers were gathered?
  - What evidence is there in Milwaukee today that the city had such ethnic diversity and a large foreign born population at one time?
  - How does this source only provide a limited understanding of Milwaukee's ethnic diversity during this time?

## **ACTIVITY 2: DESIGNING YOUR OWN CENSUS SURVEY**

1. Explain to students that a census is taken every 10 years in the United States to gain vital 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, and the ethnic and racial composition of our country as displayed in the source from 1905.

Over the past few decades, individuals fill out and send in a form from the government to help collect this data. Many years ago, a census taker went door to door to gather this data.

2. Students should imagine that they are a census taker or a designer of a modern day census survey for the city of Milwaukee. They should be given individual time to create between 5 and 10 important questions that they would like to know about the residents of the city of Milwaukee.
3. Students should share these questions with the rest of the class and the teacher should take a vote on the 10 most important questions that they would ask Milwaukee residents and lead a discussion on why students chose these questions. These questions will create the class' census survey or census taker questionnaire.
4. The teacher should have students find 3-5 different adults that they know to take the survey and use the data students collect to engage them in a class discussion comparing it to actual census data for Milwaukee found at (<http://www.census.gov/>).
5. 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?
  - What does the class data suggest about the way people are categorized in the United States? Include a discussion of the limited perspectives/understandings of Milwaukeeans offered by the students' data and the limited perspectives/understandings of Americans offered by the U.S. government's data.

### **ACTIVITY 3: GOVERNING MILWAUKEE**

*\*\*Note to Teachers: For one of the rules in the following activity, students will be considering the role that beer played in Milwaukee's history and leisure time. This activity is not in any way designed to promote the use of alcohol or to suggest that drinking is necessary for leisure. Make sure you have several strategies to deal with any potential comments or issues related to this topic before using this activity.*

In this activity, the class will serve as the governing body of Milwaukee County and will work together to create laws or rules for Milwaukee County. Each group will have its own interest in trying to pass laws that benefit their entire ethnic group. At the same

time, they will have to learn to compromise and strike deals with other groups to get laws passed.

1. Divide students into groups based on the percentage of different racial and ethnic groups in Milwaukee County. (Note: You may want to use the census data from *Activity 1: Milwaukee By The Numbers* as a guide. However, explain to students that these are not precise numbers for each group either from 1905 or today. Furthermore, you may want to limit the ethnic groups to those discussed in the video chapters since students will have more background information about these groups to guide them during this activity. Finally, keep in mind that Jewish immigrants to Milwaukee came from various countries with Russia and Poland serving as two of their main homelands.)
2. The teacher or a member of the class selected by the rest of the class will enforce the following rules during the activity:
  - The activity begins with the teacher reading a proposed rule. The teacher may select from the rules listed below to help the class get started or ask each group to write and submit one rule.
  - Students select a leader from their group to discuss the rule with the leader of the other groups in the middle of the room for 5 - 10 minutes.
  - The teacher allows any student time to speak in favor or against the rule in front of the class. Limit this time to a total of 5 - 10 minutes.
  - A vote is taken on the rule with a majority of students needed to pass the rule.
  - The whole process starts over again with #1.
3. Use the following rules to help the students get started:
  - **Rule #1:** No one can attend the German (beer) gardens on a Sunday.
  - **Rule #2:** Any religious events associated with the city should be held at St. John's Cathedral, a Catholic Church.
  - **Rule #3:** A new library in Milwaukee will be named after Golda Meir, the city's most famous Jewish immigrant.
  - **Rule #4:** In order to build a new road through the center of the city that is important for all travelers coming into Milwaukee, the Italian community's Church, Madonna di Pompeii Church, will have to be torn down.
  - **Rule #5:** Every citizen should pay higher taxes to help the Irish people rebuild their homes that were ruined in the Third Ward fire.

4. After the activity is over, the teacher should lead a class discussion addressing the following questions:
  - What did this activity suggest about compromising to pass rules?
  - What was easy or difficult about agreeing on rules for the city?
  - How might this activity have been different if you would have been personally affected by any of these issues or rules (for example, a rule limiting the amount of time kids can watch television)
  - Do you think debates on rules like these made Milwaukee a more unified or divided community during this period of time?
  - What does this activity suggest about the benefits and challenges to living in a culturally diverse community?

#### **ACTIVITY 4: ADDING TO YOUR KNOWLEDGE OF ETHNIC MILWAUKEE**

*\*\*Note to Teachers: During the following activity, students are asked to share their background knowledge and attitudes towards various racial and ethnic groups in Milwaukee. Consequently, it raises the possibility that students might use stereotypes and slanders that could be considered offensive to the racial and ethnic groups discussed in the activity. Make sure to have several teaching strategies in mind to deal with these potential situations before using this activity.*

1. Write the following words on the board or large sheets of paper around the room: German, Irish, Polish, Italian, Greek, African American, Serbian, Yankee, Norwegian, Slovenian and ask students to spend time walking around the room writing down words or phrases that they associate with each of these groups or any information they know about each group.
2. Select a student to read the final list for each group to the whole class. (Note: If the teacher is only planning to show portions of the video related to particular ethnic groups, then he or she may only want to include lists of those groups for discussion)
3. Engage students in a class discussion on the origins of their understandings or ideas about these racial and ethnic groups and the factors that have affected their perceptions of these groups.
4. Keep these lists up while students watch any video chapters from this unit and/or do any assignments or activities related to any video chapters from this unit.
5. At the end of the unit, ask students to add a new word, phrase, or idea they learned about this group to the list.
6. Finally, discuss whether or not their initial words, phrases, or ideas adequately characterized the different groups that settled in Milwaukee according to the

information from the video and also discuss the new understandings about each group they developed from the video.

### **ACTIVITY 5: I REGRET I DID NOT COME SOONER**

According to the video at the end of 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. Read this quote 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?

### **ACTIVITY 6: LETTERS HOME FROM MILWAUKEE**

1. Have students pretend to be immigrants from any nation where many people came to Milwaukee. They can either choose from a group that was presented in the video or the teacher can assign them a particular ethnic group. If students did *Activity 3, Governing Milwaukee*, they can even use the ethnic background they represented in this activity.
2. Have the students write their own letters home about their experiences in Milwaukee using details from the video to discuss some of the main events that affected individuals from their ethnic group in Milwaukee. Students should also use the video to speculate on the opportunities and obstacles that someone from the ethnic group they are writing about would have faced in Milwaukee.
3. Like the phrase in *Activity 5, I Regret I Did Not Come Sooner*, each student should finish his or her letter with a phrase that summarizes his or her overall attitude towards “Coming to Milwaukee.” 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.

Follow-up Learning Activities:

- 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.
- *Students could also add images to their letters by going to The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://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.*

## **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.

*This activity requires access to the accompanying book “The Making of Milwaukee” by John Gurda, or the accompanying website for the video, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com).*

Look for a photograph of a German beer garden scene in Gurda’s book or on the website.

AND

To see a photograph of a present day ethnic festival go to the following website:

<http://www.germanfest.com/2004full/Bandfromthesky.jpg>

*The Then and Now photographs for this activity can also be found by going to the homepage of The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Go to the “Image Library” within the “In the Classroom” section and choose “Events” from the pull down menu. Be sure to use the “search” tool.*

### **ACTIVITY 1: BACK TO THE FUTURE**

*\*\*Note to Teachers: In the following activity, students will be considering the role that beer played in Milwaukee’s history and leisure time in Milwaukee. This activity is not in any way designed to promote the use of alcohol or to suggest that drinking is necessary for leisure. Make sure to have several teaching strategies in mind as this issue may potentially come up in students’ discussion and work.*

1. Have students use the above photographs related to ethnic leisure time in Milwaukee to pretend that they are either a person from the older photograph who has had the chance to visit the event in the modern photograph or a person from the modern photograph who has had the chance to visit the event in the older photograph and write a story about your experience.
2. Have them use specific features from the photographs and descriptions of ethnic leisure activities from the video in their stories. Also, tell them to be creative in attempting to describe what they see, hear, and feel but at the same time analyze details from the photographs to realistically portray both situations.

## **ACTIVITY 2: MAKING COMPARISONS**

1. Access the following news story from the Milwaukee Journal Sentinel about Mexican immigration to Milwaukee  
<http://www.jsonline.com/news/metro/feb04/211195.asp>
2. Then have students use information from the video to complete a Venn diagram comparing the following issues related to past immigration to Milwaukee and present-day Mexican immigration to Milwaukee: 1). Where the immigrant groups settled in the past and present, 2). The size of the various immigrant groups in the past and present, 3). Milwaukee's unique role in immigration history, 4). Economic factors in drawing immigrants, and 5). the possible changes to the city as a result of immigration
3. Discuss the article with the Venn diagram as a class.

## **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.

## **ACTIVITY 1: TOURING MANY NATIONS IN MILWAUKEE**

1. Have students visit 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 still dedicated to preserving the city's immigrant heritage. Students could talk to individuals associated with these places and interview them about how and why they preserve ethnic traditions. They might even find people associated with these places that would be willing to talk to the whole class about a particular ethnic group's experience in Milwaukee.

2. Students could report their findings to the rest of the class orally or in writing.

*\*\*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>*

## **ACTIVITY 2: ETHNIC SITESEEING**

1. Have students visit or tour places that were significant aspects of the lives of different ethnic groups in Milwaukee (e.g. churches, landmarks, neighborhoods, parks, buildings, workplaces). Students could research the locations of some of these places. They could work to find people associated with these places to gain more information about any ways these places maintain an ethnic identity.
2. Students could write a report, create a PowerPoint presentation, create a postcard about these places, or create storyboards about their visit and findings or even make a video with their own narration that they could show to the rest of the class.

*\*\*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>*

## **ACTIVITY 3: COMING TO MILWAUKEE: PAST AND PRESENT**

1. Have students do research on modern day immigration to Milwaukee or Wisconsin and compare it to the immigration to Milwaukee discussed in this portion of the video. Students might access census data from the federal government's census website (<http://www.census.gov/>) to research the racial and ethnic composition of Milwaukee today and find out where foreign born residents of Milwaukee come from today.
2. Students could do presentations creating charts or a report that compares and contrasts immigrant Milwaukee today with immigrant Milwaukee in the past.

## **Milwaukee Trivia**

These Milwaukee Trivia activities are quick tools 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.

An on-line version of this same trivia quiz can be found on *The Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Go to the "In the Classroom" section and click on Interactive Lessons to find the Trivia Quiz. Or, to go directly to the trivia quiz,

click here now:

[http://www.themakingofmilwaukee.com/classroom/trivia\\_quiz/index.cfm](http://www.themakingofmilwaukee.com/classroom/trivia_quiz/index.cfm)

## **ACTIVITY I: KNOWING FINER POINTS OF ETHNIC MILWAUKEE**

1. According to the last U.S. census nearly \_\_\_\_\_ % of Milwaukee area residents claimed some German ancestry?
  - A) 30
  - B) 40
  - C) 50
  - D) 60
  
2. All of the following are considered 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 Lusitania
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 when built had a dome that was 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. In 1890, where did Milwaukee rank nationally in terms of its foreign born population?
- 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

## **ACTIVITY 2: A VERY UNIQUE CITY**

Although every major urban area in the United States received massive number of immigrants between 1846 and 1900, list at least 5 things about immigration to Milwaukee or Milwaukee during this time period that made it unique from the rest of the nation

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_

Sample answers might include: 1) It had the highest percent of foreign born residents in the nation 2) It had an exceptionally large population of Germans 3) It had an island settlement of Poles from the Baltic seacoast 4) It had an ethnic church that became a basilica 5) It had a large number of breweries 6) It had a National Soldiers' Home for disabled veterans from the Civil War

### **ACTIVITY 3: MAPPING ETHNICITIES**

1. Give students a blank map of Milwaukee while they are watching the film and ask them 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 them 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](http://www.themakingofmilwaukee.com) . Go to the "In the Classroom" section and click on Interactive Tools 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](http://www.themakingofmilwaukee.com/classroom/map_game.cfm)

*Please make sure to explain to students that these boundaries show where the largest number of each ethnic group settled in Milwaukee. 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.*

### **Timeline Information**

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

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

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 is 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 Episcopalian 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:

### **ACTIVITY 1: MATCHING PHOTOGRAPHS TO EVENTS**

*For this activity, have the students go to The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://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 break the class into groups or have them work individually on this project.
2. Then have students select up to five images from the various categories within the “Image Library” that they would add to the timeline events for this unit. Students should be able to explain why they would add these images.
3. Students should compare their results through class discussion and explain why they chose these images to represent this era in Milwaukee’s history.

### **ACTIVITY 2: ADDING EVENTS IN TIME**

1. The teacher should break the class into groups or have them work individually on this project.
2. Have the students add at least 3 events to the timeline from the video or the accompanying book, *The Making of Milwaukee*, that have contributed to 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.

### **ACTIVITY 3: WHAT’S MISSING FROM THE TIMELINE?**

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](http://www.themakingofmilwaukee.com))

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

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

1. The teacher can break the class into groups or have them work individually on this project.

2. Have the students discuss events they think are missing from the timeline and then list between 2 -3 events, groups or perspectives presented in the PBS 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**

The following questions go with **Chapter 4, “Here Comes the Germans”**:

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

1. What was the largest immigrant group to settle in Milwaukee?
2. In what ways does Milwaukee still show traits 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. What were some of the differences between the various German groups who settled in Milwaukee?
6. What were some of the different religions practiced by Germans who came to Milwaukee?
7. What were some of the things that helped unify the German community in Milwaukee?
8. Who were some of the most well-known Germans who settled in Milwaukee and what were they known for?
9. What aspects of German culture did immigrants bring to Milwaukee?

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

1. Do the factors that brought Germans to Milwaukee still exist for other immigrant groups today who would seek to come to Milwaukee?
2. Did the development of Milwaukee’s German community support or refute the idea that America is a melting pot?
3. Was it essential for Milwaukee’s Germans to eventually give up their culture to become American or could they have maintained their way of life even into the present and still be considered Americans?

The following questions go with **Chapter 5, “Neighbors and Strangers”**:

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

1. Where did the Irish primarily settle when they first came to Milwaukee?
2. What characterized the Irish presence in Milwaukee?
3. What impact did Alexander Mitchell have on Milwaukee?

4. What other immigrant groups settled in Milwaukee during this same time?
5. Why was there conflict between the Yankees and other immigrant groups during this time?
6. What setbacks did some of the immigrant groups face during this time?
7. What were some significant events in Milwaukee that reflected national tension that led to the Civil War?
8. How did the Civil War affect Milwaukee?

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

1. What would have made the experience of African Americans, who settled in Milwaukee during this time, different from the European ethnic groups who settled in Milwaukee during this time?
2. If every immigrant group understood how challenging it was to be a stranger when they first arrived in Milwaukee, why was there such conflict, tension, and stereotyping between the different ethnic groups when they came to Milwaukee?
3. Did the coming of the Civil War do more to unify Milwaukeeans during this time or do more to divide them?

The following questions go with **Chapter 7, “City of Immigrants”**:

These 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 Poles 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 become 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 nations” during this time?

These 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 distinct 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. Try to create a definition for the word “American” that includes all of the different experiences of the ethnic groups that came to Milwaukee during this time.

## Wisconsin Model Academic Standards (Grade 8)

The following standards are taught in this lesson.

Content Standards—Social Studies	Performance Standards—Social Studies
<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.8.1 Use a variety of geographical representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place</p> <p>A 8.7 Describe the movement of people, ideas, diseases, and products throughout the world</p> <p>A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals</p> <p>A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities</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.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used</p> <p>B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians</p> <p>B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations</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>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>B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues</p> <p>Standard C: Political Science &amp; Citizenship</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>C.8.8 Identify ways in which advocates participate in public policy debates</p> <p>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.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development</p> <p>E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals</p> <p>E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society</p> <p>E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States and the world</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 how they are resolved or not</p>
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Content Standards: English	Performance Standards: English
<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>Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.</p>	<p>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>Standard B: Writing</p> <p>B.8.1 Create or produce writing to communicate with different audiences for a variety of 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>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>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</p>

	<p>improving communication</p> <p>Standard E: Media and Technology</p> <p>E.8.1 Use computers to acquire, organize, analyze and communicate information</p> <p>Standard F: Research &amp; 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>
<b>Content Standards: Mathematics</b>	<b>Performance Standards: Mathematics</b>
<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>Standard A: Mathematical Processes</p> <p>A.8.1 Use reasoning abilities</p> <p>Standard E: Statistics &amp; 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>E.8.4 Use the results of data analysis</p>
<b>Content Standards: Science</b>	<b>Performance Standards: Science</b>
<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 C: Science Inquiry</p> <p>C.8.1 Identify questions they can investigate using resources and equipment they have available</p> <p>C.8.2 Identify data and locate sources of information including their own records to answer the questions being investigated</p> <p>C.8.3 Design and safely conduct investigations that provide reliable quantitative or qualitative data, as appropriate, to answer their questions</p> <p>C.8.4 Use inferences to help decide possible results of their investigations, use</p>

	<p>observations to check their inferences</p> <p>C.8.6 State what they have learned from investigations, relating their inferences to scientific knowledge and to data they have collected</p>
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# The Making of Milwaukee

## Lessons for Teachers on Working In Milwaukee 1868 - 1910

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

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### Essential Questions

This lesson is designed to engage students in thoughtful deliberation of enduring questions about history and the human experience such as:

1. Have people always worked?
2. What distinguishes work and labor throughout the human experience?
3. What are some negative and positive impacts of work and labor?
4. How does work and labor serve to unite and divide communities?

### Invitational Activities

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.

#### **ACTIVITY 1: EVERYONE WORKS**

1. Have students think about their least favorite job, house chore or even school task they have ever had to do. Then ask students to individually write answers to the following questions:
  - Describe your least favorite job, house chore, or even school task?
  - What made this your least favorite?
  - What made you decide to do this task?

- Did you get any reward for doing it? If so, what was it?
  - Was it 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 chore?
  - Are there places where people are paid to do the chores that you do? Explain.
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 many people who came to Milwaukee worked in very challenging jobs with often little pay in return. However, many were forced to do this labor to make a living for themselves and their families. When they refused or resisted, they often faced harsh consequences like getting fired from their jobs or being unable to support themselves or their families. In other words, progress often came with a fair share of struggle.

## ACTIVITY 2: GEARING UP TO STUDY MILWAUKEE

This activity requires access to the accompanying book, *The Making of Milwaukee*, by John Gurda or the accompanying website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com)

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*”.
2. Or, go to the “Image Library” within the “In The Classroom” section of *The Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://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”.
3. Ask students to answer the following questions about the photograph. If time permits, the teacher could alternatively ask students to write a brief story about the photograph addressing the issues in these questions.
  - 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?

4. The teacher should discuss students' answers to these questions or if students wrote stories, their descriptions of the photograph. To begin with, the teacher should emphasize that with any historical photograph, there is a difference between making educated guesses about what is going in the photograph and what we actually know about the photograph. This photograph was taken at the Falk Company in the Menomonee Valley, a company that initially brewed beer but became the largest manufacturer of gears in the country. The photograph leaves much to the imagination. It is not fully clear what the immense gears like the ones in the photograph might be used for (possibly milling flour), but the Falk Company created gears for a wide variety of purposes, even the gears that opened and closed the lock gates on the Panama Canal. It's also uncertain how the gears were made, but cast molds were often used to craft gears and other mechanical products in Milwaukee. Other ideas to mention with the photograph in conjunction with students' response might include the idea that average 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 with no paid vacations or fringe benefits and little concern for their safety. At the same time, it is not clear whether the man in the photo would have been subjected to these same working conditions since working conditions varied between industries.
5. Finally, the teacher should mention that companies like the Falk Company and the products they produced made Milwaukee a "City of Industries" and the "Machine Shop of the World" during the late 1800's and early 1900's.

### **Film Responses Activities**

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.

#### **ACTIVITY 1: SYMBOLS OF LIFE**

1. Show students the following image and allow them to study it

Image of Knights of Labor seal



Image from : [http://en.wikipedia.org/wiki/History\\_of\\_the\\_United\\_States\\_\(1865-1918\)](http://en.wikipedia.org/wiki/History_of_the_United_States_(1865-1918))

2. Discuss the following questions with students:

- What do you think this seal of the Knights of Labor represents?
- What do you think the motto “That is the most perfect government in which an injury to one is the concern of all” means?
- Use examples from the video to explain how some of the issues the Knights of Labor were fighting for relate to their motto.
- Do you think the government as described in the video fit the motto of the Knights of Labor? Explain with examples.
- What could be another possible motto for the Knights of Labor? Use video details for support.

## **ACTIVITY 2: CREATING YOUR OWN SEAL/LOGO**

*\*\*Note to teachers: One aspect of this lesson involves students creating a seal or logo for brewery workers in Milwaukee. While working at a brewery was a significant part Milwaukee’s history, this activity is not intended in any way to promote the use of alcohol. Make sure you have several strategies to deal with any potential comments or issues related to this topic before using this activity.*

1. The seal of the Knights of Labor represents a broad effort to gather laborers in various industries together and demand change. Imagine the workers in one of the specific industries of Milwaukee listed below hired your students to design and create a seal or logo that represents their labor demands and efforts. Have them draw a seal or logo that represents the organization.
  - Brewers
  - Iron workers
  - Motorcycle workers
  - Gear makers
  - Meat Packers
  - Tannery workers

2. Students should write a brief description of what they tried to represent in their seal or logo and share their designs with the rest of the class.

### **ACTIVITY 3: LABOR NEGOTIATIONS IN MILWAUKEE**

*\*\*Note to Teachers: One aspect of this lesson involves students involved in labor negotiations for brewery workers in Milwaukee. While working in a brewery was a significant part Milwaukee's history, this activity is not intended in any way to promote the use of alcohol. Make sure you have several strategies to deal with any potential comments or issues related to this topic before using this activity.*

1. In this activity, students will play roles of labor and management negotiators to see if they can come to an agreement on the same type of issues that were causing labor disturbances and unrest in Milwaukee during the late 1800's and early 1900's.
2. Students will be divided into groups of 4 with 2 students playing the role of negotiators representing the business owners and 2 students playing the role of negotiators representing laborers. (This can also be done with pairs of students with 1 student playing the role of the negotiator representing the business owners and 1 student playing the role of negotiators representing laborers). After the students have been divided into groups of 4 (or pairs of 2) they will represent one of the following Milwaukee companies:

<b>Name of Company</b>	<b>Work Done by this Company</b>
The Milwaukee Iron Company	Create iron products from rails to nails
The Patrick Cudahy Meat Packing Company	Meat packing
Pfister and Vogel Tannery	Tan cowhides into leather
Miller Brewing Company	Brew beer
Allis-Chalmers Company	Manufacture heavy machinery
Harley Davidson Motorcycles	Produce motorcycles
Allen-Bradley Company	Create industrial controls
A. O. Smith Company	Manufacture automobile frames
Harnischfeger Company	Manufacture electric cranes
Falk Company	Manufacture gears
Kearney and Trecker Company	Manufacture machine tools

3. The goal of this activity is for each set of negotiators to gain the best terms for the group they represent and avoid having workers go on strike. If no agreement can be reached on an issue, no one receives any points for the issue. The group with the most points at the end wins. In case of a tie, no one wins and no one loses. The teacher might want to offer a small prize to the winning group in order to motivate

students. Furthermore, this activity might work best if the students are not aware of the point values received by the group they are negotiating with on each issue or even if none of the students are aware of the point values until after the negotiations are over on the issue. This is left up to the teacher's discretion.

4. Each group will be given the following number of points related to agreeing on a solution for the following labor issues
  - a. Laborers want a pay increase of at least one quarter a day to receive an average wage of \$1.50 a day.
    - 10 points for negotiators representing the business owners and 0 points for the negotiators representing the laborers if no raise is given.
    - 5 points for negotiators representing the business owners and 5 points for the negotiators representing the laborers if a raise of up to a quarter is given.
    - 0 points for negotiators representing the business owners and 10 points for the negotiators representing the laborers if a raise of a quarter or more is given.
  - b. Laborers want an eight hour workday with any time spent working over 8 hours receiving pay that is over their hourly wage.
    - 10 points for negotiators representing the business owners and 0 points for the negotiators representing the laborers if no 8 hour day is given.
    - 5 points for negotiators representing the business owners and 5 points for the negotiators representing the laborers if an 8 hour work day is given but there is no extra pay for working over 8 hours.
    - 0 points for negotiators representing the business owners and 10 points for the negotiators representing the laborers if an 8 hour work day is given and there is extra pay per hour for working over 8 hours.
  - c. Laborers want at least one week of paid vacation a year
    - 10 points for negotiators representing the business owners and 0 points for the negotiators representing the laborers if no paid vacation is given.
    - 5 points for negotiators representing the business owners and 5 points for the negotiators representing the laborers if 3 days of paid vacation are given per year.
    - 0 points for negotiators representing the business owners and 10 points for the negotiators representing the laborers if a full week or more of paid vacation is given.
  - d. Laborers want to receive money and assistance for any medical bills they might have over a year.
    - 10 points for negotiators representing the business owners and 0 points for the negotiators representing the laborers if no assistance for medical bills is given.
    - 5 points for negotiators representing the business owners and 5 points for the negotiators representing the laborers if partial assistance for medical bills is given.

- 0 points for negotiators representing the business owners and 10 points for the negotiators representing the laborers if full assistance for medical bills is given.
- e. Laborers want a full hour paid lunch break
- 10 points for negotiators representing the business owners and 0 points for the negotiators representing the laborers if no paid lunch is given.
  - 5 points for negotiators representing the business owners and 5 points for the negotiators representing the laborers if a 30 minute paid lunch is given.
  - 0 points for negotiators representing the business owners and 10 points for the negotiators representing the laborers if a full hour paid lunch is given.

5. Students should add other issues related to the video and their specific industries that the negotiators representing the laborers might demand and even attempt to agree on a point value for the negotiators representing the business owners and the negotiators representing the laborers related to their own issues. Once students have completed the activity, have a class discussion on the following questions:

- What was the least challenging part of coming to an agreement on these labor issues?
- What was the most challenging part of coming to an agreement on these labor issues?
- How were the results of your negotiations similar to other groups in the class?
- How were the results of your negotiations different from other groups in the class?
- What makes a person a successful or unsuccessful negotiator?
- How did your results compare to the results of labor negotiations discussed in the video? Why was it similar or different?

#### **ACTIVITY 4: ADVERTISING FOR A MILWAUKEE COMPANY**

*\*\* Note to Teachers: One aspect of this lesson involves students creating an advertisement for Miller Brewing Company in Milwaukee. While Miller Brewing Company was a significant part Milwaukee's history, this activity is not intended in any way to promote the use of alcohol. Make sure you have several strategies to deal with any potential comments or issues related to students' work before using this activity.*

1. Go to the "Image Library" of the "In the Classroom" section of *The Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) and choose "Lesson Activity Images" from the pull down menu. Use the "search" tool to find the photos of advertisements for "Layton & Co., Pfister and Vogel, and Harley Davidson".

Then discuss the following questions with students:

- What is being used to attract customers to this product?

- Do you think this was effective in attracting customers during this time? Why? Why not?
  - Do you think this would be effective in attracting customers today? Why? Why not?
  - Would you buy a product based on this ad? Why? Why not?
2. Now give students a product made by one of the following companies discussed in the video and have them use details from the video about these companies and their products to create an advertisement for the company's product. Students can use the chart from Activity 3, Labor Negotiations in Milwaukee, to help them see the products made by each company. Students could role play a television commercial, do an advertisement for a radio broadcast, or design a visual advertisement for a newspaper or magazine.
- The Milwaukee Iron Company
  - Miller Brewing Company
  - Allis-Chalmers Company
  - Harley Davidson Motorcycles
  - Allen-Bradley Company
  - A.O. Smith Company
  - Harnischfeger Company
  - Falk Company
  - Kearney and Trecker Company
  - Northwestern Mutual Life Insurance
3. Students should present their work to the class and be prepared to explain why they think people will buy their product based on their advertisement. You may have an outside party or even the class vote on the best advertisement and offer some type of prize. Students may work by themselves or in groups to complete this activity.

## **ACTIVITY 5: TRYING ON PERSPECTIVES**

1. After watching the video clip on the Bay View strike in Video Chapter 8, *Machine Shop of the World*, ask students the following questions:
- What kinds of sources do you think were used to re-create this incident in Milwaukee's history?
  - How do historians know what happened at an event like this?
2. After discussing the way a historian might use sources like newspaper articles, interviews with people who were there, photographs, company records, and hospital records to retell the event, ask students to think about and discuss the following:

- According to the newspaper *The Sunday Telegraph* the workers who marched to the mill were “a vicious, lawless mob, bent on blood, robbery and destruction.”
- According to Robert Schilling head of the union representing the strikers, the actions of the guards were “cowardly, premeditated murder.”

*\*\* Both of the above quotes were taken from John Gurda’s 1995 book, The Making of Milwaukee, published by the Milwaukee County Historical Society. The quotes are found on the last two pages of the chapter entitled, “Wheat, Iron, Beer, and Bloodshed”*

3. After helping students understand the meaning of the word “premeditated,” discuss the following questions with them:
  - What challenges might a historian face if he or she had to explain what happened at the Bay View strike from these two sources?
  - How do both of these sources show bias?
  - Why might the newspaper present such a negative view of the strikers?
  - Why might the union leader present such a negative view of the guards?
  - What does this suggest about the importance for historians to examine multiple pieces of evidence before they describe an event?
  - What perspectives might be missing from the video’s retelling of the strike and how might this add to or possibly change the way the event was described?
4. Add missing perspectives by having students choose or assign one of the following perspectives that wasn’t discussed in the video’s description of the Bay View strike:
  - A close relative (e.g. parent, spouse, child) of one of the strikers killed
  - A close relative (e.g. parent, spouse, child) of one of the strikers who was not killed
  - The owner of the Iron Mill
  - A close relative (e.g. parent, spouse, child) of one of the guardsmen
  - The mayor of Milwaukee, Emil Wallber
5. Then have students create an imaginary primary source (e.g. letter, diary entry, interview) that discusses their view of the strike and the events surrounding the strike. Let students be creative with deciding where this person was when the shots were fired and how this person might react to the event but hold them accountable for defending their reasoning behind the ideas expressed in the primary source.
6. Have students share the missing perspectives with the class. Debate and discuss if their sources might accurately represent the missing perspectives and how these missing perspectives add to or even change the description of the strike from the video. A number of actual primary sources representing different points of view

from the Bay View strike can be found on the Wisconsin State Historical Society's webpage at: [www.wisconsinhistory.org](http://www.wisconsinhistory.org)

7. End the discussion by explaining to students that history is very challenging to write because it can never take into account every perspective involved in an event. However, good historians do their best to describe an event from multiple perspectives.

## **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.

*This activity requires access to the accompanying book, *The Making of Milwaukee* by John Gurda, or the accompanying website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com)*

Photo 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](http://www.themakingofmilwaukee.com). Then choose "Business and Industry" from the pull down menu and use the "search" tool to find the Allis-Chalmers photos above.*

### **ACTIVITY 1: PHOTOGRAPH DISCUSSION**

1. Discuss the following questions about the two photographs showing the Allis-Chalmers factory in the 1894 and the same factory site today:
  - What are the men doing in the older photograph? What type of work might go on in the more recent photograph?
  - What might have caused this place to change from producing objects like the one in the older photograph to becoming a strip mall?
  - 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?
  - What might be similar or different about the type of people who are working in the older photograph and the type of 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?
  - In what ways might the change that has taken place between these photographs hurt the people of Milwaukee?

## **ACTIVITY 2: OLD AND NEW NEWS**

1. Have students examine the two photographs from above and pretend they are newspaper reporters at the opening of the strip mall where the Allis-Chalmers factory used to be in Milwaukee.
2. Have students write a news article that includes a detailed description of what the inside of the mall used to look like based on the photo of the factory from 1894 and the changes that have taken place in the present day. They should include realistic quotes and observations based on the photographs and speculate on the reasons why the changes took place and how this place evolved over time. As an alternative to this assignment, the teacher might want to allow students to act out a news program in front of the class that includes a detailed description of what the inside of the mall used to look like based on the photo of the factory from 1894 and the changes that took place over time. Perhaps they might want to include mock interviews with former workers or owners of the factory to help the audience understand the transformations that were made in this building.
3. Have students share any work with the rest of the class.

### **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.

## **ACTIVITY 1: COMMUNITY TOUR**

*\*\*Note to teachers: One aspect of this lesson involves possibly having students tour Miller or Sprecher Breweries in Milwaukee. While these companies have had and continue to have a significant role in Milwaukee's economy, this activity is not intended in any way to promote the use of alcohol. Make sure you have several strategies to deal with any potential comments or issues related to this activity.*

1. Have students take a tour of companies still located in Milwaukee. For example Harley Davidson and Miller or Sprecher Breweries offer tours. Students should write a report about their observations and any information given on the tour.
2. As part of their report they could discuss how their impressions of these companies compare with the descriptions of the companies and working conditions described in the video.
3. Students should share their findings with the class.

## **ACTIVITY 2: LABORING IN THE CITY**

1. Have students research articles about modern day labor unions or labor issues in Milwaukee. (The article search on the Milwaukee Journal Sentinel website offers easy access to such articles. Go to [www.jsonline.com](http://www.jsonline.com) ).
2. After students read one or more articles related to a labor situation in Milwaukee they should write an essay comparing and contrasting the present-day labor situation to past labor situations described in the video focusing on the similarities and differences between the demands of the laborers involved.

## **ACTIVITY 3: LEADING INDUSTRIES IN THE CITY**

1. Although the manufacturing of a number of goods have left Milwaukee, the headquarters of a number of companies remain. Have students visit websites, write letters or e-mails, or even visit the headquarters of some of these companies (e.g. Milwaukee Tools, A.O. Smith, Falk Company) to gain more detailed histories of these companies.
2. In particular, students should also gather information about why some of the companies no longer make products in Milwaukee and how their absence has affected the city's economy.
3. Students should then create a PowerPoint or write a speech to deliver to the class about the company's contributions to making Milwaukee a "Machine Shop of the World."

## **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.

## **ACTIVITY 1: KNOWING YOUR NUMBERS TRIVIA QUIZ**

1. Have students circle the statements that they think are true about Milwaukee during this period of time and change the statements they think are false into true statements.

*Note:* None of the statements are false due to the dates given.

- By 1873, the Milwaukee Iron Company in Bay View was the largest producer of railroad rails in America. (correct to say 2<sup>nd</sup> largest)
- 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 Miller Brewery was the largest in the US. (correct to say Pabst)
- By 1886, Northwestern Mutual was the largest life insurance company in America. (correct to say 7<sup>th</sup> largest)
- 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 20<sup>th</sup> century.
- In the late 1800's, Edward P. Allis' Reliance Works made the largest steam engines in the world.
- By 1910, Milwaukee had the highest concentration of adult males who were industrial workers than any other city in America (correct to say 2<sup>nd</sup> highest).

## **ACTIVITY 2: MAPPING INDUSTRIES**

1. The following 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](http://www.themakingofmilwaukee.com)
3. Have students go to a phone book or use the yellow pages at <http://yp.yahoo.com/> to locate the places on a map.
  - Harley Davidson Motorcycle Company
  - Rockwell Automation (formerly Allen-Bradley Company)
  - Falk Company
  - Harnischfeger Corporation
  - Northwestern Mutual Life Insurance
  - Miller Brewing Company

## **Timeline Information**

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

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

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:

### **ACTIVITY 1: ILLUSTRATING THE TIMELINE**

1. Choose five different events on the timeline and draw pictures that would help other people understand this event.

### **ACTIVITY 2: ACTING IN TIME**

1. The teacher should divide the class into groups or pairs and have them act out one event in the timeline.
2. After the skit is over, the group should discuss the long-term impact of this event on Milwaukee's history.

### **ACTIVITY 3: PRIORITIZING TIME**

1. Students should 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**

The following questions go with **Chapter 6, "City of Industries"**:

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

1. How did Milwaukee expand beyond its role as a classic port city by the 1870's?
2. How did iron production become Milwaukee's first heavy industry?
3. What landmarks in Bay View remain to signify its role in iron production?
4. What role did John Plankinton, Frederick Layton, and Patrick Cudahy play in making Milwaukee a city of industries?
5. How was Milwaukee able to become the largest producer of tanned leather on the planet by 1890?
6. What were some of the names associated with brewing beer in Milwaukee?
7. Why is Milwaukee known as "Cream City" to some people?
8. How was Northwestern Mutual Life different from other industries that dominated Milwaukee during this time?
9. What role did E.P. Allis play in Milwaukee industry?
10. What role did the Menomonee Valley play in the rise of industry in Milwaukee?

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

1. How did Milwaukee offer job opportunities for people with varying levels of working skills?
2. Use specific examples to explain how Milwaukeeans based their economy on the resources around them.
3. What were some possible drawbacks to the environment that came with the rise of industry in Milwaukee?

The following questions go with **Chapter 8, “Machine Shop of the World”**:

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

1. What main shift occurred in jobs and industry from directly after the Civil War to 1900?
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 in Milwaukee?
7. Describe how labor action turned violent in Milwaukee in 1886?
8. What was the response of workers to the tragic events in Bay View?

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

1. Who bears the most responsibility for the labor tragedy that occurred in Bay View in 1886? Use specific examples to support your belief.
2. What are the strengths and limitations of using your voting rights to create change? Use examples from the video for support.
3. 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>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>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><b>Content Standards: English</b></p>	<p><b>Performance Standards: English</b></p>
<p>Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.</p> <p>Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.</p>	<p>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>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 &amp; 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><b>Content Standards: Mathematics</b></p>	<p><b>Performance Standards: Mathematics</b></p>
<p>Students in Wisconsin will draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written</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 &amp; 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><b>Content Standards: Science</b></p>	<p><b>Performance Standards: Science</b></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

## Lessons for Teachers on The Best of Times and the Worst of Times

Aligns with           Video Chapter 9 -- Greater Milwaukee  
                              Video Chapter 10 -- Trouble in Town  
                              Video Chapter 11 -- Socialists at Work

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### Essential Questions

This lesson is designed to engage students in thoughtful deliberation of enduring questions about history and the human experience such as:

1. What are cities and how do they develop, change, and yet stay the same over time?
2. How can the rapid growth of a city cause corruption, discontent, and conflict?
3. How can corruption, discontent, and conflict lead to reform?
4. What is “progress”? How do we determine progress? In what ways can progress be positive? In what ways can progress be negative?
5. How and why do people create various forms of government?
6. What are the inalienable rights of all human beings?
7. What does it mean to have a “voice” in the way your government works?

### Invitational Activities

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.

#### **ACTIVITY 1: MOVING TO A NEW CITY**

1. Ask students to identify and describe a list of factors that might influence them to move to a new city.

2. Set the scenario in the following manner: Say, “*Every city has its positive and negative attributes. Imagine that you are 21, and have either finished college or have completed training for a new career. You are contemplating a move to a new city. What attributes would you want your new city to have? For example, if I were to move to a new city, I would want it to be (or to have) \_\_\_\_\_ (name one attribute) because \_\_\_\_\_*”. In the next few minutes list 3-5 attributes on a piece of paper that you would want your new city to possess.
3. Ask each student to share one attribute so that you can compile a list on the board. Remind students that what is an important attribute for one person may not be important for another. (Write list on overhead, board, or chart paper).
4. After compiling a list of attributes, ask students to engage in a “fast-write” for 5-10 minutes about one of the most important attributes a city must have before they would consider moving to that city in order to begin their life as an adult and a new career.
5. At the end of the 5-10 minutes, ask for volunteers to share their thoughts.
6. Then, pose the question: *Why do you think people would have moved to Milwaukee in the late 1,800’s? In what ways might their reasons be similar to or different than yours?* Encourage students to listen for reasons why people moved to Milwaukee at that time when they view Video Chapter 9, *Greater Milwaukee*.
7. After the Video Chapter is shown, have students compare their predictions with the actual reasons given in the Video Chapter.

## **ACTIVITY 2: TROUBLE IN TOWN**

1. Say to students that every city has positive and negative attributes. Provide a couple of examples from cities you have visited. Describe the positive and negative attributes of those cities.
2. Ask students to identify one positive attribute and one negative attribute of Milwaukee either orally or in writing.
3. Make a T-Chart on the board or overhead of “Positive and Negative Attributes” of Milwaukee. Remind students that what may be a positive or negative attribute to one person may not be the same for another person.
4. Ask students to choose and describe in writing what they believe is one negative attribute of Milwaukee as well as make suggestions for changing that attribute. Give students 5-10 minutes for composing their thoughts.

5. Have students share their attributes and reasoning with the whole class or in small groups.
6. Direct students' attention to Video Chapter 10, *Trouble in Town*. Tell students that after the video they will be expected to make a list of the problems faced by Milwaukee at the turn of the 20<sup>th</sup> century as well as describe pictorial evidence within the video that supports their claim. For example, ask students, "What did you see in the video that makes you say that?"

### **ACTIVITY 3: POSITIVE AND HONEST LEADERSHIP**

1. Depending on grade level, ask students to imagine that they are chosen as the leader of their class, school, city, state, OR country.
2. Tell students to make two lists:
  - A list of the things they would do for their fellow citizens (their constituency) to make life better in their class, school, city, state, OR country.
  - A list describing the kind of personal attributes they would demonstrate as a positive and honest leader. Give students 5-10 minutes to identify at least 2-3 things within each list.
3. Have students share these lists with a neighbor, a small group, or the whole class.
4. Tell students that after viewing Video Chapter 11: "Socialists at Work", they will be expected to list and discuss some accomplishments initiated by the Socialists for Milwaukee in the early 1900's.

### **Film Responses Activities**

The following activities follow viewing of Video Chapter 9, *Greater Milwaukee*, Video Chapter 10, *Trouble in Town*, and Video Chapter 11, *Socialists at Work*. 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 and in any order you desire.

### **ACTIVITY 1: BROCHURE FOR MILWAUKEE LANDMARKS**

1. After viewing Video Chapter 9, *Greater Milwaukee*, the teacher should lead a discussion on the building boom that took place at the turn of the 20<sup>th</sup> Century in Milwaukee. In addition, focus part of the discussion on famous landmarks that were constructed during that time.

2. Next, the class should identify several current Milwaukee landmarks they believe deserve placement within a brochure for potential visitors to the city of Milwaukee. Pose these questions: What landmarks do you believe attract visitors to our city? Which landmarks do you believe deserve placement in a brochure that is designed to attract visitors to our city?
3. The teacher can provide examples of brochures and help students discover the nature of a brochure as well as provide a variety of brochures for students to examine. Students can also be encouraged to pick up brochures or bring their own collection of brochures to class as good brochures. Discuss why some brochures are better than others.
4. Individual students or a small student group will choose one landmark they believe attracts visitors to Milwaukee.
5. *Teachers and students are encouraged to access “The Making of Milwaukee” (MOM) website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) and go to the “Image Library” of the “In the Classroom” section to view Milwaukee landmarks they may want to highlight. Use the “search” tool to locate images.*
6. Individual or small student groups will write a paragraph that describes why people would want to visit a particular landmark.
7. After writing the paragraph, students will compose one appropriate phrase from the words they’ve used for a caption to place under the picture of their landmark; a phrase they believe captures the essence of the landmark and that might entice a tourist. (If students are working in groups, they might each compose a phrase and then choose the one that best represents what they want to communicate to tourists.) For example, students might choose the Milwaukee Art Museum as a landmark and the caption might state: *“Discover Milwaukee’s Art Treasures”*.
8. Using their original descriptive paragraph, students will also write one or two phrases or sentences that might be placed in a brief text section of the brochure and that also might best persuade tourists to visit Milwaukee landmarks.
9. If time allows, students will compile their landmarks of choice into an actual brochure (or, several brochures each highlighting 6-8 landmarks can be completed depending on the number of students in a class) for Milwaukee tourists, using word processing tools of choice. If one brochure is developed, have the class vote on an appropriate title for the brochure. If several are developed, each group can decide their own title.
10. After finishing the brochures, place the brochures on display for students to assess the attractiveness and persuasiveness of the brochures.

11. Perhaps even contact Milwaukee Visitors Bureau ([www.milwaukee.org](http://www.milwaukee.org)) about displaying or distributing a young person's point of view brochure or, display the brochure on a family night for feedback.

## **ACTIVITY 2: WERE THEY REALLY “THE GOOD OLD DAYS”?**

1. This optional learning activity relates to Video Chapters 9, 10, & 11 in which both the good old days and the troubled days of early Milwaukee are depicted. In this activity, students will explore the often-used phrase: “The Good Old Days”. What does it mean? What does it mean to different people? Has this phrase been used for a long time? Were “The Good Old Days” always good?
2. Before watching Video Chapters 9, 10, & 11 direct students to take notes on the positive and negative aspects of living in Milwaukee at the turn of the 20<sup>th</sup> century while viewing the chapters.
3. After watching these Video Chapters, have students look over their notes and then write summary statements regarding the positive and negative aspects.
4. Reflect with students about why people often describe their personal past with glowing and enthusiastic terms and at times use the phrase, “The Good Old Days” even when there were hard times and many setbacks and challenges.
5. As a teacher, retell a “Good Old Days” story of your own childhood that describes something you loved about your childhood and something that you miss. And/or tell a brief story of your adult life that depicts something you remember with great fondness.

### Follow-up Learning Activities:

- Students are encouraged to tell or write their own stories about some thing or some event from their past that they fondly remember. The speech/story telling event or written essay could be introduced to students in this manner: *“Many people talk glowingly about “The Good Old Days” in Milwaukee. Based on your own experiences so far, talk about or write a story or speech that richly describes a part of your life that was very happy or exciting and tell why you have fond memories of it.”*
- Prepare students to write a newspaper article in a section devoted to the “Good Old Days”. Have students interview an older member of their family or a close family friend regarding what his/her life was like when they were the student's age. 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. *(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.)*

- a. To begin, students construct a set of interview questions. This may be completed individually or as a whole class.
- b. Students brainstorm and then work with their family to choose an appropriate person to interview.
- c. Students contact their interviewee and set a time for the interview. (Set a reasonable deadline for this activity.)
- d. During the interview, students take notes (collect data) on the answers to each question they pose. Work with students ahead of time on how to take notes during an interview. Stress that they should not try to write every word at the time of the interview but just enough information that immediately following the interview the details of the conversation can be filled in. Of course, students could use a tape recorder or even videotape the interview, but this is a teacher, family, and/or interviewer/interviewee decision.
- e. Have students 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: the who, what, where, why, and when.

*Teachers and students are encouraged to use the interactive “Newspaper Exercise” within The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). 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>*

- f. Consider sending finished articles to the Milwaukee Journal Sentinel for publication in a Milwaukee History Section.

### **ACTIVITY 3: PUBLIC HEALTH ISSUES**

1. After viewing the Video Chapter 10, *Trouble in Town*, students will compare and contrast the public health issues that existed for the city and people of Milwaukee around the turn of the 20<sup>th</sup> century and those that existed around the turn of the 21<sup>st</sup> century.
2. First, ask students to list public health issues that existed for Milwaukee around the turn of the 20<sup>th</sup> century in one column and brief descriptors of that problem in another parallel column.

3. After students have shared various problems, have a class discussion on what they think life would have been like if they had been living in the late 1800's/early 1900's. After the discussion, and on the back of their original list, have students pose 1 or 2 questions about health and life concerns they are curious about regarding that time in our history. Or, have students write 1-2 "I Wonder" sentences. Ex: "*I wonder why so many children under five died during that time.*" Or, "*I wonder who collected the garbage in the 1800's and how they accomplished it.*"

Follow-up Learning Activity:

- Students will go to the website of the city, county and/or state health department to discover what current public health problems are being addressed by their city, county and/or state. After locating the home page of the governmental agency, look under the "department" heading to locate the health department section.  
City of Milwaukee: [www.ci.mil.wi.us](http://www.ci.mil.wi.us)  
Milwaukee County: [www.milwaukeecounty.org](http://www.milwaukeecounty.org)  
State of Wisconsin: [www.dhfs.state.wi.us](http://www.dhfs.state.wi.us)
- After listing 5 public health issues they are most interested in and sharing those lists with the class, students will choose one health issue and investigate how the city; county, and/ or state describes that issue and what they are doing to address it.
- Students will prepare a short speech or write a descriptive essay on the nature and challenges of the health issue and what is being done to address it.
- Students will present their speech or essay during a class meeting, a school assembly, a PTA meeting, or even at the Health Education Center in downtown Milwaukee.
- Students will close the speech or essay with new questions and/or statements of concern they have as a result of their initial investigation. It is possible that these emerging questions could serve as the basis for further research.

## **ACTIVITY 4: EXPLORING POLITICAL LEADERSHIP**

After viewing Video Chapter 11, *Socialists at Work*, students will review leadership positions that were held by various members of the Socialist party in Milwaukee at the turn of the century. Students will explore what leadership positions they might aspire to, then develop a vision statement and action plan they might use when campaigning for a specific office in their class, school, city, state, or country. (The appropriate context will depend on the students' age.)

1. Students take notes related to the types of leadership positions Socialists assumed as they view the Video Chapter 11, *Socialists at Work*.

2. Students write a sentence about what one particular leader was trying to accomplish by taking on this leadership role and share their ideas with the class.
3. Students will brainstorm leadership positions that are currently needed within their class, school, city, state, or country and explore the responsibilities of that particular position.
4. Students imagine that they have an opportunity to assume a leadership role within their class, school, city, state, or country.
5. Students choose a leadership role they are most interested in and write a vision statement about what they believe should be accomplished for their constituents.

Follow-Up Learning Activities:

- Students follow this belief statement by constructing an action plan for their chosen leadership position. What they will accomplish, when, how and for whom?
- Students campaign (mock or real) for a particular leadership office. (Posters, speeches, secret ballots, voting, acceptance speeches).
- Students give persuasive campaign speeches to their classmates, parents, or public officials who provide feedback and/or assessment.

## **ACTIVITY 5: DESIGNING A POLITICAL PARTY**

After viewing Video Chapter 11, *Socialists at Work*, have students describe the nature and goals of the Socialist Party at the end of the 19<sup>th</sup> century. After sharing these descriptions students will explore the nature and goals or platforms of the current major political parties: Democratic Party, Independent Party, Libertarian Party, Republican Party, and Socialist Party.

1. Students will investigate the beliefs, symbol, and goals or platforms of the major political parties as individuals or small groups by going to the national website of each party.
  - a. The Democratic National Party: [www.democrats.org](http://www.democrats.org)
  - b. The Independent American Party: [www.usiap.org](http://www.usiap.org)
  - a. The Libertarian Party: [www.lp.org](http://www.lp.org)
  - b. The Republican National Party: [www.rnc.org](http://www.rnc.org)
  - c. The Socialist Party: [www.sp-usa.org](http://www.sp-usa.org)
2. Students will report their findings on a mini-poster in a consistent format such as, a titled T-Chart with the name and symbol of the party at the top of the chart and the beliefs and goals within specific sides of the T-Chart.
3. Students will display their finished posters within their class.

4. Students will draw conclusions about the nature of political parties, and their symbols and goals.

Follow-up Learning Activity:

Based on what they have learned from their investigations, students will design their own political party, including a name, a symbol and goals. Students unveil their new parties during a ceremony for classmates using full size poster boards to display their ideas.

## **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.

### **ACTIVITY 1: MILWAUKEE YESTERDAY AND TODAY: AN ALBUM, SCRAPBOOK, OR MURAL**

1. After viewing the segment, *Greater Milwaukee*, Video Chapter 9, students will construct an album, scrapbook, or mural of Milwaukee to represent Milwaukee: Then and Now (1890-1910 and 1990-2010).
2. After a discussion of the nature of a photograph album, scrapbook, or mural students will begin to compile a list of places and events they believe should go into one of the visual representations listed previously for Milwaukee: Then and Now (1890-1910 and 1990-2010).  
(This project can be done with the whole class, giving each person or small group responsibility for one particular topic related to Milwaukee Then and Now, such as: hotels, city hall, churches, theaters, museums, factories, streets, transportation, bridges, leaders, housing, recreations or landmarks.
3. Once the initial list is constructed, students choose one particular topic and begin to collect or sketch visual images that they believe best capture old AND new (Then and Now) Milwaukee related to their chosen topic.

*Have students use photographs from newspapers, magazines, or brochures; or, direct students to go to The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com), “In the Classroom” section and click on the “Image Library” and use the “search” tool to find accurate representations of specific images. Students can also go to these websites to collect then and now photos:*

*Milwaukee Journal Sentinel at [www.jsonline.com](http://www.jsonline.com)*

*Wisconsin Historical Society at [www.wisconsinhistory.org](http://www.wisconsinhistory.org)*

If students want to use the “Scrapbook Exercise” on *The Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com), go to the “Interactive Lessons” section of “In the Classroom” and select “Scrapbook Exercise”.

4. Students will need to order the photographic display or, in the case of a mural, organize the visual arrangements.
5. Students should also compose titles for each section of their scrapbook or album as well as brief captions for each visual image. In the case of a mural, students should title the mural and placed a brief written description of the visual images beside the mural.

#### Follow-up Learning Activities:

- After the album, scrapbook, or mural is constructed, have students write a poem, newspaper article, or essay describing the ways Milwaukee has changed and/or stayed the same between “Then and Now”.
- Display the album, scrapbook, or mural in a prominent place for other classes and families to view.
- If the class decides to create a scrapbook or album, allow students to “check-out” the album or scrapbook for one evening to share with family members.
- If the class decides to paint a mural, invite families, public officials, and local historians to view the mural. Ensure that all class members are able to act as guides or docents when people view the mural.

## **ACTIVITY 2: AVERAGE LIFE EXPECTANCY**

The average life expectancy rate for Milwaukee citizens in 1890 was 27.6 years and is a startling statistic for both young and old to comprehend. After viewing Video Chapter 10, *Trouble in Town*, the following learning activity will help students explore why this statistic was so low at the turn of the 20<sup>th</sup> century and the degree to which and why life expectancy rates have changed over time.

1. Tell students that people who study public health issues have always been interested in life expectancy rates among all people in all places, as well as particular groups of people in particular places. Ask students the following series of questions: Why are public health officials interested in life expectancy rates? Why are public health officials in Milwaukee interested in knowing the average life expectancy rate for our city? Why might public health officials in various states like Wisconsin or Illinois be interested in these rates? Why are public health officials in various countries like the United States, Mexico, China, and the Sudan interested in life expectancy rates? *Life Expectancy Rates depict an average number of years particular people in particular places are expected to live.*

2. Then, ask students to think about why the life expectancy of Milwaukee citizens was only 27.6 years in 1890.
3. If students don't think about why so many young people died before they were 5 years old, pose this question: "*Why did so many children under 5 die at such a young age at the turn of the 20<sup>th</sup> century?*"
4. Ask students if they think these statistics are still true? Do you think that 27.6 years of age is still the age that most people die at the beginning of the 21<sup>st</sup> century? Why or Why not? Ask how long most of their family members live?
5. Have students list the exact or approximate ages of their 5 oldest living family members. To access exact numbers for a more accurate data set, give this data collection assignment to students a day or two before you actually ask students to engage in the rest of this learning activity.
6. Ask students to share the ages of their 5 oldest living family members. Post the listing of all ages on the board, a chart, or an overhead so all students can access the data.
7. Based on this data, ask students to compute the mean, mode, and range of the oldest family members in their classroom.
8. At this point you may also want to ask students if they think the mean, mode, and range of ages are different between men and women. Tell students that when they disaggregate data, they are dividing the data into specialized groups in order to provide more specialized information for a data study. Have students compute the mean, mode and range of the oldest males and the oldest females in their families and compare the findings.
9. After sharing their answers with each other, ask students if they believe that the mean they have computed is a realistic comparison to the average life expectancy rates for people (and/or men and women) currently living in the US. (Be sure to caution students about making generalizations from a small data set to a larger population.) Ask these questions:
  - What do you think is the average life expectancy rate for people and/or women and men living in the US?
  - Do you think that the US has the highest life expectancy rate compared to other countries around the world? Why or Why not?
  - What other countries do you think have high life expectancy rates and why?
  - What countries do you think have low life expectancy rates and why?
10. Direct students to go to the following websites to investigate life expectancy rates in the US and around the world:  
[www.wikipedia.org](http://www.wikipedia.org) -- a free on-line encyclopedia

[www.who.org](http://www.who.org)

-- The World Health Organization website

Students can use the following descriptors to access the information needed on these websites:

*Life Expectancy Rates*

*World Maps Showing Life Expectancy Rates*

*Map of Life Expectancy Around the World*

11. Ask students to collect the life expectancy rates of five countries including the United States. Require that students include data from one country from each of five continents and represent this data in a graph.
12. Have students share their graphs with each other by posting them on the board, by making transparencies of their graphs, or sending each other their graphs as an email attachment. This sharing of data may occur between a small group of 4-6 students or the whole class depending on the number of students in your class.
13. After viewing each other's data, ask students to answer the following questions:
  - Based on what we learned about the 1890 life expectancy rate in Milwaukee and assuming that this was fairly typical for the rest of the US at that time, how has the life expectancy rate for the US changed since 1890?
  - What have you learned about the life expectancy rates in various countries?
  - Why do you think certain countries have a much higher life expectancy rate than others?
  - Which continent seems to have the highest life expectancy rates? The lowest life expectancy rates? Why do you think this is so?
  - What questions do you have about these life expectancy rates?
  - If you also had students disaggregate the data along gender lines, ask students: "what have you noticed about life expectancy rates along gender lines and why do you think this happens?"

#### Follow-up Learning Activities:

- Students can go back to the World Health Organization website, ([www.who.org](http://www.who.org)) and collect, represent, and draw conclusions about data on a specified number of countries that currently have the highest and lowest average life expectancies. They can further research why these discrepancies are occurring, what is being done and by whom to address these issues. Students can demonstrate their learning by writing a report, giving a speech, or by taking part in a guided poster session where they must guide others through the information displayed on their poster.
- Teachers can consult with their mathematics colleagues to construct additional learning activities related to collecting, representing, and constructing meaning from statistical data related to life expectancy rates in the U.S. and other countries along gender, ethnic, and racial categories.

### ACTIVITY 3: DESIGNING A NEW CITY

1. Have students describe various ways the city of Milwaukee has changed since its beginning.
2. Then ask students: “*What aspects of Milwaukee have not changed over long periods of time?*” Direct student to the idea that history represents both change and continuity.
3. Have students imagine that there is a huge tract of land that has just been donated to the State of Wisconsin a few miles from Milwaukee on Lake Michigan. The person donating the land has stated that this land must be used for a new city in which a diverse group of Wisconsin citizens can begin new lives and work together to build their new city. The benefactor has also set aside a one million dollar prize for the winner/s of the best city design. The contest may be entered by a design group including up to 4 members with individual group members receiving a prize piece of land and new home if they win the contest.
4. After a discussion on why the Socialists established zoning ordinances in 1920 and why cities still have zoning ordinances, instruct students that they get to enter the contest and submit a design “lay-out” or map of a new city, paying close attention to where they will place neighborhoods, main streets, businesses, industry, government services, schools, parks, entertainments etc.
5. First, brainstorm with the class what kinds of features they might like in a new city. Then have the class decide on symbols for a map key that will be used in the construction of their maps so that everyone in the class is able to interpret each other’s city designs. Keep this listing of possible city features and map symbols on a chart so that all students use it for a consistent reference.
6. Now students can meet within their groups and list specific features they want in their new city.
7. In order to keep every member of the group actively involved, after students have made decisions about what to include in their city, each student in the group can begin to draft a particular part of their city on an 8 ½ x 11” piece of paper.
8. These pieces can then be moved around and put together like pieces of a puzzle once all their sections are complete. Make it clear to students that it is in their best interest to try various configurations or designs. Help them think about where they might want their parks, schools, housing developments, businesses, industries, major roads, etc. Then let students make the final decision related to the design of the new city.
9. After students have what they feel is a winning design, have them individually or as a group, think of a name for their new city.

10. Be sure to follow up this activity with time for student groups to share their designs and rationales with each other, as well as time to process what agreements and disagreements they had within their group regarding final decisions on how to design a new city.
11. After sharing designs, rationales, agreements, and disagreements, ask students what they have learned about city planning/zoning.
12. Students can exhibit their winning designs in the school hallways. The designs can also be judged by classmates, teachers, city planning officials, or city/urban planning professors from local universities.

Follow-up Learning Activity:

- Contact a city planning or zoning official to be a guest speaker and/or to be a judge for the city design contest.

## **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.

### **ACTIVITY 1: LANDMARK TOUR**

1. Arrange for students to take a city tour of famous Milwaukee Landmarks they, in collaboration with the teacher, have chosen. Perhaps arrange actual tours of 1 or 2 landmarks and drive or stop by several others so that students can get out briefly to gain up close and personal impressions. *If actual tours are not a reality at this time, take tours via The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Go to the “Image Library” of the “In the Classroom” section. Choose Architecture and Outdoor Special Places from the pull down menu and use the “search” tool to locate landmarks. Or, take tours through any of the other following websites:*

[www.wisconsinhistory.org](http://www.wisconsinhistory.org)  
[www.milwaukeecountyhistsoc.org](http://www.milwaukeecountyhistsoc.org)  
[www.jsonline.com](http://www.jsonline.com)

2. At each site students collect and record data and their impressions using clipboards to draw, write descriptors, addresses, answers to interview questions, etc.
3. After the famous Milwaukee landmark tour, students will compose a report on a landmark of choice using their own data as well as information they have collected as a result of article searches on the Milwaukee Journal Sentinel website.

### Follow-up Learning Activities:

- Students could share their reports with each other and then take a class vote on what they believe are the 10 Best Milwaukee Landmarks.
- Students could compare their ratings with the ratings completed in January 2006, by the Milwaukee Press Club.  
[www.milwaukeeclub.org](http://www.milwaukeeclub.org)  
[www.gemsofmilwaukee.com](http://www.gemsofmilwaukee.com)

## **ACTIVITY 2: CONNECTING WITH PUBLIC OFFICIALS**

To support the study of political leadership, visit the office of a city council member, a state legislator, or county supervisor. Or, invite the political leader to the school or class. Ask the public official to speak briefly about a.) Their beliefs about the kind of community leaders people want, b.) How they made the decision to become a public official, and, c.) Their current community/regional visions and legislative priorities.

1. Students prepare to interview the public official by constructing questions related to their own beliefs about serving the public, their aspirations, and the leadership style and ethics they feel are necessary to accomplish the job.
2. Students share and critique each other's questions.
3. Students decide on the format of the presentation including the introduction, the question and answer session, and the closing thank you and/or presentation of a small memento or gift to the speaker. Choose students to take the lead on various parts of the presentation. Make it a grand occasion with students performing leadership positions.
4. Before the public leader/official arrives don't forget to work with students on how to collect and report the data collected, as well as how to pose questions to a public official during a press conference. For example: *"Good Afternoon, mayor..... My name is..... My question for this morning is..... I ask this question because....."*
5. After the speaker, work with students to write one of the following:
  - A newspaper article describing the highlights of the presentation such as the who, what, where, when, and why.
  - A thank you to the public official describing what they learned from the presentation and new questions that emerged after the presentation.
  - An essay on what they learned from the presentation.

## Milwaukee Trivia

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

### **ACTIVITY: MILWAUKEE'S CLAIM TO FAME: FOR BETTER AND WORSE**

**True or False:** Students can earn one point for each correct response and one additional point for the correct answer if they believe the answer is false.

1. Milwaukee became the nation's 12<sup>th</sup> largest city in the 1800's. (T)
2. Milwaukee's County Courthouse has always been at its present location, on 9<sup>th</sup> and Wells. (F) *It was originally located at the north end of Cathedral Square.*
3. Milwaukee's city hall, completed in 1895, was built on a swamp. (T)
4. So many wealthy German's lived in Milwaukee they built houses that looked like castles in various parts of the city. (T)
5. A Polish flat is a kind of bread that doesn't rise during the baking process. (F) *A Polish flat is a small house that has been raised to accommodate a basement apartment.*
6. During the late 1800's, eight suburbs developed, including Waukesha. (F) *The eight suburbs did not include Waukesha.*
7. It is said that Milwaukee had 1,300 saloons and only 100 churches in 1891. (T)
8. The average life expectancy in Milwaukee around 1890 was approximately 28 years. (T)
9. Pollution did not occur in Milwaukee until the 20<sup>th</sup> century. (F) *Various types of pollution were enormous problems during the late 1800's.*
10. The Flushing Station was built in Milwaukee around the 1888 to help the flushing of toilets be more efficient in disposing of sewage. (F) *The Flushing Station, built in 1888, was designed to flush the dirty Milwaukee River with clean Lake Michigan water.)*
11. David Rose was an honest and ethical mayor in Milwaukee during the late 1800's. (F) *Mayor Rose was corrupt and tolerated many vices within the city such as gambling and bribery.*
12. In 1903, 3,000 Milwaukee citizens jammed Turner Hall to complain about their corrupt city government. (T)
13. The Socialists gained popularity and power in Milwaukee because the working people wanted a shorter workday and an honest government. (T)
14. Victor Berger was Milwaukee's first Socialist mayor. (F) *Emil Seidel was the first Socialist mayor, elected in 1910.*
15. The "Forty Eighters" were a group of middle-aged Milwaukee citizens who joined the Socialist Party. (F) *The "Forty Eighters" were German Socialists who encouraged free thinking.*

16. Daniel Hoan, Milwaukee's 2<sup>nd</sup> Socialist mayor, was nicknamed, "Fighting Dan" because he had a bad temper. (F) *He was given the nickname because he was a persistent leader.*
17. Daniel Hoan established Jones Island as the place to process Milwaukee's sewage. (T)
18. In order to establish Jones Island, the city had to convince the Kaszubs, Milwaukee's Polish fishing community, to vacate the island. (T)
19. Charles Whitnall established the Milwaukee County Park System, which eventually led to the design and construction of 145 parks. (T)
20. The Milwaukee County Zoo was originally in Lake Park on the East side of Milwaukee. (F) *The zoo was originally situated in Washington Park.*

## **Timeline Information**

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

The information that follows fits with the series but is relevant to the particular time period of this set of Video Chapters: The Best and Worst of Times in Milwaukee.

1880-1910- Milwaukee's population doubles to become one of the most densely populated cities and the 12 largest city in the U.S.

1890-1910- A building boom changes the face of downtown Milwaukee.

- Cudahy Tower
- Plankinton Arcade
- Layton Art Gallery
- Pfister Hotel
- Pabst Building
- Pabst Theatre
- Schlitz Palm Garden
- Railroad Depot
- Northwestern Mutual Insurance
- Industrial Exposition Building (currently the Milwaukee Auditorium)
- Milwaukee County Courthouse
- Federal Building
- Central Library
- City Hall

1890-1910- Mansions of rich business and industrial leaders appear on

- Grand Avenue
- Highland Boulevard
- Yankee Hill
- Prospect Avenue

1890-1910- Working class houses multiply on all sides of the city to form ethnic neighborhoods and 8 new suburbs.

- Bay View
- South Milwaukee
- Cudahy

- Shorewood
- Whitefish Bay
- West Milwaukee
- West Allis
- Wauwatosa
- 1890-1910- Modern technology enters Milwaukee.
  - Telephones
  - Electric Streetcars
  - Electric Lights
  - Automobiles
- 1880's- Water, air, and street pollution become serious problems.
- 1888- Allis constructs and installs city's first flushing station to pump clean Lake Michigan water into the Milwaukee River at North Avenue.
- 1890- Average life expectancy in Milwaukee is 27.6 years.
- 1891- Milwaukee has 100 churches and 1,300 saloons while gambling and prostitution flourish.
- 1892- Victor Berger launches Socialist newspaper and crafts "The Milwaukee Idea" to unite the socialist and labor movements.
- 1898-1998 David Rose is mayor of Milwaukee. He and the Milwaukee Common Council members are deemed corrupt by Milwaukee citizens.
- 1903- 3,000 Milwaukee citizens meet at Turner Hall resolved to "throw out" corrupt city officials and voice their concerns.
- 1903-1906 District Attorney Francis McGovern leads grand-jury investigation that results in 276 indictments against 83 public leaders.
- 1904- Socialists capture 25% of mayoral votes and 9 seats on the Common Council.
- 1910- Emil Seidel becomes Milwaukee's first Socialist mayor.  
Daniel Hoan becomes Milwaukee's first Socialist City Attorney.  
Charles Whitnall becomes Milwaukee's first Socialist City Treasurer
- 1912 Democrats and Republicans unite to back single candidates for mayor in order to unseat the Socialists.
- 1916- Socialists regain power in Milwaukee city and county government.  
Daniel Hoan becomes mayor.
- 1916-1929 Socialist programs introduced to improve quality of life in the city.
  - Working Class Housing
  - Public Health Department
  - Sewage Plant
  - Milwaukee Harbor enlarged
  - City Zoning Ordinance
  - City and County Parks Systems
  - Milwaukee Zoo
  - Milwaukee Horticultural Conservatory
  - Lincoln Memorial Drive

## **Timeline Activities**

Use the following activities to engage students with the timeline:

## **ACTIVITY 1: MAPPING THE LANDMARKS AND/OR SUBURBS**

Go to the “Image Library” of the “In the Classroom” section on *The Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Select the “Maps” from the pull down menu and choose a Milwaukee County Map outline to print.

1. Students will identify 10 major Milwaukee landmarks and pinpoint their location on the map and/or the suburbs of Milwaukee.
2. Student will construct a map key so that the reader can easily locate each of the landmarks and/or suburbs.

## **ACTIVITY 2: EXTENDING THE TIMELINE**

1. The teacher should divide the class into groups or pairs and have them research what year various landmarks, constructed during the turn of the 20<sup>th</sup> century, were built and/or when the new suburbs were formed.
2. Students can use the following websites to complete their research:  
[www.jsonline.com](http://www.jsonline.com)  
[www.milwaukeehistsoc.com](http://www.milwaukeehistsoc.com)  
[www.wisconsinhistoricalsociety.com](http://www.wisconsinhistoricalsociety.com)  
[www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com)
3. After completing the research, students will construct and title a timeline to represent the years various landmarks or suburbs appeared on the Milwaukee scene. Students may hand draw their timelines or use timeline software.

## **ACTIVITY 3: WHY DOES IT TAKE SO MUCH TIME? IT DOESN'T HAPPEN OVER-NIGHT.**

1. Students investigate the rise of the Socialist Party in Milwaukee through various resources.

Teachers and students are also encouraged to use the following sections on *The Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com):

- The transcript of “*The Making of Milwaukee*” Milwaukee Public Television series located within the “About the Making of Milwaukee” section.
- The interactive timeline within the “Milwaukee’s History” section.

To go directly to the interactive timeline section of *The Making of Milwaukee* website, click here now: <http://www.themakingofmilwaukee.com/history/timeline.cfm>

2. Students will draw conclusions about why it took approximately 20 years for the Socialist party to gain control of Milwaukee’s city government.
3. To help students construct general statements of beliefs about why worthwhile things take time to accomplish, encourage them to first describe personal examples of accomplishments in their own lives or the lives of family members that took a long time to achieve.

## **Discussion Questions**

The following questions go with **Chapter 9, “Greater Milwaukee”**:

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

1. Why did Milwaukee’s population double between 1890 and 1910?
2. What cities did Milwaukee’s population surpass? What major city became bigger than Milwaukee?
3. Who came to Milwaukee during this time period?
4. What new landmarks were constructed during this period? By whom? When? Where? Why?
5. What new kinds of housing were constructed at the turn of the century? By whom? Where?
6. What suburbs were formed during this period? By whom? When? Where? Why?
7. What new technological progress became visible in Milwaukee at the turn of the century?

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

1. How did Milwaukee stay the same, as well as change, between 1890 and 1910?
2. What were the positive and negative effects of this population growth for the city of Milwaukee?  
For the industrialists?  
For the workers?
3. Why do you think Milwaukee was called, “a big, small town”? Do you think this description still fits Milwaukee? Why or why not?
4. What did Milwaukee have to be proud of during this time period?
5. What do you think Milwaukee has to be proud of today?

The following questions go with **Chapter 10, “Trouble in Town”**:

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

1. What were some of the problems and the causes of these problems faced by the fast growing city of Milwaukee at the turn of the 20<sup>th</sup> century?
2. What forms of pollution were evident at the turn of the 20<sup>th</sup> century?

3. Why was the pollution of the Milwaukee River considered a “nuisance”?
4. Who was Milwaukee’s mayor for 10 years beginning in 1898 and what was he like as a person and as a political leader?
5. In what ways was Milwaukee’s Common Council corrupt?
6. Why did nearly 3,000 Milwaukee citizens jam Turner Hall for a mass meeting in 1903?
7. What were the results of that citizen discontent?
8. How did Socialism begin to make an impact on Milwaukee’s political leadership after citizens became discontented with the corruption in their city government?
9. Who were the Forty-Eighters?
10. Who was Victor Berger and what impact did he have in Milwaukee during the late 1800’s?
11. Did the Socialists have immediate success when they began to campaign for their own political candidates in 1898? Why? Why not?
12. Describe the success of the Socialists’ “Bundle Brigade”.
13. In what year did the Socialist candidates successfully run for political office? How many seats did they capture?
14. Why did David Rose call Victor Berger a “disciple of Satan”?
15. Who was the first Socialist mayor of Milwaukee?
16. How had the Socialists earned the trust of Milwaukee’s citizenry by 1910?

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

1. How did the problems facing Milwaukee in the late 1800’s and early 1900’s impact the people?
2. Do any of these problems continue to exist? Why? Why not?
3. What were the “dirty” politics at this time? Do “dirty” politics still exist? Where and in what ways?
4. Who were the Socialists? What were their beliefs?
5. Why were the working class people drawn to Socialism?
6. How was this unique style of government (Socialism) able to gain the people’s trust and ultimately their votes during this period of time?
7. How did political unrest in Milwaukee lead to political reform?

The following questions go with **Chapter 11, “Socialism at Work”**:

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

1. What were the positive attributes of Emil Seidel, Milwaukee’s first Socialist mayor?
2. Why did Emil Seidel meet with the entire Socialist caucus, fifty or sixty people, every Saturday afternoon?
3. What were Seidel’s goals?
4. Why did Emil Seidel only spend 2 years as Milwaukee’s mayor?
5. Why did the Republican Party and Democratic Party join forces?
6. Who succeeded Emil Seidel as mayor?

7. What personal and professional characteristics did Daniel Hoan have that helped him become Milwaukee's second Socialist mayor in 1916?
8. What city improvements did Daniel Hoan accomplish under his vision of "a better, bigger, and brighter Milwaukee"?
9. Why did the city adopt its first zoning ordinance in 1920?
10. Who was the "godfather" of Milwaukee's park system? What were his beliefs about establishing public green spaces in Milwaukee? What parks did he help establish? What were the unique characteristics of some Milwaukee County parks at this time?

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

1. It is stated that in 1910, the city of Milwaukee moved from a "municipally sanctioned vice to a new era of honesty, efficiency, and concern for the working person". How was this change able to occur?
2. What other civic virtues, besides honesty, efficiency, and concern are necessary for civic/political leaders?
3. What is a political caucus? Why is it important for political parties to hold a caucus?
4. If the political parties (Republicans, Democrats, Socialists, Libertarians, and Independents) are working for the good of all people, why do they meet separately and often work against each other? What are the advantages and disadvantages of having separate caucus meetings?
5. What was the Socialists' vision for the working person? What does it mean to have a vision?
6. How did the Socialist's vision result in improved lives for the people of Milwaukee in the early 1900's?
7. How is the impact of their vision still visible in Milwaukee today?
8. What would the city of Milwaukee be like if the Socialists hadn't been able to gain power at the turn of the century?
9. It is stated that Daniel Hoan was a "self-made" person? What does it mean to be a "self-made" person? What responsibilities for your life can you assume at this time? Are you "self-made"? Is anyone?
10. How does the Milwaukee County park system add to our quality of life? What parks are your favorite and why?
11. What could you do to build a "better, bigger, and brighter Milwaukee" for the greater good of the greatest number of Milwaukee citizens? What is your vision for the city of Milwaukee?

## Wisconsin Model Academic Standards (Grade 8)

The following standards are taught in this lesson.

Content Standards—Social Studies	Performance Standards—Social Studies
<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.8.1 Use a variety of geographical representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place</p> <p>A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities</p> <p>A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals</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.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used</p> <p>B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians</p> <p>B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations</p> <p>B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events</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>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>chronologically, geographically, thematically, topically, and by issues</p> <p>Standard C: Political Science &amp; Citizenship</p> <p>C.8.6 Explain the role of political parties and interest groups in American politics</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>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>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>Standard B: Writing</p> <p>B.8.1 Create or produce writing to</p>

<p>Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.</p>	<p>communicate with different audiences for a variety of 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 style="text-align: center;">Standard F: Research &amp; 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 communication, and the use of appropriate technology, when solving mathematical, real-world and non-routine problems.</p>	<p>Standard A: Mathematical Processes</p> <p>A.8.1 Use reasoning abilities</p> <p>Standard E: Statistics &amp; 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>
<p><b>Content Standards: Health</b></p>	<p><b>Performance Standards: Health</b></p>
<p>Students in Wisconsin will demonstrate the ability to access valid health information and services.</p>	<p>Standard D: Information and Services</p> <p>D.4.1 Identify valid health information, products, and services</p> <p>D.4.2 Demonstrate the ability to locate resources from home, school, and community that provide valid health information</p>

# The Making of Milwaukee

## Lessons for Teachers on Milwaukee in War and Peace 1914 - 1945

Aligns with           Video Chapter 12 – The War to End Wars  
                              Video Chapter 13 – The Roaring Twenties  
                              Video Chapter 14 – Hard Times and War Times

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### Essential Questions

This lesson is designed to engage students in thoughtful deliberation of enduring questions about history and the human experience such as:

1. Why do people make sacrifices for their country or nation?
2. How do people respond to economic despair and prosperity over time?
3. Why do people discriminate and fight with each other during “peaceful” times?
4. How does war serve to unite and divide communities?

### Invitational Activities

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.

#### **ACTIVITY 1: MAKING SACRIFICES**

1. Ask students to think about the concept of making sacrifices by having them individually write down their favorite and least favorite activity at school.
2. Then ask them to explain what sort of reward it would take to get them to give up their favorite activity for a week and have it replaced with their least favorite activity. Challenge them to think even further about whether or not they would

- give up their favorite activity even if there was no guarantee that there would be a reward for them.
3. Use the think-pair-share teaching strategy to 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.
  4. Use their responses to explain to students that many Milwaukeeans made enormous sacrifices for their families, city, and country between 1914 and 1945. Some Milwaukeeans left home to risk their lives and fight in the World Wars during this period of time, others struggled through poverty and worked very difficult jobs to survive the Depression, many Hispanics and African Americans endured discrimination to find a better life in Milwaukee, and numerous Milwaukeeans went to work around the clock in factories to produce war materials for their country during the war.
  5. Have students compare their responses to discuss why Milwaukeeans might have made such sacrifices during this period of time even without any guarantee of a reward.

## **ACTIVITY 2: DOWN AND OUT IN MILWAUKEE**

*This activity requires access to the accompanying book, *The Making of Milwaukee* by John Gurda, or the accompanying website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com)*

1. Show students the “Hooverville” photograph in Gurda’s book chapter, *Hard Times and Wartime*.

*Or, go to the “Image Library” of the “In the Classroom” section of *The Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com), and choose “Lesson Activity Images” from the pull down menu to find the photo of “Hooverville”.*

2. Ask students to answer the following questions about the photograph. If time permits, the teacher could ask students to act out a scenario as if they were people in the photograph and then experiencing this environment use the following questions:
  - What is going on in this photograph?
  - Describe the objects you see in the photograph.
  - Explain what any of these objects might be used for and why they are in this photograph.
  - Where do you think this photograph was taken?
  - What type of people might be found in this environment?
  - What other types of living conditions could be found in the same location?
  - Do you think people live like this today in the United States? Explain.

3. Explain to students that this photograph was taken during the Great Depression in Milwaukee's Lincoln Park where massive employment and homelessness caused people to live in squalid conditions. Small communities like this one showed up across the nation. They were often called "Hooverilles" to criticize the way President Herbert Hoover was handling the Depression. This particular one in Milwaukee shows one example of how people in the community struggled to survive during the Depression. At the same time, it is important to remind students that most other Milwaukeeans were not necessarily living in these conditions during the Depression. In fact, some Milwaukeeans were still living in mansions along the lake and not having great economic difficulty during this period of time.

#### Follow-up Learning Activity:

- This photograph could lead to a great opportunity to discuss poverty and homelessness in Milwaukee today. The teacher could discuss how people who are homeless or in poverty struggle in our city and compare this with the lifestyles of other people who live in the community who do not face these challenges. The teacher might even find photographs of poverty in Milwaukee, the United States, or the world today or use statistics from the following source <http://www.census.gov/hhes/www/poverty/poverty.html>. The teacher could then ask students to make comparisons between this period of time in history and the present. The teacher could also consider discussing ways this problem was addressed during this period of time in Milwaukee's history and ways we can address this problem today.

### **Film Responses Activities**

The following activities follow viewing of Video Chapter 12, *The War to End Wars*, Chapter 13, *The Roaring Twenties*, and Video Chapter 14, *Hard Times and War Times*. 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 many of them and in any order you desire.

#### **ACTIVITY 1: CREATING OUR OWN MILWAUKEE TEXTBOOK**

1. Imagine that your students have been asked by a local publishing company to write a textbook chapter or chapters explaining the history of Milwaukee from 1914 – 1945, which includes Milwaukee during World War I, the Roaring 20's, the Great Depression, and World War II (You may select any or all of these topics based on what video clips you show in this unit. You may also assign different topics to different groups). Students will use information from the video or other sources to create a textbook for other students on these topics. However, just as the people who make textbooks have limited space to describe events, students

will only get to create a limited number of pages. (Use your own discretion based on the topic(s) for each chapter. For example, 3 might be a good limit).

2. Divide the students into groups (or you may assign students to do this individually) and ask them to discuss the following questions first:
  - Which individuals, groups, or events should be included in the textbook chapter(s)?
  - Why should these individuals, groups, or events be included?
  - Which individuals, groups, or events should receive the most attention and focus?
  - Why should these individuals, groups, or events receive the most focus?
  - What makes some information more important than other information?
3. If students cannot come to some agreement on the general content of the textbook chapter(s), this might be a good time for a class discussion on these same questions.
4. After students have discussed these questions have them list specific individuals, events, groups, and information related to these topics that they will include in their textbook page(s). They should also discuss where and how they will place any text, photographs, captions, graphs, quotes from primary sources, or other elements of a textbook page. If students are working in groups, they might want to assign roles like text writer, graphic designer, editor, and an individual to select photographs (see archives).

*Students can find images for their textbook pages by going to the “Image Library” of the “In the Classroom” section of The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Use the “search” tool to locate images and photographs under the various pull down categories.*

5. After students have completed their pages, have each group or individual present their textbook pages.
6. Then, return to the discussion questions listed above and have individuals or groups compare how their newly created textbook pages answered those questions.
7. Finally, this is a great opportunity to discuss how textbooks contain limited and missing perspectives from the past and the way some perspectives get attention over others. The activity should end with a discussion about the perspectives missing from the textbook pages. In fact, the teacher might have each group (or student if they are working on this individually) include a note with their textbook pages describing the missing perspectives and defending why these perspectives are missing.

### Follow-up Learning Activity:

The teacher could ask students to look at their own textbooks that they use for the class and discuss the same issues about representation and which individuals, groups, and events get the most attention in relationship to the people, events, and ideas that are left out of the textbook.

## **ACTIVITY 2: A TRAVEL GUIDE TO FUN IN MILWAUKEE**

Milwaukee has its share of fun filled places for people to visit that have developed and expanded over the course of its history. During the Roaring 20's, movie theaters, dance clubs, and parks were places where people could enjoy spending their time in the city. During the 1930's and 1940's, in spite of Depression and war, people also found places and ways to have a good time in Milwaukee.

1. Have students select places and activities related to spending leisure time in Milwaukee in the video chapters from this unit. Students will probably find the majority of descriptions of leisure in Chapter 13, *The Roaring Twenties*, and Video Chapter 14, *Hard Times and War Times*. Chapter 6 and Chapter 7 of the accompanying book, *The Making of Milwaukee*, by John Gurda, also offer ideas for this activity as well.
2. Then have them create a travel guide dedicated to having fun in Milwaukee during this period of time. Before they begin, the teacher might want to have them answer the following questions:
  - What places allowed people to relax, spend leisure time, and have fun in Milwaukee during this period of time?
  - What was fun, entertaining, or relaxing about these places?
  - How and why might these places appeal to a person who already lives in Milwaukee? To a person who lives near Milwaukee but only visits the city on occasion? To a person who has never been to Milwaukee?
  - How might these places appeal to people of different ages and with different interests?
  - Is there a particular time of year or day when it might be best to visit these locations?
3. After students have answered these questions have them select places or sites they want to include in their travel guide and think of ways they want to attract people to visit these places. Students could design their guides by including a 3-5 day itinerary for people to follow to have fun in Milwaukee. They could also design the guide thematically by various locations (e.g. Fun Indoors vs. Fun Outdoors.) Students might even want to design their guides on a seasonal basis highlighting locations that can be enjoyed during each season of the year. They could also design a guide book that includes tours for children in Milwaukee led by children from Milwaukee.

4. Once students have decided on a format, they can create the guide using images, text, charts, or other elements that would interest people in traveling to Milwaukee for fun during the 1920's, 30's, and/or 40's.

*Students can find images for their travel guides by going to the "Image Library" of the "In the Classroom" section of The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Use the "search" tool to locate images and photographs under the various pull down categories.*

5. The following websites offer ideas from commonly used travel guides that even include current guides to Milwaukee. These might serve as references for students to create their own guides:

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

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

### **ACTIVITY 3: SINGING THE BLUES IN MILWAUKEE**

During times of war and peace a number of Milwaukeeans faced discrimination, insult, and even violence. Groups and individuals were hated and unaccepted in Milwaukee for a variety of reasons. Historically, one outlet for dealing with oppression has been music. During the early and into the mid-1900's musical forms like the blues became increasingly widespread and well known across the United States.

1. Have students create a blues song that addresses the discrimination and cruelty that different groups in Milwaukee faced during this period of time (e.g. African Americans, Hispanics, German Americans, Catholics, Jewish Americans, etc.). As students watch any of the video chapters from this unit they should pay close attention to groups who experienced discrimination and the ways they were victimized. Students should also consider the ways individuals in these groups may have been affected by this intolerance. The following questions can serve to help guide their thoughts about discrimination against various groups in Milwaukee during this time.
  - Why did this particular group face discrimination?
  - In what ways did this group, as a whole, face discrimination?
  - How were individuals in this group possibly affected by discrimination in different ways?
  - How could or did this group try to fight against discrimination?
  - What lasting impact do you think this discrimination has on the city of Milwaukee today?
2. After students answer or discuss these questions, they can begin to think about writing their blues song.

- a. If the teacher has a fairly strong understanding of music, the following websites can assist him or her with helping students write a truly unique blues song:

<http://www.wpsweb.com/performingarts/BrownBagJazz/blues.htm>

<http://www.pbs.org/theblues/classroom/essays12bar.html>

- b. If the teacher is new to the blues, the following website offers clips of blues songs that students could possibly use to create their own songs:

<http://www.pbs.org/theblues/classroom/cd.html>

- c. If neither of the above options works well, simply have students choose one of their favorite sad, slow or moving songs (it does not have to be a blues song) and use the rhythm or melody to write their own song lyrics.
  - d. A final option might be to work with the school's music teacher to help students create these songs.
3. After students have written their songs, ask them to perform them for the rest of the class or simply have them discuss the lyrics with the rest of the class. Focus discussion on the multiple ways people faced discrimination during this period of time and the multiple ways people dealt with intolerance.
  4. The teacher might want to end the discussion by asking students if they think music is as an effective way to deal with discrimination. Students can also consider how any music today tries to address discrimination.

#### Follow-up Learning Activity:

- If the school or community has a variety show or talent competition, the teacher might want to encourage students to use their songs and performances as an entry in this activity.

### **ACTIVITY 4: DAYS OF OUR LIVES**

Between 1914 and 1945 Milwaukeeans witnessed a wide range of events, experiences and emotions as war, peace, economic depression and war once again shaped the city and its people. Consider the following true story about a man named Les Greget adapted from the accompanying book, *The Making of Milwaukee*, at the beginning of the chapter entitled, *Hard Times and Wartime*. (The teacher may want to read or print this adapted story for the class before doing this activity or summarize the story for students).

*Les Greget came to Milwaukee in 1922. He was good at working with his hands and with machinery. He was also looking for opportunities that he could not find in his hometown of Mayville, Wisconsin. He was able to get a good job at Falk Company in Milwaukee and began working on machines. After four years of hard work and studying, he advanced to working at a job where he drilled holes in gears that could be used on ships. "I thought I had it made," he recalled. Les and his wife purchased a \$12,500 brick home on Milwaukee's Northwest Side and proceeded to live in a comfortable lifestyle during the 1920's.*

*The Great Depression rudely interrupted this good life for them. As the company did poorly, Les Greget lost his job, his savings, and finally his home. He and his wife were eventually forced to move into the top of a flat for \$45 a month. As the bad times got even worse, they asked their landlord to lower the rent to just \$20.*

*Then came World War II. Les Greget went back to his job even before the United States entered the war, turning out equipment for the Navy which was trying to build more ships. The Falk Company was swamped with orders for the rest of the war. As the fighting intensified, Les found himself working ten hours a day, seven days a week, for four-and-a-half years, more than 1600 consecutive days without a single break!*

1. Have students create scenarios like this one between 1914 to 1945 and write a series of diary or journal entries from the perspective of a Milwaukeean describing the changes this person has experienced over the years. To create their diary or journal entries, students should choose a gender, race / ethnicity, age, social class, job or role, and a few years between 1914 and 1945 that show changes in the person's life. (As an alternative, the teacher may also want to assign certain roles from these categories to students in order to have a wide range of experiences represented in the class. For example, a student could be assigned to be a white working class teenage female going to high school in 1927, then getting married, having a family struggling to survive the Depression in 1935, and then working in a war factory by 1943). Students can use any of the video clips from this unit to consider how individuals from different groups may have been affected by the rapid changes taking place during this period of time. It is up to the teacher's discretion to decide how many diary or journal entries each student should write. The following questions can assist students with thinking about what to write in their diary or journal entries:

- What might happen during a typical day in the life of this person?
- What experiences might this person have that would be similar to the experiences of other Milwaukeean during this period of time?
- What experiences might this person have that would be different from the experiences of other Milwaukeean during this period of time?
- How might this person's race, class, gender, age, or work affect this person's experiences and the way he or she responded to those experiences during this period of time?
- What might be the benefits and drawbacks to this individual for living in Milwaukee during this period of time?

- How might this person’s life impact the lives of other people during this time?
  - How did this person somehow affect the way Milwaukee is today?
2. After the students write their diary or journal entries the teacher could select students who chose differing scenarios and have them share their diary entries with the rest of the class. Or, the teacher might want to have students get into groups of 3 or 4 to share their diary entries with each other and report what they have learned to the rest of the class.
  3. The following questions might serve as a good way to wrap up this activity:
    - What were the most significant factors that affected the lives of individual Milwaukeeans during this time?
    - What were the various ways that Milwaukeeans responded to the challenges that they faced during this period of time?
    - How did people’s race, class, gender, age, and work experiences affect the experiences that individuals had in Milwaukee during this period of time?
    - How were the experiences of Milwaukeeans similar and different during this period of time?
    - What impact did the experiences of these individuals as a whole have on the way Milwaukee is today?

## **ACTIVITY 5: A NEW DEAL FOR MILWAUKEE**

During the Great Depression, the city of Milwaukee received millions of dollars from the federal government through Franklin Delano Roosevelt’s New Deal programs to employ people and make multiple improvements to the city. As the video and the accompanying book *The Making of Milwaukee* suggest, the New Deal left a powerful imprint on Milwaukee’s history. (Examples include Whitnall Park, Parklawn (a low income housing project), and a large doll collection and exhibits for the Public Museum). In this simulation, students will be in charge of spending federal money to improve the city of Milwaukee for as many people as possible. Each group (or individual) will create a plan that explains the project(s) they will include to improve the city and they must justify how they will spend the money they receive. Each group (or individual) will only receive a limited amount of money. The following rules will guide the simulation:

1. Every group (individual) will receive the same amount of money - \$1,000,000.
2. The money must benefit as many people as possible.
3. Students must be able to justify why they spent the money in a particular way and also estimate the number of people who will be employed and benefit from each project.

4. Students can select from the following list of possible items to spend: (Please tell students that these are in no way based on actual Depression-era or present day dollar figures):
  - A small park (one third of square mile)– \$250,000
  - A medium sized park (two-thirds of a square mile)- \$500,000
  - A large park (one square mile) – \$ 750,000
  - 1 Park shelter - \$25,000
  - 1 Stone Bridge for a park - \$50,000
  - 1 Waterfall for a park - \$75,000
  - 1 Park statue - \$25,000
  - A small arts and crafts project (e.g. doll collection) - \$25,000
  - A medium size arts and crafts project (e.g. toy project) - \$50,000
  - A large size art project (e.g. orchestra) – \$100,000
  - A small public works (e.g. a recreation center) building - \$250,000
  - A medium size public works (e.g. a school) building - \$500,000
  - A large public works (e.g. water plant) building - \$750,000
  - A small museum exhibit - \$10,000
  - A medium size museum exhibit - \$25,000
  - A large public museum exhibit - \$50,000
  - A public greenhouse for a botanical garden - \$100,000
  - A small housing project (50 units) - \$250,000
  - A medium size housing project (100 units) -\$500,000
  - A large housing project (150 units) - \$750,000
  - A public swimming pool - \$50,000
  - A public golf course - \$150,000
5. Student should keep track of the money they spend and make sure it does not exceed \$1,000,000.
6. These projects are just a start. The students may create their own projects and should then consult with the teacher on what the cost of the project should be.
7. Students should present their plan to the rest of the class and explain their justification for the items they included in their plan to improve Milwaukee. The following discussion questions might serve as an effective way to wrap up the activity:
  - Was it better to improve the city with smaller, medium size or large projects? Why?
  - What were / would have been the advantages and disadvantages of including small projects in your plan?
  - What were / would have been the advantages and disadvantages of including medium size projects in your plan?
  - What were / would have been the advantages and disadvantages of including large projects in your plan?

- How does your plan compare to the actual projects that were completed in Milwaukee as a result of the New Deal? (use information from the video for discussion here)
- What does Milwaukee need most for improvement today? Why?

Follow-up Learning Activity:

- The teacher might want to have students research the actual cost of the projects during the New Deal completed in Milwaukee. Students could also compare their ideas with the money being currently spent on any similar projects by the city of Milwaukee or Milwaukee County today. Budget information for the city of Milwaukee can be accessed on the city website <http://www.ci.mil.wi.us> and budget information for Milwaukee County can be found on the county's website <http://www.co.milwaukee.wi.us>

## ACTIVITY 6: WOMEN'S WARTIME CONTRIBUTIONS

Throughout the nation women answered the call to work in factories during World War II. By the end of 1943 women filled more than one-fourth of Milwaukee County's industrial jobs. "Rosie the Riveter" was the nickname given nationally to women who served this role during the war and Milwaukee's women also made extremely significant contributions to the war effort. The following quote from John Gurda's *The Making of Milwaukee* book, originally printed in *Fortune* magazine, specifically described women working at a Milwaukee company called Cutler-Hammer, which produced electronic controls during this time.

*The company is up against the fact that women frequently make better assemblers than men, and there will be every reason to keep them on when the men return.... (from "The Making of Milwaukee", chapter entitled, "Hard Times and Wartime")*

1. After students read this quote have them answer the following questions:
  - How does this quote affect your understanding of women's contributions to the war effort during World War II?
  - Why do you think that in spite of observations of like this, women were still paid less than men for the same work during World War II?
  - Why do you think that in spite of observations like this, women were encouraged to leave the factories and return to lives in the home after World War II ended?
  - What might have caused this magazine to make this observation during the War?

- Do you think the situation described in this quote only applied to this particular company or do you think there were other companies or jobs where this might have also been the case during World War II?
- What might have motivated women to work so hard and make so many sacrifices during World War II in spite of not being treated fully equal to men at this time?
- If women made such important contributions during World War II as described in this quote, why do you think Milwaukee has no public memorials or monuments to these women who worked in factories during World War II?

Follow-up Learning Activity:

The teacher might want to have students discuss or actually draw up design ideas for a possible memorial or monument to women like the ones described in the quote, and talk about where this memorial should be placed in Milwaukee. If students want an idea for a monument they might access the following:

*Go to the photograph of the woman factory worker from the accompanying book, “The Making of Milwaukee” by John Gurda, in the chapter entitled, “Hard Times and Wartime”.*

*Or, go to the “Image Library” of the “In the Classroom” section of The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) and choose “Lesson Activity Images” from the pull down menu. Use the “search” tool to find photos of the “woman factory worker”.*

## 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.

*This activity requires access to the accompanying book The Making of Milwaukee or, the accompanying website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com).*

Photo of Borchert Field.....Present day photo of Miller Park  
(In “Hard Times and Wartime” Chapter) <http://www.ballparks.com/baseball/national/miller.htm>

*The Then and Now photographs for this activity can also be found by going to The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Select the “Image Library” of the “In the Classroom” section, and “Outdoor Places” from the pull-down menu.*

## **ACTIVITY 1: TAKE ME OUT AND BACK TO THE BALL PARK**

1. After viewing pictures of Borchert Field and Miller Park, have students imagine that they are at a present day Milwaukee Brewers game at Miller Park. Imagine that they happen to strike up a conversation with the person next to them. They find out that this person has lived in Milwaukee for years, and he or she begins telling them about a day at the ball park when it was called Borchert Field.
2. Have them analyze these two images and use their analysis to create a potential list of similarities and differences between the photographs. They should use as many details as possible in the photographs to make comparisons and contrasts.
3. Then have students use their lists to write a possible conversation between them and the person they meet at the ball game that compares the experience of a day at the ball park in Milwaukee during the 1930's and a day at the ball park today. They should use these fictional conversations to think about the way the experience of watching a baseball game in Milwaukee has changed in some ways but possibly stayed the same in other ways.
4. Have students read or even act out their conversations with one another in front of the class.

### Follow-up Learning Activity:

- The teacher might want to discuss the different ways students interpreted the photographs and the different ideas that students focused on in their conversations.

## **ACTIVITY 2: SPEAKING OF THE BALL PARK...**

1. Have students imagine that they have lived in Milwaukee for over 80 years and have been invited to speak to a class of kids about baseball in Milwaukee. They decide to bring the two photographs from above to their guest speaking engagement to help the students understand changes in baseball that the city has seen over the years. Before passing these photographs to the students, the student, as the guest speaker, decides to explain each photograph in detail to make his or her point.
2. Have students write a speech that they would give to other students in this situation based on these two photographs. The speech should include a description of as many details as possible from these photographs and highlight any possible similarities or differences between the photographs.
3. Have students deliver their speeches to the class.

Follow-up Learning Activity:

- The teacher might want to discuss the different ways students interpreted the photographs and the different ideas that students focused on in the speeches.

## **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.

### **ACTIVITY 1: EXPLORING MILWAUKEE'S LEGACY OF WAR**

1. Have students visit Milwaukee's War Memorial Center and any other monument or memorial dedicated to the men and women from Milwaukee who have served their country in war. Other sites could include the exhibit dedicated to Billy Mitchell at Milwaukee's Mitchell Field, Milwaukee's Vietnam Veterans Memorial, Red Arrow Park and monument, Veteran's Park, Statues dedicated to Spanish American War and Civil War veterans near the Milwaukee Public Library, the Civil War Soldiers and Sailors Monument at Wood National Cemetery, and the memorial to all "Women of the Sea Services" during World War II on the Avenue of Flags at Wood National Cemetery. Students could research other sites as well.
2. Have students write a report or a description that is accessible to other students about their experiences and share them with the class.
3. Engage students in a discussion about the significance of these monuments. Also discuss what it means to honor Milwaukeeans who served our country in war and made sacrifices for our nation.

### **ACTIVITY 2: EXPLORING MILWAUKEE'S LEGACY OF PEACE**

1. Have students do research on activities, events, and groups in Milwaukee dedicated to peace. The following websites might offer a good place for students to begin their research.

<http://www.peaceactionwi.org/index.html>

<http://www.uwm.edu/Dept/Peace/index.html>

*\*\*Note to Teachers: Please check-out the content of the preceding websites before referring students to them in case there are any controversial issues highlighted that may not be appropriate for the students you teach.*

2. Have students contact members of these groups and ask them about their goals, reasons for belonging to the organization or why they participate in the events, the types of events sponsored by the group and anything they know about the history of this organization in Milwaukee.
3. Have students write a report or a description accessible to kids about their findings and share them with the rest of the class.

Follow-up Learning Activity:

- Have students discuss and even design a monument or memorial to those who have been dedicated to peace in Milwaukee. Questions like: “What would such a memorial or monument look like?” and “Where would it be located?” might serve as a starting point for this discussion or activity. Have students select the best idea or best few ideas and have them write letters to local political leaders (City Council or County Board members) urging them to create such a monument in the city.

**ACTIVITY 3: INTERVIEWS WITH MILWAUKEEANS WHO LIVED DURING WAR AND PEACE**

1. Have students find people who grew up in Milwaukee during this time period (1914 – 1945) and do an interview with them about their experiences of growing up in Milwaukee. Students might want to ask questions specifically related to topics discussed in the video such as the Roaring 20’s, Great Depression, World War I, or World War II. Although it is increasingly difficult to find people who lived in Milwaukee during this time nursing homes, VFW Posts and organizations, and even relatives or neighbors might be a place for students to begin searching.
2. Have students use their interviews to write up brief biographies of these people and share them with the rest of the class. (Note: Students should get permission from the people they interview before sharing their biographies with the rest of the class)
3. After listening to these stories, have a class discussion on topics like: 1) why people made such sacrifices for their city and country during this period of time 2) the similarities and differences between the challenges that different generations in Milwaukee and America have faced over time 3) how the lives of “ordinary” Americans who lived through time periods like this sometimes receive little attention in history books and 4) the need to record and remember the stories of all people, not just famous ones, who lived through our city’s past.

Follow-up Learning Activity:

- Invite people who students interview to class and have them share their stories in person in addition to having students read the biographies. Invite other classes, the whole school, community members, and/or parents to the event to honor those who made sacrifices for their country during this time in history.

## 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.

### **ACTIVITY 1: WHO AM I?**

1. In the following activity students will be given 3 clues about a person who was famous during this time period (1914 – 1945) in Milwaukee’s history. The teacher should read the first clue to students and ask them to guess who the person is. If no students guess correctly, the teacher should then read the second clue to students to see if someone guesses correctly. Finally, if no students guess correctly, the teacher should read the third clue to students to see if someone guesses correctly. If no student guesses correctly after the third clue, the teacher should read the answer. The first person to guess correctly wins. The teacher could assign point values for each clue given. For example, a correct guess after the first clue could be worth 25 points, a correct guess after the second clue could be worth 10 points, and a correct guess after the third clue could be worth 5 points.

*An interactive version of this activity can also be found on-line by going to the homepage of The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Choose the “In the Classroom” section and click on “Interactive Lessons.” Or, to go directly to this on-line activity, click here now:*

[http://www.themakingofmilwaukee.com/classroom/who\\_am\\_i/index.cfm](http://www.themakingofmilwaukee.com/classroom/who_am_i/index.cfm)

*On-line directions are also given.*

CLUE #1 : I was a welcome distraction to Milwaukee’s worries during World War II

CLUE #2 : My story inspired a widely read children’s book in the U.S.

CLUE #3 : I laid a clutch of eggs on a piling next to the Wisconsin Avenue Bridge

**ANSWER : Gertie the Duck**

CLUE #1 : My grandfather was known to some as “Alexander the Great” in Milwaukee

CLUE #2 : I was placed in charge of the entire Allied Air Service during World War I.

CLUE #3 : Milwaukee's airport is currently named after me

**ANSWER : Billy Mitchell**

CLUE #1 : I issued a very strong warning against the Ku Klux Klan in Milwaukee during the 1920's

CLUE #2 : I was on the cover of Time magazine for being one of the nation's best public servants in 1936.

CLUE #3 : I served as Milwaukee's mayor during the Great Depression

**ANSWER : Daniel Hoan**

CLUE #1 : I ran the *Milwaukee Leader*, a socialist newspaper in Milwaukee

CLUE #2 : I was convicted for speaking out against the government when my paper ran anti-war editorials during World War I

CLUE #3 : Congress refused to offer me my seat when Milwaukee elected me to the House of Representatives in 1918

**ANSWER : Victor Berger**

CLUE #1 : I was an assistant city attorney, a stirring singer, and a gifted speaker

CLUE #2 : I defeated Daniel Hoan to become mayor in 1940

CLUE #3 : I quit my job to join the Navy during World War II and declared, "My life is not my own. It belongs to my country."

**ANSWER : Carl Zeidler**

## **ACTIVITY 2: WHAT AM I?**

1. In the following activity students will be given 3 clues about a place that became famous during this time period (1914 – 1945) in Milwaukee's history. The teacher should read the first clue to students and ask them to guess what the place is. If no students guess correctly, the teacher should then read the second clue to students to see if someone guesses correctly. Finally, if no students guess correctly, the teacher should read the third clue to students to see if someone

guesses correctly. If no student guesses correctly after the third clue, the teacher should read the answer. The first person to guess correctly wins. The teacher could assign point values for each clue given. For example, a correct guess after the first clue could be worth 25 points, a correct guess after the second clue could be worth 10 points, and a correct guess after the third clue could be worth 5 points.

CLUE #1 : I was Milwaukee's biggest defense contractor during World War II

CLUE #2 : I became part of a top secret project to build the first atomic bomb

CLUE #3 : Nearly 20,000 people, enough to fill a small city, worked in my place at the peak of World War II

**ANSWER : The Allis Chalmers Company**

CLUE #1 : I am a planned community built for working class families during the Depression

CLUE #2 : There are 2 other communities just like me in Ohio and Maryland

CLUE #3 : I was completed in 1938 to surround workers with nature

**ANSWER : Greendale**

CLUE #1 : I am currently located next to the downtown Milwaukee Public Library

CLUE #2 : I was initially the mansion of Alexander Mitchell

CLUE #3 : I used to house the Deustcher Club before it changed its name during World War I

**ANSWER : The Wisconsin Club**

CLUE #1 : I am located on Milwaukee's Northwest side, and I became the quintessential 1920's neighborhood

CLUE #2 : My orderly streetscapes reflected the influence of zoning – a 1920's innovation

CLUE #3 : The bungalow became the signature house in my neighborhood during the 1920's

**ANSWER : Sherman Park**

CLUE #1 : I am Milwaukee County's largest green space

CLUE #2 : A botanical garden was built inside me with funds from the New Deal

CLUE #3 : I am named after a person who created a master plan for Milwaukee County's Park System

**ANSWER : Whitnall Park**

**ACTIVITY 3: WHERE AM I?**

1. The following places became a significant part of Milwaukee's landscape during the 1930's. See if students can locate each on a map of Milwaukee. The following website offers a printable map of Milwaukee:

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

- Greendale
- Parklawn Housing Project (Hint: 40 acres west of Sherman Boulevard at Lincoln Creek)
- The Linnwood Avenue Water Treatment Plant (Hint: it's very close to UWM)
- Whitnall Park
- The Milwaukee Quarry (Hint: It was located in Currie Park)
- The Milwaukee County Courthouse
- Borchert Field (Hint: It was on 8<sup>th</sup> and Chambers)

**Timeline Information**

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

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

1915 – Washington High School opens.

1916 – 1918 Milwaukeeans deal with the effects of World War I.

Bazaar is held for German relief at the Milwaukee Auditorium.

"Preparedness" parade occurs.

World War I propaganda is printed in the Milwaukee Journal.

- Deutscher Club becomes Wisconsin Club.
- German-English Academy becomes Milwaukee University School.
- 1916 – 1918 World War I has rough effect on Socialists.
  - Socialist Convention of 1917 occurs.
  - Victor Berger is refused seat in Congress.
  - Victor Berger arrested for sedition.
- 1919 - Prohibition hits Milwaukee breweries hard.
  - Gettelman manufactures plows
  - Pabst produces Pabst-ett cheese
  - Eline makes a chocolate bar
- 1920's - Rise of the Ku Klux Klan occurs in Milwaukee.
- 1910 – 1930 Milwaukee's Black population increases from 1,000 to more than 7500. Most live in a section called Bronzeville.
- 1926 – The Mission of Our Lady of Guadalupe is established for Milwaukee's Mexican Migrants.
- 1920's - Sherman Park grows into a neighborhood and features bungalows.
- 1922 – Milwaukee's first radio station, WAAK, begins broadcasting.
- 1920's - Movie Palaces are built in Milwaukee.
  - Oriental Theater
  - The Alhambra
  - The Zenith
- 1930 – 1941 Milwaukee deals with the Great Depression and the New Deal.
  - “Outdoor relief” program
  - Construction of botanical garden in Whitnall Park
  - Parklawn housing project
  - Greendale
- 1933 -1941 Midsummer Festival
- 1936 – Daniel Hoan appears on the cover of Time magazine for his work helping Milwaukee through the Depression.
- 1940- Carl Ziedler becomes mayor of Milwaukee.
- 1941 – 1945 Milwaukee responds to World War II.
  - Allis Chalmers works on the atomic bomb.
  - Gertie the Duck

War bonds  
Gas rationing  
Victory gardens  
70,000 citizens go off to war  
Women hold more than one quarter of Milwaukee County's industrial jobs.

August 14, 1945 – Milwaukeeans celebrate VJ Day downtown.

## **Timeline Activities**

Use the following activities to engage students with the timeline:

### **ACTIVITY 1: WHICH EVENT AM I?**

1. Have students choose one event from the timeline and write down 3 clues about this event. Then have each student read their clues to the class. The rest of the class should try to guess the event after each clue. The first person who guesses the event earns points. The teacher could assign point values for each clue given. For example, a correct guess after the first clue could be worth 25 points, a correct guess after the second clue could be worth 10 points, and a correct guess after the third clue could be worth 5 points.

### **ACTIVITY 2: ACTING OUT MISSING EVENTS**

1. The teacher should divide the class into groups or pairs and have them act out one event that is missing from the timeline.
2. After the skit is over, the group should try to identify the event and discuss why this is important to include on the timeline.

### **ACTIVITY 3: RANKING TIME**

1. The teacher should select 10 events in the timeline and ask students to rank them in order from the most significant to the least significant.
- 2.. The teacher should then lead a discussion on the events that students chose as the most and least significant.

## **Discussion Questions**

The following questions go with **Chapter 12, “The War to End Wars”**:

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

1. How did Milwaukeeans respond when World War I first broke out in Europe?
2. What led to a shift in the way Milwaukeeans responded to World War I by 1917?
3. How did Milwaukeeans help the war effort on the front lines and on the home front?
4. In what ways did World War I affect Germans and their lives in Milwaukee?
5. In what ways did World War I affect Socialists in Milwaukee?
6. How was German culture in Milwaukee permanently affected after World War I?
7. What impact did Prohibition have on Milwaukee’s breweries?
8. In what ways did Milwaukeeans respond to Prohibition?

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

1. How did World War I bring Milwaukeeans together and at the same time show deep divisions in the community?
2. Do you think Milwaukee would be very different today if the United States had never entered World War I? Why? Why not?
3. How did Milwaukeeans’ response to Prohibition indicate flaws and shortcomings in this law?

The following questions go with **Chapter 13, “The Roaring Twenties”**:

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

1. What were some of the major changes that took place in the United States during the 1920’s?
2. What impact did the Ku Klux Klan have on Milwaukee during the 1920’s?
3. How did restrictions placed on immigration during the 1920’s affect Milwaukee’s industries during this time?
4. What were some of the dominant industries in Milwaukee during the 1920’s?
5. What characterized the experience of African Americans who came to Milwaukee during the 1920’s?
6. What characterized the experience of Mexican Americans who came to Milwaukee during the 1920’s?
7. What impact did the development of a middle class in Milwaukee during the 1920’s have on the city’s neighborhoods?
8. How did new technologies and products affect the way Milwaukeeans lived during the 1920’s?
9. How were Milwaukeeans affected by new forms of mass entertainment that became popular during the Roaring Twenties?

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

1. How does Milwaukee's experience with immigration restrictions and labor shortages during the 1920's contribute to the present day debate today about immigrants and job availability in America?
2. How was the discrimination that African Americans and Latino Americans in Milwaukee encountered similar to and different from the discrimination experienced by other ethnic groups in Milwaukee throughout its history?
3. How did the new technologies and products that came to Milwaukee during this period of time bring both benefits and drawbacks to the people in the city?

The following questions go with **Chapter 14 , “Hard Time and Wartime”**:

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

1. What were some of the ways Milwaukeeans dealt with the Great Depression when it first hit during the 1930's?
2. How was Mayor Daniel Hoan able to help the city survive the Depression?
3. What were some specific ways that New Deal money was spent in Milwaukee?
4. What were some of the labor disputes that hit Milwaukee during the 1930's?
5. What were some of the more positive occurrences that affected Milwaukee during the 1930's?
6. What was Carl Ziedler's contribution to Milwaukee's history?
7. What were some ways that Milwaukee contributed to war production during World War II?
8. How did women contribute to the war effort in Milwaukee during World War II?
9. In what ways were the lives of Milwaukeeans altered by the sacrifices and events of World War II?
10. What were some activities that still allowed Milwaukeeans to enjoy their lives during World War II?

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

1. How did Milwaukee exemplify the saying “Even in the bad times there were good times” during the Great Depression and World War II?
2. Did Milwaukee's Socialist tradition make it more capable of dealing with the problems brought on by the Great Depression? Were there ways that this Socialist tradition brought drawbacks during the Depression?
3. Were the contributions of Milwaukeeans who went to work in factories during World War II more, less, or equally important to the Milwaukeeans who joined the armed services and fought during World War II?

## **Wisconsin Model Academic Standards (Grade 8)**

The following standards are taught in this lesson.

Content Standards—Social Studies	Performance Standards—Social Studies
<p>Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.</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 A: Geography</p> <p>A.8.1 Use a variety of geographical representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place</p> <p>A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities</p> <p style="text-align: center;">Standard B: History</p> <p>B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used</p> <p>B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history</p> <p>B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians</p> <p>B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently</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>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>B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations</p> <p>B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues</p> <p style="text-align: center;">Standard C: Political Science &amp; Citizenship</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.8.6 Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income</p> <p style="text-align: center;">Standard E: Behavioral Science</p> <p>E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development</p> <p>E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community</p> <p>E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals</p> <p>E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how</p>
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	<p>they contribute to conflict in a society</p> <p>E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world</p> <p>E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding</p> <p>E.8.14 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis</p>
<p><b>Content Standards: English</b></p>	<p><b>Performance Standards: English</b></p>
<p>Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.</p> <p>Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.</p>	<p><b>Standard A: Reading/Literature</b></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><b>Standard B: Writing</b></p> <p>B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes</p> <p>B.8.2 Plan, revise, edit and publish clear</p>

<p>Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.</p>	<p>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 style="text-align: center;">Standard F: Research &amp; 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><b>Content Standards: Mathematics</b></p>	<p><b>Performance Standards: Mathematics</b></p>
<p>Students in Wisconsin will draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written communication, and the use of appropriate technology, when solving mathematical, real-</p>	<p style="text-align: center;">Standard B: Number Operations And Relationships</p> <p>B.8.7 In problem-solving situations, select and use appropriate computational procedures with rational numbers such as</p> <ol style="list-style-type: none"> <li>6. calculating mentally</li> <li>7. estimating</li> </ol>

world and non-routine problems.	
<b>Content Standards: Music</b>	<b>Performance Standards: Music</b>
Students in Wisconsin will compose and arrange music.	<p style="text-align: center;"><b>Standard D: Composition</b></p> <p>D.8.1 Compose short pieces with specified guidelines, demonstrating the use of elements of music</p> <p>D.8.7 Use a variety of sound sources and electronic media when composing and arranging</p>

# The Making of Milwaukee

## Lessons for Teachers on Modern Milwaukee

Aligns with           Video Chapter 15 – The Exploding Metropolis  
                              Video Chapter 16 – City Under Siege  
                              Video Chapter 17 – Almost Yesterday

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### Essential Questions

This lesson is designed to engage students in thoughtful deliberation of enduring questions about history and the human experience such as:

1. How do wars affect people, their government, and their economy?
2. Why do people seek modern conveniences?
3. What are the causes and effects of consumer demand?
4. How do cities change and yet stay the same over time?
5. What are the causes and effects of poverty?
6. What are the causes and effects of racism?
7. What kind of commitment and plan must people have before they establish a new community, village, or suburb?

### Invitational Activities

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.

## ACTIVITY 1: LIVING IN A CITY

1. Invite individual students to reflect on their experiences of living in a city. Have students compile a list of things that they like and dislike about living in a city.
2. In triads, have students share their city experiences with their classmates. Tell students to circle or highlight the commonalities for their likes and dislikes of city life.
3. Select one representative to share with the class the groups' common likes and dislikes.
4. Using students' responses as a "springboard", discuss with students the many challenges involved with city living. Explain to them that cities across America have faced and are currently dealing with similar concerns and successes that they have identified throughout this activity. Inform them that like other cities, Milwaukee has faced numerous challenges in different eras but those challenges are very similar to the challenges faced by its citizens today. Help students understand that challenges such as poverty, loss of jobs, affordable housing, schooling, and maintaining our parks have always been a part of city life. Cities will continue to face problems that are unique to a particular period of time, but learning from the lessons of these situations can lead to healing, progress and a sense of accomplishment and success.

## ACTIVITY 2: FROM POVERTY TO PROSPERITY: SOLVING TWO MYSTERIES

The following learning activity, mystery story, and two leading questions can be used before viewing Video Chapter 15, *The Exploding Metropolis*.

1. First, the teacher reads aloud the passage that follows with two built-in mysteries. The teacher should use an overhead to project the mystery passage so that students can both hear and see various clues.
2. After reading the story, the teacher poses one of the mystery questions at a time which helps direct students as they attempt to solve each mystery by posing questions to the teacher that can only be answered with a "yes" or "no" answer.
3. Give the students "think time" to think about the first question and to create questions that can be answered "yes" or "no". (The forming of questions can be done individually or in small groups with students taking turns as they pose questions.)
4. Let the student questioning begin. The teacher records a "yes" or "no" answer to each question as well as the nature of each question on the board or overhead so students can keep track of the clues or data collected. (During the Q and A session it is essential that the teacher consistently ask students: "*What clues did you see or hear that*

*prompted you to ask that question?"* Give as much positive feedback for logical questions as you do for questions that can be answered with a "yes").

5. After a few questions have been posed, instruct students to regroup so they can think about the clues and collected data thus far and construct new questions.
6. After a few minutes, begin the Q and A session again and continue until students believe they have an answer. (If a student believes they have the correct answer, they must tell the teacher before speaking it aloud in order to provide the teacher with the option of having the student wait for a few more questions to be posed by other students before stating what they think.)
7. The Q and A session is over when the right answer is determined, when either the teacher or students believe they are stumped, or if students have gotten as close as possible. (This latter option is definitely acceptable, especially if students have little background knowledge on the topic).

### **The Mystery Passage (with mystery questions 1 and 2):**

For 15 years most Milwaukee citizens struggled and sacrificed in order to make ends meet and keep their families together. They went without many of life's small pleasures when even gas, flour, and sugar were very difficult to get even if they were able to scrape together enough money to buy them. Big families lived together in very small houses in order to help take care of each other as well as save money. Men, women, and young adults worked long hours every day, seven days a week in order to help themselves, their families, and their country. They saved small items like string, rags, paper, and tin. They used every vacant piece of land for community gardens in order to conserve their food supply. And, while Milwaukeeans dreamed for a better, more prosperous life for themselves, their families, and their country, they did not waiver in their efforts to keep working.

And then, suddenly, the 15 years of hard times, the scrimping, the struggling, the sacrifice, and the saving came to an end. The dreams and hopes that had been postponed were realized in just a few short years as prosperity swept Milwaukee like no other time in history. People were determined to build a new and better world. New businesses and industry and the jobs that followed helped families earn a better living. Many babies were born to families who had put off having children because previous times were just too hard. Thousands purchased modern conveniences such as cars, televisions, and refrigerator-freezers. New houses were built and people moved to new neighborhoods. All these new babies and houses in new neighborhoods caused a need for many new schools in Milwaukee. Shopping centers and freeways emerged to get Milwaukee citizens on the move as never before. The people of Milwaukee pursued the good life with zeal.

**Mystery Question #1:** *What happened to move Milwaukee from very hard and desperate times, from times of poverty to times of prosperity? Be sure to let students completely explore question one before introducing question two. Use question two as an added mystery.*

**Question #2:** Before reading question two, add to the mystery by reading and showing this additional, brief passage to students before the yes and no questioning strategy resumes:

But, wait a minute, the mystery is not complete and, therefore, misleading. While these prosperous times allowed many Milwaukee people access to the “good and prosperous life”, other Milwaukee citizens were left behind and even denied access to the “good and prosperous life”. Many people flocked to Milwaukee as its booming economy offered jobs, decent housing, and entertaining city features on a great lake. However, some newcomers met with resistance and resentment. And while many of them did find jobs, few escaped poverty, and most lived in very old houses with very little or no income to pursue the “good life”.

**Mystery Question #2:** *Why was the prosperous life, the “good life”, true for some and not others?*

\*\*\*Regardless of whether the students come up with the exact answers, these puzzlers can be used to introduce Video Chapter 15 and set the stage for discovering, through the video, specific answers to questions they may have raised during the Q and A sessions. If students want to pursue why African American citizens of Milwaukee were left behind, encourage them to listen for reasons within Video Chapter 15 and assure them that you will investigate these issues further as you engage in the film response activity to follow, “*Resistance, Resentment, and Racism*”.

## **Film Responses Activities**

The following activities follow viewing of Video Chapter 15, *The Exploding Metropolis*, Video Chapter 16, *City Under Siege*, and Video Chapter 17, *Almost Yesterday*. 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 many of them and in any order you desire.

### **ACTIVITY 1: RESISTANCE, RESENTMENT, AND RACISM**

As depicted in Video Chapter 16, *City Under Siege*, Milwaukee, like many major cities in the U.S., experienced much turmoil and growth during 1960’s and the Civil Rights Movement. The crisis was rooted in issues of poverty and race. Unlike many other big cities in the U.S., Milwaukee’s African American population had remained very small, barely two percent, as late as 1945. However, after World War II, the booming Milwaukee economy attracted newcomers by the droves and the African American population soared to 15 percent by 1970. Sadly, African Americans were faced with resistance, resentment, and often racism when they arrived.

1. After viewing Video Chapter 16, *City Under Siege*, engage students in a discussion about what life was like for African American families during this time. Ask the students to describe ways in which the various African American family members might have faced resistance, resentment, and racism when they moved to Milwaukee.
  
2. After this initial discussion, ask individual or small groups of students to think about, record descriptors, and share the meaning of the following terms: resistance, resentment, and racism? If deliberating in small groups, provide individual think time before placing them into their cooperative groups and then have students number off “1,2,3,4” as soon as they get into their groups. Explain that at the end of their recording session you will choose a specific number within each of the groups to report the groups’ thinking so that all students know they might be called upon to share their thoughts.
  
3. Have students share their thinking about the terms resistance, resentment, and racism with the whole class.
  - (After this discussion, if you determine that students are not capturing the essence of racism, show students portions of these PBS Video Series: “*The Power of an Illusion*” or “*Eyes on the Prize*”. Go to the PBS websites: [www.pbs.org](http://www.pbs.org) or [www.pbs.org/teachersource](http://www.pbs.org/teachersource) for information and learning activities related to each video series.
  
  - Or, use the book, \*\*“*Children in the Civil Rights Era*” by Catherine A. Welch as a reference.) \*\*Welch, Catherine. (2001). *Children in the Civil Rights Era*. Minneapolis: Carolrhoda Books.
  
  - Other valuable social justice resources can be accessed from the Southern Poverty Law Center that publishes the *Teaching Tolerance* magazine for teachers. This organization also provides other free teaching materials focused on issues of social justice. Their website is: [www.tolerance.org](http://www.tolerance.org)
  
4. Finally, pose the following questions for groups to analyze:
  - In what ways are resistance and resentment different than and similar to racism?
  - In what ways is racism in a class by itself?

Follow-up Learning Activities:

- Just before class ends and after the above discussion, have students use the words “resentment, resistance and racism” within one written sentence as a way to demonstrate how they have begun to think about the terms. Have students hand in this sentence synthesis for feedback and/or assessment.
  
- As a homework or in-class writing assignment have students imagine what it would have been like to be a new African American moving into a predominant European Milwaukee culture. Assign or let students choose a specific role or voice to represent in their writing: such as, mother, father,

worker, or young adult. The teacher or student may also choose a format and audience, such as: a descriptive or persuasive essay, poem, or letter to a family member or newspaper editorial in which to represent their thoughts.

## **ACTIVITY 2: THE ROLE OF PROTESTS DURING THE CIVIL RIGHTS MOVEMENT AND NOW**

During the 1950's and 1960's, and following the Brown vs. Board Supreme Court decision, a cross-section of people throughout the U.S. engaged in various kinds of protests to demonstrate their frustration with the inequities in educational, housing, and economic opportunities. Milwaukee was no exception, as protests to secure the basic rights of all American citizens regardless of race, class or gender, became a recurring event. This age was called the "Civil Rights Movement". Some protests seeking to ensure equal rights for all Americans were peaceful or non-violent and some were violent.

1. After viewing Video Chapter 16, *City Under Siege*, have students recall what they learned about the Civil Rights Movement in Milwaukee. Specifically ask them to describe what civil rights issues seemed to be most prominent in Milwaukee, as well as who protested those issues, and the various ways in which they protested. Suggest an organizer with 3 columns for students to represent the descriptors: civil rights issues, people who protested, and type of protest.

### Follow-up Learning Activities:

- Have students explore the term "civil rights". What rights do students believe they have as an American citizen? What is a civil right? Research how rights are protected within our country. Students then 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 benefiting from this right.
- Have individual or small groups of students explore and create a continuum of descriptors (synonyms in varying degrees) between the terms "non-violent" and "violent" as possible responses to perceived injustices. What are the points or various degrees in-between "non-violent" and "violent"? Have students share their thinking with the whole class. After sharing, pose these questions: Does a protest have to be one way or another? What options are available to American citizens when they want to protest a perceived injustice?
- Have students brainstorm current civil rights issues in Milwaukee, the U.S., or any other country that concern people. Suggest that the class hold a rally in which individual or small groups of students will be allowed to peacefully, yet persuasively, protest a social justice issue

with speeches, posters, and/or written communications with appropriate public leaders. The teacher may decide to let students choose their own issue or one particular issue that is of concern to the majority of the class. The rally may be held in-class or as part of an all-school assembly. (*\*\*\*Be sure to inform the students' parents and your building administrators about this "peaceful" protest so that personal and professional decisions can be made about the issues of choice and the medium and space used to express the protests.*)

### ACTIVITY 3: WORDS OF WISDOM

1. In the Video Chapter 15, *The Exploding Metropolis*, Frank Ziedler (Mayor of Milwaukee, 1948) was quoted as saying:

*"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 was the underlying theme of Ziedler's quote?
- How do you think Milwaukeeans reacted to Ziedler's words of wisdom?
- What were Ziedler's motives/intentions in delivering such words to his citizens?
- Do you believe Ziedler, a politician, was sincere and truly believed in these words? Explain.
- Do you think Ziedler's words were an effective tool in motivating Milwaukeeans to embrace change in their city? Explain.

### ACTIVITY 4: BOOM BOOM & LIFESTYLE CHANGES

Show the following pictures to students from *The Making of Milwaukee* book by John Gurda:

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

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

1. Allow students to discuss the following questions:
  - How did these inventions change society?
  - How did families change their lifestyles as they purchased these two items?

- What do you think were the pros and cons of introducing these new items in American homes?
- Compare today's televisions and automobiles with those of the 1950s. What do you think contributed to the different designs over the past 50 years?
- Have the use and functions of today's televisions and automobiles changed over the past five decades? Explain.

## ACTIVITY 5: ARCHITECTURAL ASSISTANCE

1. As Video Chapter 15, *The Exploding Metropolis*, indicates, a tremendous increase in births nine months after the end of World War II sparked a need for housing in Milwaukee. There were various types of homes for veterans and their families. Many families had similar and differing needs as determined by the current size and future plans of the families.
2. You are an up and coming architect who has been asked to develop one affordable home that will meet the many needs of the families of the 1950s and 1960s. Design this house taking into consideration the incomes and needs of various family members, not just one traditional family.

(Teachers may want to consider viewing the following websites that explain the making of blueprints):

<http://www.clevelandart.org/kids/art/haveago/blueprint.html>

[http://www.ehow.com/how\\_8384\\_design-own-house.html](http://www.ehow.com/how_8384_design-own-house.html)

[http://andyshowto.com/preparing\\_blue\\_prints.htm](http://andyshowto.com/preparing_blue_prints.htm)

3. Create a housing advertisement that showcases the exterior of the home. Design a blueprint of the interior of the home and its rooms (bedroom, living room, bathroom, kitchen, etc). Note: Teacher may want to provide an example of a house listing to give students a visual for the assignment.
4. Write a one-page description of the home's attractions and accessories. Provide a detailed explanation of the rooms, their square footage, neighborhoods they exist in, local schools, durability and affordability.
5. Proposal: Present your newly designed home to contractors (the class or small group of students), persuading them to build your homes in Milwaukee neighborhoods.
6. Choose the top five designed homes based on (1) affordability, (2) durability, (3) function, (4) compatibility with family needs, and (5) attractiveness.

## ACTIVITY 6: THE IRON RING

Video Chapter 15, *The Exploding Metropolis*, explains the development of 19 suburbs that surrounded the city of Milwaukee during the 1950s.

1. 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*”).

Or, go to the “Image Library” of the “In the Classroom” section of *The Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) and select “Maps” from the pull down menu for a map of the Milwaukee County suburbs.

2. After students have properly identified these suburbs, have them address the following questions:
  - What are the benefits of developing suburbs around the city of Milwaukee?
  - Explain the consequences of creating suburbs away from jobs, parks, hotels, schools and entertainment?
  - How do you think the development of these suburbs affected the people who lived in Milwaukee?
  - Do you think it was necessary to build these surrounding suburbs? Why or why not?
  - How might Milwaukee look and operate differently if these suburbs had NOT been created?

## **ACTIVITY 7: BUSHVILLE WINS!**

1. Have students view the following picture:  
(A similar photograph can be found in John Gurda’s book, *The Making of Milwaukee*, chapter entitled, “*The Exploding Metropolis*”).

Or, go to the “Image Library” of the “In the Classroom” section of *The Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com), and choose “Lesson Activities Images” from the pull down menu to locate the proper image: “1957 Milwaukee Braves”



2. The 1957 World Series was a tremendous victory for both the Braves and the citizens of Milwaukee. Imagine you were present during this glorious moment in Milwaukee's history. Write an entry in your personal journal that explains the atmosphere and celebrations that took place throughout the city. Refer to the following in your journal entry:
  - Celebrations that took place
  - Conversations in the local stores, workplaces, churches and communities
  - The effect of the victory on Milwaukeeans (spirit, pride, confidence, sense of community, etc.)
  - The impact sports had on a city that was developing, growing and experiencing both successes and growing pains in various aspects of city life.
3. Have students share their individual journal entries with the class, partner or small group.

## ACTIVITY 8: THE MIGHTY MIGRATION

### 1. Migration Map

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

<http://www.loc.gov/exhibits/african/intro.html>

<http://northbysouth.kenyon.edu/>

[http://www.nebraskastudies.org/0700/frameset\\_reset.html?http://www.nebraskastudies.org/0700/stories/0701\\_0131.html](http://www.nebraskastudies.org/0700/frameset_reset.html?http://www.nebraskastudies.org/0700/stories/0701_0131.html)

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

- a. 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.
- b. Students should use a variety of colors, lines and arrows to show the various routes taken from southern states.
- c. Discuss with students the following questions concerning the migration of blacks to northern cities:
  - Why did blacks leave the South?
  - What did blacks leave behind as they migrated north (traditions, family, jobs, homes, culture, etc)?
  - What types of challenges did blacks face as they migrated (segregated facilities, safety risks, uncharted territories, long trips, etc.)?

## 2. Dear Diary...

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

- a. Have students consider the movement of African Americans from the South to the North. They should reflect on the challenges blacks faced once they settled in Milwaukee. Briefly discuss the following issues with students:
  - North Side blight
  - Hillside housing project/low income housing
  - Hostility with whites
  - Resistance to diversity in neighborhoods/communities
  - Poverty and prejudice
  - Acquiring jobs in a new city
  - Milwaukeeans United for School Integration Committee (MUSIC)
  - Protests
  - Father Groppi marches
  - The riot of July 30, 1967
- b. Students will take on the perspective of an African American who has migrated to Milwaukee during this time period. Using the topics of the reflective activity, students will write 1-3 diary entries explaining their experiences in Milwaukee. They should bring to light the difficulties that were explained Video Chapter 16, *City Under Siege*.
- c. Students may also consider interviewing someone who lived in Milwaukee during these difficult times. They should use the information in the interview to create a journal or diary for that particular person based on the information

they gathered. These diary or journal entries can cover several days or weeks in which these events took place. Students should draw on the interviewee's experiences to bring about a passionate, realistic account of what it was like to live in Milwaukee during this era.

### Follow-up Learning Activities:

- Students may exchange diaries with a partner, read a day's entry to a small group or select a passage to read to the class.
- Have students respond to the following questions in written form or group discussion:
  - What were the experiences of new blacks arriving in Milwaukee from the South?
  - What fears did whites have about an increasing black population in Milwaukee?
  - How does the "inner core" (North Side of Milwaukee) in the 1960s compare with the "inner core" of 2006?

### **3. Rising Above Racism...A Message for Milwaukee**

- a. Allow students to reflect on the events surrounding the racial tensions in Milwaukee.
- b. Encourage students to write a persuasive speech that will be presented in a local Milwaukee church. The speech's message should focus on the following:
  - The racial tensions of Milwaukee in the 1960s
  - How blacks have faced and struggled through racial animosity
  - What needs to be done in Milwaukee to make it a great place for ALL people to live, regardless of color, race, religion and socio-economic status?
- c. Speeches should be written in the context of the 1960s. Limit speeches to 1-2 minutes to ensure that all students will be afforded the opportunity to present and promote their ideas.
- d. After listening to speeches, discuss the following questions with students or have students discuss them in small groups:
  - What are the benefits and consequences of a diverse city?
  - How can racial equality be obtained in cities that contain an assortment of ethnic groups?
  - Does violent behavior lead to progress towards racial equality? Why or why not?

- Have race relations improved today in comparison to what Milwaukee experienced throughout the 1960s? Explain by incorporating specific examples.
- e. Students may also contact local churches to present their speeches. Assist students in making contacts and organizing a visit to local churches and their congregations to deliver their powerful messages. Encourage community leaders to work with students in delivering informative and passionate speeches that help uplift individuals during difficult times.

## **ACTIVITY 9: FLYER FOR THE FESTIVALS**

Milwaukee has been synonymous with festivals, food and fun. There are several festivals in Milwaukee that show the true diversity and ethnic cultures that permeate throughout the city. Persuade students to recall the many festivals celebrated in Milwaukee and complete the following:

1. Have students create a flyer for any ethnic festival held in Milwaukee.
2. Flyers should include slogans, photographs and designs that will entice Milwaukeeans and visitors to take part in the festivities surrounding the event. Flyers should make mention of the music, food and entertainment the event has to offer.
3. Just as the current Summerfest utilizes a logo to familiarize people with its event, have students design a logo that would symbolize Milwaukee today. Incorporate this logo into the flyer.
4. Have students present their flyers to the class or small groups, explaining the images, slogans and logos and their reflection of Milwaukee during that particular time.

## **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.

### **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)**

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

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

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

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

OR

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

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

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

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

- Describe what you see in the first picture (1890).
- Describe what you see in the second picture (1990).
- According to the pictures, how did things change in Milwaukee within a time span of 100 years? Be specific by using the images in the photos.
- What do you think contributed to these changes in Milwaukee?
- What societal and cultural changes took place in Milwaukee within 100 years? Provide examples from the two photos?
- What similarities can you identify within the two photographs?
- What types of changes (technological, societal, cultural, economic, etc) needed to occur in order for the picture in 1890 to progress into the image provided in 1990? Be specific.
- 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 these changes?

Follow-up Learning Activity:

### **Venn Diagram**

- a. Have students compare the two photographs of the corner of Third Street and State Street using a Venn Diagram.
- b. Students should look for the commonalities within both photos as well as the differences.
- c. These ideas should be placed in the proper areas of the Venn Diagram.
- d. Have students share/present their Venn Diagrams in a pair, small groups or as a class.

### **ACTIVITY 2: CRISIS IN MILWAUKEE**

In the Video Chapter 16, *City Under Siege*, the many challenges and struggles Milwaukee faced during the 1960s are identified.

1. Organize students in groups and have them create a pictorial collage that depicts these struggles.
2. Students should locate pictures on the Internet, in encyclopedias, textbooks, magazines, create their own photos, or a combination of all these to create the collage. (Refer to [www.wisconsinhistory.org](http://www.wisconsinhistory.org) for a variety of photographs.)

*A variety of photos related to the following topics are also available by going to the “Image Library” of the “In the Classroom” section of The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com), and selecting “Lesson Activity Images”.*

3. Collages should contain photographs that depict the following events/occurrences:
  - The extinction of the streetcar
  - The loss of neighborhood shopping districts
  - The dingy, dirty look of Milwaukee
  - Redevelopment claiming old neighborhoods
  - Freeway system claim land in the heart of the town
  - The destruction of landmarks (Our Lady of Pompeii)
  - Dutch elm disease
  - Loss of Alewives (ocean fish)
  - Relocation of the Milwaukee Braves to Atlanta
4. 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.
5. Discuss with students the struggles of today that have occurred in Milwaukee over the past 5-10 years. Address the following questions with students:
  - What losses has Milwaukee experienced over the past 10 years?
  - Why did these losses take place?
  - What effect did these losses have on Milwaukee’s economy, communities, culture, relationships, etc.?
  - What could have been done to prevent these losses from occurring in Milwaukee?
  - Do you think Milwaukee’s struggles are over? Explain.

## **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.

### **ACTIVITY 1: AMERICA’S BLACK HOLOCAUST MUSEUM**

1. Organize a trip to America’s Black Holocaust Museum in downtown Milwaukee. Prepare students by covering content about the African culture, the African Slave Trade, the Middle Passage, Colonization, Plantation Life and the Underground Railroad.
2. Show portions of the critically acclaimed television miniseries, “Roots”, to give students a different perspective on African traditions and customs.
3. Have students develop at least five questions that they would like to ask tour guides on the trip.
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. Teacher may develop a series of questions pertaining to the content delivered at the museum as an additional assessment. 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.

#### **Trivia Activity: 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 one of the county parks.
- 1b. The Milwaukee Zoo was originally in one of the city parks.

*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 3 decades.

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

5a. Milwaukee's first shopping center was Grand Avenue.

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

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

6a. The Alewife is the female relative of an ale maker.

6b. The Alewife is an ocean fish.

*The Alewife's claim to fame in Milwaukee:* \_\_\_\_\_

7a. The Dan Hoan Bridge has historically been known as the bridge to nowhere.

7b. The Dan Hoan Bridge has historically been 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 signs on:* \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

## **Timeline Information**

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

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

- 1945- World War II (WWII) ends.
- 1945- 2% of Milwaukee population is African American.
- 1946- Baby Boom Begins.
- 1946- Housing Boom begins; Cape Cod houses sell for \$5,600.
- 1946- Milwaukee adopts its first freeway plan.
- 1947- Milwaukee’s first TV station (WTMJ-TV) signs on.
- 1948- 10,000 TV sets are operating in Milwaukee.
- 1949- Breweries account for only 2 percent of the area’s employment.
- 1948- Frank Zeidler, a Socialist, succeeds John Bohn as Mayor.
- 1950- Milwaukee becomes the 15<sup>th</sup> largest city in the U.S.: population 637,392.
- 1950- Modern Household appliances and other conveniences become popular.
  - Transistor Radios
  - Hi-Fi Systems
  - Air Conditioners
  - Refrigerator/Freezers
  - Power Mowers
  - More and Faster Cars
- 1950- 20,000 African Americans live in Milwaukee.
- 1950-1957- Eight new Milwaukee suburbs appear.
- 1951- Milwaukee’s first shopping center, Southgate, opens.
- 1951- Milwaukee County’s industrial output doubles since the end of WWII.
- 1952- Construction begins on freeway.
- 1953- County Stadium is built to entice a professional baseball team.
- 1953- Professional baseball comes to Milwaukee.
  - Boston Braves move to Milwaukee and are renamed the Milwaukee Braves.
- 1956- UWM emerges from the old State Teachers College.
- 1957- Milwaukee Braves win the World Series.
- 1957- Village of Greenfield incorporates.
- 1957- Milwaukee County now has 10 cities and 9 villages.
- 1957- 97% of all households in the area have TV’s.
- 1957- War Memorial Center is completed.
- 1958- Interstate 94 opens first segment in Waukesha County.
- 1958- Last streetcar runs.
- 1958- Milwaukee County Zoo moves to present location with “habitat” enclosures.
- 1959- Mitchell Park Domes construction begins.

- 1960- Milwaukee becomes the 11<sup>th</sup> largest city in the U.S.: population 741,324.
- 1960- Henry Maier, a Democrat, becomes Milwaukee's mayor.
- 1960- John Doyne becomes Milwaukee's first county executive.
- 1960's- Milwaukee's blights appear.
- Central Milwaukee loses much of its mass due to freeway clearance.
  - Cherished landmarks are destroyed due to freeway clearance.
  - Dutch Elm disease destroys thousands of trees.
  - Alewives, an ocean fish, come through the St. Lawrence seaway and die on Lake Michigan beaches by the 1,000's.
  - Milwaukee Pub. Schools charged with illegal and intentional segregation.
- 1960's- Lloyd Barbee leads charge against Milwaukee Public Schools.
- 1960's- Father Groppi leads a series of demonstrations against segregation and for civil rights.
- 1960's- Numerous non-violent civil rights protests occur.
- 1960's-1970's- White flight becomes a common response when African Americans move into a community.
- 1963- Annual Great Circus Parade begins.
- 1965- Milwaukee Braves' owner moves the team to Atlanta, Georgia.
- 1967- Mitchell Park Domes construction is completed.
- 1867- A local chapter of the National Organization for Women (NOW) is formed.
- 1967- The National Guard is called to duty and the city is shut down when a riot occurs on July 30, 1967.
- 1967- Dan Hoan Bridge, the bridge to nowhere, is connected to surface streets.
- 1968- The freeway system was completed, including the Marquette Interchange.
- 1968- Summerfest begins.
- 1968- The grand old Northwestern Railroad Depot on the lakefront is demolished.
- 1968- Milwaukee Bucks came to town.
- 1969- The Milwaukee 14, five of whom are Catholic priests, are jailed for burning draft records.
- 1970- Milwaukee is the 12<sup>th</sup> largest U.S. city: population 717,372.
- 1970- The Marcus Center for the Performing Arts is dedicated.
- 1970- 105,000 African Americans live in Milwaukee.
- 1970's- Milwaukee reconnects with its ethnic, ancestral, and cultural roots and Traditions.
- 1970's Latino community spreads south and west.
- 1970's African-American community spreads north and west.
- 1971- The Seattle Pilots become the Milwaukee Brewers.
- 1971- Milwaukee Bucks win the National Basketball Championship.
- 1978- Festa Italiana becomes the first lakefront ethnic festival.
- Other festivals follow later:
- Mexican
  - German
  - Irish
  - Polish
  - African-American
  - Indian
  - Asian
  - Arabian

- 1979-1983- Milwaukee loses more than a quarter of its industrial jobs in 4 years.
- 1980- Milwaukee is the 16<sup>th</sup> largest city in the U.S.: population 636, 212.
- 1980's- Milwaukee's manufacturing sector is ripped by a savage recession.
- 1980's- African-American poverty increases sharply.
- 1982- Schlitz brewery closes.
- 1982- Milwaukee Brewers win the American League Pennant.
- 1982- Grand Avenue Mall opens.
- 1987- Allis Chalmers goes bankrupt.
- 1980's-1990's Southeast Asians become fastest-growing ethnic group.
- 1980's-1990's Russian Jews settle in Milwaukee.
- 1980's-1990's Arabs settle in Milwaukee.
- 1990- Milwaukee is the 17<sup>th</sup> largest city in the U.S.: population, 628,088.
- 1990's- Milwaukee becomes a "majority minority" city.
- 1990's- The gap between the suburban haves and the urban have-nots widen.
- 1990's The Milwaukee economy bounces back and new industries emerge.
- Quad Graphics
  - GE Marquette Medical
  - Manpower
  - Data processing for banks: Fiserv & Metavante
  - Mutual funds
  - Kohl's
  - Aurora Health Care
- 1990's- Traditional companies prosper and embrace new technologies.
- Northwestern Mutual
  - Miller Brewing Company
  - Rockwell automation
  - Johnson Controls
  - Harley-Davidson
- 1988- Henry Maier's reign as mayor ends after 28 years.
- 1988- John Norquist becomes mayor.
- 1980's- present- Revitalization of Milwaukee's Downtown occurs.
- Water Street
  - Park East Freeway Demolition
  - 6<sup>th</sup> Street Bridge
  - Marquette Athletic Field
  - Third and Fifth Wards
  - New theatres
  - Galleries
  - Loft Apartments
  - Restaurants
  - Riverwalk
  - Potawatomi Casino
  - Downtown Housing
  - Library Hill
  - Third Ward
  - Commerce Street
  - Miller Park
  - Midwest Express Center
  - Art Museum's Calatrava addition
- 1989- Milwaukee is 17<sup>th</sup> largest U.S. city: population 628,088.
- 2000- Milwaukee is 19<sup>th</sup> largest U.S. city: population 596,974.

2004- Milwaukee is 22<sup>nd</sup> largest U.S. city: population 583,624.

## **Timeline Activities**

Use the following activities to engage students with the timeline:

### **ACTIVITY 1: WHY HAS MILWAUKEE'S POPULATION DECREASED? WHY IS MILWAUKEE'S POPULATION CONTINUING TO DECREASE?**

1. Direct students' attention to the timeline above related to Modern Milwaukee and have them think about reasons why Milwaukee's population has decreased from the 1960's to the present. First have students visualize the information in the following manner:
  - Have students specifically look at the years 1960, 1970, 1980, 1990, 2000, and 2004. Have students compute the population declines between decades in terms of number difference and percentage. Have students graph the decline.
  - Have students look up Milwaukee's population during the last century and compute the differences in terms of numbers and percentages. Have students graph the increases and decreases during the past century. This information is readily available on-line through the U.S. Census Data.
2. After investigating and representing specific population data ask students the following questions:
  - Why do you think Milwaukee was the 11<sup>th</sup> largest city in the U.S. in 1960 and is currently the 22<sup>nd</sup> largest city in the U.S.?
  - What has happened to the people of Milwaukee? Where have they gone and why?
  - Is a population decrease a negative phenomenon?
3. Further ask students to share any questions they might have about the population decrease.
4. Ask students to think about how they could find out answers to these questions.
5. Arrange for students to interview their Common Council Representatives regarding why they think Milwaukee's population has decreased in the last 45 years.

### **ACTIVITY 2: TV REIGNS SUPREME**

1. Draw students' attention to the Timeline above related to Modern Milwaukee. Have students locate the year Milwaukee's first TV station "Signed On the Air".
2. Then have students note how many TV sets were in Milwaukee during the year 1948.
3. After those numbers are identified on the timeline, ask students to imagine that, by the year 1950, there may have been 15,000 TV's in Milwaukee. Then after locating (on the timeline) how many people were living in Milwaukee in 1950, ask students to compute the ratio of TV sets to people living in Milwaukee at that time.
4. Next ask students to think about how many TV sets might be operating in Milwaukee at the present time. Ask them if they think that the current ratio of TV's to people living in Milwaukee is same as it was in 1950. Do they think the ratio would be the same or would it be a higher or lower ratio? Ask students to justify their reasoning.
5. Then ask students how they might determine the current ratio of TV's to people living in Milwaukee at the current time. Ask them to figure out a reasonable process to determine this ratio. Give small student groups time to deliberate about the best way to determine such a ratio and then have them compute that ratio. Tell students they must be ready to share their problem solving process as well as their rationale for the problem solving process.  
*(If students struggle with this task, or if your students are not developmentally ready to tackle this learning activity, suggest that they figure out a way to most accurately determine the ratio of TV sets to people in their classroom).*

Follow-up Learning Activities:

- After engaging in the mathematical problem solving activity, have students begin to think about why people are so attached to their televisions and if they believe it will always be such a popular form of entertainment. If they don't think it will maintain its popularity, then what forms of entertainment do they believe will take the place of TV and what is their rationale for this belief.
- Based on what students have read, seen on the Making of Milwaukee Video Chapters, heard from their family stories, or seen in family photograph albums, have students create a timeline of popular forms of entertainment in Milwaukee since its very beginnings.
- Have students conduct surveys as well as graph and analyze the findings related to the most popular:
  - TV shows
  - Viewing Times
  - TV Brandnames
  - TV Sizes
  - TV Commercials

*Depending on developmental levels, students can represent the entire population they surveyed on their graphs or they can disaggregate the data set according to age groups, gender, etc.*

## **Discussion Questions**

The following questions go with **Chapter 15, “The Exploding Milwaukee”**:

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

8. Why did a baby boom, a housing boom, a suburban boom, and an economic boom follow WWII?
9. Why had the Great Depression and WWII stopped downtown Milwaukee’s development?
10. What were the effects of the baby boom, the housing boom, the suburban boom, and an economic boom?
11. What were some of the most popular postwar conveniences?
12. What was Milwaukee’s first TV Station?
13. What were Mayor Frank Zeidler’s Socialist beliefs about government?
14. Why did Frank Zeidler engage in an aggressive annexation campaign?
15. What were the eight suburbs that emerged between 1950 and 1957?
16. Why did Zeidler refer to the new suburbs as the “iron ring”?
17. What are the ten cities and nine villages in Milwaukee County?
18. What new building occurred in Milwaukee during the 1950’s?
19. Why did Milwaukee build County Stadium in the early 1950’s when no assurance that a major league baseball team was available?
20. What was Milwaukee’s first major baseball team called and what city did it come from?
21. Why were Milwaukee’s baseball fans insulted when the New York Yankees referred them to as “bush-league” fans?

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

6. What are the positive and negative effects or transformations that follow war?
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 consumer demand?
11. How has the freeway system affected the city of Milwaukee?
12. Why have so many Milwaukee mayors remained in office for long terms?
13. Why did the Socialists eventually lose power in Milwaukee’s government?
14. What does the phrase “Build it and they will come” mean?
15. Why does having a professional league team boost a city’s morale?
16. What does it mean to be a true sports fan?

The following questions go with **Chapter 16, “City Under Siege”**:

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

17. What terms are often used to describe urban areas?
18. What were the biggest problems facing urban American in the 60's?
19. What were Henry Maier's positive and negative traits?
20. Why did the terms "mayor" and "Maier" become synonymous?
21. Why was it necessary for the Milwaukee County government to become more systematic?
22. What were some projects initiated by Doyne and O'Donnell's county in the 1950's?
23. Why did the last streetcar run in 1958?
24. What were the effects of the freeway clearance in downtown Milwaukee during the 50's and 60's?
25. What blights emerged in Milwaukee during the 60's?
26. Why did African Americans represent only 2% of Milwaukee's population as late as 1945?
27. Why was there a large influx of African Americans during the 50's and 60's?
28. What does the term "white flight" mean?
29. What anchored the African American community?
30. Who was the first African American elected to Milwaukee's Common Council?
31. Who lead the fight to desegregate Milwaukee Public Schools?
32. Who lead the protests related to open-housing?
33. In what manner did civil rights leaders express their dissatisfaction during the 60's?
34. Why did Mayor Maier and Police Chief Breier lock down the entire city in 1967?
35. What were the effects of this "lock down"?
36. Why did people demonstrate against the freeways?

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

1. What is urban and why is it often described in negative terms?
2. What are the positive aspects of living in an urban area?
3. 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?
4. How did the great influx of African Americans reshape Milwaukee?
5. Why did the African American people face resistance and resentment from Milwaukee's citizens?
6. What was the cause of "white flight" to Milwaukee's suburbs?
7. Why did some people feel that segregated schools did not provide an equal education?
8. How did the Civil Rights Movement affect Milwaukee?
9. Why did Catholic Priests participate in and lead some of the protest marches?
10. Why did some protests in the inner city become violent?
11. How did locking down Milwaukee during the riots of 1967 cause even deeper divides within the city?

The following questions go with **Chapter 17, “Almost Yesterday”**:

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

1. What year did Summerfest begin and what festival preceded this music festival?
2. What other festivals were celebrated in Milwaukee during the 1960's?
3. What historic neighborhoods still exist in Milwaukee?
4. What was the first ethnic festival? When and where did it take place?
5. What other ethnic festivals have developed in Milwaukee?
6. What ethnicities grew and joined the population of Milwaukee after 1970'?
7. What economic losses did Milwaukee face in the 1980's?
8. Why were African Americans hit especially hard during the 1980's?
9. What does it mean when it is stated that Milwaukee became a “majority minority” city in the 1990's?
10. What are some of the visible signs in the physical landscape that Milwaukee bounced back from the economic losses of the 1980's?
11. Who succeeded Henry Maier as mayor and in what year?

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

1. It is stated that Milwaukee rediscovered its roots after 1970? What does this mean to “rediscover your roots”?
2. Why did Milwaukeeans begin to see ethnic heritage as something to celebrate?
3. What does it mean for a neighborhood to be designated as historical?
4. Why does Milwaukee both celebrate and have concern regarding the “world-class diversity” that currently exists in Milwaukee?
5. Why do minorities occupy the lower rungs of the economic ladder?
6. Why has the gap between the suburban haves and urban have-nots widened?
7. What is a recession?
8. What does it mean when Milwaukee's economy is described as shifting from a manufacturing economy to a service economy?
9. How do new landmarks benefit Milwaukee?
10. How does historic preservation of old Milwaukee benefit Milwaukee?  
What does the phrase, “out with the old and in with the new” mean?  
Does Milwaukee's history reflect the phrase in question #11? Why and/or Why not?

## Wisconsin Model Academic Standards (Grade 8)

The following standards are taught in this lesson.

Content Standards—Social Studies	Performance Standards—Social Studies
<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.8.1 Use a variety of geographical representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place</p> <p>A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world</p> <p>A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities</p> <p>A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals</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.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used</p> <p>B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians</p> <p>B.8.5 Use historical evidence to determine and support a position about important</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>political values, such as freedom, democracy, equality, or justice and express the position coherently</p> <p>B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations</p> <p>B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues</p> <p style="text-align: center;">Standard C: Political Science &amp; Citizenship</p> <p>C.8.1 Identify and explain democracy's basic principals, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights</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>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.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people</p> <p>E.8.4 Describe and explain the means by which individuals, groups and institutions may contribute to social continuity and change within a community</p> <p>E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals</p>



<p>Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.</p>	<p>forms, structures, and punctuation marks of standard American English and use them appropriately in communications</p> <p>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>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>Standard E: Media and Technology</p> <p>E.8.1 Use computers to acquire, organize, analyze and communicate information</p> <p>Standard F: Research &amp; 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>
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<b>Content Standards: Mathematics</b>	<b>Performance Standards: Mathematics</b>
<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><b>Standard A: Mathematical Processes</b></p> <p>A.8.1 Use reasoning abilities</p> <p><b>Standard E: Statistics &amp; Probability</b></p> <p>E.8.1 Work with data in the context of real-world situations</p> <p>E.8.2 Organize and display data for statistical investigations</p> <p>E.8.3 Extract, interpret, and analyze information from organized and displayed data</p> <p>E.8.4 Use the result of data analysis to make predictions, develop convincing arguments and draw conclusions</p>

## Sequential Listing of Lesson Activity Images

Lesson Activity Images are specifically noted within individual lessons throughout *The Making of Milwaukee* curriculum. To access these images go to the Image Library within either the “Milwaukee’s History” or “In the Classroom” sections on *The Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com), and choose Lesson Activity Images from the pull-down menu. Use the “search” tool to locate specific images. The following images are listed in sequential order as you scroll down and move from left to right. Milwaukee memories come alive with this memorable historical collection.

1. 1957 Milwaukee Braves Win the World Series
2. City Hall
3. Log House and Trading Post of Jacques Vieau
4. Chestnut Street Bridge in 1845
5. Sidewheel Steamboats
6. Dean Richmond Schooner
7. Polish Immigrants (Family Photo)
8. Polish Flat
9. Villard Ave. in early 1900’s
10. Polish Women’s Alliance
11. William Harley and William Davidson
12. Woman with new television set in 1940’s
13. Retired Streetcars hauled off for burning
14. Milwaukee’s first expressway map in 1946
15. Blight in Sicilian Third Ward in 1935
16. Famous Footwear, formerly Allis Chalmers Machine Shop
17. Corner of Third Street and Juneau Avenue in 1890’s
18. Corner of Third Street and Juneau Avenue in 1990’s
19. Milwaukee Miracle in 1931, Surplus in Budget
20. 1914 Map of Europe
21. 1906 Map of Europe
22. 1821 Map of U.S.
23. 1828 Map of U.S.
24. 1843 Map of U.S.
25. 1849 Map of U.S.
26. 1941 Map of Milwaukee
27. 1946 Map of Milwaukee
28. 1953 Map of Milwaukee
29. 1954 Map of Milwaukee
30. 1956 Map of Milwaukee
31. 1934 Map of Milwaukee
32. 1950 Map of Milwaukee
33. Pabst Beer Key, Woman Atop
34. Schlitz Brewing Company Ad
35. Schlitz Brewing Company Color Label
36. Pollution in Milwaukee
37. Schooner Photograph

38. 6<sup>th</sup> and Grand Ave., now Wisconsin Avenue
39. Streetscene, Water Street and Wisconsin Avenue
40. Gurda Hardware Store on Lincoln Avenue
41. Automobile at Kinnickinnic and Lincoln Avenue
42. The Majestic Theatre on Mitchell Street
43. 6<sup>th</sup> Street Viaduct Traffic Jam
44. Harley Davidson Advertisement with Woman
45. Harley Davidson Advertisement
46. Depression Shacks for Homeless in Lincoln Park
47. Fair Housing Demonstration Led by Father Groppi
48. MUSIC Anti-Segregation Demonstration with Lloyd Barbie
49. NAACP Youth Council Protest at Eagles Club
50. City Hall Portrait
51. Gather Groppi and the NAACP Youth Council
52. Parklawn Public Housing
53. Patrick Cudahy, Meatpacker
54. Our Lady of Pompeii Catholic Church in Third Ward, Demolished for Freeway
55. Aftermath of Race Riots, July 1967
56. Policeman on 2<sup>nd</sup> and Center, Race Riots, 1967
57. Mayor Maier during Race Riot, July 1967
58. Curfew during Race Riots, July 1967, Empty Freeway
59. Victor Berger, Socialist Congressman, against WWI
60. Dead Alewives on Milwaukee's Beaches, 1960's
61. Building the Expressway
62. Marquette Interchange, near Completion, April 1968
63. North Side Blight
64. Marquette and Joliet
65. Jones Island Schoolchildren
66. Jones Island Swimming Hole
67. Jones Island Fishermen
68. Jones Island Street with Person and Chickens
69. Bridge War Painting, 1845
70. Lithograph of Early Water Street
71. Old County Courthouse
72. Chestnut Street Bridge, now Juneau Avenue
73. New Harbor and Old Harbor Map
74. Cartoon about Milwaukee Political Scandals
75. Father James Groppi
76. Alexander Mitchell
77. Pabst Resort, German Beer Garden
78. Daisy Roller Flour Mill Poster Ad
79. Pfister and Vogel Tannery Poster
80. E.P. Allis Reliance Works Interior and Product
81. Slovak Group of Musicians
82. Falk Corporation Big Gears and Man
83. Couple Lost home When Neighborhood was Razed for Freeway

84. Aerial View of Southgate Shopping Center on 27<sup>th</sup> St.
85. Jacques Vieaux Cabin and Post
86. West Siders Destroy Bridge
87. Borchert Field Baseball Game
88. Civil War Soldiers in Milwaukee Courthouse Square
89. Theresa Langolf, Woman Welder at Chain Belt during WWII
90. 1947 Television Demonstration in Boston Store Window
91. Milwaukee Housing for Poor African American Woman
92. Milwaukee Water Treatment Plant on Jones Island
93. Hillside Housing Project
94. West Side Railroad Company's Trolley on Grand Avenue
95. West Side Street Railway Company Electrified Trolley on Wells Street
96. Electric Trolley Crosses the Viaduct
97. Butterfly Theater, 2<sup>nd</sup> and Wisconsin Avenue from 1911-1930
98. Water and Wisconsin Avenue with Automobiles and Trolleys
99. 1856 Map of Milwaukee
100. African American Workers, Asphalt Crew
101. Schooner on River Downtown
102. Captain James M. Jones, with wife, namesake Jones Island
103. Increase Lapham, Scientist, Surveyor
104. Potawatomi Portrait
105. Native American Shelters
106. Native American Rice Harvest Canoe
107. Solomon Juneau, one of Milwaukee's three founders
108. Byron Kilbourn, one of Milwaukee's three founders
109. George Walker, one of Milwaukee's three founders
110. Hoan Bridge
111. Brewer's Baseball Team at Borchert Field
112. Streetscene, Wisconsin Avenue, looking west
113. Streetscene, Wisconsin Avenue, looking west
114. Streetscene, Wisconsin Avenue, looking west
115. Early Harbor Map Suggesting New Inlet
116. The Milwaukee House, fine hotel, frontier Milwaukee on Broadway & Wisconsin
117. Railroad Map Showing Milwaukee as a Major Hub in 1860's
118. 1857 Map of Wisconsin
119. 1900 Map of Milwaukee
120. 1910 Map of Wisconsin

*Be sure to look in other sections of our Image Library for additional historical Milwaukee photographs. Other sections include: Architecture, Business & Industry, Events, Maps, Parks and other Outdoor Special Places, People and Ethnicities, Politics, Transportation, Street Scenes and other Milwaukee Views. Also check out the "Then and Now" photos within the "Milwaukee's History" section of The Making of Milwaukee website: [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) . Use the "search" tool to locate specific images and ENJOY!*

