

**Teaching and Learning Strategies for Middle/High School**  
**From**  
***“The Making of Milwaukee” Curriculum***

**Speaking and Debate:**  
**Teaching and Learning about Milwaukee**  
**In**  
**Speaking and Debate**

The following activities are from “The Making of Milwaukee” on-line curriculum:

- **The Displacement of Natives (Debate Native Displacement)**
- **Celebration of Wisconsin Native Tribes (Presentation on Native Tribes)**
- **Making Comparisons (Discussing Immigration Issues)**
- **Touring Many Nations in Milwaukee (Reporting Investigations)**
- **Leading Industries (Deliver Speech)**
- **Public Health Issues (Deliver Speech)**
- **Average Life Expectancy (Presentation of Data)**
- **Take Me Out and Back to the Ball Park (Create and Enact a Conversation)**
- **Speaking of the Ball Park (Deliver Speech)**
- **The Role of Protests During the Civil Rights Movement (Create/Deliver Speech)**
- **Architectural Assistance (Present Affordable House Design)**
- **The Iron Ring (Discuss Suburb Development)**
- **The Mighty Migration (Deliver Persuasive Speech)**
- **Flyer for the Festivals (Present Flyer)**

## **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.

## **CELEBRATION OF WISCONSIN NATIVE TRIBES**

*\*\*Note to Teachers: You may want to view Video Chapter 1 before this activity.*

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:

- PowerPoint**: Students can create slides that display the required content. Groups may customize the presentation, include clipart and animation while displaying their research.
- 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.
- 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.
- 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, and Native American Rice Harvest Canoe”.*

## **MAKING COMPARISONS**

*\*\*Note to Teachers: Video Chapters 4, 5 & 7 complement this lesson.*

Access the following news story from the Milwaukee Journal Sentinel about Mexican immigration to Milwaukee <http://www.jsonline.com/news/metro/feb04/211195.asp>

1. 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

2. Discuss the article with the Venn diagram in small groups and as a class.

## **TOURING MANY NATIONS IN MILWAUKEE**

*\*\*Note to Teachers: Video Chapters 4, 5, & 7 complement this lesson activity.*

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>*

## **LEADING INDUSTRIES IN THE CITY**

*\*\*Note to Teachers: Video Chapters 6 & 8 complement this lesson activity.*

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."

## 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.

## 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 websiteStudents 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.

## TAKE ME OUT AND BACK TO THE BALL PARK

*For this activity, access photographs from the “Image Library” within the “In the Classroom” section of The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Use the search tool in the “Image Library” to locate:*

- Borchert Field during Baseball Game*
  - Borchert Field with Stands Filled with People*
  - For pictures of Miller Park go to [www.ballparks.com/baseball/national/miller.htm](http://www.ballparks.com/baseball/national/miller.htm)*
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 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.

## **SPEAKING OF THE BALL PARK...**

*For this activity, access photographs from the “Image Library” within the “In the Classroom” section of The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com).*

*Use the search tool in the “Image Library” to locate:*

- d. Borchert Field during Baseball Game*
  - e. Borchert Field with Stands Filled with People*
  - f. For pictures of Miller Park go to [www.ballparks.com/baseball/national/miller.htm](http://www.ballparks.com/baseball/national/miller.htm)*
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 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 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.

## 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.)

## ARCHITECTUAL 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.

## 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?

## **THE MIGHTY MIGRATION**

*\*\*Note to Teachers. You may want to view Video Chapter 16 before these activities.*

### **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.inmotionaame.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:*

- 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
- 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*.
- 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.

## **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 symbolizes 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.