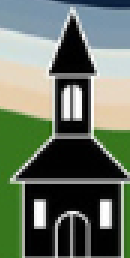
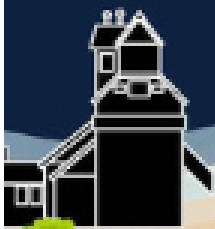
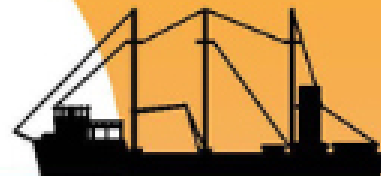


The Making of Milwaukee

Milwaukee is your city

UNIT 2: COMING TO MILWAUKEE





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The Making of Milwaukee

Unit 2: Coming to Milwaukee

Video Chapter 4: Here Come the Germans (11:27 min.)

Essential Questions:

- What was the largest immigrant group to settle in early Milwaukee?
- What are common factors that push people to leave a country?
- What are common factors that pull people to live in a different country?
- What caused so many Germans to leave Germany for Milwaukee?
- What cultural traditions did German immigrants bring to Milwaukee?
- Why did German immigrants in Milwaukee continue to speak German?
- What traditions do immigrant cultures want to keep? Why?
- In what ways does Milwaukee still show evidence of being a city heavily populated by German immigrants?

Video Chapter Overview:

Milwaukee became a city of immigrants. In 1850, 64% of the city's residents were foreign born. Nearly all were from Europe, and most were German. The great turmoil in Europe during the late 1800s pushed a lot of Europeans to move to America for land, stability, and prosperity.

Germans coming to Wisconsin and Milwaukee were seeking cheap land and a place to bring their free-thinking movement. A group called the Forty-Eighters greatly influenced their culture and intellectual life. Germans encouraged family and friends to come and settle in Milwaukee. German newspapers, businesses, social groups, churches, musical activities, and diverse languages became common in Milwaukee.

Standards:

Social Studies Inquiry Practices and Processes 1-5

SS.BH1: Students will examine individual cognition, perception, behavior, and identity.

SS.BH2: Students will investigate and interpret interactions between individuals and groups.

SS.Geog1: Students will use geographic tools and ways of thinking to analyze the world.

SS.Geog2: Students will analyze human movement and population patterns.

SS.Hist1: Students will use historical evidence for determining cause and effect.

SS.Hist2: Students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

SS.Hist3: Students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

SS.Hist4: Students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view.

SS.PS2: Students will examine and interpret rights, privileges, and responsibilities of society.



The Making of Milwaukee

The Push and Pull Overview

Learning Goals:

Students will investigate why, how, and where people relocate to new homes and new areas.

Objectives:

Students will investigate the push and pull factors of relocating to new areas and specifically how it relates to early Milwaukee settlers.

Possible Discussion Questions:

- Why do people move to new places?
- Have you ever moved to a new location?
- How did you get to the new place?
- What did you take to your new place?
- What was easy about moving? What was difficult?
- How did you feel about your new location?
- Did you feel like your family made the right decision to move?
- What changes did your family have to make because of the move?
- How do people choose their new location?

Additional Resources:

[Push and Pull Factors](#)
[Tenement Museum Lesson](#)
[People on the Move](#)
[An Immigrant's Story](#)
[Angel Island Immigration Station](#)

Vocabulary:

relocate	natural resources	needs
wants	map	place
location	immigration	resource
push factor	pull factor	migration
treaty	technology	famine

The Push and Pull Overview

Overview:

Students will think about why people move. The terms push factor and pull factor will be introduced. Students will inquire about the factors that brought people to Milwaukee and the factors that contributed to the people leaving their home country.

Materials Needed:

[Immigration Presentation](#)

[The Making of Milwaukee Video Chapter 4](#)

Scissors

Push and Pull Factor activity

These activities can be done before watching *The Making of Milwaukee* Video Chapter 4: Here Come the Germans.

- **Activity 1:** Students complete The My Milwaukee Journal reflection questions about moving. If they would like, students can share their own personal moving experiences. Focus a discussion of their journal reflection on the second question about people moving to Milwaukee. Explain that settlers who came to Milwaukee, before it was a city, shared experiences similar to the ones students wrote about in their journals. The early Native Americans 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 natural resources around them and worked with others, sometimes strangers who spoke a different language, to make the best of the land and opportunities in their new place. Furthermore, the perseverance, work, and strength of early Native Americans and settlers helped pave the way for a new vibrant and stable city.
- **Activity 2:** Use the Immigration Presentation for this lesson. You will be prompted to make a copy so that you can edit and save as your own. It begins with the explanation of immigrant, immigration, and common push and pull factors.
 - The presentation will help you navigate the basic idea of push and pull factors. Use this to create an active discussion with your students.
 - The last page links to an optional 2-minute video. The video does not specifically relate to Milwaukee but there are similarities.
- **Activity 3:** A cut and arrange/paste activity.
 - Students will cut out the push and pull factors and arrange them in the correct categories. There are two blank boxes for students to write their own ideas or experiences they may have had when moving or relocating to a new place.
 - Discuss answers before students paste the factors.

The Making of Milwaukee

Cut out the pieces on the next page. They are either examples of push factors or pull factors. Arrange them under the correct label below. Challenge: Put the examples toward the top that would have impacted Native Americans and settlers many years ago.

PUSH FACTORS

PULL FACTORS

Activity cards for Lesson 1 Activity – Moving to a new Location

War

Natural disasters

**It is hard to make
money or trade**

Better jobs

**Better health care
and hospitals**

**Transportation makes
it easier to travel and
get there**

**Crop failure and
famine
(shortage of food)**

Better housing

**Less crime/safer
areas**

**Unfair treatment in
society**

Fewer schools

[Use blank spaces to add your own personal ideas/experiences with push and pull factors.]



The Making of Milwaukee

Here Come the Germans Framework

Learning Goals:

Students will decide why Milwaukee was a good choice for German immigration.

Objectives:

Students should be able to reference the reason why there is such a large German cultural influence in Milwaukee.

Possible Discussion Questions:

- Why did Germans come to Wisconsin and Milwaukee?
- How did Germans get to Milwaukee?
- What is an example of the community that Germans were able to build in Milwaukee?
- What organizations did Germans bring to Milwaukee?
- Why did Germans stay in Milwaukee?
- Where is there evidence of German culture in Milwaukee?

Additional Resources:

[Germans in Milwaukee](#)
[The Milwaukee Germans](#)
[Immigrant Entrepreneurship of German American Biographies](#)
[Barbara Smith is German?](#)
[Max Kate Institute at UW-Madison](#)
[Ach Ya! The story of German Music in WI](#)

Vocabulary:

immigration	newcomers	Germany
homeland	heritage	refuge
culture	brewery	community
ethnic	settlement	influence
Europeans	journey	demographic
history		

Here Come the Germans Overview

Overview:

Students will analyze German immigration in Milwaukee and understand why Germans came and stayed.

Materials Needed:

[The Making of Milwaukee Video Chapter 4](#)
Scissors

Learning Activities Overview:

Several activities in this section are consistent to each unit and video chapter section and can be used to help students develop some knowledge of the largest immigration group in Milwaukee, the Germans.

- **Learning activities** can be taught after or during the viewing of [Video Chapter 4: Here Come the Germans](#).
- **A video notetaking guide** encourages students to write, draw, and record images while watching the video. The teacher may want to strategically stop the video to allow students to write and discuss.
- **My Milwaukee Journal** activates student thinking and background knowledge. It allows students to make connections to Milwaukee history while making connections to their own lives.
- **Meet a Milwaukeean** introduces extraordinary, but often marginalized and lesser known, people in the Milwaukee story. This chapter includes Mathilde Franziska Giesler Anneke.

The way in which these activities are used with students will be the teacher's choice. The goal is for students to discuss and think critically about the early history of the area that became Milwaukee. Activities can be used independently from each other or used together. Most questions are intended for students to think critically and may not have right answers.

- *Germans in Milwaukee*. Students will analyze primary source documents about the German immigrants. They should analyze the immigration map and the census data to draw conclusions. Encourage students to come up with questions and thoughts on their own.
- *The German Experience*. Students will analyze a letter from a German immigrant to a friend back in Germany. The students should gain an understanding of what people thought of settling in Milwaukee.
This primary source document is referenced in *The Making of Milwaukee* video series and is also in the book.



***The Making of Milwaukee* Video Notes**
Chapter 4: Here Come the Germans

While you watch the video, write words you think are important or quick sketches of things you see that you want to remember from the video. This could be names, places, dates, things from nature, things manmade, artifacts, quotes – whatever you take away from the video.

A large rectangular area with a light gray dotted grid pattern, intended for taking notes.



Here Come the Germans

Do you know anything about the country of Germany? Have you ever heard that country name? If you have never heard anything about Germany – what are some things you could learn about the country to understand why it is important to Milwaukee?

There is a Milwaukee Public School that teaches students to learn German. All the classes are in German. Do you speak another language? Do you think it would be interesting to go to school speaking a new language?

The Making of Milwaukee

Germans in Wisconsin

The 1800s were a difficult time for people in Germany. Germans left their home country by the thousands to secure liberty, jobs, and religious freedom in the United States. Milwaukee's German settlement grew due to the opportunities that Germans had here. Milwaukee became heavily populated by Germans. There were German clubs, German churches, German newspapers, and many, many German neighbors with similar cultural experiences.

What does the map tell you about Germans in Southern Wisconsin? What does the Milwaukee County population tell you?

In what year was the population of Germans in Wisconsin about 11 percent? _____

How many years did it take for the population of Germans in Wisconsin get to above 250,000?

By 1885, how much of Wisconsin's population was foreign-born, or born in another country? What do you think about this number? What does this number tell you about the United States at the time and Milwaukee's growth?

The Making of Milwaukee

The German Experience

This letter was written in 1850 by a German immigrant named John Kerler, Jr. John Kerler immigrated to Wisconsin in 1849 from Bavaria, Germany, with his father and large family. John Jr. and his father first went to the Northeast U.S., then to Michigan and eventually Wisconsin. Wisconsin seemed the right place for their family, and they bought 200 acres of farmland in Greenfield. Below is a letter that John Kerler Jr. wrote to a friend in Reutlingen, Germany.

"Milwaukee is the only place in which I found that the Americans concern themselves with learning German, and where the German language and German ways are bold enough to take a foothold. You will find inns, beer cellars, and billiard and bowling alleys, as well as German beer, something you do not find much of in this country. The Dutchman (the Americans call the Germans this name by way of derision) plays a more independent role – has balls, concerts, and theaters – naturally not to be compared to those in Germany and has even managed to get laws printed in German. His vote carries a heavy weight at election time. You will find no other place in which so much has been given the Germans, and if you value this, you may safely prefer Wisconsin, and especially Milwaukee, to other places." – John Kerler, Jr.

What do you think it would be like to move half across the world to a new place and hear your language and see familiar things from home?

What do you think is important to Germans about Milwaukee at this time? John Kerler mentions several things his friend may value in his letter.

Can you think of something from *The Making of Milwaukee* video that indicates Milwaukee still appreciates its German history?



Meet a Milwaukeean: Mathilde Franziska Giesler Anneke

Mathilde was born in Germany in 1817. Mathilde was deeply concerned about human rights and especially the rights of women. She recognized that the laws of the time left women powerless in many situations. She was a successful writer of stories and poems and founded the first German feminist newspaper, *Frauen-Zeitung* in 1848. Her goal was to educate women on political and social issues for the working class.

Mathilde and her husband, Fritz Anneke, like many German refugees escaping violence in their country, immigrated to the United States in 1849. Mathilde found unity with the Milwaukee German society soon after arriving in Milwaukee. She was the first woman in America to publish a feminist journal. The *Deutsche Frauen-Zeitung* richly described suffragist ideals, the rights of women, opposition to slavery, and human rights. Mathilde began collaborating with Susan B. Anthony and Elizabeth Cady Stanton, and organized the first suffragist convention as a representative of the Wisconsin National Women Suffrage Association, at Milwaukee City Hall. She even lobbied in Washington for women's rights. Anneke's strong opposition to slavery inspired Mathilde to write articles and stories against it and Fritz joined the Union Army. Mathilde headed a school for girls called the Tochter Institute for 18 years. She taught girls to think critically.



What kind of person did Mathilde have to be to have a strong voice in the late 1800s? Do you think it was easy for her to be outspoken?

“Reason, which we recognize as our highest and only law-giver, commands us to be free.”—Anneke speech, 1869 Equal Rights Association Convention, *History of Woman Suffrage Vol. III* (1886). What is reason and how does it set us free?



The Making of Milwaukee

Children's Literature Connections

DeArias P. (2018). *Marwan's Journey*. Minedition.

This award-winning book describes the journey Marwan never intended to take as he crosses many lands far from home to find a better life, and a peaceful future. PIC ARIAS (MPL)

Gundisch, K. (2001). *How I Became an American*. Cricket Books

Translated from German, this story is about a family that moves to America from Austria-Hungary in 1902.

Gurda, J. (2018). *The Making of Milwaukee*. Milwaukee County Historical Society.

Gurda's book chronicles Milwaukee's history with rich, descriptive, and compelling text. The book includes numerous historical photos, illustrations, and numerous references to make this a must-have book. 977.595 G978M (MPL)

Harper, J. (2004). *I Like Where I am*. Putnam's Sons.

A boy is sad about moving to a new home but ends up being happy when he gets there. PI HAR (MPL)

Joossee, B. (1995). *The Morning Chair*. Clarion Books.

Bram and his family leave their small brick house in Holland to live a new life in New York City.

Lackey, J. & Petrie, R. (2021). *Germans in Milwaukee: A Neighborhood History*. Arcadia Publishing

In the mid- to late 1800s, many Germans moved to Milwaukee and dominated the city. Their presence is still seen and influences the city. A book based on more than 1200 interviews. 977.595 L142G (MPL)

Lackey, J. (2014). *Kids in Cultures (Ethnic Wisconsin)*. CreateSpace Independent Publishing

Lackey informs children about key concepts of diversity, including culture, ethnicity, and multicultural societies. Written by cultural Anthropologists of Southeastern Wisconsin. ISBN 1499243618

Monning, Alex. (2018). *German Immigrants: In Their Shoes*. The Child's World.

Offers readers a compelling look into the lives, challenges, and successes of German immigrants. Additional features include a Fast Facts page, a timeline, informative photo captions, critical-thinking questions, primary source quotes and accompanying source notes, a phonetic glossary, additional resources for further study, and an index. 973.0431 M748 (MPL)

Paradis, T. (2006). *German Milwaukee: Its History – Its Recipes*. G Bradley.

This book includes many photographs, recipes, and stories of the German culture in Milwaukee.

Raidt, G. (2015). *In the New World: A Family in Two Centuries*. Charlesbridge.

The story of Robert and Margarete and other children Johannes and Dorteia, who emigrate from Germany to the United States in 1980. 973.0431 R148 (MPL)



The Making of Milwaukee

Children's Literature Connections

- Raum, E. (2008). *German Immigrants In America: An Interactive History Adventure*. Capstone Press.**
Raum describes German immigrants' experiences arriving in America. J 973.0431 R246 (MPL)
- Ruurs, M. (2016). *Stepping Stones*. Orca Book Publishers (English and Arabic editions)**
Forced to flee their peaceful village, a young girl and her Syrian family walk to escape war and find peace and safety in Europe. PIC RUURS (MPL)
- Schumacher, J. (2009). *German Milwaukee*. Arcadia Publishing.**
The German influence in Milwaukee may have begun 150+ years ago, but is still evident today. This book provides many historical photos of German life (then & now) in Milwaukee. 977.595 G373 (MPL)
- Sarihi, S. (2020). *My Favorite Memories*. Blue Dot Kids Press.**
Originally published in German, this book explores the themes of change and permanence. PIC SARIHI (MPL)
- Sis, P. (2000). *Madlenka*. Square Fish.**
A young girl travels around her neighborhood to visit neighbors who represent diverse cultures. She sees images of the traditions, cultures, and memories they all have carried with them. PIC SIS (MPL)
- Trottier, M. (2011). *Migrant*. Greenwood Books/House of Anasi Press.**
This award-winning book portrays a young Mexican migrant who envisions her life as various animals that must cope with transiency rather than as a tree whose roots are deep and stable. PIC TROTTI (MPL)
- Zeitlin, R. (2001). *Germans in Wisconsin*. Wisconsin Historical Society Press.**
This book includes many historical photos. It describes the great influx of German immigrants in Wisconsin and how their ideas, labor, traditions, architecture, food, churches, and organizations have influenced the state. 977.5 Z48 (MPL)



The Making of Milwaukee

Unit 2: Coming to Milwaukee

Video Chapter 5: Neighbors and Strangers (15:28 min.)

Essential Questions:

- What contributions did different immigrant groups bring to early Milwaukee?
- What did Milwaukee have to offer these immigrant groups?
- What do you think life was like for different immigrant groups settling in Milwaukee?
- How did immigration contribute to Milwaukee's growth?
- How are cultures alike and different?

Video Chapter Overview:

The Germans contributed greatly to the early beginnings of Milwaukee, but they were not the only ethnic group to settle in Milwaukee. Many ethnic groups built communities in Milwaukee and contributed to the diversity that we still know today. Much of what we see and experience in Milwaukee today is due to the contributions of immigration.

We also reach a time in Milwaukee history where Milwaukeeans and settlers alike dealt with the ethical issue of slavery and eventually the Civil War. Milwaukee played a part in the Civil War and still had to deal with the challenges of the time.

Standards:

SS.BH1: Students will examine individual cognition, perception, behavior, and identity.

SS.BH2: Students will investigate and interpret interactions between individuals and groups.

SS.BH3: Students will assess the role that human behavior and cultures play in the development of social endeavors.

SS.Geog1: Students will use geographic tools and ways of thinking to analyze the world.

SS.Geog2: Students will analyze human movement and population patterns.

SS.Hist1: Students will use historical evidence for determining cause and effect.

SS.Hist2: Students will analyze, recognize, and evaluate patterns of continuity and change over time, and contextualization of historical events.

SS.Hist3: Students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

SS.Hist4: Students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view.

SS.PS2: Students will examine and interpret rights, privileges, and responsibilities of society.



The Making of Milwaukee

Neighbors and Strangers Framework

Learning Goals:

Students will recognize that Milwaukee was a city of immigrants that came to find a new life.

Objectives:

Students will determine what the people of Milwaukee looked like in the early 1900s and why.

Possible Discussion Questions:

- What brought Irish immigrants to Milwaukee?
- Who was Alexander Mitchell and what is his legacy to Milwaukee?
- What did the various ethnic groups contribute to Milwaukee?
- Who was Joshua Glover?
- What did Milwaukee do about slavery?
- How did the Civil War impact Milwaukee?
- What is the German Athens of America?
- What groups are currently coming/immigrating to Wisconsin?

Additional Resources:

[Western and Central European Groups](#)
[Eastern European Groups](#)
[Middle Easterners](#)
[Latin American](#)
[African Americans](#)
[Asian Groups](#)
[Oceanian Groups](#)
[Kids in Kultures Southeast WI](#)

Vocabulary:

melting pot	enslaved
neighborhood	discrimination
neighbors	abolitionist
immigrant	newcomers
immigration	Civil War
trade	Yankee
expectations	diversity
freedom	

Neighbors and Strangers Overview

Overview:

Students will look at Milwaukee data and study immigration to determine who Milwaukee's people were in the early 1900s.

Materials Needed:

The Making of Milwaukee student journals (digital or paper)

[The Making of Milwaukee Chapter 5](#)
[PBS Biographies Joshua Glover](#)

Learning Activities Overview:

Several activities in this section are consistent to each unit and video chapter section and can be used to help students develop knowledge of the many immigrant groups to settle in Milwaukee.

- **Learning activities** can be taught after or during the viewing of [Video Chapter 5: Neighbors and Strangers](#).
- **A video notetaking guide** encourages students to write, draw, and record images while viewing the video. The teacher may want to strategically stop the video to allow students to write and discuss.
- **My Milwaukee Journal** activates student thinking and background knowledge. It allows students to make connections to Milwaukee history while making connections to their own lives.
- **Meet a Milwaukeean** introduces extraordinary, but often marginalized, people that are lesser known in the Milwaukee story. This chapter features Sully Watson.

The way in which these activities are used with students is the teacher's choice. The goal is for students to discuss and think critically about Milwaukee's early history. Activities can be used independently from each other or used together. Most questions are intended for students to think critically and may not have one right answer.

- *Milwaukee by the Numbers*. Students consider 1900 census data and more current census data to analyze what the Milwaukee immigrant population looked like at the time and how it continues to grow and change. The focus of the first chart is the increase in European immigrants during the early 1900s. What do the numbers tell us about who lived in Milwaukee in 1900? Students should be able to make the connection to why *The Making of Milwaukee* emphasizes German immigration.

Neighbors and Strangers

The next two charts illustrate this data over a longer time. There is a reason for the dip and the dramatic rise of other ethnic groups moving to Milwaukee. Students learn why there was a drop in immigration from Europe in the next activity. Milwaukee is ever-changing as immigration continues.

- *Consequences.* This short reading and political cartoon explain the change in immigration we see over 100 years and in the Milwaukee by the Numbers activity. Once the U.S. passed the Immigration Act of 1924, movement and immigration changed dramatically. It was only 30 short years later that Ellis Island, once taking in up to 5,000 people a day, would close in 1954. The cartoon illustrates the effect of the 3% law and how many immigrants would have still moved if given the opportunity. Please help your students understand that this law increased racial profiling. The 3% law was enacted, in part, because some immigrants were seen as lower class and undesirable. These are some of the same words some people currently speak about current immigrants.
- *The Story of Joshua Glover.* This clarifies that not all newcomers to Milwaukee at the time were European. The story of abolitionists saving Joshua Glover exemplifies progressive thinking in Milwaukee and Wisconsin. This is an abbreviated story of Joshua Glover's time in Milwaukee. The boxes next to arrows refer directly to what happened to Joshua Glover and the boxes in dashed print provide additional information for students that are important to the Glover story.
- *Milwaukee and the Underground Railroad.* This activity features Caroline Quarlls, an enslaved woman from St. Louis, MO, who is helped by Milwaukee and Waukesha abolitionists to gain freedom in Canada. Milwaukee's participation in the Underground Railroad was commendable and will interest your students. This activity includes two primary sources, one from the Milwaukee Journal Sentinel April 2, 1842, and the other a letter written by Caroline to abolitionist Lyman Goodnow.

Teacher Notes:



***The Making of Milwaukee* Video Notes**
Chapter 5: Neighbors and Strangers

While you watch the video, write words you think are important or quick sketches of things you see that you want to remember from the video. This could be names, places, dates, things from nature, things manmade, artifacts, quotes – whatever you take away from the video.

A large rectangular area with a light gray dotted grid pattern, intended for taking notes.



Neighbors and Strangers: Personal Reflection Page

Do you know what nationality you are? Do you know what your family heritage is? How did you know this?

What does your nationality mean to you? Why does who you are make Milwaukee special?

The Making of Milwaukee

Neighbors and Strangers: Milwaukee by the Numbers

This 1900 census data from the U.S. Census Bureau features the largest countries of origin for Milwaukee immigrants. [Table 35 of the Twelfth Census](#) details the immigrant population of every city in the U.S. with at least 25,000 inhabitants as of 1900.

1900: People Living in Milwaukee Who Were Born in a Foreign Country

Country of Origin	Number of Foreign-Born in Milwaukee County 1900	Percentage of Total Foreign-Born Living in Milwaukee County	Percentage of Total Foreign-Born Living in United States
Austria (Austrian)	1616	1.8%	2.65%
Bohemia (Bohemian)	1719	1.9%	1.5%
Canada (Canadian)	1904	2%	11.3%
Denmark (Danish)	514	0.6%	1.48%
England (English)	2134	2.4%	8.6%
France (French)	263	0.3%	1.0%
Germany (German)	53,854	60.52%	25%
Holland (Dutch)	606	0.7%	1.0%
Hungary (Hungarian)	381	0.4%	1.3%
Ireland (Irish)	2658	2.99%	15.48%
Italy (Italian)	726	0.8%	4.63%
Norway (Norwegian)	1702	2%	3.24%
Poland (Polish)	17033	19.14%	3.7%
Russia (Russian)	1135	1.28%	4.06%
Scotland (Scottish)	667	0.7%	2.24%
Sweden (Swedish)	659	0.7%	5.5%
Switzerland (Swiss)	653	0.7%	1.1%
Wales (Welsh)	307	0.3%	1.0%

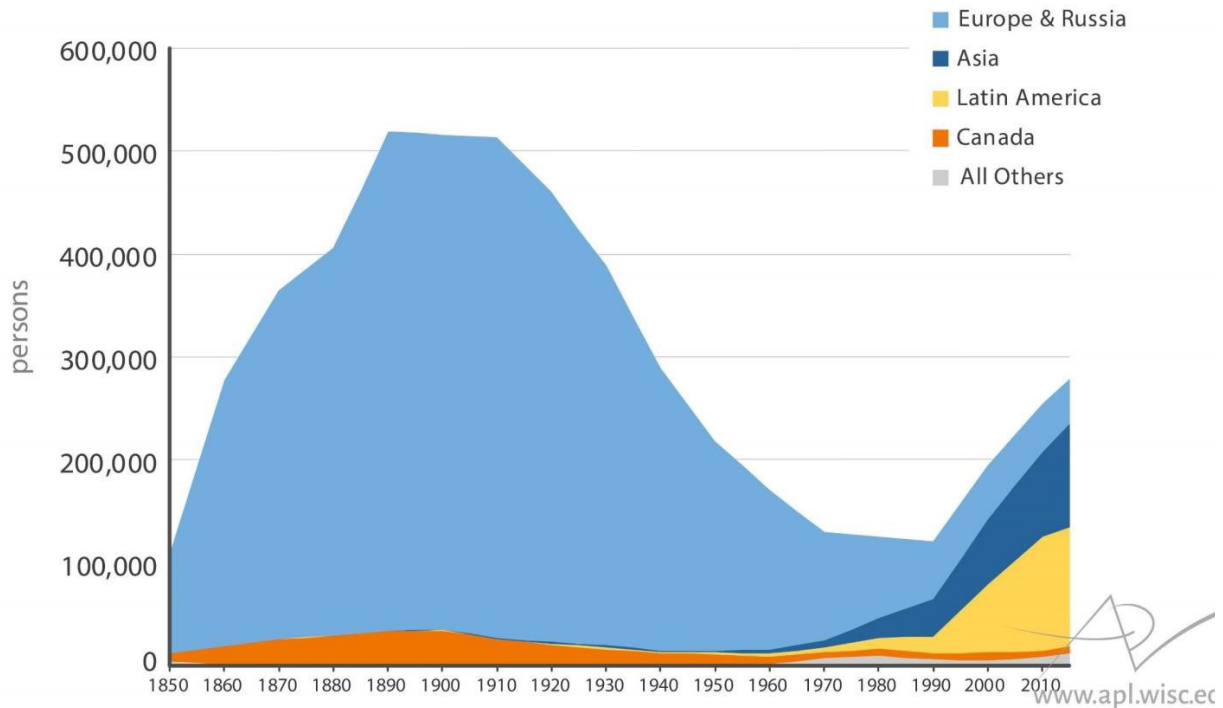
*Other countries representing less than 100 people: Greece, Australia, Turkey, Romania, Belgium, Finland, China, Spain, and Mexico.

Neighbors and Strangers: Milwaukee by the Numbers

Use this analysis sheet with the data on the previous page. The data on the table represents the number of foreign-born people living in Milwaukee in 1900. The other two graphs represent about 130 years of data for the state of Wisconsin that shows the long history of immigration to the state.

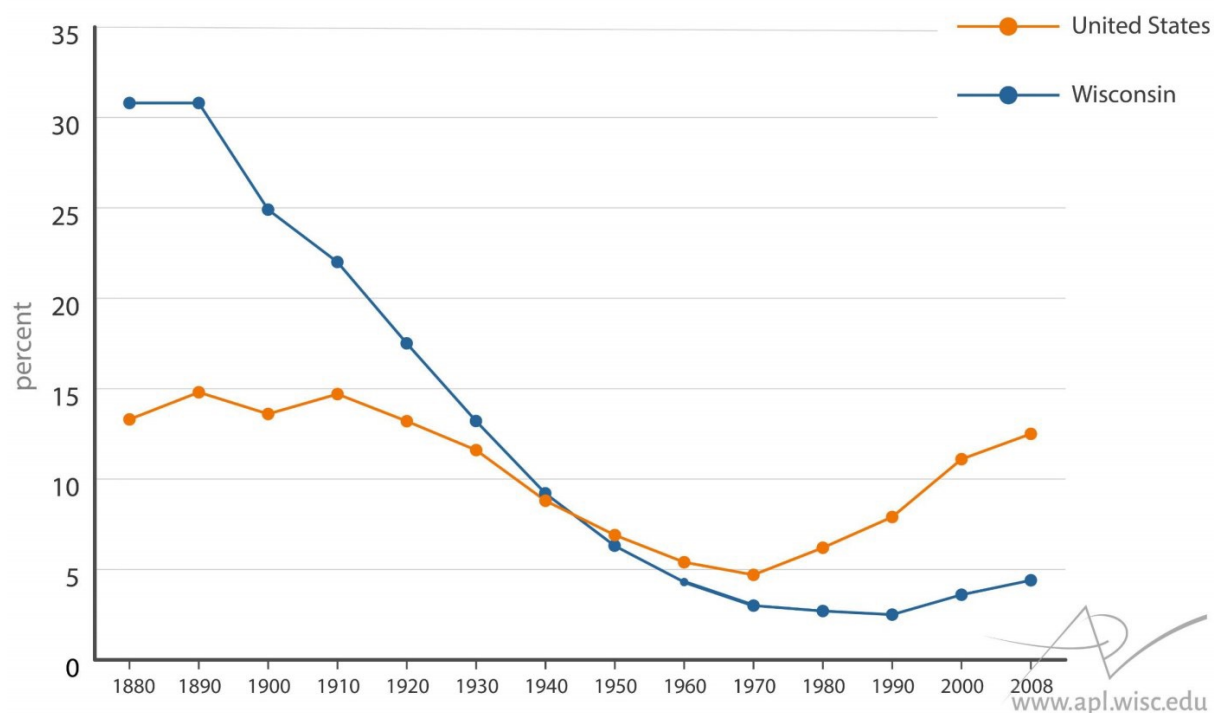
Graph 1

Foreign-born Persons by Origin Region and Year
Wisconsin, 1850-2015, U.S. Census Bureau estimates



Graph 2

Foreign-born Persons as a Percent of the Total Population
U.S. and Wisconsin, 1880-2008, U.S. Census Bureau estimates



The Making of Milwaukee

Milwaukee by the Numbers

What are the three highest percentages of foreign-born people in Milwaukee in 1900? (Graph 1)

Which nationality percentages are higher for Milwaukee than they are for the whole United States? (Graph 1)

What continent is heavily represented? What continents are not quite represented yet? (Graph 1)

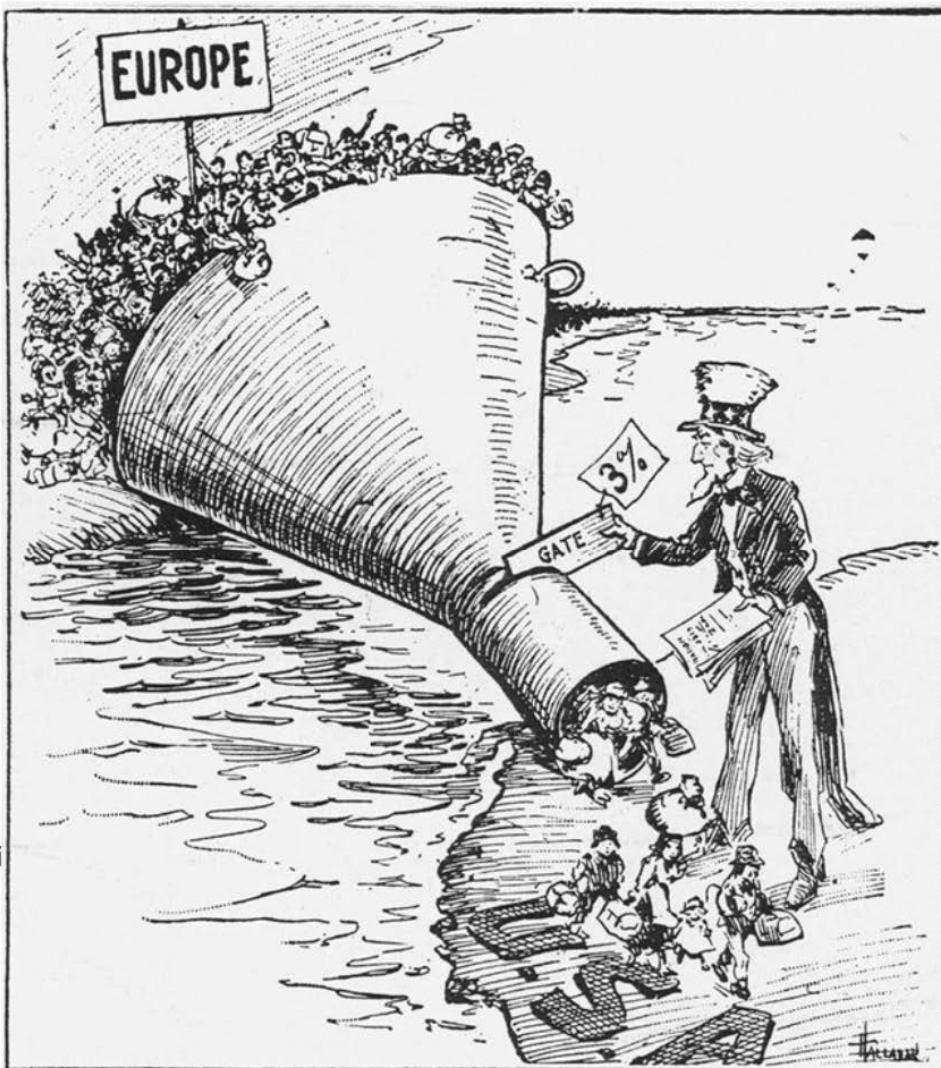
Around what years do we start seeing an increase in immigration from the Asian and Latin American countries?

Why would people want to come to Milwaukee, Wisconsin?

The Making of Milwaukee

Consequences: A Political Cartoon

In 1924, the United States passed the Immigration Act of 1924. This act put a limit on who could move to the United States. The law was very unfair for many ethnic groups that had always been welcomed into the United States. The law restricted many Europeans from Eastern and Southern Europe and refused permission for Asians. President Calvin Coolidge said, "America must remain American." This law discriminated against many ethnic groups. Nativism is a strong belief that those born in a given country take precedence over immigrants of another country. This law impacted Milwaukee greatly. For many years, Milwaukee relied on immigrant workers from European countries. Who would work in the factories? How would Milwaukee's population grow?



This is a political cartoon. A political cartoon makes a point about a political issue or event. What is this cartoon showing?

The Making of Milwaukee

Consequences: Joshua Glover Timeline



1811-1824 - Missouri

Joshua Glover is born sometime between 1811-1824. He was born into slavery and there were no records of his birth.

1850 - St. Louis, Missouri

In January, Joshua is purchased at an auction of human property by Benjamin Stone Garland. He is forced to work in the fields of Garland's 300 acre Prairie House Farm.

At this time in history, Missouri was a state that supported slavery. Wisconsin was a state that did not allow slavery.

May 15, 1852

After over two years of slavery on the Garland's Farm, Joshua Glover escapes. He doesn't know where he will go, but he has heard stories of going north. He mostly travels at night and uses the stars to guide his way.

June - July 1852

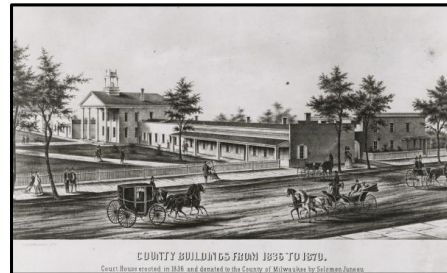
For six or seven weeks, Joshua travels 350 miles north on foot. He has to be very careful because there could be terrible consequences if he is caught and sent back to Prairie House Farm.



It is very likely that Joshua crossed the Mississippi River at the Mary Meachum Freedom Crossing site. Mary Meachum was an operative that helped freedom seekers cross the Mississippi River.

August 1852 - Racine, Wisconsin

Joshua settles in Racine, Wisconsin. He takes the last name of Glover and gets a job at the Sinclair Rice Sawmill. He is given a place to stay and is paid for his work at the mill.



March 10, 1854 - Milwaukee, Wisconsin

Benjamin Garland and a Federal Marshal find Joshua in Racine and he is arrested. Joshua is badly beaten and taken to the courthouse in Milwaukee to await his trial. A worker at the jail tends to his serious wounds.

March 11, 1854 - Milwaukee, Wisconsin

Over 100 men from Racine travel to the Milwaukee courthouse. By nightfall there were over 5,000 protesters demanding Joshua Glover be released. Using building materials from the construction site of St. John's Cathedral, citizens broke down the jail door and rescued Joshua.

March - April 1854 - Underground Railroad

Once Joshua is freed, he is taken through a network of Wisconsin Underground Railroad sites. A man named John Messenger takes Joshua out of Milwaukee to Waukesha. Joshua is taken to many different safe sites. Abolitionists insured that he is safe.



Abolitionist Sherman Booth worked to rally freedom seeker supporters to the Milwaukee Courthouse. In Racine, hundreds of supporters gathered at Haymarket Square to speak against Joshua's arrest. A Racine judge issued a warrant for the arrest of Garland and the Federal Marshal that arrested Joshua.

April 1854 - Racine, Wisconsin

Joshua is taken to A.P. Dutton's warehouse where he boards a ship with about 100 other formerly enslaved people. The ship is headed up the Great Lakes to Canada. Joshua settles and makes a new life in Etobicoke, Canada

April 1854 - Safety in Etobicoke, Canada

Joshua lives the rest of his life in Canada, free from the terrible bonds of slavery. Joshua Glover dies around 1888.

The Making of Milwaukee

The Story of Joshua Glover



Joshua Glover wasn't in Milwaukee very long, but how does Joshua Glover add to the story of "Neighbors and Strangers" in Milwaukee?

What can you infer about how Milwaukee and Wisconsin felt about slavery and the Fugitive Slave Act?

What questions would you ask of the people involved in breaking Joshua Glover out of jail?

The Making of Milwaukee

Milwaukee and the Underground Railroad



CAROLINE QUARLLS

Read about Caroline Quarlls and Milwaukee's Underground Railroad. Then read a letter to one of her abolitionist conductors and the primary sources on the next page.

Milwaukee was a stop on the Underground Railroad. The Underground Railroad was not an actual railroad, but a network of places and abolitionists that worked together to get enslaved people to areas of freedom in the North U.S. and Canada. Stops along the Underground Railroad were called "depots" and people that operated these stops to assist enslaved people were called "railroad conductors." An enslaved person is one that was considered property by someone that owned them. Enslaved people were bought and sold as if they were not human.

In 1842, Caroline Quarlls was considered one of the first passengers on Milwaukee's Underground Railroad. Caroline left her master's house in St. Louis, Missouri, and made her way up the Mississippi River on a steamship and then on a stagecoach to Milwaukee. She was almost caught in Milwaukee when she was betrayed by a man pretending to be her friend. This friend was trying to make money by turning her in -- in accordance with the Fugitive Slave Law. However, with the quick actions of Milwaukee abolitionists, she was able to hide in Milwaukee for a night, in a barrel on Grand Avenue. She left Milwaukee for Prairieville, now called Waukesha. The conductors on the railroad had to be very careful that Caroline wasn't seen. Some people wanted to collect the reward for her capture. There were many men from St. Louis hired by Caroline's master that continued to look for her. Caroline was hidden in several places in Waukesha for two weeks. She was eventually taken south through Chicago, around Lake Michigan, and then north through Michigan to Canada.

Caroline Quarlls was able to establish a life in Sandwich, Ontario, Canada. She married and had six children. Milwaukee abolitionists continued to help enslaved people reach freedom in Canada.

Student Activity: Correspondence with Caroline Quarlls

Quote from a meeting of the Cream City Abolitionists at the Presbyterian Meeting House regarding the Fugitive Slave Act and where they stood on the issue, from the Milwaukee Sentinel, April 2, 1842.

"We are opposed to slavery in every shape and in favor of free discussion; and we sincerely hope our people will act as freeman in the relations to the evils of slavery, and every evil that exists in this land ..."

This letter was sent by Caroline Quarlls, now Caroline Walker, to Lyman Goodnow of Waukesha. Lyman was one of the lead abolitionists that protected Caroline while she was in Milwaukee. At this time, Caroline still lives in Sandwich, Ontario, in Canada.

Sandwich, April 18, 1800

Dearest Friend: Pen and ink can hardly express my joy when I heard from you once more. I am living and have to work very hard; but I have never forgotten you nor your kindness. I am still in Sandwich – the same place where you left me. Just as soon as the postmaster read the name to me – your name – my heart filled with joy and gladness, and I should like to see you once more before I die, to return thanks for your kindness toward me. I would like for you to send me one of the books you were speaking about. Dearest friend, you don't know how rejoiced I feel since I heard from you. Answer this as soon as you get it and let me know how you are and your address ...

Caroline Watkins

How must Caroline have felt when she was hiding in Milwaukee?

Why did more people in Milwaukee and Wisconsin oppose slavery than people in the South?

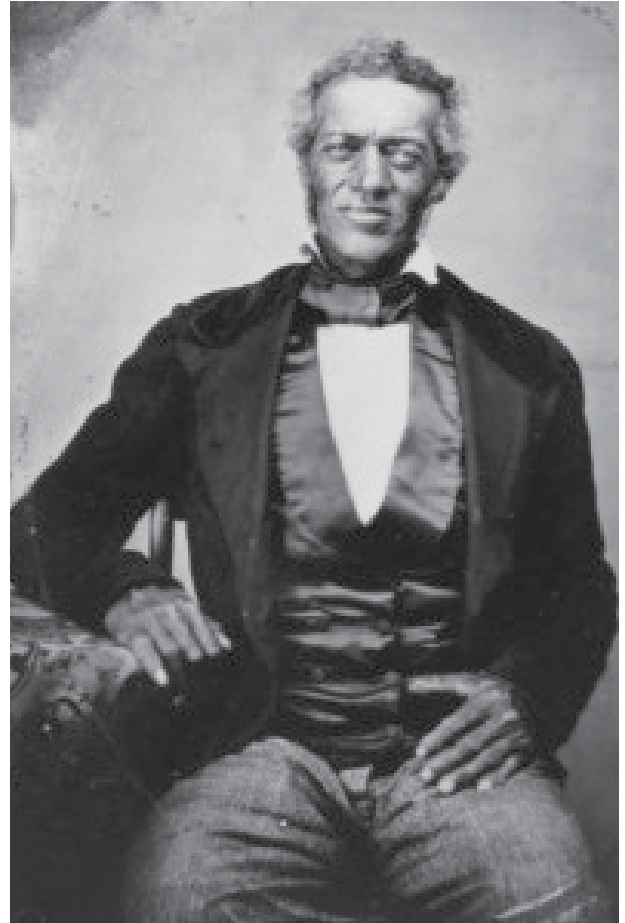


Meet a Milwaukeean: Sully Watson

Sully Watson was born as an enslaved man in 1782 on a plantation in Stafford County, Virginia. He worked on his owner's planation as a stonecutter and mason. He met his wife Susanna in 1815.

She was a free Black woman. Sully purchased his freedom using earnings. Sully and Susanna left Virginia and moved to Milwaukee in 1850. There was a small community of Black people on the westside of the river, we now call it the Westtown district. The Watsons built a house for themselves and their son, William, on the block that is now called Ziedler Union Square. Sully continued to work as a mason and Susanna was a seamstress. William Watson was also a mason and worked on many Milwaukee landmarks: the Soldier's Home, the second Milwaukee County Courthouse, and the Iron Block building.

The Watsons were a part of Milwaukee's first Black middle class. They attended Milwaukee's first Baptist church and William Watson was one of the first Black men to vote in Milwaukee's elections. Sully and Susanna spoke against slavery and the Fugitive Slave Act until their death. They both passed before slavery ended. The Watson's great granddaughter, Mable Raimey, was the first Black attorney in the state of Wisconsin. The Watsons are important citizens in the history of Milwaukee.



What do you think can be said about the Watsons choosing to live in Milwaukee after leaving slavery behind them in Virginia?

How are Sully and Susanna Watson important to Milwaukee's history?



The Making of Milwaukee

Unit 2: Coming to Milwaukee

Video Chapter 7: City of Immigrants (21:08 min)

Essential Questions:

- What were some of the major immigrant groups that began coming to Milwaukee in large numbers after the Civil War?
- How do the immigrant groups contribute to the development of Milwaukee?
- What does it mean to be a Milwaukeean?
- What did immigrants from different countries do when they came to Milwaukee?
- Do people have to give up their culture to be an American?
- What can we see in Milwaukee that demonstrates the diverse immigrant population?
- Why did people come to Milwaukee and stay?

Video Chapter Overview:

Milwaukee was a very desirable place for many immigrants. They came for jobs, land, and freedoms. The different ethnic groups that settled in Milwaukee added to the city's diversity. There is still evidence of diverse ethnic groups throughout Milwaukee. You can see this in the churches that were built, the cultural celebrations, the houses, architectural styles, street names, and in the various city spaces.

Standards:

SS.BH1: Students will examine individual cognition, perception, behavior, and identity.

SS.BH2: Students will investigate and interpret interactions between individuals and groups.

SS.BH3: Students will assess the role that human behavior and cultures play in the development of social endeavors.

SS.Geog1: Students will use geographic tools and ways of thinking to analyze the world.

SS.Geog2: Students will analyze human movement and population patterns.

SS.Hist1: Students will use historical evidence for determining cause and effect.

SS.Hist2: Students will analyze, recognize, and evaluate patterns of continuity and change over time, and contextualization of historical events.

SS.Hist3: Students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

SS.Hist4: Students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view.

SS.PS2: Students will examine and interpret rights, privileges, and responsibilities of society.



The Making of Milwaukee

City of Immigrants Framework

Learning Goals:

Students will learn about the different ethnic groups that settled in Milwaukee and contributed to the city's history and culture.

Objectives:

Students will understand the push and pull factors that brought different groups to Milwaukee.

Possible Discussion Questions:

- Why were churches important to many ethnic groups?
- Which ethnic group can you see in Milwaukee the most?
- How did the Milwaukee Jewish Settlement House play a part in Milwaukee's history?
- Which ethnic groups were considered the highest in population?
- Why was Walker's Point considered a neighborhood of many nations during this time?
- What did groups arriving in Milwaukee have in common? How were they different?

Additional Resources:

[History of Immigrants from Arab World](#)
[Children in Urban Milwaukee: History](#)
[Milwaukee's First Mexican Immigrants](#)
[A Brief History of Immigration in Wisconsin from UW Extension \(presentation\)](#)
[Milwaukee Arab History](#)
[Recollection Wisconsin: Immigration and Settlement](#)

Vocabulary:

immigrant	immigration
newcomer	ethnic
architecture	culture
diverse	neighbors
freedoms	

City of Immigrants

Overview:

Students will look at Milwaukee data and study immigration to determine who Milwaukee's people were.

Materials Needed:

The Making of Milwaukee student journals (digital or paper)
[The Making of Milwaukee Chapter 7](#)
[The Making of Milwaukee Chapter 13 \(6:45 - 12:28 min\)](#)

Learning Activities Overview:

Many activities in this section are consistent to each unit and video chapter section. They can be used to help students develop knowledge of Milwaukee as a city of immigrants.

- **Learning activities** can be taught after or during the viewing of [Video Chapter 7: City of Immigrants](#) and [Video Chapter 13: Roaring Twenties](#) (minutes 6:45-12:28). This section of chapter 13 is most important to grades 3-5 and connects with the theme, "City of Immigrants." At this point in the curriculum, it is important to inform your students that we are now referring to a longer period that connects many decades.
- **A video notetaking** guide encourages students to write, draw, and record images while viewing of the video. The teacher may want to strategically stop the video to allow students to write and discuss.
- **My Milwaukee Journal** activates student thinking and background knowledge. It allows students to make connections to Milwaukee history while making connections to their own lives.
- **Meet a Milwaukeean** introduces extraordinary, but often marginalized, people that are lesser known in the Milwaukee story. This chapter features Lizzie Black Kandor.

The way in which these activities are used with students is the teacher's choice. The goal is for students to discuss and think critically about Milwaukee's early history. Activities can be used independently from each other or used together. Most questions are intended for students to think critically and may not have one right answer.

- **Looking at Push/Pull Factors.** This learning activity takes another look at specific immigration factors and what connected Milwaukee and the rest of the world. What made people stay and what pushed people to Milwaukee? This activity is a generalized description to look at push and pull factors. Not every family's experience was the same, but, in general, when groups were considered, these attributes were most prevalent. It is acknowledged in this activity that African Americans did not come to North America like European immigrants.

City of Immigrants

Learning Activities Overview:

- *City Expectations*. This is an activity developed to prompt students' thoughts about what makes a community different than a city. Students should consider how immigrants created a community for themselves within the city of Milwaukee. Students will be asked in what ways they value their communities. Encourage them to think about all aspects of their community: people, places, family, school, etc.
- *Life in Milwaukee*. A simple way to look at how general needs were met long ago and today. Are there similarities or do we have totally different needs for Milwaukee today? How did people long ago in Milwaukee meet their needs?
- *Milwaukee Map 1918*. This 1918 map was developed by the Women's Club of Wisconsin. Use this as a tool to analyze immigration settlement in Milwaukee. The map is not exact or perfect but an approximation. Note some of the terms for ethnic groups on the key to the map. The authors use words to address groups in ways we do not use today. The link on the worksheet is the same as this. When the white arrow is clicked in the upper right side of the map, the map opens larger and can be enlarged to see exact colors and numbers. With so many different immigrants coming into Milwaukee, it should be reasonable that they banded together and lived close in communities. They shared language, culture, food, needs, and more. These factors drew people together.
- *African Americans*. This is an introduction to the beginning of Milwaukee's African American population. There was a small African American community in Kilbourntown, close to where the Milwaukee County Historical Society and the Hyatt Hotel are currently located. The Watsons, as you read about earlier, were a family from that neighborhood. As the population grew, a vibrant Walnut Street and Bronzeville neighborhood of African Americans developed in the 1920s.
- *The Wisconsin Enterprise*. Three primary sources from the first Black newspaper in Wisconsin. These sections come from the very first edition of the *Wisconsin Enterprise Blade* and demonstrate how progressive thinking the early Black community was.
- *The Milwaukee Latino*. Also in the 1920s we see the first groups of Mexican and Latino immigrants arriving in Milwaukee. The first Mexican community, The Colonia, were recruited to work in Milwaukee for two reasons: 1.) there were less European immigrants coming to Milwaukee after the Immigration Act of 1924, and 2.) factory owners hoped Mexicans would cross the picket lines during labor strikes. Mexicans stayed and became part of the new backbone of Milwaukee's industrial workforce.
- *Milwaukee Immigration Sort*. Fifty-two cards are created that include information on Milwaukee ethnic groups. There are many ways you can use these cards. One of the suggested ways is to let students figure out some of the community links and sort them. See what kinds of categories students can come up with. There is no correct or specific way to sort, but if students are struggling, the teacher can help with these ideas: Cultural Aspects, Community Building, Communication, Economics, Push/Pull Factors, Ethnic Groups, Artifacts, Continents, Places of Worship. Some of the cards are blank so that students can create their own personal ethnic connection to Milwaukee.



***The Making of Milwaukee* Video Notes**
Chapter 7: City of Immigrants
Chapter 13: Roaring Twenties

While you watch these videos, write words you think are important or make quick sketches of things you see that you want to remember. This could be names, places, dates, things from nature, things manmade, artifacts, quotes – whatever you take away from the video.

A large rectangular area with a light gray dotted grid pattern, intended for students to write notes or make sketches.



City of Immigrants

How do you think immigrants from other countries felt coming to Milwaukee?

Churches and places of religion were community places for many immigrants. They went to these places and met people that had similar language, values, and cultural traditions. Do you go anywhere to achieve that kind of community, places where you have similar ideas, traditions, and things you like?

The Making of Milwaukee

Looking at the Push/Pull Factors

Think back on the two factors of immigration that John Gurda talks about in his video. Push factors are reasons that people leave their countries, as if they are pushed out. Pull factors are reasons that people settle into new homes, as if they are pulled to a better life. Read these and decide which is the pull factor and push factor for each box. Label each statement as the push or the pull factor.

German Immigrants

_____ Lots of friends and family in Wisconsin, inexpensive land, freedom of speech and religion.

_____ Expensive farmland, bad government leadership, no religious freedom, avoiding being forced into the army.

Polish Immigrants

_____ Workers were recruited, and jobs were advertising workers, friends and family reported good lives, and community in WI was strong.

_____ Poland became an expensive place to live, government tried to destroy culture and democracy. There were few jobs, and their religion was getting taken away.

Irish Immigrants

_____ A great famine in Ireland during the early 1800s. Many people died and there was little food to eat.

_____ Advertised land and farming, good water and food. Irish societies helped them create new lives.

Greek Immigrants

_____ Mostly men looking for jobs and to make money to send home to their families.

_____ A growing Greek community in Milwaukee, the ability to make money, stable jobs in the city.

Italian Immigrants

_____ Incredibly poverty. The soil was poor and people experienced many hardships, disease and malnutrition.

_____ A community of people, the opportunity for jobs and money, and escaping incredible poverty and hardships.

East European Jewish Immigrants

_____ An incredible settlement of people to live among once they got to Milwaukee. Opportunities for jobs and growth of a community.

_____ Ongoing violence and antisemitism in Europe. Lack of jobs and economic opportunities.

The Making of Milwaukee

Your Community

What are the positive characteristics of your community?	What are the drawbacks and challenges in your community?

The Making of Milwaukee

Compare and Contrast Milwaukee: 1800 to Now

Read these descriptions of life in Milwaukee before 1900. Determine if they are different or the same as our current lives? If the descriptions have changed, think about why. If they are similar to what we face now, think about why these things have stayed the same.

In the 1800s, most people walked or took horse-drawn carriages around Milwaukee. Deliveries were made by horse-drawn carriages. There were 350,000 people and about 13,000 horses in the city. In 1890, the first electric streetcar lines were opened. Electrical lines ran above the street powering the streetcars.

There were numerous general stores in Milwaukee. Many neighborhoods had a general store that catered to familiar foods and languages within the community. They also sold household necessities, fabric to make clothes, and bulk grains and sugars. Many times, people could buy things on credit.

When immigrants moved to Milwaukee, they tended to live close to people from the same country and that spoke the same language. They went to churches and schools that spoke their language. Most groups created community centers and places where they felt like they had similar ways of living.

The Making of Milwaukee

City of Immigrants

Direct students to this [MAP in the Milwaukee Maps Collection](#) of the Milwaukee Public Library. The full title of this map is Map of the City of Milwaukee; Racial Map of Milwaukee. It was published in 1918 and created by The Women's Club of Wisconsin. The map shows an approximate location of the 33 nationalities included in Milwaukee. It is an approximate study of the racial makeup of the city during this time.

What kinds of questions can you develop by looking closely at this map? (You can make the map bigger and zoom in by clicking the arrows in the upper right-hand corner of the map.)

What is something that you notice about this map? What are some facts you can state about this map? Is there an ethnic group that you don't see?

Does this map align with the census data we have previously examined? Does this help to explain how diverse Milwaukee was?

The Making of Milwaukee

African Americans

“The Great Migration” in the United States describes a time in history when African Americans left the South for industrial jobs in the North. The increased number of railroads made travel to Northern cities easier. Milwaukee job agents traveled to the South recruiting workers to work in expanding Milwaukee industries. Milwaukee’s African American population growth was small compared to Chicago. African Americans made up about 1.5% of Milwaukee’s total population, but in Chicago they made up 7% of the population.

African Americans in Milwaukee were quick to build strong communities. Like other ethnic groups settling in Milwaukee, African Americans congregated around their faith in several churches. A local Chapter of the NAACP (National Association for the Advancement of Colored People) and the Milwaukee Urban League were formed. An African American newspaper, *The Wisconsin Enterprise* circulated. Wilbur Halyard opened the first African American financial institution, the Columbia Savings and Loan.

Do you think it was easy for African Americans to leave the South? Why or why not?

How is the Midwest different from the South?

The Making of Milwaukee

The Wisconsin Enterprise

African Americans settled in a neighborhood called Bronzeville on the city's North side. Racism and economic hardship were difficult for this community, but despite their struggles they thrived. They developed a strong community that can be described as functioning like a city within a city. *The Wisconsin Enterprise – Blade* was an African American newspaper that was published weekly from 1916 to 1943. The sections on this page were included in the first edition of the 1916 newspaper. Read and analyze the purpose or mission of the articles.

LISTEN!

We are about to speak and we wish your attention. In the first place we have started a newspaper and have named it "THE WISCONSIN WEEKLY BLADE". We have done this because we feel and believe that there is a demand for the kind of paper we propose to run. We have studied the matter carefully and we believe we are going to succeed. It will not be the mission of THE BLADE to PULL DOWN but rather LIFT UP. We have no intention to use our columns for personal abuse and we find as much as we can do in trying to give our readers a good clean paper. THE BLADE will cut but will cut only into the rank of ignorance and error, and for the purpose of opening up a path of truth and right.

We shall regard the rights of the humblest citizen as sacred as those of the highest. Let us have your support and we promise you we shall show ourselves worthy of it. Our columns will always be open to communications from any source except that we shall not allow any fights of a malicious nature to be carried on in them. We have made the price of subscription One Dollar and Fifty cents a year and we would appreciate it if you give us the same. We hereby respectfully ask your support.

* * * *

OUR AIM

The mission of a newspaper in these times is two-fold: to publish the news from the north, south, east, and west, as the letters of the word news imply, and also to help create a healthy public sentiment.

THE BLADE shall conscientiously aim to accomplish these two results. We have no grudges to settle and shall avoid all internal church and society differences. We shall give an equal chance to each side in any controversy to state its case. "The greatest good to the greatest number" is our motto. We shall encourage all persons and organizations who are working for the uplift of the masses.

We believe the Negro has in his own hand his destiny; Self-help, Education, Morality, Organization, and practical Religion are the five cardinal points in his problem.

We crave the sympathy and support of all fair-minded men.

* * * *

The use of the word negro is used. It was an appropriate term to use in the early twentieth century. We are using primary sources that give proper context and affirm the centrality of Black history within the historical narrative. The word has negative connotations for modern usage.

Unify

"United we stand, divided we fall."

Let the Negro as a race to adhere strictly to this motto. Let each and every one keep it in full view. What does Unity mean to us?

What project or enterprise can not be accomplished by the combined effort of a race. But one alone can do but very little toward the great cause of a would-be down-trodden race. Who dares to say that a Negro's ambition is not equal to that of any nationality? Then to reach the height of that ambition UNITY must be the first consideration. If a people is bound so closely together that they have one aim in view and all make a united effort to reach the goal, then will success be the result.

But just so long as the Negro endeavors to climb the ladder of success alone, so long must he resume a back seat in the progress of the world.

Some one has said mankind was created for action, action for good and not for evil; constant vigilance is the guardian of liberty, or as is often said, "eternal vigilance is price of liberty."

The Wisconsin Enterprise

What will the mission of The *Blade* be? Why is that the mission?

What message does the newspaper have for the African American? Can you explain your answer using direct evidence from the selections?

Do you think there is power in this kind of communication? Why or why not?

The Making of Milwaukee

The Milwaukee Latino

Hispanics, an ethnic group that includes people from Mexico and many other Spanish speaking countries, began coming to Milwaukee in 1920. A tannery in Milwaukee called Pfister & Vogel recruited about 100 young Mexican males to work in the Southside tannery. There were two main reasons that Mexican workers were recruited to Milwaukee. The first reason was because immigration laws limited the number of many workers that had come to Milwaukee in the past. The second reason was that Milwaukee factory workers were not happy with working conditions in the factory, and they went on strike many times. Workers would not work until the factories changed their ways. When Mexican workers came to Milwaukee local workers were not happy. In general, they were not kind to the new workers that crossed their picket lines. Sometimes for their safety, these young males slept on cots in the tannery, ate their meals in the tannery, and took English classes in the tannery. They worked long, hot, and smelly hours in the tannery and had little time for playing. Those who worked in the tanneries had some of the worst smelling jobs because they were scraping hair and flesh from cowhides to make leather. Soon, however, these young workers brought their family members north and other Hispanics began to make the long trip north to Milwaukee so they, too, could secure steady work. On Milwaukee's Southside, they formed social clubs, other businesses, a mission named Our Lady of Guadalupe, and even had their own newspaper for a short time. By 1930, just ten years later, one count had Milwaukee Hispanics numbering 1,479 and another said there were 4,000 Hispanics living in Milwaukee. Today, there are thousands of Hispanics in Milwaukee, more than 100,000, many still living on the Southside where they have established many businesses and industries. What were some of those businesses and industries established by Hispanics in the 1900s?

How do you think the Mexican workers felt to face so much anger when they first came to work in Milwaukee?

How has immigration changed for Mexicans who want to come to America?

Milwaukee Immigrant Sort Overview

Overview:

Students will analyze and evaluate Milwaukee ethnic groups for similarities and differences and determine categories for a sort.

Materials Needed:

The Making of Milwaukee student journals (digital or paper)

The process of **sorting** involves grouping objects or events according to their similarities.

The process of **classifying** involves grouping objects or events into pre-determined groups.

When students sort and classify people or events, they determine the attributes of the people and events, and what attributes they don't share, or how they are alike and/or different.

Sorting and classifying help students develop reasoning abilities, support skill development and concept attainment, and support the scientific concept that things can belong to and be organized into unique groups.

The cards included in these sorts are basic representations of Milwaukee's ethnic groups' similarities and differences. The teacher should consider that the creation of these cards includes language, community connections, religion, food, housing, and culture.

Allow students to determine their own way of sorting. Students may naturally sort information into ethnic groups, but students should also be encouraged to try several different sorts. Give students the opportunity to share their sorts and explain why they developed their categories.

Polish Immigrants

Poland is a country in Europe.

Poles came for work, freedom, land, and to escape war.



Many Polish people were Catholic. They built many churches in Milwaukee. The Basilica of St. Josephat's is a well-known example of a Polish congregation.



Home ownership was very important to Polish immigrants. A small house was bought and when money was saved, they would raise the house up and create an apartment underneath.



Pierogi and Kielbasa are staples in Polish food.



Polish culture brought dancing! The state dance is the Polka.



German architecture can be seen in Milwaukee. Gothic turrets, steep roofs, domed towers, and ornamental design aspects. This is the Schuster Mansion.



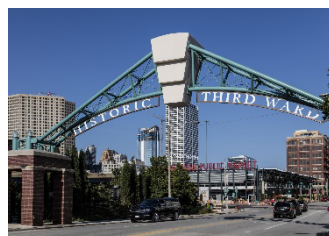
The Milwaukee Turners – A German group that promoted a liberal society through health and mind. A community center in 1848 and still today.



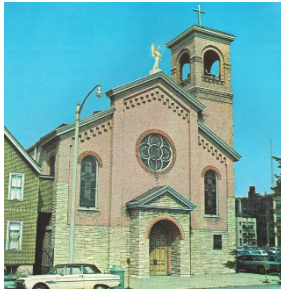
German style beer and breweries were huge for Milwaukee economy.



Germans were known for their socializing clubs, **Vereinskultur**. They also danced and wore lederhosen, traditional clothing from Germany.



Italian immigrants settled in the Third Ward and then moved north to the Brady Street area.



Our Lady of Pompeii, the little pink church. An Italian place of worship and congregation. It was torn down when the freeway was built.

German Immigrants

Germany is a country in Europe.
Germans came for freedom, work, and opportunity.



The Italian eye for business could be seen in many places: grocery stores, fruit markets, and taverns. This is Groppi's.

Italian Immigrants

Italy is a country in Europe.
Italians came to Milwaukee for work, community opportunity.



Italians are known for their delicious pasta dishes, tomato sauces, olive oil, arancini, pizza, and Parmesan.

African American

The majority of African Americans moved north during the Great Migration after the Civil War and failed Reconstruction era.

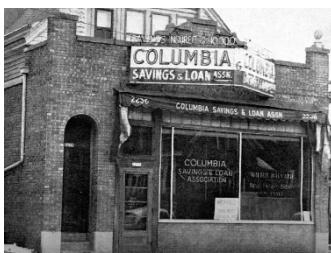
African Americans came to Milwaukee for freedom, community and prosperity.



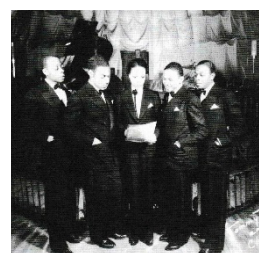
St. Mark African Methodist Episcopal Church was the first black church in Milwaukee. A place for community and congregation.



Bronzeville and Walnut Street were areas of robust economics and community for Milwaukee Blacks.



Columbia Savings and Loan marks Wisconsin's First Black-owned bank. Improved living conditions for Milwaukee Blacks.



Bronzeville and Walnut Street had jazz clubs and local social clubs. There were many places for music, dance, and culture in the Black community.

Jewish Immigrants

Immigrants came from all over Europe.

Jewish people were looking for jobs, community, and religious freedom.



Congregation Beth Israel Ner Tamid was founded in 1884 and served as a religious community.



One of the rules for eating based on Hebrew faith is staying Kosher. Jewish people in Milwaukee had to find Kosher meat markets like this.



MEZUZAH
RELIGION

You may find a Mezuzah attached to a door post. Inside of a Mezuzah is a special scripture and blessing for a house.

Irish Immigrants

Ireland is a country in Europe.

People came to Milwaukee for jobs, land and community.

Slovak/Czech Immigrants

Immigrants came from the Austro-Hungarian Empire which is now many countries including Slovakia and Czechia.

Slovak people were looking for freedom from government and better jobs.



The shamrock is a symbol of Irish culture and heritage and usually can be found on art and when describing Irish immigrants.



St. Gall Church, one of the last buildings of Tory Hill was an Irish congregation and gathering place. It is now the Church of the Gesu.



Irish style dancing is unique in that there is little movement in the arms. It can be accompanied by bagpipe music.



The first Irish neighborhood was Tory Hill. That place doesn't exist anymore; it was replaced by the freeway.



The joint Slovak Czech dance group Moja Vlast has been dancing in Milwaukee for many years.



The Settlement House of Milwaukee taught immigrants the skills they needed to meet their needs and be successful. Run by Lizzie Kander.



The Sokol Club started in Prague and came to Milwaukee in 1868. Promoting health, culture, and Slavic/Czech ethnic pride. Bohemian Hall is pictured.

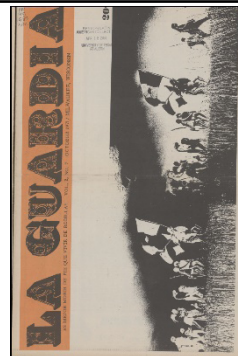
Latino/Hispanic Immigrants

Latino describes people from Mexico, South and Central America. Hispanic refers to people whose primary language is Spanish.

People came to Milwaukee for Jobs, Freedom from oppressive government.



Our Lady of Guadalupe mission was established in 1926. It offered a place of community, and faith for the small Mexican immigrant community.



La Guardia was an underground Mexican-Puerto Rican newspaper from the late 1960's-early 1980's. The paper provided bilingual news to Milwaukee's Hispanic community advocating for Latino rights.



A cultural institution of men and later women was formed 1930 to serve as a community center and connection to heritage: Sociedad Mutualista Hispano Azteca.



Arturo Morales opened the first Mexican grocery store in 1925 that connected immigrants to cultural food staples.

Scandinavian Immigrants

From Norway, Sweden, Denmark, in Europe.



In 1908, the first Sons of Norway Fossegrimen was formed as a community, ethnic and culture group for meetings and events.



Danish and Swedish immigrants were primarily farmers. Many settlements were outside of city limits where more land could be found.

Chinese Immigrants

China is a country in Asia
People, mostly men, came to Milwaukee to find economic success

Hmong Immigrants

People from regions of Southeast Asia.



Many Chinese immigrants in Milwaukee opened laundries. In 1887, there were 30 Chinese owned laundries and by 1903 there were 60.



Hmong immigration started in the 1970s as refugees came to USA for safety. Milwaukee was the fourth largest city in the USA population.



Charlie Toy's Shanghai Restaurant opened in 1904. Displaying architecture that styled Chinese and a theater that held 460 people. Charlie Toy was called the Chinese Rockefeller.



Hmong immigrants were able to find community and cultural links at the Hmong American Friendship Association started in 1983.

Rohingya Immigrants

Mostly Muslims from Myanmar a country in Asia.



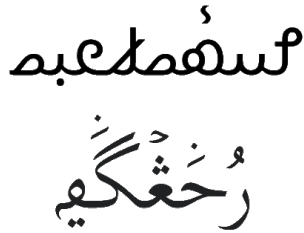
The rich culture and food of Southeast Asia started to be seen in Milwaukee in Asian grocery stores, farmers markets, and Asian owned restaurants.



The Burmese Rohingya Community of Wisconsin was formed to give new residents help with connecting to their new lives in Milwaukee.



Many Rohingya follow the Islamic law, Halal, when making decisions for food. They are prohibited from eating pork or crab.



The Rohingya language is mostly oral and does not have a standardized and internationally recognized script.



Hindus, Muslims, and Sikhs make up the majority of Asian Indian immigrants.



Indian Food is diverse across the country and includes many vegetables, spices like cinnamon, ginger, coriander and curry.



Meet a Milwaukeean: Elizabeth “Lizzie” Black Kander



Elizabeth Black was born in 1858. The Black family was one of over 200 German Jewish families that lived in Milwaukee. She graduated as the valedictorian of East High School, currently Riverside High School. In 1878, she gave a speech at her graduation titled “When I become President.” She was extremely interested in social reform for Milwaukee. She became president of the Ladies Relief Sewing Society in 1894. This organization provided clothes to poor immigrant families in Milwaukee’s Haymarket District, a largely Jewish immigration settlement. Lizzie told the city that it was not just okay to help families with donations. It was important to teach immigrants how to help themselves. She said *“I am almost sure that this giving for nothing is doing them more harm than good.”* She wanted to teach new immigrants how to be successful by teaching them how to survive and thrive in America.

Kander is most known for establishing Milwaukee’s first settlement house and *The Settlement Cookbook*. Thirty four editions of the cookbook and two million copies were sold around Milwaukee and funded the Settlement House and later the Jewish Community Center.

Lizzie Kander was one of the first women elected to the Milwaukee School Board. She fought for a Girls Trade School that encouraged classes in American housekeeping. She also was the head of the Food Conservation Committee in Milwaukee County during World War I.

What do you think people thought about Lizzie’s graduation speech in 1878 declaring that one day she would be president? Keep in mind women weren’t even able to vote for another 14 years.

Do you agree or disagree with Lizzie about social reform? Is it better to give or better to teach?



The Making of Milwaukee

Unit 2: Coming to Milwaukee Engaging in Inquiry

Students create a Personal History Scrapbook/Project of their own lives and/or their family history.

Students research the history of their school and who the school is named after. Is there a reason the school is named after this person in this neighborhood?

Students engage in an art and/or architectural research project to discover the ethnic art and/or architecture that would help us understand who has lived in Milwaukee.

Students delve deep into one of Milwaukee's ethnic groups. They create a presentation, a slide show, a video, or podcast about the ethnic group.

Students write poetry about moving to a new place.

Students imagine they are one of the first people to come to the Milwaukee area. Write a letter to a friend describing what they see and what they imagine life was like at that time.

Students investigate Milwaukee immigration through various images and storyboards that they create to tell a story.

Students research people that are currently immigrating to the United States and discover their push and pull factors.

Students choose an influential person that settled in Milwaukee and made a difference in Milwaukee History. They write a short story or develop a presentation about their accomplishments.

If you had to report to a person from Milwaukee's early history, how would you describe current Milwaukee as it exists today?



The Making of Milwaukee

Children's Literature Connections

Baehr, C. (2018). *[From the Emerald City to the Cream City](#)*. Everything Goes Media.

Milwaukee's Irish history began in the 1830s/1840s as the Irish fled Ireland to escape the Great Famine. They became the laborers who helped form the shape of Milwaukee. 977.595 B138 (MPL)

Choi, Y. (2001). *The Name Jar*. Alfred A. Knopf.

After Unhei moves from Korea to the United States, her new classmates help her decide on a new name. PIC CHOI (MPL)

Cole, H. (2017). *Unspoken*. Scholastic Press.

This beautifully illustrated and wordless picture book portrays a farm girl who discovers a runaway slave hiding in her barn. The book can be used to help students write their own words to describe the haunting images. PIC COLE (MPL)

Greene, K. (2024). *I am Both*. Feiwel and Friends.

A girl's journey from Vietnam to American. PIC Greene (MPL)

Gurda, J. (2018). *The Making of Milwaukee*. Milwaukee County Historical Society.

Milwaukee's history from the ice age to current times. A book with descriptive text, numerous historical Photos, and a robust reference/bibliography for future inquiry. 977.595 G978M (MPL County Cat)

Kann, B. (2007). *A Recipe for Success: Lizzie Kander and Her Cookbook*. WI Historical Society Press.

Born in Milwaukee in 1858 to German immigrant parents, she worked tirelessly to improve the health, welfare, and education of children and their families, particularly in the Jewish immigrant community. Her book was one fundraising project for the Milwaukee Settlement. 92 K162K (MPL)

Lee, M. (2006). *Landed*. Farrar, Straus and Giroux.

A boy prepares to leave his village in China for the USA. His father warns him about the difficult journey ahead. Losing memories of his village and family and being detained once arriving are difficult burdens to bear. INT LEE (MPL)

Lorenzi, N. (2016). *A Long Pitch Home*. Charlesbridge.

This novel portrays a young Pakistani boy's transition into American life. Baseball plays a central part in this transition as he tries to assimilate, make friends, and cope without his father. JFIC LORENZI (MPS)

Leung, J. (2019). *Paper Son*. Schwartz and Wade Books.

A Chinese immigrant travels across the world to America for the chance of a lifetime to become an artist.

Medina, M. (2020). *Merci Suárez Changes Gears*. Candlewick Press.

A story of friendship as two girls face the challenges of friendship and moving to a new home. Vibrant depictions of an urban neighborhood. PIC MED (MPL)

McDonald, W. (2007). *Finding Freedom: The Untold Story of Joshua Glover, Runaway Slave/Freedom Seeker*. Wisconsin Historical Society Press.

This book reveals the dramatic story of Joshua Glover, a runaway slave who escaped jail in Milwaukee with the help of 1000s of Wisconsin abolitionists and followed the underground railroad to freedom in Canada. 973.7115 J138 (MPL County Cat)

Morales, Y. (2018). *Dreamers*. Neal Porter Books.

The author tells her own immigration story.



The Making of Milwaukee

Children's Literature Connections

People of Wisconsin Book Series. Wisconsin Historical Society Press.

The diverse people who made their way to and settled in Wisconsin through the decades are portrayed in this book series that describes what brought them to WI, their traditions and contributions to the state.
977.5 (MPL County Cat)

Black Settlers in Rural Wisconsin by Zachary Cooper (1977)

Danes in Wisconsin by F. Hale (2005)

Finns in Wisconsin by M. Knipping (2008)

Germans in Wisconsin by R. Zeitlin (2000)

Hmong in Wisconsin by M. Vue (2020)

Irish in Wisconsin by D. Holmes (2004)

Jews in Wisconsin by S. Cohen (2016)

Native People of Wisconsin by P. Loew (2015)

Mexicans in Wisconsin by S. Gonzalez (2017)

Norwegians in Wisconsin by R. Fapso (2001)

Poles in Wisconsin by S. Mikos (2012)

Swedes in Wisconsin by F. Hale (2002)

Swiss in Wisconsin by F. Hale (2007)

Welsh in Wisconsin by P. Davies (2006)

Perez, A. (2002). *My Diary from Here to There*. Children's Book Press.

The author recounts her experiences as a young girl who worried about moving from Mexico to the U.S. Keeping her language and culture are very important to her and her family. PIC PER (MPL)

Peters, L. (2021). *We are a Garden: A Story of How Diversity took Root In America*. Schwartz and Wade books.

A story of immigration and diversity in America. 973.04 P482 (MPL)

Pferdehirt, Julia. (1998). *Freedom Train North*. Living History Press.

Stories of the underground railroad to Wisconsin. J973.7115 PFE (MPL)

Polacco, P. (2024). *The Keeping Quilt*. Simon and Schuster.

A family revisits the past through generations of stories, artifacts, and family.

Sager J. (2023). *What Rosa Brought*. Katherine Tegen Books.

The story of a young Jewish girl fleeing Nazi occupation with her parents. Where will they go and what will Rosa be able to bring? PIC Sager (MPL)

Steenwyk, E. (2018). *Blacksmith's Song*. Peachtree Publishing Company.

A father uses the hammering of his blacksmith tools to communicate with those traveling on the Underground Railroad. His son steps in to help when the father becomes ill. PIC VANSTE (MPL)

Weber, V. (1999). *Shopping in Grandma's Day*. Carolrhoda Books.

The author recalls what it was like to help in her grandma's grocery store in Milwaukee in the 1940s. X977.53 W373 (MPL)

Umadat, N. (2023). *The Most Beautiful Thing I Have Ever Seen*. Second Story Press.

When war comes to a family's homeland, they are faced with a big move to another country. They experience change and differences but embrace their new life.