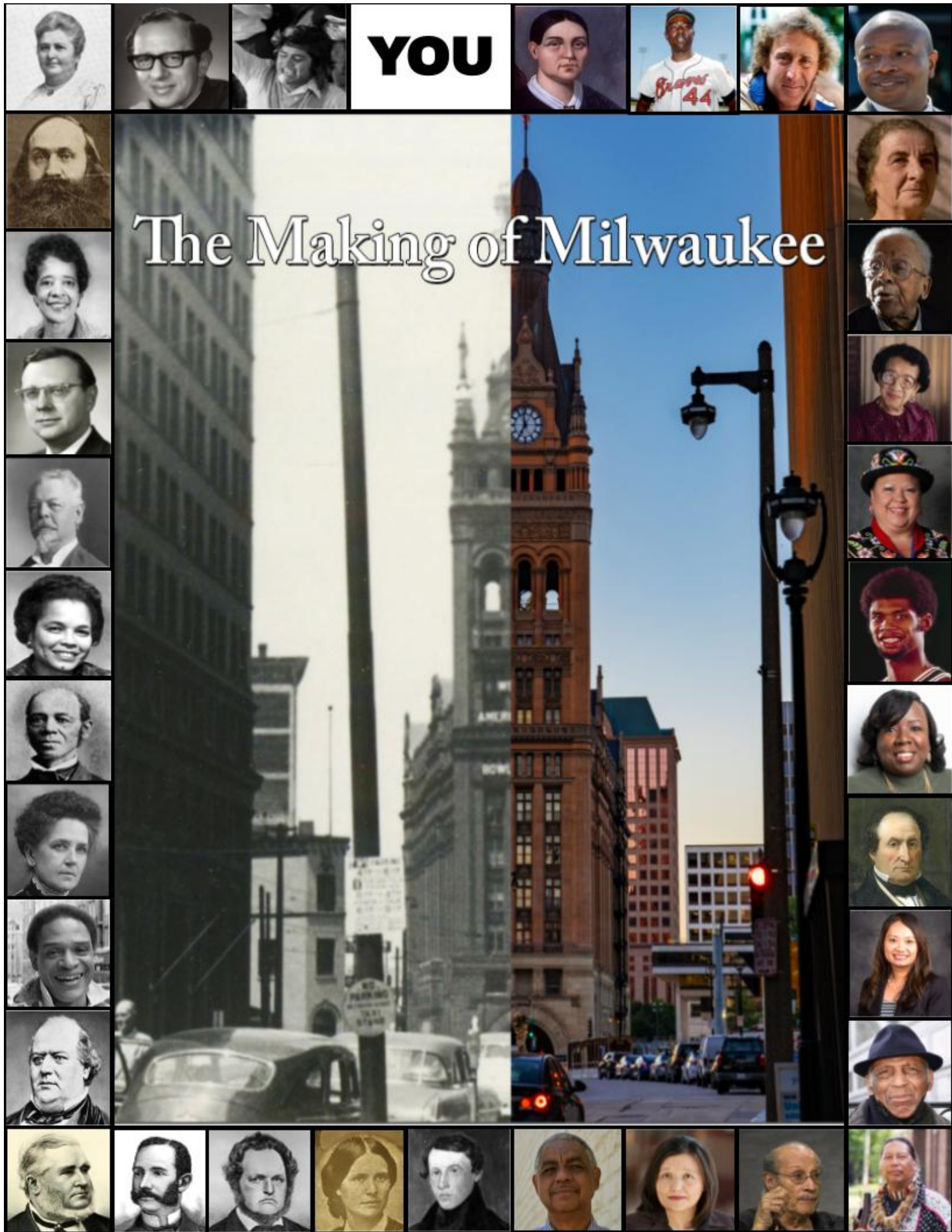


YOU

The Making of Milwaukee



Dedication

We dedicate “*The Making of Milwaukee*” secondary curriculum to all educators and students in the Milwaukee area who are always by their actions, words, and deeds
“Making Milwaukee.”

Acknowledgements: We are Grateful For...

Funding from *the Bradley Foundation, the Northwestern Mutual Foundation, and the Toussaint & Koeppe-Gerlach Foundation* to support curriculum development, professional development opportunities, and the integration of Hands-on History into
The Making of Milwaukee.

Accommodations, professional and administrative support from the
Milwaukee County Historical Society.

John Gurda, author of *The Making of Milwaukee* book and MKE PBS film series, for his steadfast support of Milwaukee area educators and students.

Front Cover Page

The photo images surrounding Milwaukee City Hall represent ordinary people from Milwaukee who achieved extraordinary accomplishments. They, and all of us as well, have helped to “*Make Milwaukee.*”

Starting in the upper left-hand corner from L. to R., they are: Lizzie Kander, Fr. James Groppi, Roberto Hernandez, Jossete Vieau Juneau, Henry “Hank” Aaron, Gene Wilder, Cavalier Johnson, Golda Meir, Dr. James Cameron, Ardie Clark Halyard, Dr. Jolene Bowman, Kareem Abdul Jabbar, Jackie Q. Carter, Solomon Juneau, Dr. Maysee Herr, Reuben Harpole, Mark Denning, Ernesto Chacon, Dr. Chia Vang, Reynaldo Hernandez, Jacques Vieau, Beulah Brinton, Byron Kilbourn, Joshua Glover, Alexander Mitchell, George Walker, Al Jarreau, Georgia Stebbins, Ezekiel Gillespie, Francis Starns, Fredrick Pabst, Frank P. Zeidler, Sherman Booth.

The Making of Milwaukee ***Secondary Curriculum***

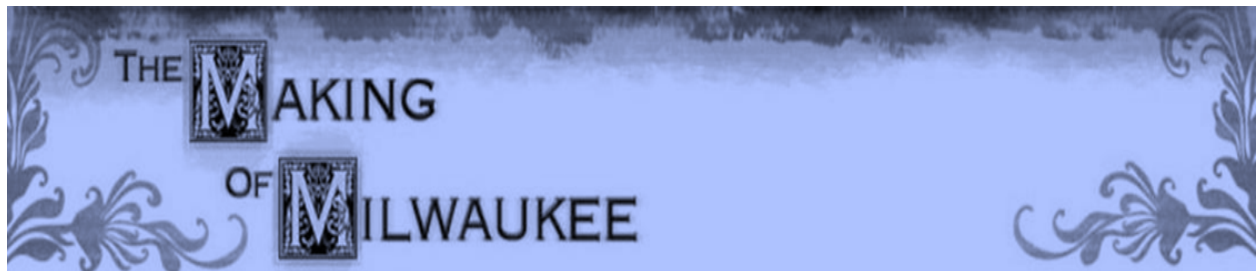
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Dear Teachers,

We are pleased to present this adventurous and updated secondary curriculum to accompany *The Making of Milwaukee* film series produced by Milwaukee Public Television. This curriculum, grades 8-12, has been enhanced and updated to align with the current Wisconsin State Social Studies Standards, C3 Framework, and current technology and local resources.

"The Making of Milwaukee" curriculum is organized into the following seven historical themed units that align with *"The Making of Milwaukee"* video chapters:

- **Early Milwaukee**
- **Coming to Milwaukee**
- **Working in Milwaukee**
- **The Best and Worst of Times**
- **Milwaukee in War Time and Peace Time**
- **Modern Milwaukee**
- **The Next Chapter**

Each historical theme/unit includes learning activities that can be used as single lessons or as part of an in-depth inquiry. Each lesson series begins with a *"My Milwaukee Journal"*. This prompts students to take notes while watching a *Making of Milwaukee* video chapter as well as participate in the learning experience from a personal perspective. Additional meaningful lessons follow within each unit as teachers lead students through an inquiry into the geographical, historical, cultural economic, and political science factors that represent *The Making of Milwaukee*. We hope that by actively engaging in the learning activities, students will realize they are an integral part of Milwaukee, that they, too, are *"Making Milwaukee."*

The Making of Milwaukee Secondary Curriculum Development Team

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The Making of Milwaukee Curriculum Team

Ben Barbera, Director & President, Milwaukee County Historical Society

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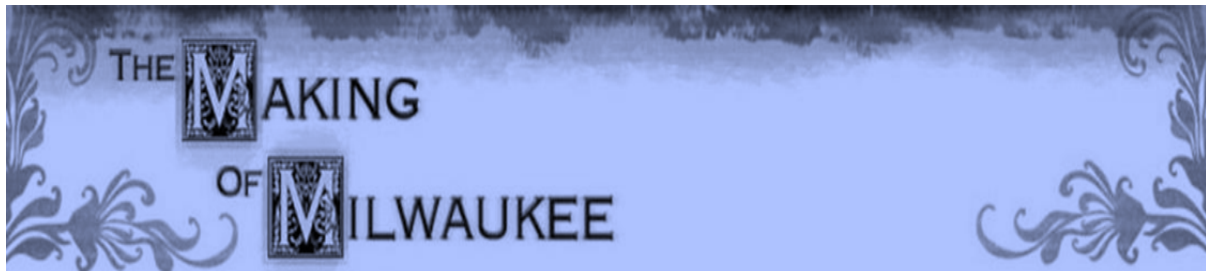
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John Gurda, Historian & Author of *The Making of Milwaukee* book and MPTV series

NOTES TO TEACHERS

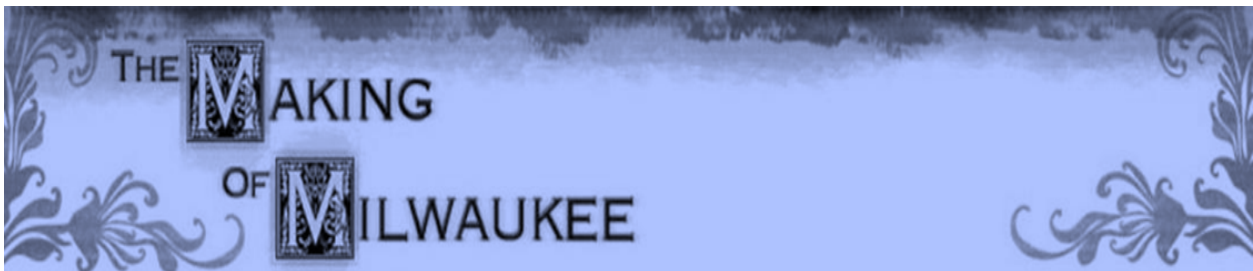
Assessment: Assessment is a vital tool for teaching and learning. Please look carefully at the learning intentions for each lesson and make that intention clear to students. Choose and adapt an assessment process/tool approved by your school district that aligns with the intention. *We purposefully did not include assessment tools for the learning activities because each school and district have their priorities.*

Image Library: Some learning activities include photos, and some refer you to *The Making of Milwaukee* Image Library. Permission has been granted by various historical organizations so that all Image Library pictures can be downloaded for use in student work or teacher presentations. Perusing old photographs promotes questioning and inquiry into Milwaukee's history. Have students look and examine photos closely and attend to photo details. Pictures are worth 1,000 words!

The Making of Milwaukee (MoM) Film Series: *MoM = The Making of Milwaukee*. This chronological film series, produced by Milwaukee Public Television, aligns with John Gurda's book of the same name. The film series includes 18 video chapters, each approximately 15-30 minutes long. Each chapter can be shown in its entirety or in segments deemed relevant by the teacher. Free streaming access for educators is provided by Milwaukee Public Television. We are grateful!

Teacher's Choice/Flexibility: The lessons created for the secondary *Making of Milwaukee* curriculum appear sequential. However, the ultimate decision regarding the number and order of the learning activities taught belongs to the teacher.

Integration: We encourage you to integrate Milwaukee history into all subject areas. We especially note that the Language Arts components of researching, notetaking, reading, writing and speaking are critical to a successful inquiry process.



WHEN POSSIBLE, FIND WAYS to GET STUDENTS OUT into their COMMUNITY!
OR, BRING the COMMUNITY into the CLASSROOM!
HELP STUDENTS DEVELOP a SENSE of BELONGING, a SENSE of PLACE, a SENSE that they, too, ARE
"MAKING MILWAUKEE"!

VIEWING The Making of Milwaukee (MoM) VIDEOS

Teachers: Watch the video chapter before showing students. Make professional decisions about significant concepts, vocabulary, questions to pose and places to pause for active student participation and inquiry.

BEFORE VIEWING:

- *Ensure students have the **My Milwaukee Journal Cornell Notes Guide** available.
- *Activate prior knowledge: use title, topics, and questioning strategies
- *Provide a purpose for watching the video:
Share the Learning Intention. Share highlighted vocabulary. Forecast the discussion questions available at the beginning of each learning activity.
- *Suggest ideas for notetaking.
- *Share what you found most interesting with students.

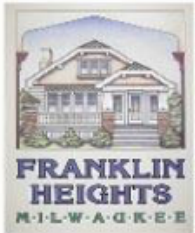
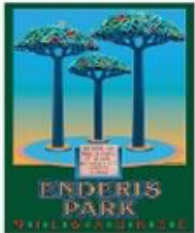
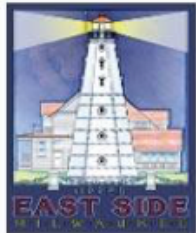
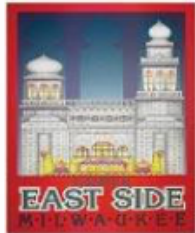
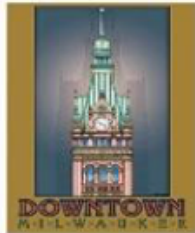
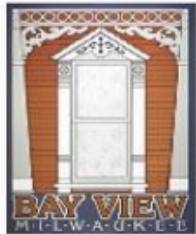
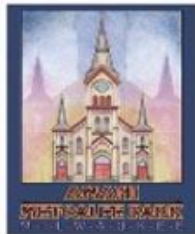
DURING VIEWING: **PAUSE OFTEN!**

- *Give students time to process certain video segments.
- *Activate the **Watch-think-write/draw** strategy.
- *Watch a video segment, pause, pose questions, and discuss.
- *Have students take notes or draw, then discuss what they saw with classmates.
(students notice different things)

AFTER VIEWING:

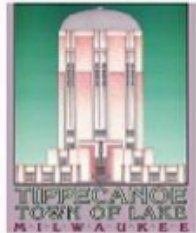
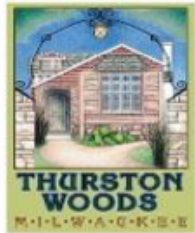
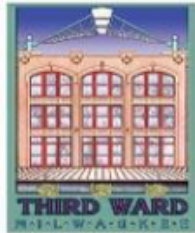
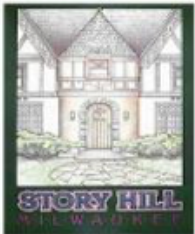
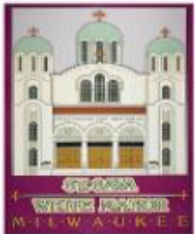
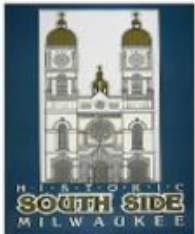
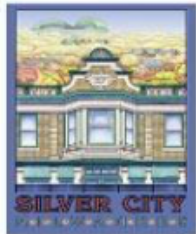
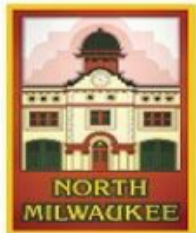
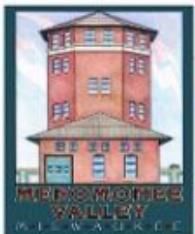
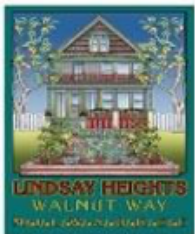
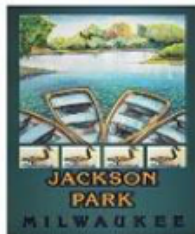
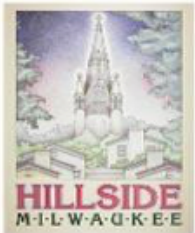
- *Pose open-ended, analytical and or essential questions to prompt a class discussion.
- *Have students clarify, revise, and complete their notetaking.
- *Encourage students to form questions they have about what they've seen or write an "I wonder" statement.
- *Use additional learning activities within *The Making of Milwaukee* curriculum to further students' learning and inquiries.

All Video Chapters are located on the Milwaukee PBS Website.
GO TO www.milwaukeepbs.org to access the LEARN pull-down menu for
The Making of Milwaukee on-line curriculum and film series. Or, GO TO



MILWAUKEE

Wisconsin

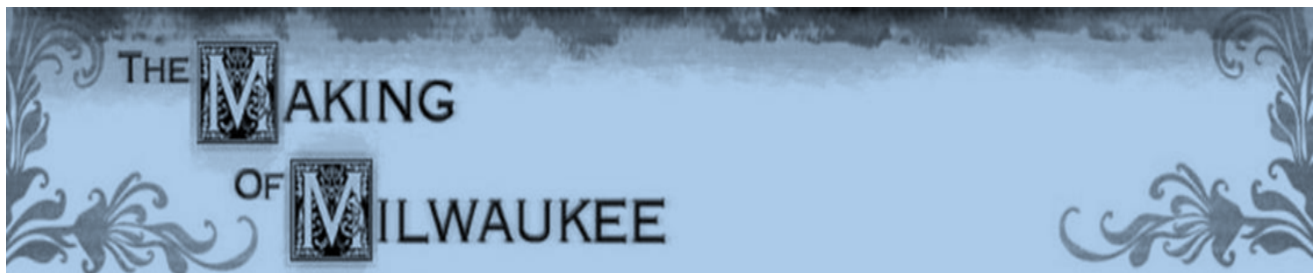


Milwaukee Wisconsin, neighborhood poster.

Source: Historic Milwaukee, Inc.

Poster available for purchase at www.historicmilwaukee.org

www.milwaukeekeepbs.org/MoM



Unit 1: Early Milwaukee: Video Chapters 1, 2, 3

Key WI Social Studies Inquiry Standards Addressed: Wisconsin Students Will...

SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been

selected through research to guide the inquiry.

SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.

SS.Inq3.b.m Support a claim with evidence from multiple reliable sources representing a range of media (electronic, digital,

print, and other mass media).

SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers,

or web pages).

Key WI Social Studies Content Addressed: Wisconsin Students Will...

SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and

identity and interactions with others.

SS.Econ2.a.m Analyze the role of consumers and producers in product markets. Provide examples of how individuals and

households are both consumers and producers.

SS.Geog2.b.5 Investigate push and pull factors of movement in their community, state, country, and world.

SS.Geog2.c.5 Describe population changes in their state and country over time.

SS.Geog5.b.5 Examine how human actions modify the physical environment when using natural resources (renewable and

nonrenewable).

SS.Hist1.a.m Use multiple perspectives to analyze and explain the causes of issues or events within and across

Essential Questions:

1. Why do people move to unknown places to live?
2. What challenges do people face as they move into undeveloped places?
3. What important information needs to be considered when moving?
4. How do resources (lack of or abundance of) affect people's moves?
5. How did people survive in an era with few resources?
6. How do people accumulate resources?

Key People, Events and Vocabulary:

- Solomon Juneau
- Byron Kilbourn
- George Walker
- Increase Lapham
- Jacques Vieau
- Alexander Mitchell
- The Bridge War
- Schooner
- Commerce
- Exchange (as a place)

Community Connections:

1. Use *A History Lover's Guide to Milwaukee* to plan a tour of downtown Milwaukee. Allow students to take photographs of the buildings, bridges and monuments and restaurants located in the downtown area. Afterward, have students create presentations of what they saw. Students can work in groups on different themes.

Nelsen, James. (2021). *A History Lover's Guide to Milwaukee*. The History Press.

2. Visit a downtown business. Ask the businessperson for a tour and explanation of what they do. Have students interview the businessperson. Questions could include:

- Why did you choose to establish this business?
- Why did you choose this location?
- How long has been in operation
- What types of people does your business serve?
- How do your products/services help Milwaukeeans?
- What is your revenue and expenses?

3. If it is not possible to bring students downtown, invite local businesspeople in for a career-day activity. Afterward, students can compare business practices from the nineteenth century to business practices today.

My Milwaukee Journal

[Link to writable Cornell Note](#)

The picture below shows the basic format for Cornell note taking.

1. As shown the students will write in the topic, which can be the section or video title.
2. Then students write in the subheadings into the narrow column.
3. For each subheading, students record important details, definitions, illustrations, notes, and examples while viewing *The Making of Milwaukee* video chapters.
4. Finally, students include a short summary at the end the section or heading.

CUES

NAME, DATE, TOPIC, CLASS

NOTES

WRITTEN SOON AFTER CLASS

TAKEN DURING CLASS

- MAIN POINTS
- BULLET POINTS
- DIAGRAMS / CHARTS
- ABBREVIATE
- PARAPHRASE
- OUTLINES
- LEAVE SPACE BETWEEN TOPICS

ANTICIPATED EXAM QUESTIONS

MAIN IDEAS OR PEOPLE

VOCABULARY WORDS

USED FOR REVIEW & STUDY

CORNELL NOTE-TAKING METHOD

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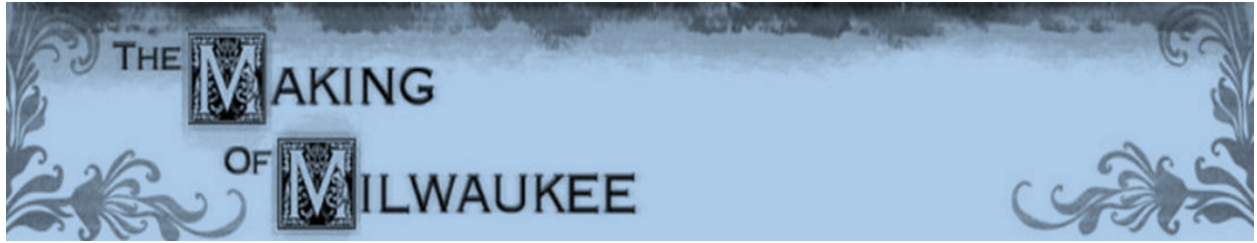
SUMMARY

2"

WRITTEN AFTER CLASS. BRIEF SUMMARY HIGHLIGHTING THE MAIN POINTS IN THE NOTES ON THIS PAGE. USED TO FIND INFO LATER.

My Milwaukee Journal

Name Date, Topic, Class	
Cues (Written soon after class) <ul style="list-style-type: none">••••••	Notes (taken during class)
Summary (written after class, Brief)	



Video Chapter 1: Natives and Traders

Overview: Chapter 1 describes many Native groups who lived in the Milwaukee area. It introduces the early French settlers and describes interactions between the French and Native peoples.

Video Content Discussion Questions:

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

Video Analysis Discussion Questions:

1. How do you think Natives' lives changed when settlers arrived in Wisconsin? Be specific.
2. How were Natives and settlers similar in their lifestyles, values and beliefs?
3. What does the discovery of Natives' mounds suggest about the type of people the Natives were?
4. What could the various tribes of Wisconsin do to protect their lands from eager settlers?
5. What could settlers and Natives have done to coexist in Wisconsin?
6. How did the trading of furs affect Wisconsin's ecosystems?
7. Describe the type of knowledge, skill and talent Natives possessed as they lived in Wisconsin.
8. What is meant when Natives are described as being people "of the earth"?
9. Why do you think the removal of Natives from their lands is referred to as the "Trail of Tears"? What events may have taken place to justify such a phrase?
10. Do you think that giving the Potawatomi some of their old land and a casino is adequate "justice" for actions taken in the past against the tribe? Why? Why Not?

Activities/Overview of Lessons:

Lesson 1: Making the Move... Students reflect on the personal challenges of moving to a new place.

Lesson 2: Painting a Native Scene... Students create, display and describe a Native scene.

Lesson 3: Trader Life in an Early Settlement... Students create a catalog for Juneau's trading post.

These photos are located in *The Making of Milwaukee* "Image Library." GO TO www.milwaukeepbs.org/MoM

THE MAKING OF MILWAUKEE



Native Person in Wisconsin ... Milwaukee Public Museum



The Juneau's Trading Post ... Milwaukee Public Museum

Lesson 1: Making the Move

<p>Key Topics/Question: Moving/</p> <ol style="list-style-type: none"> 1. Why do people move to unknown places to live? 2. What challenges do people face as they move into undeveloped places? 3. What important information needs to be considered when moving? 	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: This activity opens the unit and may be done before or after the first video, <i>Natives and Traders</i>.</p>	<p>Suggested Time: 30–45 minutes</p> <p>Materials Needed: Paper & Pencil</p>
<p>Learning Intentions: Students use examples from their own life that explain why people move and how their lives are affected when they move.</p>	
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Have students recall a time in their lives when they moved into a new city or neighborhood. Ask students to write responses to the following questions: <ul style="list-style-type: none"> • Why did you and your family move? • What was the most challenging part of moving to another area? • How did you adjust to your new city or neighborhood? • What resources in the neighborhood helped you feel comfortable with your new surroundings? • Did you ever feel like your family made the wrong decision to move? Why? • What changes in your lifestyle did you or your family make after moving to your new neighborhood? • Alternative: For students who have never moved, ask them to write about why a person would choose NOT to move. 2. Allow students to share their responses with another student or in small groups. 3. Using the responses to the questions above, discuss how moving to an unknown area can be extremely challenging. Explain that the settlers who came to Milwaukee before it was a city shared the same types of experiences they recalled during this activity. Early Natives and settlers had to find ways to adjust to their new environments and survive in a time when technology was not as advanced as it is today. They used the resources around them and worked with others, sometimes strangers, to make the best of the land and opportunities around them. Furthermore, the perseverance, works and strength of these early settlers helped pave a way for a new, vibrant and stable city such as Milwaukee. 4. Potential Lesson Extension: <ul style="list-style-type: none"> • Challenge students to write a one-page poem that explains their moving experiences. • Students’ poems should incorporate the responses to the questions showcased above. 	

THE MAKING OF MILWAUKEE



Old Suitcases & Trunks
No Source



Moving by Cart
No Source



Moving Boxes
No Source



Moving to a new land on board a ship in steerage class... Wikipedia

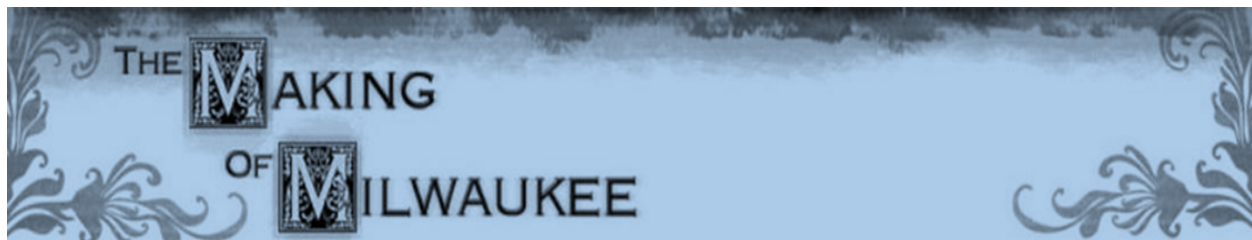
Lesson 2: Painting a Native Scene



<p>Key Topics/Question: Native American Life/ 1. How do resources (lack of or abundance of) affect people’s moves? 2. How did people survive in an era with few</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: This art lesson can be taught after the first video, <i>Natives and Traders</i>.</p>	<p>Suggested Time: 90 minutes</p>
	<p>Materials Needed: paper and art supplies</p>
<p>Learning Intentions: Students create a visual representation of Native American life.</p>	
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Have students recall content from Video Chapter 1, <i>Natives and Traders</i>. Record and post student responses for student reference. (You may use all or some of the following list to generate discussion about the natural resources Natives used): <ul style="list-style-type: none"> • Marshy wetlands • Dense forests/woodlands • Bloodroot, trillium, acorns and wild grapes • Bear and deer • Dwellings made of tree bark • Plants for medicine and food • Variety of earthen and burial mounds • Native villages and campfires • Spear fishing, rice flail, corn hills 2. Have students imagine that they are among the first settlers to move into the lands of early Milwaukee. Motivate them to draw or paint a Native scene that incorporates ideas from the list of resources Natives used. Encourage students to be creative and to include as many elements of early Native living as possible. 3. Once students’ drawings or paintings have been completed, have students showcase their pictures in a picture gallery. Invite other classes, schools, or parents to the picture showcase. While others are viewing the gallery, have students take on a docent’s role and describe the scenes, images, and 	
<p>Instructional Resources: Website: GO TO www.milwaukeepbs.org/MoM to locate <i>The Making of Milwaukee</i> webpage. GO TO the “Image Library.” Choose “Lesson Activity Images” from the pull-down menu for two Native</p>	

Lesson 3: Trader Life in an Early Settlement

<p>Key Topics/Question: Trader Life/</p> <ol style="list-style-type: none"> 1. How did people survive in an era with few resources? 2. How and why do people accumulate resources? 	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: This lesson can be taught after the first video, <i>Natives and Settlers</i>.</p>	<p>Suggested Time: 90 minutes</p> <p>Materials Needed: paper and art supplies</p>
<p>Learning Intentions: Students create a visual representation of items sold at Solomon Juneau's trading post.</p>	
<p>Procedures:</p> <ol style="list-style-type: none"> 1. After watching the video, review the entrepreneurship of Solomon Juneau as a trader. Point out and describe the items he sold or traded (various furs, beads, blankets, axe heads, bells, etc.) and how customers used them in their everyday lives. 2. Have students research the items Juneau sold at his trading post using this site: https://www.hbcheritage.ca/classroom/virtual-museum/fur-trade-nation/life-of-a-voyageur 3. Students should take notes on the design, descriptions, uses and origins of these items. 4. After thorough research has been conducted, have students create a product catalog for Juneau's trading post. The catalog should contain the following: <ul style="list-style-type: none"> • An enticing, attractive cover • Photographs or drawings of the products • Brief descriptions of the products and the advantages they offer to potential buyers 5. Potential Lesson Extension: Students may exchange catalogs and participate in a peer evaluation process during which they identify the strengths/weaknesses of the product 	
<p>Instructional Resources:</p> <p>Have students use the Cabela's or Gander Mountain websites to create catalogs that make side-by-side comparisons between the voyageurs' needs in the past and current related resources.</p>	



Video Chapter 2: New Frontiers

Overview: Chapter 2 describes Milwaukee’s early civic leaders, settlement patterns, transportation, and public works.

Video Content Discussion Questions:

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

Video Analysis Discussion Questions:

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

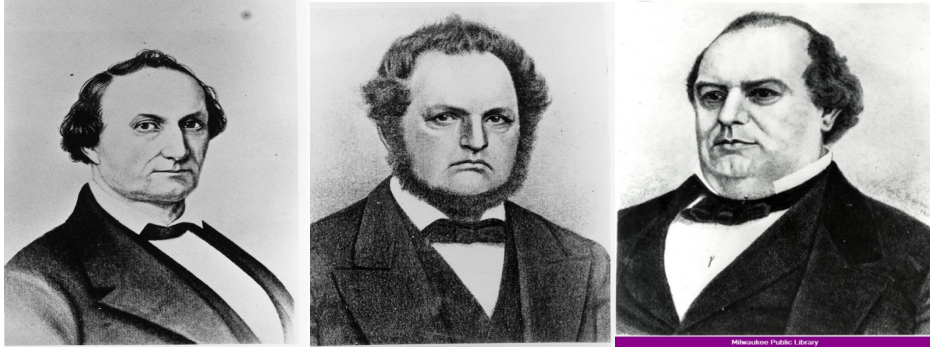
Activity/Overview of Lessons:

Lesson 4: Milwaukee’s Early Leaders...Using a Venn diagram, students compare Milwaukee’s founding fathers.

Lesson 5: Milwaukee: Then and Now...Students examine the purposes and contexts of bridge construction.

Lesson 6: Start Spreading the News...Students create a news article about the Bridge Wars.

THE MAKING OF MILWAUKEE



Solomon Juneau

Byron Kilbourn

George Walker



Dean Richmond Schooner ... First to Carry Wheat from Milwaukee ... Content Channel



West Siders Destroy Bridge ... Milwaukee County Historical Society

These photo images are located within the "Image Library" on "*The Making of Milwaukee*" webpage.
GO TO www.milwaukeepbs.org/MoM

Lesson 4: Milwaukee's Early Leaders



<p>Key Topics/Question: Early Leaders/City Founders/</p> <ol style="list-style-type: none"> 1. How do resources (lack of or abundance of) affect people’s moves? 2. How did people survive in an era with few resources? 3. How do people accumulate resources? 	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: This lesson can be taught after the second video chapter, <i>New Frontiers</i>.</p>	<p>Suggested Time: 45 minutes</p> <p>Materials Needed: paper and writing</p>
<p>Learning Intentions: Students will compare and contrast the city of Milwaukee’s three founders.</p>	
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Draw a Venn diagram with three overlapping circles and demonstrate how it works. 2. Have students make distinct comparisons of the three founders of Milwaukee based on the video chapter and additional research in the <i>Encyclopedia of Milwaukee</i> (optional). Students should consider backgrounds of the individuals, personalities, business experience/tactics, accomplishments, and anything else they deem important. Students may work individually or in pairs. 3. After students have completed their Venn diagrams, have a class discussion using the following questions: <ul style="list-style-type: none"> • What differences did you identify between Juneau, Kilbourn and Walker? • What similarities do all three men have in common? • Which of the three men do you feel was the most effective leader? Why? • Does competition make things better for citizens? • What might Milwaukee look like today if all three leaders had combined their resources, experiences and talent? 	
<p>Instructional Resources:</p> <p>To access The Making of Milwaukee webpage, GO TO www.milwaukeepbs.org/MoM GO TO the “Image Library.” Choose “Lesson Activity Images” in the menu for images of Juneau, Kilbourn, and</p>	

Lesson 5: Milwaukee: Then and Now

<p>Key Topics/Question: Bridges-Then, Now, In the Future/ 1. How do resources (lack of or abundance of) affect people’s moves? 2. How did people survive in an era with few resources?</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: This lesson can be taught after the second video, “<i>New Frontiers.</i>”</p>	<p>Suggested Time: 60–90 minutes</p>
<p>Learning Intentions: Compare and contrast the purposes of bridges and the contexts (economic, historical political) of bridge construction.</p>	<p>Materials Needed: Basic School Supplies</p>

Procedures:

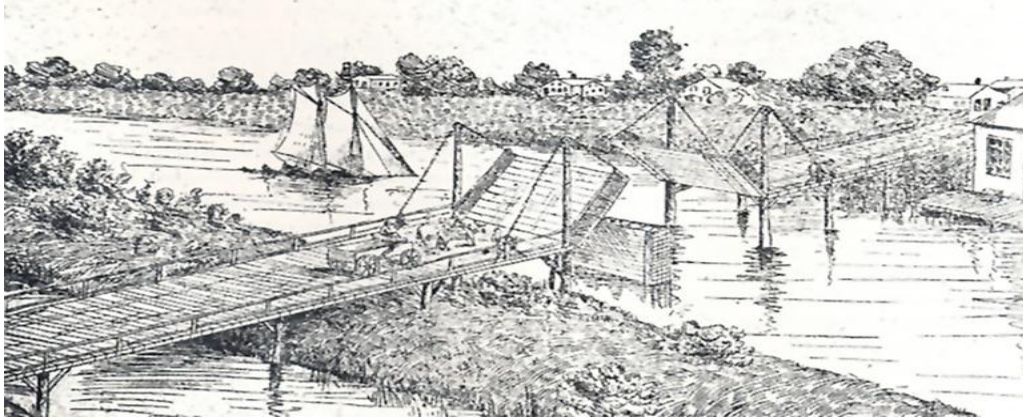
1. Go to the Image Library of *The Making of Milwaukee* website, www.themakingofmilwaukee.com, choose “Lesson Activity Images,” and pull up the image of the Chestnut Street bridge, now Juneau Avenue. Discuss details of the photo with students. What do they notice?
2. Pull up these images of the Juneau Avenue bridge <https://www.wisconsinhistory.org/Records/Property/Hi161881>. Have the students compare and contrast the two images. Ask the following questions:
 - How are the two bridges different?
 - What similarities do you see between both bridges?
 - What contributing factors (societal, economic, political) do you think caused these differences?
 - How do the designs of these two bridges reflect the eras in which they were built (technology, city’s needs, resources, etc.)?
 - What were the functions and purposes of both bridges?
 - Why do you think Byron Kilbourn didn’t want the Chestnut St. Bridge?
 - How did Kilbourntown and Juneautown residents get across the Milwaukee River before the Chestnut St. Bridge was built?
3. Have students read this article about the Hoan Bridge: https://www.wisconsinhighways.org/indepth/hoan_bridge.html
4. Have students continue the conversation described in step 2. Also, display the following questions:
 - What controversies surrounded the functions and purposes of these bridges being built?
 - What types of bridges do you see being built in Milwaukee one hundred years from now? Give your reasoning for this design.
5. **Extension Activity:**
 - Show images of the Milwaukee House, the old county courthouse, the lithograph of early Water Street (available at www.milwaukeepbs.org/MoM in the “Image Library”).
 - For each image, discuss the following questions: What do you think was the purpose of this structure? What is the architecture of the building? Why do you think it was built this way (resources, geography, etc.)? What materials, labor and technology were used to create this building? How did this building contribute to the development of Milwaukee?
 - What do you think surrounded this building (home, factories, Lake Michigan, etc.)? What makes you think this was the case?
 - See the “Then and Now” photos located in *The Making of Milwaukee* on-line curriculum for

Instructional Resources:

GO TO www.milwaukeepbs.org/MoM

Go to the “Image Library” on *The Making of Milwaukee* web page.

Choose “Lesson Activity Images” from the pull-down menu for the images in this lesson.



Chestnut Bridge now Juneau Avenue ... Milwaukee Journal Sentinel



Current Juneau Avenue Bridge ... Wisconsin Historical Society



Lesson 6: Start Spreading the News

<p>Key Topics/Question: Milwaukee Bridge War/</p> <ol style="list-style-type: none"> 1. What challenges do people face as they move into undeveloped places? 2. What important information needs to be considered when moving? 	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: This lesson can be taught after the second video chapter, <i>New Frontiers</i>.</p>	<p>Suggested Time: 60–90 minutes</p>
<p>Materials Needed: none</p>	
<p>Learning Intentions: Create a news article about the Bridge War.</p>	
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Review the events surrounding the Bridge War between Solomon Juneau and Byron Kilbourn. Have students identify and explain the conflicts and disputes between both leaders. 2. Have students assume the role of a local newspaper reporter (not associated with either Juneau or Kilbourn). Students gather information on the Bridge War and its effects on the city’s image, the citizens of Milwaukee, local businesses, the design of the city and other aspects of Milwaukee. Note: You may want to use a current article as a model in explaining the components of newspaper articles. 3. Ask students to read the Bridge War entry in the <i>Encyclopedia of Milwaukee</i> and then write a news article that explains the Bridge War in Milwaukee. 4. Suggest the following to students as they create their articles: <ul style="list-style-type: none"> • Create an eye-catching title • Report accurate details and facts (include names of actual people, dates and important incidents) • Incorporate a photo (if possible) • Type the article (consider a column-based/new article format) • The reporters’ name and city reporting from (Milwaukee) 5. Students may read articles in front of the class, in pairs or small groups. Students may also work 	

Instructional Resources:

You can find a newspaper template activity here: <https://www.milwaukeepbs.org/the-making-of-milwaukee/classroom/1A/newspaper-exercise/>

To access the "Image Library" of *The Making of Milwaukee* webpage, GO TO www.milwaukeepbs.org/MoM



West Siders Destroy Bridge ... Milwaukee County Historical Society



Lesson 7: Schooners in Milwaukee

<p>Key Topics/Question: Schooners/</p> <ol style="list-style-type: none"> 1. How do resources (lack of or abundance of) affect people’s moves? 2. How do people accumulate resources? 	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: This lesson can be taught after the second video chapter, <i>New Frontiers</i>.</p>	<p>Suggested Time: 30 minutes</p>
<p>Learning Intentions: Analyze the design of schooners.</p>	<p>Materials Needed: none</p>
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Have students study the photograph of a schooner used in Milwaukee during the 1800s. Go to the “Image Library” on <i>The Making of Milwaukee</i> website, www.milwaukeepbs.org to find a variety of images showcasing schooners. Choose “Lesson Activity Images” from the pull-down menu and use the “search” tool to locate photos entitled: “Schooners in Downtown Milwaukee, Sidewheel Steamboat, and Dean Richmond Schooner.” 2. Discuss the following questions as a class or in small groups: <ul style="list-style-type: none"> • How might this schooner have been used in Milwaukee? • How do you think schooners changed the way goods were transported throughout the region? • What effect did schooners have on the economy and job market in Milwaukee? • What are the strengths/weaknesses of schooners? • How safe and reliable do you think schooners were in the 1800s? Explain. • What changes would you have made to the design of schooners? • What modes of transportation have replaced schooners? 	
<p>Instructional Resources:</p> <p>GO TO www.milwaukeepbs.org/MoM for <i>The Making of Milwaukee</i> on-line curriculum. GO TO the “Image Library” for photos of Milwaukee Schooners</p>	



Video Chapter 3: King Wheat

Overview: Chapter 3 describes the early Milwaukee economy, including wheat, railroads, shipping, and the growth of industrial technology.

Video Content Discussion Questions:	Video Analysis Discussion Questions:
<ol style="list-style-type: none"> 1. How was the Grain Exchange used in the 1800s? 2. How did Milwaukee become a wheat capital? 3. What type of labor did Wisconsin farmers endure as they produced wheat? 4. Why were Milwaukeeans determined to improve the harbor? 5. What did Kilbourn create to bring Wisconsin's wheat to Milwaukee? 6. What city did Kilbourn's railroad connect to Milwaukee in 1850? 7. What were the names of Kilbourn's two railroads? 8. What did Kilbourn do to bring in money? 9. What controversial tactic did Kilbourn use to acquire a land grant from the state of Wisconsin? 10. How was Milwaukee viewed nationally when the land grant scandal was exposed? 11. What effects did the railroads and harbors have on Milwaukee's production and economy? 12. Which city was known as Milwaukee's rival? 13. What was Milwaukee's greatest "economic engine"? 14. When did Milwaukee become the world's largest shipper of wheat? 15. How many people resided in Milwaukee in 1860? 16. What inventions showcased Milwaukee's 	<ol style="list-style-type: none"> 2. What effect did the destruction of forests and woodlands have on Wisconsin ecosystem? 3. Why did the wheat prices set in Milwaukee have an impact on the world economy? 4. What other industries were affected by the wheat exchange in Wisconsin? 5. How did Kilbourn's railroads contribute to the development of other towns and cities? 6. Do you think Kilbourn's tactics in acquiring the land grant were unethical or just good business? Explain. 7. Do you think Kilbourn's legacy should be one of controversy and unscrupulous deeds or one of unique contribution to a strong Midwest city? Explain. 8. Do you think Kilbourn felt any remorse for his controversial actions? Why or why not? 9. What other industries and jobs developed as a result of Milwaukee's wheat industry? 10. How did the grain trade influence the landscape (buildings, homes, factories, etc.) of Milwaukee? 11. Why did crime, pollution and political corruption increase during a time of great expansion in Milwaukee?
Activity/Overview of Lessons:	
<p>Lesson 8: The Good in Grain...Students create a commercial advertising wheat.</p> <p>Lesson 9: "What if" . . . Milwaukee... Students pose "what if" questions.</p>	



Lesson 8: The Good in Grain

Key Topics/Question: Milwaukee, King Wheat/ How do people accumulate resources?	Teacher Responses, Modifications, Notes:
Overview: This lesson can be taught after the third video, <i>King Wheat</i> .	Suggested Time: 90–180 minutes
	Materials Needed: a video recorder
Learning Intentions: Create a commercial advertising wheat.	
Procedures:	
<ol style="list-style-type: none"> 1. After viewing Video Chapter 3, <i>King Wheat</i>, review the importance of wheat in Milwaukee. The review can also include a brief discussion of the following questions: <ul style="list-style-type: none"> • What allowed Milwaukee to have a global impact on the grain trade? • What were the effects of wheat on Milwaukee’s economy and development? • What other industries were affected by the grain trade? 2. Have students create a commercial advertising the wonderful, unique wheat grown only in the state of Wisconsin. Students can form groups of two or three students to create a commercial or work as individuals. <i>Note to teachers:</i> First, you may want to give students the opportunity to research wheat (its uses, where its grown today in Wisconsin, price, appearance, etc.). 3. Knowing the significance of wheat, have students create commercials that include the following criteria: <ul style="list-style-type: none"> • Created in the 1800’s perspective • Background information on wheat (where it is grown, how it is grown, how it is used) • Description of wheat (color, size, weight, physical features) • Rationale for why potential customers should buy wheat • A price for customers to consider • Use of persuasive language • A catchy slogan • Props (actual stalk of wheat or replica) • 1 minute time limit 4. Give students planning time to create and rehearse commercials. (Preparation time may vary according to class size, ability, scheduling, etc.) 5. Upon completion of the preparation phase, students will then be given one minute to present their commercials to the class. Record the students’ commercials and invite other grade levels, 	

Lesson 9: “What if” . . . Milwaukee

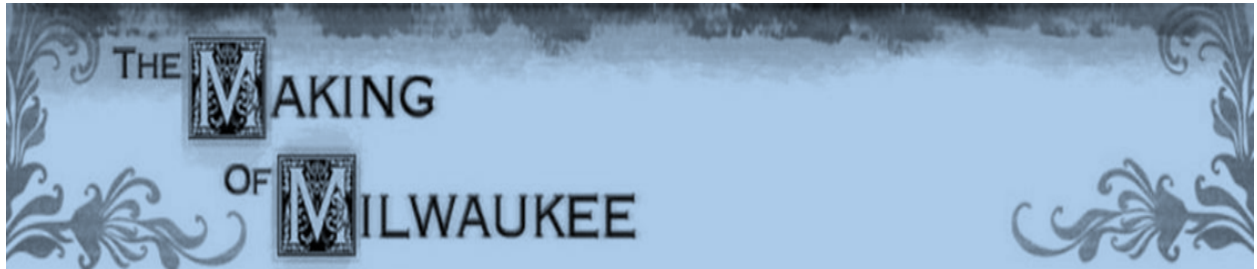
<p>Key Topics/Question: “What if” questions/</p> <ol style="list-style-type: none"> 1. Why do people move to unknown places to live? 2. What challenges do people face as they move into undeveloped places? 3. What important information needs to be considered when moving? 4. How do resources (lack of or abundance of) affect people’s moves? 5. How did people survive in an era with few 	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: This lesson can be taught after the first three videos, <i>Natives and Settlers</i>, <i>New Frontiers</i>, and <i>King Wheat</i>.</p>	<p>Suggested Time: 60–90 minutes</p>
	<p>Materials Needed: poster paper and other art supplies</p>
<p>Learning Intentions: Students will review the videos for this unit and will pose “what if” questions and answers.</p>	

Procedures:

1. Review the following list of topics from the Video Chapters 1-3, Natives and Traders, New Frontiers and King Wheat:
 - Early Natives and their way of life in Milwaukee
 - Trading posts in Milwaukee
 - The leadership of Juneau, Kilbourn and Walker
 - The attractiveness of Milwaukee (resources/location)
 - Early challenges (clearing swamps, farming, creating businesses)
 - Newspapers
 - Bridge wars
 - Railroads
2. To make students comfortable with the following activity, formulate three “*what if*” questions that challenge students to predict or consider how Milwaukee would be different based on a different set of facts. See the following example to use for help in designing questions:
 - Start the activity by explaining that Milwaukee is the way it is today because of the historical events that took place more than two hundred years ago. Explain that the past truly influences the present. For example, many of the businesses, such as the *Milwaukee Journal Sentinel*, were started years ago for different purposes. The newspaper is still a business that inspires to inform the public, but in the nineteenth century, it was two separate newspapers. Each started and each supported a particular ideology, the *Sentinel* promoting conservative economic issues, and the *Journal* taking liberal stances.
 - Ask students to respond to the following question: “*What if Milwaukee had no major, local newspaper?*”
 - Allow students time to respond to the question by writing a brief paragraph, developing a short poster or creating a flowchart or diagram.
 - Select three students to respond to the question. Explain that they will be given no more than one minute to describe what Milwaukee might be like today if it had no newspaper. As students respond to the question, write their responses on the board.
 - Refer to the videos for evidence.
3. After watching all or one of the video chapters, allow students to formulate their own “*what if*” questions about how Milwaukee might look, function or operate as a city under different circumstances. Some possible questions might be:
 - What if Milwaukee’s early settlers were able to coexist with the Native tribes of Wisconsin?
 - What if Juneau, Kilbourn and Walker combined their resources, experiences and talents to develop Milwaukee?
 - What if early settlers were unable to convert the swamps of Milwaukee into stable, manageable lands?
4. Have students exchange their questions with a partner or small group. As they pose questions to each other, have them generate a list of responses.



Milwaukee City Hall... (L to R) Milwaukee County Historical Society, Wikipedia & Wisconsin Historical Society.
All photo images available in the Image Library on *The Making of Milwaukee* web page. GO TO
www.milwaukeepbs.org/MoM to access the "Image Library."



Unit 2: Coming to Milwaukee: Video Chapters 4, 5, 7

Key WI Social Studies Inquiry Standards Addressed: Wisconsin Students Will...

- SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
- SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.
- SS.Inq3.b.m Support a claim with evidence from multiple reliable sources representing a range of media (electronic, digital, print, and other mass media).
- SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).

Key WI Social Studies Content Addressed: Wisconsin Students Will...

- SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
- SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
- SS.Econ1.a.m Predict the opportunity costs of various decisions and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.
- SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision making.
- SS.Geog2.b.5 Investigate push and pull factors of movement in their community, state, country, and world.
- SS.Geog2.c.5 Describe population changes in their state and country over time.
- SS.Geog4.a.m Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies),

Essential Questions:

1. Why do people immigrate to other countries?
2. How do cultural differences and similarities lead to cooperation and conflict?
3. How has cultural diversity impacted individuals?
4. What have been opportunities and obstacles related to immigration?
5. How does immigrant culture of the past impact life today?

Key People, Events and Vocabulary:

- immigration
- beer garden
- Catholic and Protestant
- census

Community Connections:

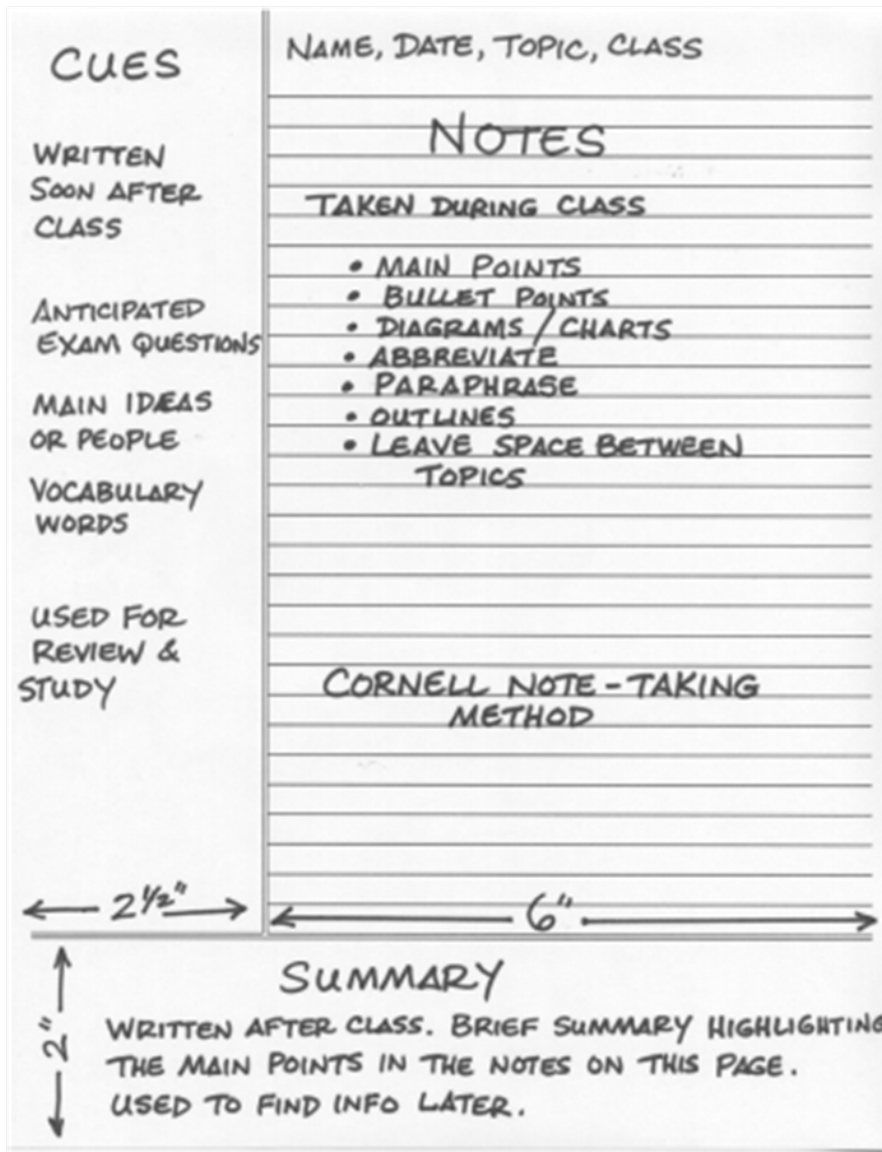
1. Use [*A History Lover's Guide to Milwaukee*](#) to plan a tour of an ethnic neighborhood. Allow students to take photographs of the buildings, bridges and monuments and restaurants located in the neighborhood. Afterward, have students create presentations of what they saw. Students could work in groups on different themes. Here are some suggested neighborhoods:
 - Chapter 4: The Historic Third Ward
 - Chapter 5: Walker's Point
 - Parts of Chapter 7: Brewer's Hill and Bronzeville
 - Parts of Chapter 11: The South Side
2. Arrange a field trip to one of the following places: Irish Cultural & Heritage Center of Wisconsin, the Italian Community Center, the Polish Center of Wisconsin, Turner Hall, or the Wisconsin Black Historical Society/Museum. The Old Southside Settlement Museum is an excellent facility that compares and contrasts Polish and Latinx immigration, but you have to call for an appointment.

My Milwaukee Journal

[Link to writable Cornell Note](#)

The picture below shows the basic format for Cornell note taking.

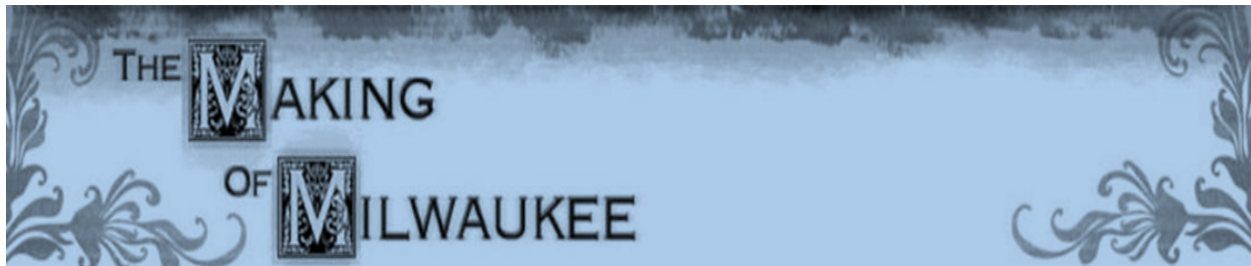
1. As shown the students will write in the topic, which can be the section or video heading title.
2. Then students write in the subheadings into the narrow column.
3. For each subheading, students record important details, definitions, illustrations, notes, and examples while viewing *The Making of Milwaukee* video chapters.
4. Finally, students include a short summary at the end the section or heading.



My Milwaukee Journal

Name Date, Topic, Class

<p>Cues (Written soon after class)</p> <ul style="list-style-type: none">••••••	<p>Notes (taken during class)</p>
<p>Summary (written after class, Brief)</p>	



Video Chapter 4: Here Come the Germans



Overview: Chapter 4 describes German culture in Milwaukee in the late nineteenth century.

Video Content Discussion Questions:	Video Analysis Discussion Questions:
<ol style="list-style-type: none"> 1. What was the largest immigrant group to settle in Milwaukee? 2. In what ways does Milwaukee still show traits of being a city heavily populated by German immigrants? 3. What caused so many Germans to leave Germany for Milwaukee? 4. What caused so many Germans to settle in Milwaukee? 5. What were some of the differences between the various German groups who settled in Milwaukee? 6. What were some of the different religions practiced by Germans who came to Milwaukee? 7. What were some of the things that helped unify the German community in Milwaukee? 8. Who were some of the most well-known Germans who settled in Milwaukee and what were they known for? 9. What aspects of German culture did immigrants 	<ol style="list-style-type: none"> 1. Do the factors that brought Germans to Milwaukee still exist for other immigrant groups today who would seek to come to Milwaukee? 2. Did the development of Milwaukee's German community support or refute the idea that America is a melting pot? 3. Was it essential for Milwaukee's Germans to eventually give up their culture to become American or could they have maintained their way of life even into the present and still be considered Americans?

Activity/Overview of Lessons:

Lesson 1: Far from Home... Students reflect on what it is like to be far from home, in another country and where a different language is spoken.

Lesson 2: Back to the Future... Students take on the time traveler role to write about their thoughts, feelings and reactions in a past or current beer garden.

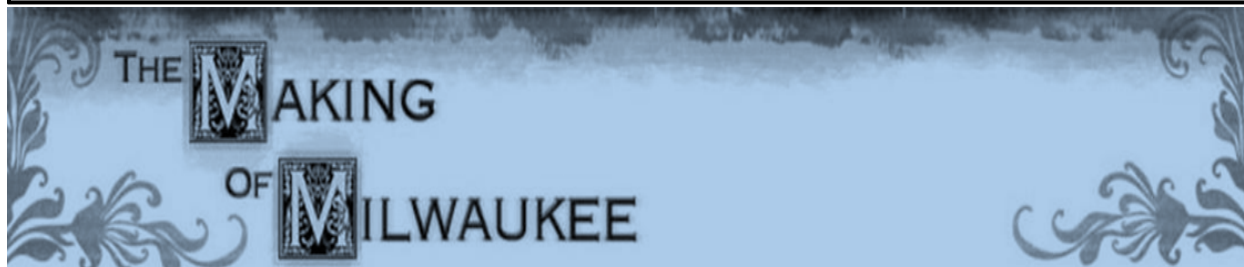
Lesson 1: Far from Home



<p>Key Topics/Question: Immigration/</p> <ol style="list-style-type: none"> 1. Why do people immigrate to other countries? (push & pull factors) 2. What have been opportunities and obstacles related to immigration? 	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: This activity opens the unit and may be done before or after the fourth video, <i>“Here Come the Germans.”</i></p>	<p>Suggested Time: 30–45 minutes</p> <p>Materials Needed: None</p>
<p>Learning Intentions: Students use examples from their life that explain what it is like to be far from home.</p>	
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Ask students to think about an occasion when they have spent time the farthest place away from home. 2. Use a think—pair—share strategy to have students answer the following questions: <ul style="list-style-type: none"> • What was your journey to this place like? • How did you feel when you arrived at this place? • Did anything seem strange to you? If yes, explain. • What were the people like? • How do you think you would have felt if you were there all by yourself? • How do you think you would have felt if you could not speak the same language as the people who were around you? • How do you think you would have felt if you had to stay at this place for a long time? 3. Use student responses to explain that people who came to Milwaukee likely had a wide range of feelings about coming to this new place. While some may have been excited about the chance for a new opportunity away from their homeland, others were likely afraid of being in a strange place. While some were able to rely on the support of family and friends, others came to Milwaukee alone and had to rely very heavily on themselves. While some may have enjoyed the challenge of 	
<p>Instructional Resources: <i>The Making of Milwaukee</i>, Video Chapter, <i>“Here Come the Germans.”</i></p>	

Lesson 2: Back to the Future

<p>Key Topics/Question: Immigrant Culture/Immigrants/ How does immigrant culture of the past impact life today?</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: This lesson can be taught after the fourth video. <i>“Here Come the Germans”</i></p>	<p>Suggested Time: 90 minutes Materials Needed: paper and writing instruments or computers</p>
<p>Learning Intentions: Students will compare German culture of the past to German culture today.</p>	
<p>Procedures:</p> <p>NOTE to Teachers: <i>In the following activity, students consider the role that beer played in Milwaukee’s history and leisure time. This activity is not in any way designed to promote the use of alcohol or to suggest that drinking is necessary for leisure. Make sure to have several teaching strategies in mind as this issue may potentially come up in students’ discussion and work.</i></p> <ol style="list-style-type: none"> 1. Show students the image <i>“The Pabst Resort was a German Beer Garden”</i> from the <i>Making of Milwaukee</i> Image Library. Have students guess what is going on in the picture. Then ask them to relate the image to video chapter 4. 2. Put up images of Germanfest and the Estabrook Beer Garden or some other beer garden. Have students compare and contrast the contemporary images with the old image. 3. Ask students to pretend that they are either a person from the older photograph who has had the chance to visit the event in the modern photograph or a person from the modern photograph who has had the chance to visit the event in the older photograph and write a about their experience. Students should use specific features from the photographs and descriptions of ethnic leisure activities from the video in their stories. Also, tell them to be creative in attempting to describe what they see, hear, and feel but at the same time analyze details from the photographs to realistically portray both situations. Students should emphasize that they really are a time traveler and are startled by what they saw. 	
<p>Instructional Resources: GO TO www.milwaukeepbs.org/MoM for the <i>Making of Milwaukee</i> on-line curriculum. GO TO the <i>“Image Library.”</i> Choose <i>“Lesson Activity Images”</i> for the Pabst beer garden image.</p>	



Video Chapter 5: Neighbors and Strangers

THE MAKING OF MILWAUKEE

Overview: Chapter 5 describes conflict and cooperation between Milwaukee’s ethnic groups in the mid-nineteenth century.

Video Content Discussion Questions:

1. Where did the Irish primarily settle when they first came to Milwaukee?
2. What characterized the Irish presence in Milwaukee?
3. What impact did Alexander Mitchell have on Milwaukee?
4. What other immigrant groups settled in Milwaukee during this same time?
5. Why was there conflict between the Yankees and other immigrant groups during this time?
6. What setbacks did some of the immigrant groups face during this time?
7. What were some significant events in Milwaukee that reflected national tension that led to the Civil War?
8. How did the Civil War affect Milwaukee?

Video Analysis Discussion Questions:

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

Activity/Overview of Lessons:

Lesson 3: Governing Milwaukee... Student deliberate and compromise on laws governing Milwaukee.

Lesson 4: Letters Home from Milwaukee... Students write letters home as immigrants living in



Irish Boys in the Third Ward
Joan Cummings

Photos are in the “Image Library” on *The Making of Milwaukee* webpage. GO TO www.milwaukeepbs.org/Mom



Italian Community and the Blessed Virgin of Pompeii Church
Milwaukee Public Library

Lesson 3: Governing Milwaukee

<p>Key Topics/Question: Cultural Differences/ Similarities/ Laws/Rules/ How do cultural differences and similarities lead to</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: This lesson can be taught after the fifth video, <i>"Neighbors and Strangers."</i></p>	<p>Suggested Time: 45 minutes</p>
	<p>Materials Needed: None</p>
<p>Learning Intentions: Students will work together to create laws or rules for the City of Milwaukee.</p>	

Procedures:

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

1. Divide students into groups based on the percentage of different racial and ethnic groups in Milwaukee in 1880. Designate one student as Italian and one as Jewish. Designate two or three students as British, two or three as Irish, and two or three as French-Canadian. The remaining students (60–70 percent of your class) should be German. Because the German group is so big, divide them into two smaller groups—Catholic and Protestant. Inform students that the Italians, Irish, and French-Canadians are also Catholic. Inform the students that the Jewish person is Jewish.
2. Explain to the class that each group will have its own interest in trying to pass laws that benefit their entire ethnic group. At the same time, they will have to learn to compromise and strike deals with other groups to get laws passed.
3. Each group should select a leader to discuss the proposed law with the leaders of the other groups in the middle of the room for 2–3 minutes.
4. Read the first law. Give groups 2–3 minutes to decide if they are in favor of the proposed law or against it.
5. The group leaders should then assemble at the center of the room to explain to the class why they support or oppose the proposed law. Give students time to strike a deal and compromise.
6. The class should then vote up or down on the proposed law.
7. Repeat steps 4–6 until the class has voted on all five laws.

Law #1: No one can attend the German (beer) gardens on a Sunday.

Law #2: Any religious events associated with the city should be held at St. John's Cathedral, a Catholic Church.

Law #3: A new library in Milwaukee will be named after Golda Meir, the city's most famous Jewish immigrant. (Technically, this law cannot happen for another century, but this simulation is not 100-percent true to life.)

Law # 4: To build a new road through the center of the city that is important for all travelers coming into Milwaukee, the Italian community's Church, Madonna di Pompeii Church, will have to be torn down.

Law #5: Every citizen should pay higher taxes to help the Irish people rebuild their homes that were ruined in the Third Ward fire.

8. After the activity is over, the teacher should lead a class discussion addressing the following questions:
 - What did this activity suggest about compromising to pass laws?
 - What was easy or difficult about agreeing on laws for the city?

Instructional Resources:

The Making of Milwaukee Video Chapter 5, "Neighbors and Strangers."



Lesson 4: Letters Home from Milwaukee

Key Topics/Question: Immigration/ What have been opportunities and obstacles related to immigrating to other countries?	Teacher Responses, Modifications, Notes:
Overview: This lesson can be taught after the fifth video, "Neighbors and Strangers."	Suggested Time: 90 minutes
	Materials Needed: paper and writing instruments or computers
Learning Intentions: Students will write "letters home" about life in immigrant Milwaukee.	

Procedures:

1. Display this quote from a German immigrant in video chapter 5, *Neighbors and Strangers*: "I thank the Lord that I am here, and I regret I did not come sooner." Read this quote to students and discuss the following questions with the class:
 - What might have caused this immigrant to feel this way about Milwaukee?
 - Why might other German immigrants have agreed with the idea expressed in the letter?
 - Do you think there were Germans who may have disagreed with the idea expressed here? Explain why some may have not felt this way.
 - Do you think members of the other groups who came to Milwaukee felt the same way as the idea expressed in this letter? In what ways might they have shared this perspective? In what ways might they have not shared this perspective?
 - Based on your experiences with Milwaukee today, do you think you would feel the same way as this immigrant after living here? Why? Why not
2. Using video chapter 5, "*Neighbors and Strangers*," as a resource, have students pretend to be immigrants from any nation where many people came to Milwaukee. For continuity of learning, have the students write based on the perspectives they developed in lesson 3.
3. Have the students write letters home about their experiences in Milwaukee using details from the video. They should discuss some main events that affected individuals from their ethnic group in Milwaukee. Students should also use the video to speculate on the opportunities and obstacles that someone from the ethnic group they are writing about would have faced in Milwaukee.
4. Like the phrase "*I Regret I Did Not Come Sooner*," each student should finish his or her letter with a phrase that summarizes his or her overall attitude towards "Coming to Milwaukee."
5. Extension: Students can read their letters to the class or work in pairs to write response letters to the letters in this activity.

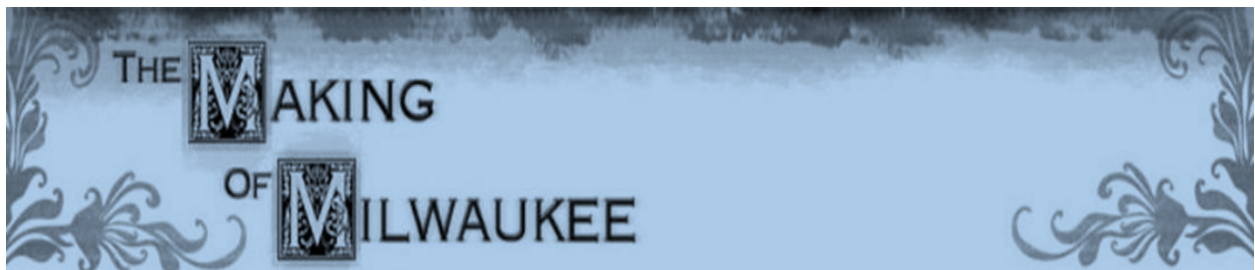
Instructional Resources:

The Making of Milwaukee, Video Chapter 5, "*Neighbors and Strangers*."

Milwaukee was a city of neighbors and strangers at mid-century. Newcomers from Europe had to withstand the gibes of nativists...and weather the antagonisms that seem endemic to a pluralistic society, but few, in the end were sorry they had made the trip.

John Diederichs, an 1847 arrival, spoke for thousands in a letter to his loved ones in Germany. “I thank the Lord that I am here, and regret that I did not come sooner.”

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



Video Chapter 7: City of Immigrants

Overview: Video Chapter 7 describes settlement patterns and cultural institutions of immigrant groups in the late-nineteenth and early twentieth centuries.

Video Content Discussion Questions:

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

Video Analysis Discussion Questions:

1. What did the groups that arrived in Milwaukee after the Civil War have in common with each other? What was distinct about each group?
2. Why do you think it was necessary for different ethnic groups like the Polish, Irish, and Italians to build their own Catholic churches even when they shared a common religion?
3. Try to create a definition for the word "American" that includes all the different experiences of the ethnic groups that came to Milwaukee during this time.

Activity/Overview of Lessons:

Lesson 5: Arriving in Milwaukee...Students theorize why a family would move to Milwaukee.

Lesson 6: Milwaukee by the Numbers...Students examine 1905 Milwaukee Census data and create a census survey to gather their own data.

Lesson 7: Making Comparisons...Students create a Venn diagram and compare immigrant



Lesson 5: Arriving in Milwaukee

<p>Key Topics/Question: Immigration/Diversity/ Why do people immigrate to other countries? How has cultural diversity impacted individuals?</p>	<p>Teacher Response, Modifications, Notes:</p>
<p>Overview: This lesson should be taught before the video chapter 7, “<i>City of Immigrants.</i>”</p>	<p>Suggested Time: 20 minutes</p>
	<p>Materials Needed: paper and writing instruments or computers</p>
<p>Learning Intentions: Students will theorize why a family moved to the U.S. and how their identity changed.</p>	
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Display the image “Polish Immigrant Family” from <i>The Making of Milwaukee</i> website Image Library. Have students answer the following questions: <ul style="list-style-type: none"> • Where do you think these people might have come from? Why do you think that is where they came from? • What do you think their attitude is towards being in Milwaukee? • What do you think they brought with them when they came to Milwaukee? • What do you think they have left behind? • What will it take for these people to be able to call themselves “Americans”? 2. After students have written their responses, discuss students’ ideas as a group to see the possible wide range of ideas generated by the photograph. 3. Then tell students that this is a photograph of Polish immigrants who came to Milwaukee. Although it would be difficult for them to tell solely from the photograph that these were Polish immigrants, Polish immigrants tended to have large families like the one depicted here. Answers to the other questions are wide open to interpretation from the photograph. 4. Explain that they will learn many more specific details about people who arrived in Milwaukee 	
<p>Instructional Resources: www.milwaukeepbs.org/MoM to access <i>The Making of Milwaukee</i> webpage. GO TO the “Image Library” menu item and choose “Lesson Activity Images” and use the search function to locate the “Polish Immigrant Family” photo.</p>	

Lesson 6: Milwaukee by the Numbers

Key Topics/Question: Census Data/ How does immigrant culture of the past impact life today?	Teacher Responses, Modifications, Notes:
Overview: This lesson should be taught after viewing the video chapter 7, <i>"City of Immigrants."</i>	Suggested Time: 60 minutes, plus time outside of class
	Materials Needed: paper and writing instruments or computers
Learning Intentions: Students will compare census data.	

Procedures:

1. Display the data from the 1905 Milwaukee County Census. It lists the number of people born in different foreign countries living in Milwaukee County during this year. The percentages were not part of the census and have been calculated as approximate estimates to offer further insight. When viewing this table, keep in mind that these are the number of people living in Milwaukee County who were born in these foreign countries. Therefore, there would have been more people with ethnic backgrounds from each of these foreign countries (but not necessarily born there) living in Milwaukee County in 1905 than the numbers depicted in the chart.
2. Use the statistics from the 1905 Census above to discuss the following questions:
 - What do these numbers suggest about the diversity of Milwaukee during this time?
 - Do you think Milwaukee has the same type of diversity today? How is it similar or different?
 - How do you think these numbers were gathered?
 - What evidence is there in Milwaukee today that the city had such ethnic diversity and a large foreign-born population at one time?
 - How does this source provide a limited understanding of Milwaukee's ethnic diversity during this time?
3. Explain that a census is taken every ten years in the United States to gain vital information about our country's population. In addition to counting the number of people in the country and various communities like Milwaukee, census statistics also contain important information like income, family size, and the ethnic and racial composition of our country as displayed in the 1905 source. Over the past few decades, individuals fill out and send in a form from the government to help collect this data. Many years ago, a census taker went door to door to gather this data.
4. Show students modern census categories from www.census.gov Tell students to imagine that they are a census taker or a designer of a modern-day census survey for the city of Milwaukee. They should be given individual time to create between five and ten important questions that they would like to know about the residents living in the city of Milwaukee.
5. Students should share these questions with the rest of the class and the teacher should take a vote on the ten most important questions that they would ask Milwaukee residents and lead a discussion on why students chose these questions. These questions will create the class's census survey or census taker questionnaire.
6. Have students find three to five different adults that they know to take the survey and use the data students collect to engage them in a class discussion.
7. Extension: Compare the student-generated census data to actual census data from Milwaukee.

Instructional Resources:

Data from the 1905 Milwaukee County census (see next page)

www.census.gov

DATA SET ON NEXT PAGE.....

Milwaukee County Census Data (1905)

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



Russia	2,423	2.3%
Scotland	738	0.7%
Sweden	698	0.7%
Switzerland	764	0.7%
Wales	317	0.3%

Lesson 7: Making Comparisons

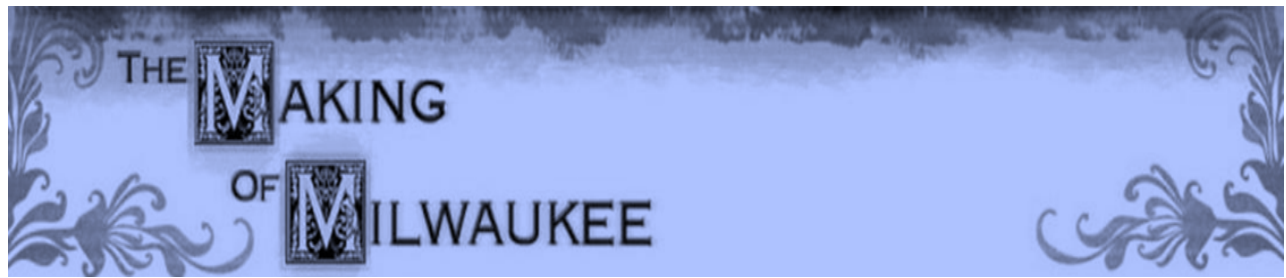
<p>Key Topics/Question: Immigration/Cultural Diversity/</p> <p>Why do people immigrate to other countries? How do cultural differences and similarities lead to cooperation and conflict? How has cultural diversity impacted individuals? What have been opportunities and obstacles of immigration.</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: This lesson should be taught after the video chapter 7, <i>“City of Immigrants.”</i></p>	<p>Suggested Time: 60 minutes</p> <p>Materials Needed: poster paper or computers and a digital display</p>
<p>Learning Intentions: Students will compare and contrast immigrant experiences.</p>	

Procedures:

1. Have students work in groups to read one of the following entries from the *Encyclopedia of Milwaukee*:
 - [Asian Indians](#)
 - [Hmong](#)
 - [Mexicans](#)
 - [Puerto Ricans](#)
2. After students have finished reading, have them create a Venn diagram comparing and contrasting the immigrant experience of the past, such as German or Polish, with the immigrant experience of one of the groups above. (Please note: The teacher should explain that Puerto Ricans are Americans, not immigrants.) Students should consider the following:
 - where the immigrant groups settled
 - the size of the various immigrant groups in the past and present
 - religion and cultural institutions
 - economic factors in drawing immigrants
 - possible changes to the city because of immigration

Instructional Resources:

the *Encyclopedia of Milwaukee* & *The Making of Milwaukee* Video Chapter 7, "City of



Unit 3: Working in Milwaukee: Video Chapters 6 & 8

Key WI Social Studies Inquiry Standards Addressed: Wisconsin Students Will...

- Standard SS.Inq1: Construct meaningful questions that initiate an inquiry.
- Standard SS.Inq2: Gather and evaluate sources.
- Standard SS.Inq4: Communicate and critique conclusions.

Key WI Social Studies Content Addressed: Wisconsin Students Will...

- Standard SS.Econ1: Use economic reasoning to understand issues.
- Standard SS.Econ2: Analyze how decisions are made and interactions occur among individuals, households, and firms or businesses.
- Standard SS.Geog5: Evaluate the relationship between humans and the environment.
- Standard SS.Hist2: Analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
- Standard SS.Hist3: Connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

Essential Questions:

1. Have people always worked? Why?
2. What distinguishes work and labor throughout the human experience?
3. What are some negative and positive impacts of work and labor and for whom?

Key People, Events and Vocabulary:

Key People: John Plankinton, Frederick Layton, Patrick Cudahy, Frederick Pabst, Joseph Schlitz, Herman Falk, Frederick Miller, Edward P. Allis, Henry Harnischfeger, Alonzo Pawling, Bruno Nordberg and Christopher Levalley, Lynde and Harry Bradley

Key Events: Northwest Mutual Life Insurance established, Bay View Massacre, Allis-Chalmers merger, A.O. Smith creates pressed steel auto frame, Harley Davidson creates their first motorcycle

Key Vocabulary: tannin, entrepreneur, labor union, collective bargaining, mine hoist, diesel engine

Community Connections:

1. **Connecting with Milwaukee Companies** - Although many manufacturing companies left Milwaukee or have gone out of business, Milwaukee remains a manufacturing city with both older and newer industries like Rockwell Automation, Johnson Controls, A.O. Smith, and Regal Rexnord. Students can reach out to any of these companies and research questions about their production. Some companies might be willing to send representatives to your school or set up an online meeting. To initiate contact with local businesses, the Metropolitan Milwaukee Association of Commerce is a good place to begin.
2. **Touring Milwaukee Manufacturers** - Milwaukee's manufacturers like Harley Davidson, Palermo Pizza, and Clock Shadow Creamery offer tours. Contacting these companies helps students to make connections with Milwaukee's past and present rich manufacturing heritage.



Rockwell Automation -
Wikipedia



Johnson Controls
Shutterstock



Regal Rexnord
Urban Milwaukee

My Milwaukee Journal

[Link to writable Cornell Note](#)

The picture below shows the basic format for Cornell note taking which is one way for students to complete their My Milwaukee Journal. Feel free to use your own instructional notetaking method for students if desired.

1. As shown the students will write in the topic, which can be the section or video heading title.
2. Then students can write in the subheadings into the narrow column.
3. For each subheading, students record important details, definitions, illustrations, notes, and examples.
4. Finally, students include a short summary at the end the section or heading.

The diagram illustrates the layout of a Cornell note-taking page. It is divided into three main sections: a narrow left column for cues, a large right column for notes, and a bottom section for a summary.

CUES (Left Column): This column is 2 1/2 inches wide. It contains the following text: "CUES", "WRITTEN SOON AFTER CLASS", "ANTICIPATED EXAM QUESTIONS", "MAIN IDEAS OR PEOPLE", "VOCABULARY WORDS", and "USED FOR REVIEW & STUDY".

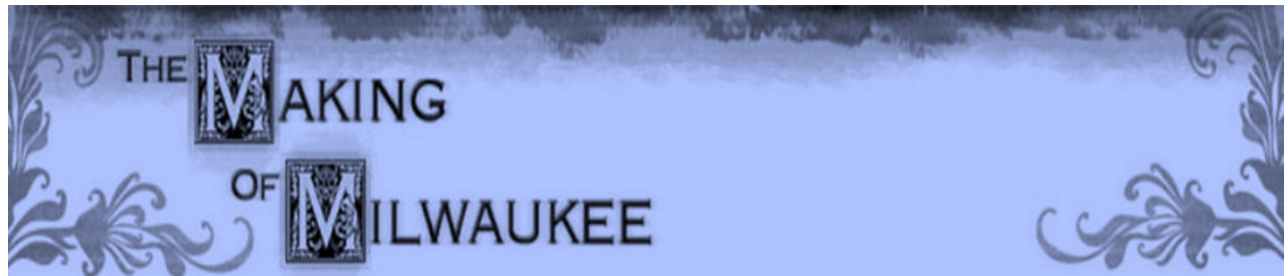
NOTES (Right Column): This column is 6 inches wide. It contains the following text: "NAME, DATE, TOPIC, CLASS", "NOTES", "TAKEN DURING CLASS", and a list of bullet points: "• MAIN POINTS", "• BULLET POINTS", "• DIAGRAMS / CHARTS", "• ABBREVIATE", "• PARAPHRASE", "• OUTLINES", and "• LEAVE SPACE BETWEEN TOPICS".

SUMMARY (Bottom Section): This section is 2 inches high. It contains the following text: "SUMMARY", "WRITTEN AFTER CLASS. BRIEF SUMMARY HIGHLIGHTING THE MAIN POINTS IN THE NOTES ON THIS PAGE.", and "USED TO FIND INFO LATER.".

Dimensions are indicated by arrows: 2 1/2" for the width of the CUES column, 6" for the width of the NOTES column, and 2" for the height of the SUMMARY section.

My Milwaukee Journal

Name Date, Topic, Class	
Cues (Written soon after class) <ul style="list-style-type: none">••••••	Notes (taken during class)
Summary (written after class, Brief)	



Video Chapter 6: City of Industries

Chapter Overview:

- Milwaukee’s early industries like breweries, tanneries, and slaughterhouses focused on processing raw materials into goods.
- After the Civil War, Milwaukee gradually began to develop heavier industry such as machine shops and the production of goods like iron rails.
- Businessmen like Plankinton (meatpacking) and Pfister (tanneries), Pabst and Miller (breweries), and E.P. Allis (steam engines and industrial equipment) helped make Milwaukee a major industrial city alongside immigrant laborers who worked these difficult jobs.
- Milwaukee’s focus on industry and manufactured goods has defined the city’s economy and culture to this day.

Video Content Discussion Questions:

1. How did Milwaukee expand beyond its role as a classic port city by the 1870’s?
2. Why did iron production become Milwaukee’s first heavy industry?
3. What role did John Plankinton, Frederick Layton, and Patrick Cudahy play in making Milwaukee a city of industries?
4. What role did E.P. Allis play in Milwaukee industry?
5. What role did the Menomonee Valley play in the rise of Milwaukee’s industry?

Video Analysis Discussion Questions:

1. To what extent did the rise of industry in Milwaukee offer job opportunities for people with varying levels of working skills?
2. In what significant ways did the resources available in Milwaukee impact the rise of industry?
3. To what degree did the rise of industry in Milwaukee impact the city’s natural environment?

Activities/Overview of Lessons:

Lesson 1: Advertising for a Milwaukee Company: Students analyze an advertisement from a Milwaukee company that led to the city’s industrial identity and use their analytical/creative skills to create an advertisement for a Milwaukee company.

Lesson 2: Telling a Story about Milwaukee’s Industries: Students analyze a photograph related to Milwaukee’s industries at the turn of the 20th Century to create a story about living and working during the rise of Milwaukee’s industrial era.

Lesson 1 : Advertising for a Milwaukee Company

Key Topics/ Question: Milwaukee Advertising/ To what extent did advertising shape Milwaukee’s industrial development?	Teacher Responses, Modifications, Notes:
Overview: Students use information from <i>“The Making of</i>	Suggested Time: 1 -2 Class Periods

Milwaukee” video, *City of Industries*, and their own research to create an advertisement that promotes a Milwaukee company.

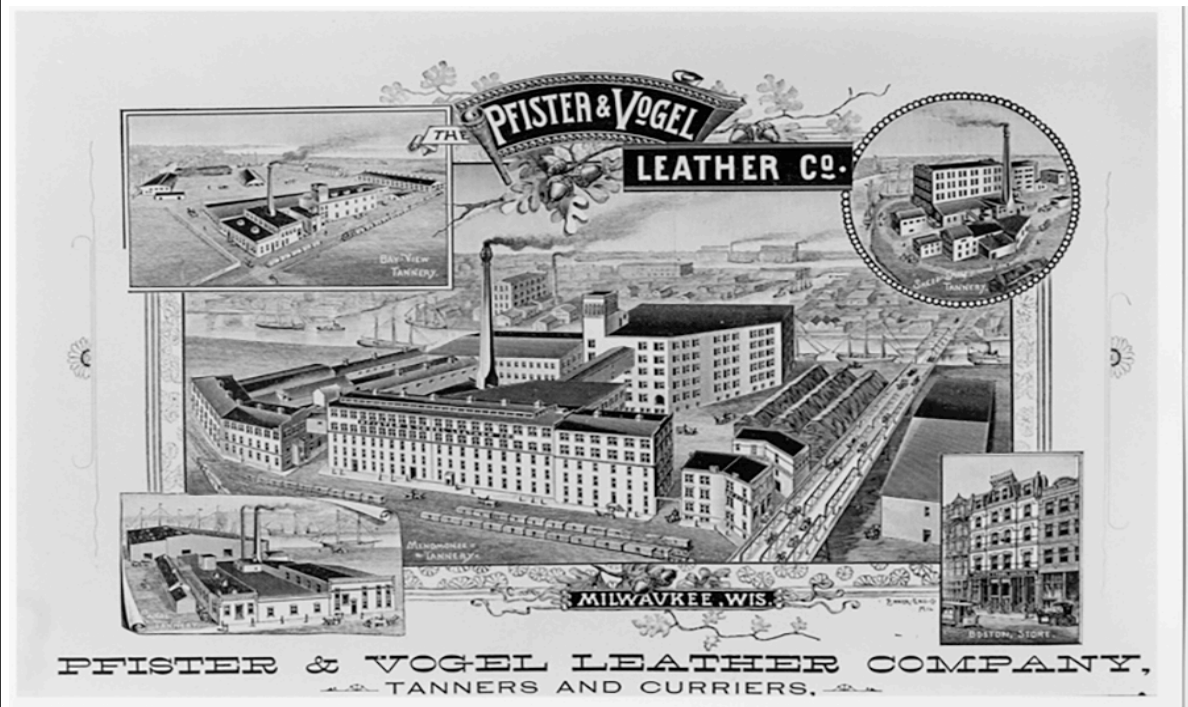
Materials Needed:

Computers and a graphic design program like Photoshop, recording device (if recording ads). Or, paper, markers, and writing tools.

Procedures:

1. Examine the “Pfister and Vogel” and “Harley Davidson” advertisement images below. The images are from the “Image Library” on *The Making of Milwaukee* website, under “Lesson Activity Images.”
2. Discuss aspects of the ads like the techniques being used to attract customers to this product, the effectiveness of these techniques both in the past and present, and students’ own willingness to buy these products.
3. Give students a photo image of a product made by one of the following companies:
 - The Milwaukee Iron Company
 - Allis-Chalmers Company
 - Harley Davidson Motorcycles
 - Allen-Bradley Company
 - A.O. Smith Company
 - Harnischfeger Company
 - Falk Company
 - Kearney and Trecker Company
 - Northwestern Mutual Life Insurance.
4. Students use details from the video along with outside research about these companies and their products to create an advertisement for the product.
5. Students role play a television commercial, create an advertisement for a radio broadcast, or design a visual advertisement for a newspaper or magazine.
6. Students present their advertisement to the class and be prepared to explain why they think people will buy their product based on their advertisement. You may have an outside party or even the class vote on the best advertisement and offer some type of prize. Students may work by themselves or in groups to complete this activity.

Instructional Resources:



Pfister and Vogel Tannery Poster Ad

A New Wonderful 45 Twin
HERE IT IS!—the 45 twin, the motorcycle magnificent, that the world has been waiting for Harley-Davidson to build. And such a motorcycle!—great acceleration—smooth gliding power—quiet speed that leaves the parades of cars far behind. Above all a motorcycle easy to handle, a comfort and a pleasure to ride. Everything you would expect in a 45 with the Harley-Davidson name on the tanks. Features galore that stamp it the peak of modern motorcycle engineering. Ride it — put this 45 through its paces. Then you will understand why those who have ridden it are so enthusiastic.

Still Better 61 and 74 Twins
BETTER equipped, better looking, always reliable, better performing than ever —the 1929 Big Twins are the finest motorcycles Harley-Davidson has ever built. Safer night riding with two bullet type headlights, quiet exhaust with four tube muffler, instantaneous generator output control, a new electrical panel with built-in ammeter are features that keep these world famous twins far in the lead. And yet with all these advancements there is no raise in prices. See your Harley-Davidson dealer today. Look over and ride the new 1929 models. Their wonderful easy riding comfort and outstanding features will surprise you.

HARLEY — DAVIDSON

Harley Davidson Advertisement

Images are located in the "Image Library" on *The Making of Milwaukee* webpage.

GO TO <https://www.milwaukeepbs.org/the-making-of-milwaukee/image-library/business-industry/>



Lesson 2: Telling a Story about Milwaukee's Industries

<p>Key Topics/ Question: Storytelling / Industry/ To what extent can stories offer insight into Milwaukee's industrial growth?</p>	<p>Teacher Responses, Modifications, Notes:</p>	
<p>Overview: Students use a photograph related to business and industry in Milwaukee. Students create an essay about the impact that Milwaukee's industries had on the city's identity, culture, and citizens' lives.</p>	<p>Suggested Time: 1 -2 Class Periods</p>	<p>Materials Needed: Writing utensils or computers for word processing</p>
	<p>Learning Intentions:</p> <ul style="list-style-type: none"> • Students identify key people, events, and characteristics of the rise of Milwaukee's industries. • Students create a story that demonstrates their thinking about the impact Milwaukee's industries had on the community. 	

Procedures:

1. Students examine the image below. The image is from the “Image Library” on *The Making of Milwaukee* webpage, under “Lesson Activity Images.” GO TO www.milwaukeepbs.org/MoM

The photo shows working conditions in the Gallun Tannery where animal hides were turned into leather.

2. Model how to analyze every detail in a photograph by asking probing questions about:

- a) how the items are made,
- b) what the items are used for outside of this factory,
- c) the working conditions of the people in photo,
- d) the workers’ facial expressions, and
- e) the impact this type of production had on other people in Milwaukee and beyond.

NOTE: More information about Milwaukee’s tanneries can be found using the links to articles in the Instructional Resources section below.

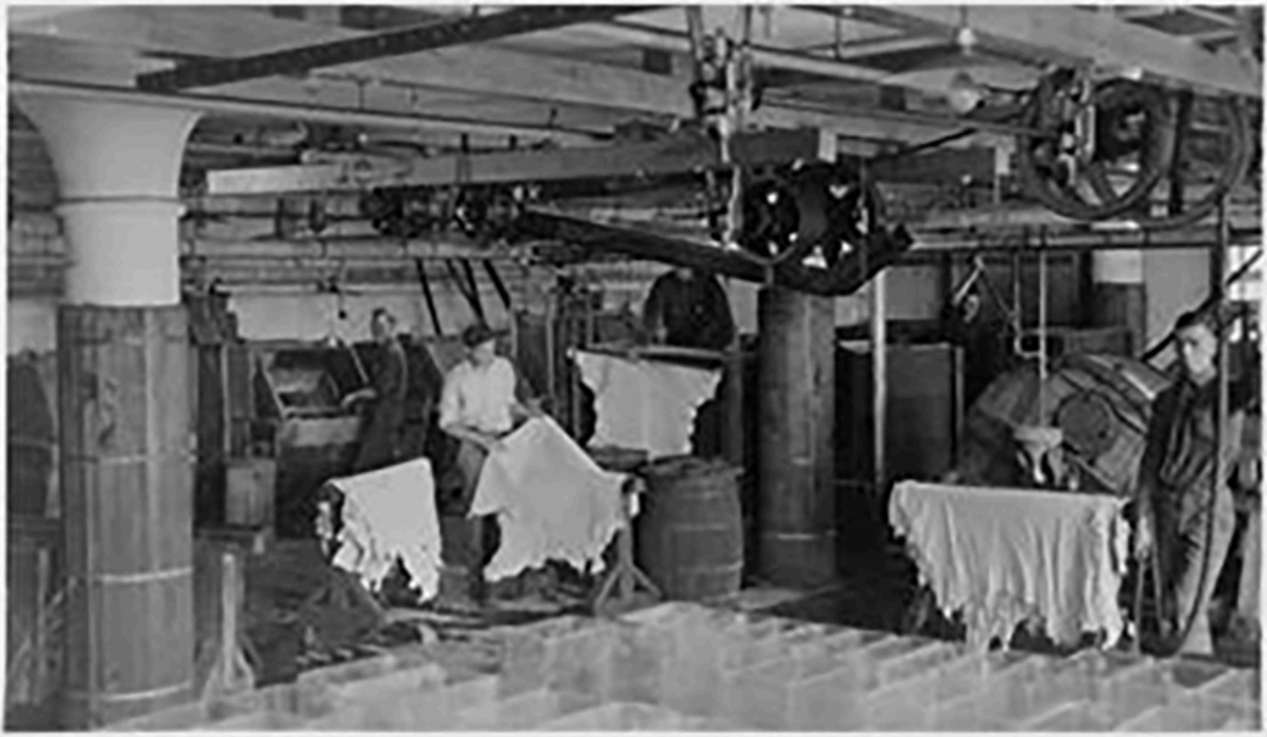
3. Students choose a photograph approved by their teacher from *The Making of Milwaukee* webpage related to people working. *The Making of Milwaukee* “Image Library” has a “Business and Industry” section that students can access. A link to this webpage is listed in the Instructional Resources below.

4. Students recall details from *The Making of Milwaukee* video, “*City of Industries*” as well as research the company, products, or workers from the time period related to the chosen photograph. Students create probing questions about the type of work being done, the relationship between the worker(s) and the product(s), and the impact of the work as modeled at the beginning of the lesson.

5. Students write an essay about the photograph based on the questions they created and any details they were able to answer through video details, research, and thoughtful speculation.

6. **Potential Lesson Extension:** If time permits, students share a segment of their stories with a peer or the whole class. Students can follow up with further questions about the stories and photographs.

Instructional Resources:



Gallun Tannery Where Hides Are Turned Into Leather

Link to Making of Milwaukee website Image Library Business and Industry photos

<https://www.milwaukeepbs.org/the-making-of-milwaukee/image-library/business-industry/>

Further Information About the History Milwaukee's Tanning Industry:

Article about the leather industry from the Encyclopedia of Milwaukee:

<https://emke.uwm.edu/entry/leather-industry/>

A brief history of the tanning industry in Milwaukee from Milwaukee magazine:

<https://www.milwaukeeemag.com/a-look-at-milwaukees-tanning-history/>

A short historical essay about the tanning and leather processing industry in Wisconsin:

<https://www.wisconsinhistory.org/Records/Article/CS1929>



Video Chapter 8: “Machine Shop of the World”

Chapter Overview:

- Processed goods like tanned leather and butchering animals had been an integral part of the city’s economy dating back to the Civil War. By 1900, manufacturing and heavier industry, also accelerated Milwaukee’s economy.
- Machine shops producing gears, cranes, steam engines, and electric motors increasingly dominated Milwaukee’s economic growth and boom by the late 1800’s and early 1900’s. Companies like Falk, Allis-Chalmers, Allen-Bradley, and Harley Davidson were powerful forces that led to making Milwaukee the “Machine Shop of the World.”
- Milwaukee’s industrial growth had significant challenges for workers who endured dangerous and difficult working conditions for little pay, long hours, and no vacations or fringe benefits.
- Milwaukee’s industrial labor force organized into labor unions. The Knights of Labor rallied many city workers around a common cause, the 8-hour workday. This led to a violent clash with the local militia in Bay View on May 5, 1886.

Video Content Discussion Questions:

1. What main shift occurred in Milwaukee’s jobs and industry after the Civil War to 1900?
2. What other machine shops dominated Milwaukee’s economy by 1900?
3. What difficult conditions did workers in Milwaukee face as industry rose in the city?
4. Why did labor action turn violent in Milwaukee in 1886?
5. What was the result of the conflict between workers and industrial owners in Milwaukee between the late 1800’s and early 1900’s?

Video Analysis Discussion Questions:

1. Who bears the most responsibility for the labor tragedy that occurred in Bay View in 1886? Use specific examples to support your belief.
2. What are the strengths and limitations of using your voting rights to create change? Use examples from the video for support.
3. What were the advantages and disadvantages for Milwaukee as it became the “Machine Shop of the World” by 1900?

Activity/ Overview of Lessons:

Lesson 3: Labor Negotiations in Milwaukee’s Industries: Students role play the negotiations between Milwaukee’s workers and industrial leaders to find common ground on labor conditions.

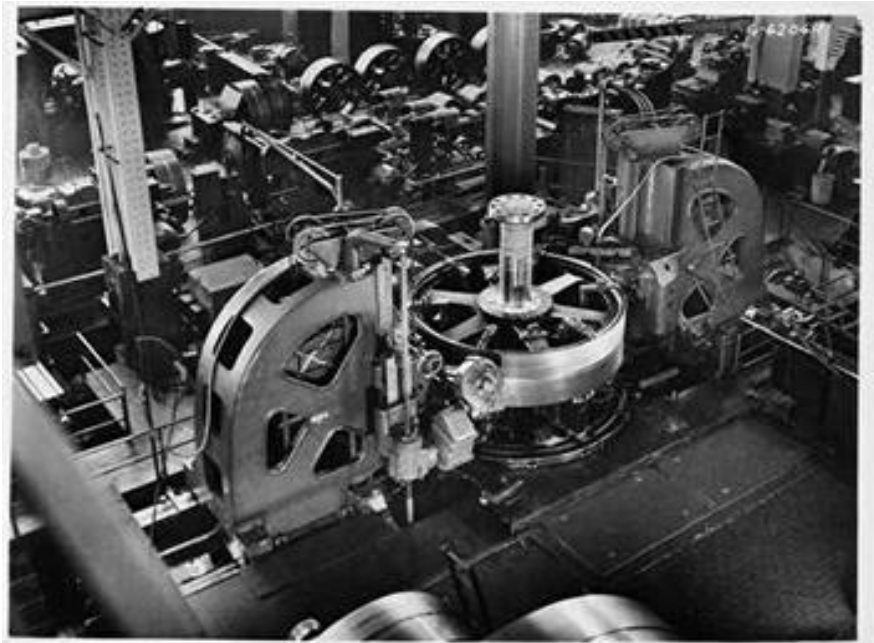
Lesson 4: Creating Your Own Primary Source about the Bay View Strike: Students analyze events that surrounded the bloodiest labor incident in Wisconsin’s history. They create a primary source to document this historical event.

Lesson 5: From Manufacturing in Milwaukee to Serving the Community: Students examine two photographs from Milwaukee’s past and present to analyze the change and continuity of the city’s economy over time.

BOOK RESOURCE: *The Magnificent Machines of Milwaukee.*

Fehring, Thomas H. P.E. (2017). *The Magnificent Machines of Milwaukee and the engineers who created them.* CreateSpace Independent Publishing Platform.

THE MAKING OF MILWAUKEE



Big Machine in Shop at Falk Corporation
Milwaukee County Historical Society

Lesson 3: Labor Negotiations in Milwaukee's Industries

<p>Key Topics/ Question: Labor Negotiations/ In what ways does bargaining resolve labor disputes?</p>	<p>Teacher Responses/Modifications/Notes:</p>
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<p>Overview: Students negotiate and resolve conflicts as they represent industrial workers and business management who try to resolve challenging industrial disputes during the late 1800's and early 1900's.</p>	<p>Suggested Time: 1-2 Class Periods</p>
	<p>Materials Needed: Writing utensils</p>
<p>Learning Intentions:</p> <ul style="list-style-type: none"> • Students identify the major disputes between workers and management locally and nationally associated with the rise of an industrial labor force. • Students evaluate bargaining strategies that resolve labor issues impacting industrial workers at the turn of the 20th Century. 	
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Divide students into opposing teams (individuals, pairs, or small groups) with one side representing labor union leaders and the other representing management. Students choose or are assigned to a specific Milwaukee industry from <i>the video "Machine Shop of the World."</i> Examples include but are not limited to the Falk Company (gears), the Milwaukee Iron Company, Harley Davidson (motorcycles), Allis-Chalmers (heavy machinery), Allen-Bradley (industrial controls), Harnischfeger (electrical cranes). 2. Discuss bargaining issues laborers during this era or beyond might address with management. Issues include, but are not limited to, an increase in pay (up to a quarter per day), an eight-hour workday, a paid vacation, money to pay for medical expenses (health care), or a paid lunch. Have the class define and agree to an advantageous, neutral, and disadvantageous result for each bargaining side on these issues. 3. Discuss negotiation and conflict resolution strategies that opposing teams might use as well as rules of conduct to be followed during negotiations. A few resources to assist with teaching these skills are listed below in Instructional Resources. It may also be useful to create some type of incentive for an advantageous, neutral, and disadvantageous result for each side to motivate students to accomplish their side's goals in the bargaining process. This could take the form of points earned towards a class prize based on either how well the teacher or the students themselves feel they accomplished their goals in negotiating on individual issues or collectively on all the issues. 4. Give students time to rehearse and engage in negotiations. After students have finished their negotiations have students evaluate their goals and strategies focusing on which negotiation strategies seemed to be most and least effective. Any award given to each side can also be administered to end the class period. 	



Instructional Resources:

These insights from Harvard Law School help students recognize their negotiation goals and personality.

<https://www.pon.harvard.edu/daily/negotiation-skills-daily/in-learning-negotiation-styles-social-skills-should-come-first/>

Lesson 4: Creating A Primary Source about the Bay View Strike

<p>Key Topics/ Question: Documenting the Past/ In what ways do primary sources help historians interpret the past?</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: Students choose a format to create a primary source that documents the bloodiest labor incident in Wisconsin's history through the perspective of someone who experienced the event.</p>	<p>Suggested Time: 2-3 Class Periods</p> <p>Materials Needed: Writing utensils or art supplies to create the primary sources or computers for word processing and graphic design.</p>

Learning Intentions:

- Students describe varying perspectives about the 1886 Bay View labor dispute and strike.
- Students create a primary source that interprets the Bay View labor dispute and strike from the perspective of a person who experienced the event.

Procedures:

1. After watching Video Chapter 8 on the Bay View strike, *Machine Shop of the World*, ask students to consider the two opposing perspectives. Display or read the perspectives. Two primary sources can be found below in the Instructional Resources section.
2. Use the opposing perspectives to discuss:
 - a). the various sources they think were used to re-create this incident,
 - b). the ways an historian might use newspaper articles, interviews, photographs, speeches, company records, hospital records and other primary sources to retell the event,
 - c). the challenges for an historian to explain the event,
 - d). the reasons for the opposing perspectives based on point of view, purpose, audience of the sources, and potentially missing perspectives about the event that were not included in the video like a close relative of one of the strikers or militia men, the owner of the iron mill, or Milwaukee's mayor, Emil Wallber, and,
 - e). how these perspectives might impact the interpretation of the event.
3. After highlighting the importance of historical perspective to determine the interpretation of past events, have students create an imaginary primary source (e.g. letter, diary entry, interview) that documents a perspective of the Bay View strike. Encourage students' creativity by choosing a realistic perspective of the event based on the sources that are available. Hold students accountable for defending their reasoning and being sensitive to the tragic nature of the event.
4. After students finish their primary sources discuss the reliability and validity of the sources they created and how their sources might impact the interpretation of the event. Several actual primary sources representing different perspectives on the Bay View strike can be found on the Wisconsin State Historical website listed below.



Instructional Resources:

Lesson Quotes / Perspectives on the Bay View Strike

According to the newspaper *The Sunday Telegraph* the workers who marched to the mill were “a vicious, lawless mob, bent on blood, robbery and destruction.”

According to Robert Schilling head of the union representing the strikers, the actions of the guards were “cowardly, premeditated murder.”

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

Website

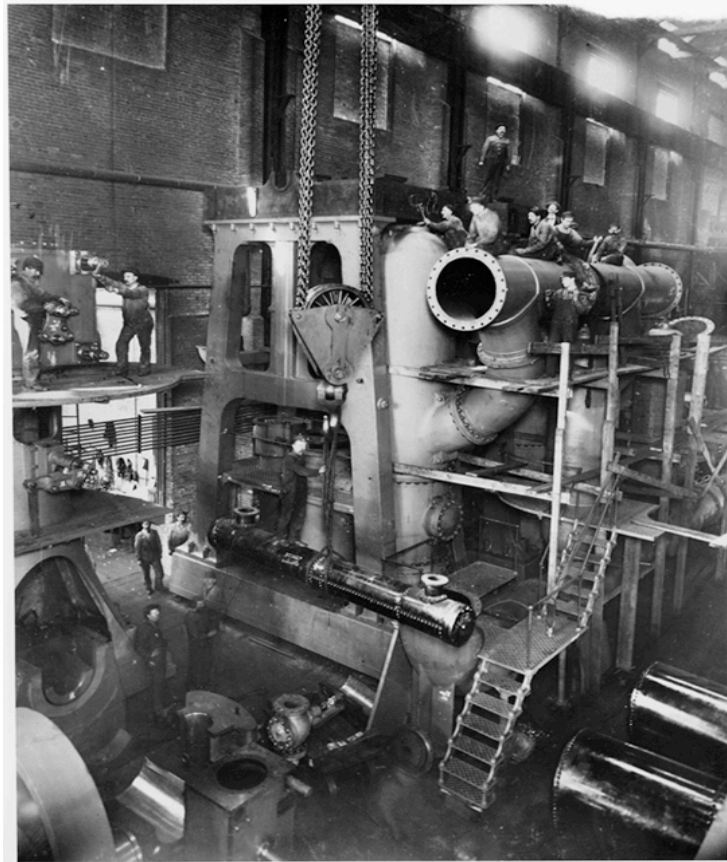
This website from the Wisconsin State Historical Society includes a primary source newspaper article from the Bay View Labor Riot of 1886:

<https://www.wisconsinhistory.org/Records/Newspaper/BA9394>

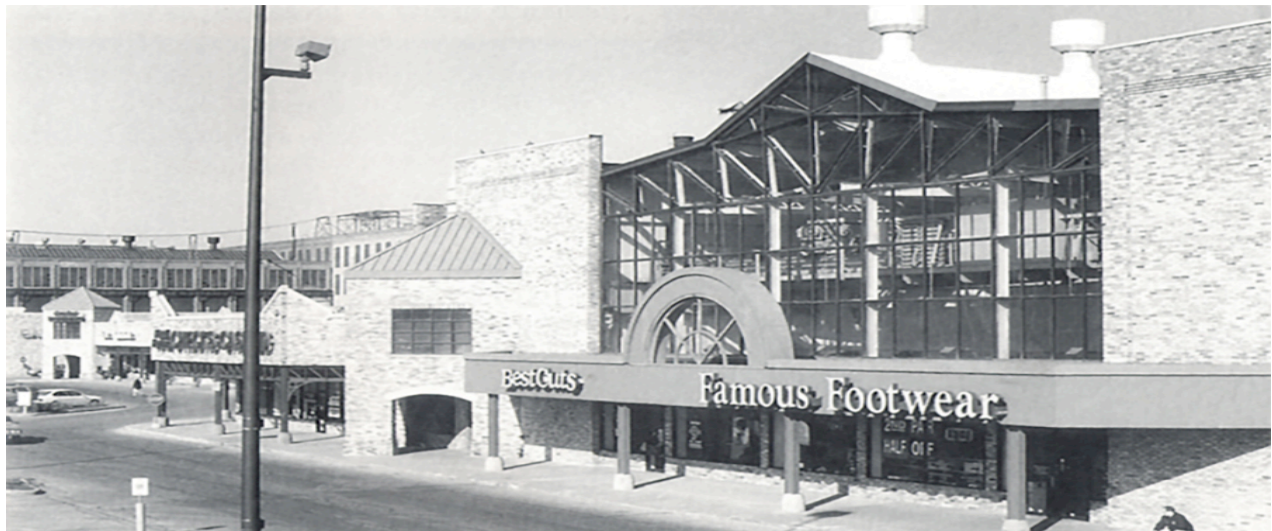
Lesson 5: From Manufacturing to Serving the Community

<p>Key Topics/ Question: Evolution of Industry/ In what ways did manufacturing give way to the service industry?</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: Students examine two Milwaukee photographs of the same location and analyze change and continuity over time related to work in the community and its economy.</p>	<p>Suggested Time: 1 -2 Class Periods</p> <hr/> <p>Materials Needed: Writing utensils or computers</p>
<p>Learning Intentions:</p> <ul style="list-style-type: none"> • Students explain the long-term transition experienced by cities like Milwaukee as they evolved from an industrial economy to a service-based economy. • Students assess the impact of the change and continuity over time on Milwaukee in its transition from an industrial economy to a service-based economy. 	
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Students examine two photographs in the Instructional Resources below. The images are from the “Image Library” on <i>The Making of Milwaukee</i> website, under “Lesson Activity Images.” The photos show the interior of the Allis- Chalmers factory in 1894 and the same factory site one hundred years later as strip mall with a Famous Footwear store. 2. Use the two photographs to discuss change and continuity over time regarding: <ol style="list-style-type: none"> a. the type of work, b. the pay, c. working conditions, d. people’s backgrounds, and e. the benefits and drawbacks to the people of the greater Milwaukee area. <p>Draw comparisons between the past and present that has occurred overtime in the two photographs.</p> 3. Students imagine they are reporters (newspaper or television) at the opening of the strip mall where the Allis-Chalmers factory used to be. Students write a news article or act out a news program that addresses the change and continuity previously discussed. Students incorporate added details to demonstrate their analysis and application of the historical thinking skill. 	

Instructional Resources:



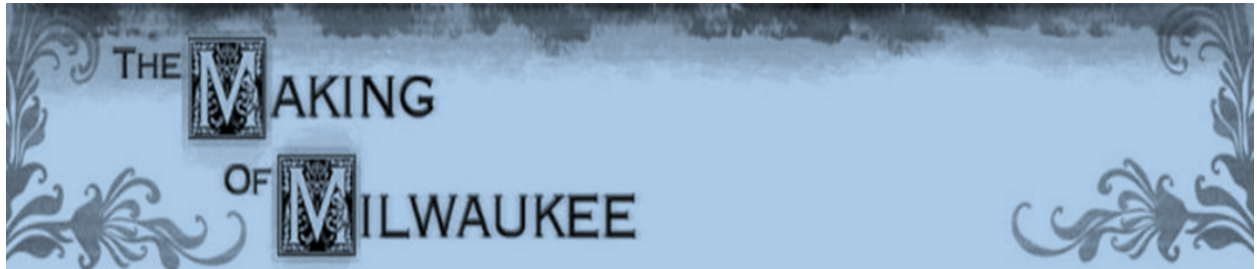
E.P. Allis Reliance Works Interior and Product



Famous Footwear that was the site of the former Allis and Chalmers machine shop

The top and bottom photos can be found in "Lesson Activity Images" within the "Image Library" on *The Making of Milwaukee* webpage.

GO TO <https://www.milwaukeepbs.org/the-making-of-milwaukee/image-library/business-industry/>



Unit 4: The Best and Worst of Times:

Video Chapters 9, 10, & 11

Key WI Social Studies Inquiry Standards Addressed: Wisconsin Students Will...

- Standard SS.Inq1: Construct meaningful questions that initiate an inquiry.
- Standard SS.Inq2: Gather and evaluate sources.
- Standard SS.Inq3: Develop claims using evidence to support reasoning.
- Standard SS.Inq4: Communicate and critique conclusions.
- Standard SS.Inq5: Be civically engaged.

Key WI Social Studies Content Addressed: Wisconsin Students Will...

- Standard SS.BH2: Investigate and interpret interactions between individuals and groups.
- Standard SS.BH4: Examine the progression of specific forms of technology and their influence within various societies.
- Standard SS.Econ2: Analyze how decisions are made and interactions occur among individuals, households, and firms or businesses.
- Standard SS.Geog4: Evaluate the relationship between identity and place.
- Standard SS.Geog5: Evaluate the relationship between humans and the environment.
- Standard SS.Hist1: Use historical evidence for determining cause and effect.
- Standard SS.Hist2: Analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
- Standard SS.Hist3: Connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
- Standard SS.PS1: Identify and analyze democratic principles and ideals.
- Standard SS.PS2: Examine and interpret rights, privileges, and responsibilities in society.
- Standard SS.PS3: Analyze and evaluate the powers and processes of political and civic institutions.

Essential Questions:

1. How can corruption and conflict lead to reform?
2. In what ways can “progress” be both positive and negative?
3. How do conflicting interests impact the way government exercises power?

Key People, Events and Vocabulary:

Key People: David Rose, Emil Seidel, Dr. Gerhard Baring, Victor Berger, Daniel Hoan, Charles Whitnall, Frederick Law Olmstead

Key Events: Milwaukee downtown building boom, Introduction of new technologies like the telephone or automobile, Completion of Milwaukee Flushing Station, Construction of Lake Park, Election of first Socialist mayor, election of Victor Berger to Congress and Daniel Hoan as mayor

Key Vocabulary: philanthropy, civic pride, political corruption, Socialist, public health, “Sewer Socialism”

Community Connections:

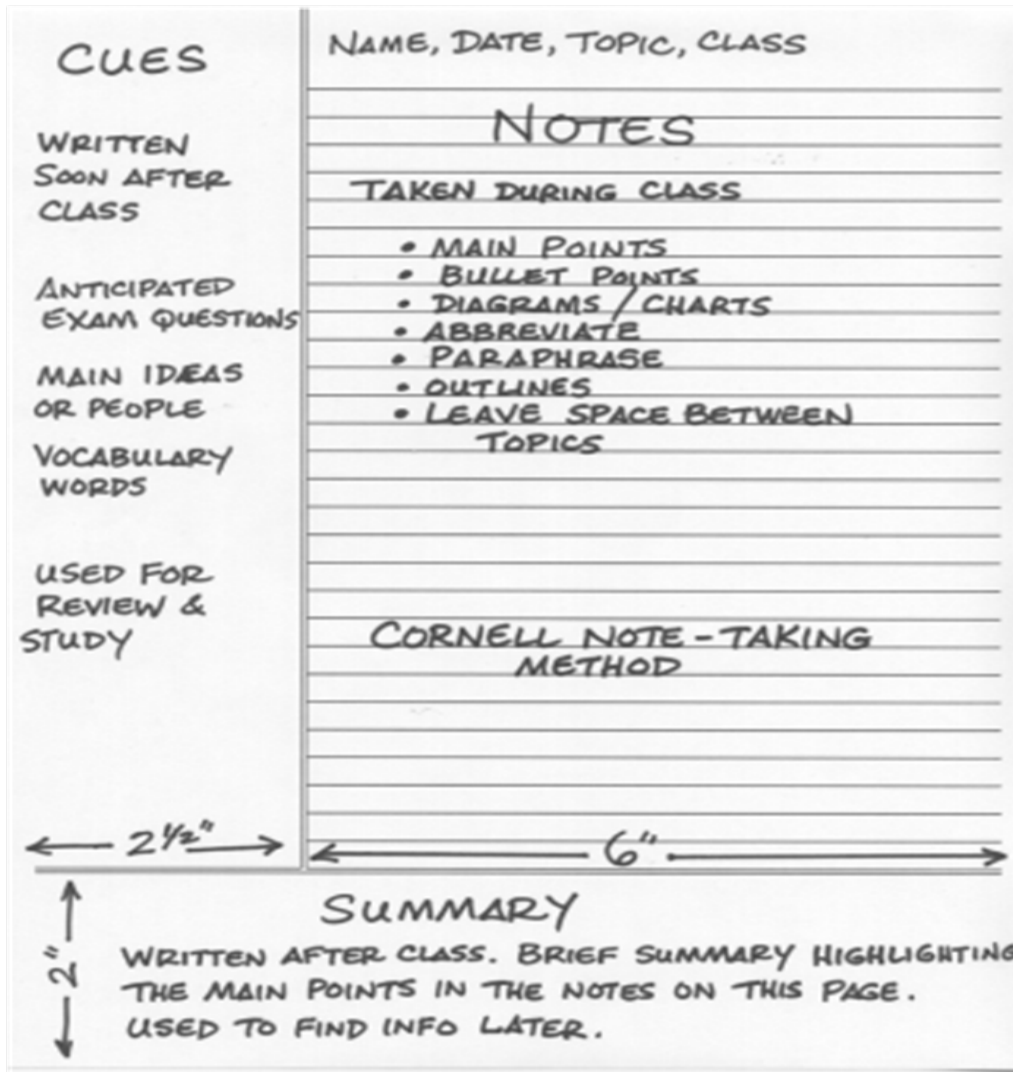
1. **Milwaukee Landmarks Tour** - Plan a city tour of famous Milwaukee landmarks for students with Historic Milwaukee, Inc. (HMI). Historic Milwaukee, Inc. offers guided tours to students and teachers for a nominal fee. www.historicmilwaukee.org You can also download the HMI app and access self-guided walking tours of several Milwaukee neighborhoods. Have students collect, photograph and record data about their landmark observations and impressions. Students compose a report on a landmark. Students share their impressions with each other and then vote on or rank their favorite landmarks as a "Best of" Milwaukee sites.
2. **All Politics is Local** - Visit the office of a Milwaukee city council member, county supervisor, or local political leader or invite the political leader to your class/school. Ask the public official to speak briefly about why they became a public official and their vision for the community. Prepare students in advance by creating questions for the public official. Have students practice asking the questions before the leader arrives. After the presentation, students write a formal thank you note to the public official and share their impressions of the visit with classmates orally or through writing.

My Milwaukee Journal

[Link to writable Cornell Notes](#)

The picture below shows the basic format for Cornell note taking which is one way for students to complete their My Milwaukee Journal. Feel free to use your own instructional notetaking method for students if desired.

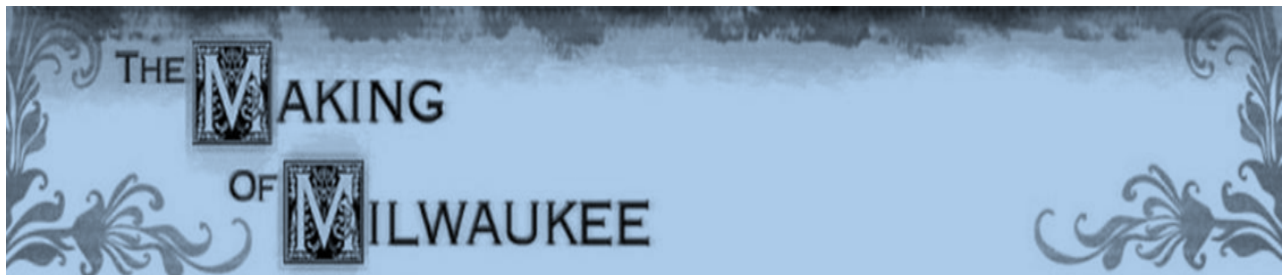
1. As shown the students will write in the topic, which can be the section or video heading title.
2. Then students can write in the subheadings into the narrow column.
3. For each subheading, students record important details, definitions, illustrations, notes, and examples.
4. Finally, students include a short summary at the end the section or heading.



My Milwaukee Journal

Name Date, Topic, Class

<p>Cues (Written soon after class)</p> <ul style="list-style-type: none">••••••	<p>Notes (taken during class)</p>
<p>Summary (written after class, Brief)</p>	



Video Chapter 9: Greater Milwaukee

Chapter Overview:

- Even though the nearby metropolis, Chicago, overshadowed Milwaukee's population, Milwaukee's population and economy witnessed significant growth as an urban industrial city at the turn of the 20th Century. Milwaukee became the 12th largest city in the U.S. Landmarks built at that time like the Pabst Theater, Central Library, and City Hall are still important to our city's identity today.
- Like many urban areas in the United States, Milwaukee's housing included streets with beautiful mansions built by the wealthy industrialists and working-class neighborhoods of various ethnicities with smaller homes and tenements.
- Suburbanization shaped the greater Milwaukee area with smaller communities surrounding the city that developed their own distinct identities.
- New technologies like telephones, automobiles, and electric lights began to modernize Milwaukee and brought opportunities and challenges to the growing metropolis.



Milwaukee Central Library



City Hall



Pabst Theater

These photo images are located in the "Image Library." Go to www.milwaukeepbs.org/MoM
Access the "Image Library" within *The Making of Milwaukee* curriculum.



Video Content Discussion Questions:

1. Why did Milwaukee’s population double between 1890 and 1910 and how did the city’s population compare to other major cities in the United States?
2. How did the construction of new landmarks that were constructed during this period impact the city of Milwaukee?
3. What new housing styles were constructed at the turn of the century and how did this affect the Milwaukee’s development?
4. What effect did the growth of Milwaukee suburbs at the turn of the 20th Century have on the greater community?
5. What new technological progress became visible in Milwaukee at the turn of the century?

Video Analysis Discussion Questions:

1. To what degree did Milwaukee’s rapid population growth at the turn of the 20th Century lead to progress and drawbacks for different Milwaukee groups?
2. To what extent was Milwaukee “a big, small town?” In what ways does this description still fit Milwaukee today?
3. In what ways were the things Milwaukee had to be proud of during between 1890 and 1910 similar and different to the things Milwaukeeans might be proud of today?
4. In what ways were the challenges Milwaukee faced between 1890 and 1910 similar and different to the challenges Milwaukee citizens face today?

Chapter Activity/ Overview of Lessons:

Lesson 1: Visualizing Greater Milwaukee - Students create a scrapbook, brochure, photo album, or mural to visually represent life in Milwaukee at the turn of the 20th Century and the present if desired. Discuss how visual representations of the past offer both insight and limits to understand an historical era.

Lesson 2: Milwaukee’s Good Times during the Bad Times and Bad Times during the Good Times - Students analyze both desirable and undesirable Milwaukee characteristics in the late 1800’s and early 1900’s. Students then choose a specific aspect of Milwaukee’s history during this time to create opposing newspaper articles on the same topic. The article should focus on the positives and challenges to demonstrate different perspectives on the chosen subject.

Lesson 1: Visualizing Greater Milwaukee

<p>Key Topics/ Question: Visual Representations/</p> <p>In what ways do visual representations of the past offer both insight and limited perspectives of an historical era?</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview:</p> <p>Students use information from <i>The Making of Milwaukee</i> video, <i>Greater Milwaukee</i>, and their own research to create a visual representation of important people, places, and events in Milwaukee’s history at the turn of the 20th Century (and today, if desired).</p>	<p>Suggested Time: A minimum of two class periods with the possibility for a week depending on classroom work time and visual representation chosen.</p> <p>Materials Needed: Computers and possibly a graphic design program like Photoshop. Or, paper, markers, and writing tools.</p>
<p>Learning Intentions:</p> <ul style="list-style-type: none"> • Students identify key people, places, and events that impacted Milwaukee’s history at the turn of the 20th Century. • Students create a visual representation to document the significant aspects of Milwaukee’s past at the turn of the 20th Century. 	

Procedures:

1. Students discuss the nature and significance of different historical visual representations, such as: scrapbooks, brochures, photo albums, or murals. Students use related learning from Video Chapter 9, *Greater Milwaukee*, to document Milwaukee's past and present. While brochures and murals are usually designed to celebrate more positive aspects of the past, scrapbooks and photo albums may also include challenging aspects of history. *NOTE: Consider a format conducive to the time available for this lesson. For example, a larger scrapbook is more feasible for a longer period of time whereas a smaller brochure might be better with less time available.*
2. Students focus their attention on Milwaukee's past (1890-1910). It might be useful and engaging to include aspects of Milwaukee's present in their visual representations. Consider resources like *The Milwaukee Journal Sentinel* or other local publications if you include present-day images.
3. Students compile a list of people, places and events to go into one of the visual representations above and categorize the list into topics like politicians, business leaders, architects (people) or churches, streets, homes (places) landmark dedications, or completion of the city's first streetcar (events).
4. Students work individually or in groups to choose topics, choose or sketch visual images and create a brief description or critical analysis of the visual images chosen. In addition to the Image Gallery on *the Making of Milwaukee* website, a list of resources to gather images is included in the Instructional Resources section below. *The Making of Milwaukee* website has a Scrapbook Exercise under the Interactive Lessons tab in the In the Classroom section.
5. Discuss the limited perspectives of visual representations to document the past, particularly Milwaukee's history. *NOTE: Visual representations are limited by the pictures chosen and rely on the viewer to interpret the visual in retelling the past. Various visual representations like brochures and murals are often designed to celebrate a specific aspect of the past without highlighting alternative or negative aspects of people, places, or events.*
6. Based on student input, consider a visual display of student work in a prominent place for other classes and/or families to view. Alternatively, have students present their work to the rest of the class, the school, or the community.

Instructional Resources:

Milwaukee Journal Sentinel at www.jsonline.com

Wisconsin Historical Society at www.wisconsinhistory.org

Making of Milwaukee Image Library <https://www.milwaukeepbs.org/the-making-of-milwaukee/image-library/>

If students want to use the "Scrapbook Exercise" on *The Making of Milwaukee* webpage, use www.milwaukeepbs.org/MoM , then GO TO the "Interactive Lessons" section of "In the Classroom" and select "Scrapbook Exercise".



Lesson 2: Milwaukee’s Good Times during the Bad Times and Bad Times during the Good Times

<p>Key Topics/ Question: Differing Perspectives of the Past /</p> <p>In what ways are there “good” times and “bad” times during any historical era?</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview:</p> <p>Students use information from <i>The Making of Milwaukee</i> video, <i>Greater Milwaukee</i>, and their research to analyze the simultaneous positive and negative aspects of the past, particularly as it pertains to the turn of the 20th Century in Milwaukee.</p>	<p>Suggested Time: 1-2 Class Periods</p> <p>Materials Needed: Writing utensils or computers for word processing</p>
<p>Learning Intentions:</p> <ul style="list-style-type: none"> • Students identify desirable and undesirable aspects of Milwaukee at the turn of the 20th Century. • Students analyze the simultaneous positives and challenges of living during an historical era. 	

Procedures:

1. Students reflect on the following question: *“Why do people often describe their personal past with glowing and enthusiastic terms and at times use the phrase, “The Good Old Days” even when there were hard times, many setbacks, and challenges?”* Share a “Good Old Days” story of your own childhood that describes a fond memory and give student pairs a chance to do the same.
2. Students take notes on the positive aspects of living in Milwaukee as described in Video Chapter 9, *Greater Milwaukee* and discuss in pairs or groups. Students consider any challenges of living in Milwaukee that might have been associated with the positive aspects they identified. *NOTE: Example: the introduction of the automobile to Milwaukee came with car accidents and pollution. Students may need to do some research about these topics to further investigate any associated challenges.*
3. Students work in pairs or small groups to create opposing news articles about the positives and challenges of living in Milwaukee related to the same topic. *NOTE: For example, one news story might discuss the beautiful mansions on Grand Avenue while another news story might focus on the crime, poverty, and lack of sanitation found in some of the working class and poorer city neighborhoods. If desired, The Making of Milwaukee website has a Newspaper Article Activity under the Interactive Lessons tab in the In the Classroom section.* Ask students to use creative headlines and find a picture from *The Making of Milwaukee* Image Library to go with their story.
4. Students share their newspaper articles with the class. Discuss why it is critical when studying the past to consider both the positive and associated challenging aspects of an era. This lesson also serves as a great introduction to Video Chapter 10, *Trouble in Town*, that highlights the many challenges that came with living in Milwaukee at the turn of the 20th Century.

Instructional Resources:

To access *The Making of Milwaukee* “Image Library”.

GO TO www.milwaukeepbs.org/MoM .

If students want to use the “Newspaper Article Activity” on *The Making of Milwaukee* webpage,

GO TO www.milwaukeepbs.org/MoM “Interactive Lessons” section of “In the Classroom” and select “Newspaper Article Activity”.



Video Chapter 10: Trouble in Town

Chapter Overview:

- Milwaukee faced many public health challenges at the turn of the 20th Century including pollution, garbage, and unsanitary drinking water.
- Corrupt Milwaukee politicians had little incentive to fix the community's problems as they were able to collect bribes and use their authority for personal gain while also becoming reelected.
- As investigations revealed political corruption. Milwaukee citizens had enough and sought alternatives to better their community, particularly the Socialist Party.
- Led by Victor Berger, the Socialist Party focused on honest and efficient government and was able to win seats on the Milwaukee Common Council. Milwaukee eventually became the first major city to elect a Socialist mayor.



Victor Berger – Milwaukee Socialist
Milwaukee County Historical Society



Socialists win seats on Milwaukee Common Council
Milwaukee Public Library

These images are located in *the Making of Milwaukee* on-line curriculum. www.milwaukeepbs.org/MoM

GO TO the "Image Library"

<p>Video Content Discussion Questions:</p> <ol style="list-style-type: none"> 1. What were the problems and their causes faced by the fast-growing city and citizens of Milwaukee at the turn of the 20th century? 2. How did Milwaukee experience a corrupt political system at the turn of the 20th century? 3. How did Socialism begin to make an impact on Milwaukee's political leadership? 4. In what ways did the Socialists represent a disruption in Milwaukee's existing conditions and how did this lead other politicians to fight for power in the city? 5. How did the Socialists earn the trust of Milwaukee citizens by 1910? 	<p>Video Analysis Discussion Questions:</p> <ol style="list-style-type: none"> 1. To what degree do the problems that faced Milwaukee in the late 1800's and early 1900's still exist? 2. To what extent were politicians' responses to the problems facing Milwaukee at the turn of the 20th Century similar and different to politicians' responses to current Milwaukee's challenges? 3. Compared to the politicians who ran the city, in what ways was the citizen's role significant in determining the city's fate? 4. In what ways was the victory of Milwaukee's Socialists significant when it became "the first and only time in American history voters of a major city turned their entire government over to Socialists?"
<p align="center">Chapter Activity/ Overview of Lessons:</p> <p>Lesson 3: A Model Milwaukee - Students analyze problems Milwaukee experienced at the turn of the 20th Century in comparison to current problems. Students create a plan to address a current Milwaukee problem. The project should highlight ways to make Milwaukee a better place to live for them and others.</p> <p>Lesson 4: Milwaukee's Health and Well-Being - Students examine life expectancy and public health challenges in Milwaukee at the turn of the 20th Century in comparison to today. Students create a campaign to address and improve a specific public health issue facing the city, county, or state.</p>	



Lesson 3: A Model Milwaukee

<p>Key Topics/ Question: Urban Reform /</p> <p>In what ways can citizens create better communities?</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview:</p> <p>Students use information from <i>The Making of Milwaukee</i> video, <i>Trouble in Town</i>, and their research to evaluate the problems Milwaukee citizens faced at the turn of the 20th Century Milwaukee (and today, if desired). Students create a plan to address a possible resolution to one of these problems.</p>	<p>Suggested Time:</p> <p>1 to 3 class periods depending upon time (if any) having students design their own city.</p>
<p>Materials Needed:</p> <p>Computers and a graphic design program like Photoshop. Or, paper, markers, and writing tools.</p>	
<p>Learning Intentions:</p> <ul style="list-style-type: none"> • Students identify benefits and drawbacks of being part of a community. • Students formulate ideas to address problems that need to be addressed in their community. 	



Procedures:

1. Students identify the negative characteristics of Milwaukee at the turn of the 20th Century as described in Video Chapter 10, *Trouble in Town*. Students discuss the extent to which these same problems, along with problems that were not mentioned in the video, challenge the city of Milwaukee today. Create category descriptors for these problems (e.g. pollution, political corruption, poor working conditions, etc.).
2. As students share themes about challenges facing Milwaukee then and now and engage them in a discussion about how challenges or negative aspects for some people in a community can coincide with opportunities or advantages for others. For example, the factory pollution that significantly reduced the public's health at the turn of the 20th Century in Milwaukee made factory owners wealthy, offered jobs to immigrants seeking a better life, and allowed Americans access to goods previously unavailable.
3. Students choose a current or past challenge facing Milwaukee and create a plan that brings the greatest benefits to the greatest number of people. Individually, in pairs or groups, students should focus on one of the categories discussed. *NOTE: If seeking to create a broader vision and range of different ways for how students might improve their community have students focus on different themes. If the goal of creating a broader vision seems a bit too broad or lacking focus, feel free to focus on only one of the larger categories discussed.*
4. **Potential Inquiry Extension:** Students create a "Model Milwaukee" that
 - a.) Identifies a possible resolution to their theme, one that creates a community to bring the greatest benefits to the greatest number of people,
 - b.) Identifies their role to create this better community, and
 - c.) Reflects one of their talents (drawing, writing, speaking, composing) to present their plan (e.g. a speech, physical model of the community, song, sketch, graphic design, community plan with a map). The plan must demonstrate the role they must play and the support they need from others to create a better Milwaukee. Students may use images from the Image Gallery on *The Making of Milwaukee* website included in the Instructional Resources section below
5. **Inquiry Extension Continued:** Students share final products with each other. Conclude with a discussion on why a model community is difficult to achieve and highlight ways that everyone in a democracy, including them, can create a better place to live.

Instructional Resources:

To access *The Making of Milwaukee* "Image Library"
GO TO www.milwaukeepbs.org/MoM

Lesson 4: Milwaukee’s Health and Well-Being

<p>Key Topics/ Question: Public Health/ In what ways does life expectancy and public health impact the well-being of a community?</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview:</p> <p>Students use information from <i>The Making of Milwaukee</i> video, <i>Trouble in Town</i>, and their research to evaluate public health issues Milwaukee citizens faced at the turn of the 20th Century Milwaukee (and today, if desired). Students create their own awareness campaign to address a public health issue.</p>	<p>Suggested Time:</p> <p>Two class periods for the initial lesson and 4 class period to a week for the potential lesson extension (depending on classroom worktime)</p> <p>Materials Needed:</p> <p>Computers and a graphic design program like Photoshop. Or, paper, markers, and writing tools.</p>
<p>Learning Intentions:</p> <ul style="list-style-type: none"> • -Students examine data related to life expectancy and public health to develop background information about the role these factors play in a community’s well-being. • Students create an awareness campaign to address a public health issue that impacts their city, community, and/or state. 	

Procedures:

1. Students consider that the average life expectancy at birth for Milwaukeeans in 1890 was a staggering 27.6 years and why this rate was so low. Pay particular attention to the number of children who died before the age of 5 years old. Discuss why public health officials are interested in life expectancy rates across cities, states, and different countries.
2. Students share the ages of their 5 oldest living family members. Then, either display information from or direct students to research life expectancy rates in the US and around the world. Students compare the ages of their family members to life expectancy data displayed. The Instructional Resources section below includes various resources to examine life expectancy rates across U.S. States and other countries. *NOTE: If desired, this is an opportunity to teach students about statistical computations like mean, mode, and range as well as disaggregated data. If so, it is important to discuss the opportunities and limits of statistical data to measure public health and well-being.*
3. Students use information from Video Chapter 10, *Trouble in Town*, to list public health issues that existed in Milwaukee at the turn of the 20th century. Students consider ways in which these same and other public health issues impact the community today. Provide time needed for students to research public health issues currently impacting Milwaukee, Milwaukee County, or in Wisconsin. Compare and contrast them with the public health issues at the turn of the 20th century as highlighted in the video chapter. The Instructional Resources section below includes various resources to examine public health issues locally and in Wisconsin. Discuss the similarities and differences students observed between the public health issues Milwaukee faced then and now.
4. **Potential Inquiry Extension:** If time permits, have students individually, in pairs, or groups pose a question about public health in Milwaukee at the turn of the 20th century in comparison to the present day. *NOTE: If seeking to create a broader vision and range of different ways for how students might improve their community have students focus on different themes. If the goal of creating a broader vision seems a bit too broad or lacking focus, feel free to focus on only one of the larger themes discussed.*
5. **Inquiry Continued:** Once students have identified an inquiry related to public health and have been given time to research the issue have students create an awareness campaign to address:
 - a.) the importance of the public health issue that demands public awareness,
 - b.) how they can contribute to a positive outcome related to the public health issue beyond making the public aware, and
 - c.) the actions citizens must take to contribute to a positive outcome.

NOTE to Teachers: *If students work individually, they might write an essay that explains their public health campaign. If working in groups, students can be assigned different roles like organizer, recorder, artist, and publicist to create and spread the message.*

6. **Inquiry Completion/Showcase:** Students share their public health campaigns with the rest of the class, school families and/or the community at large. Consider how students might also follow up their campaigns to determine the success of their efforts. To follow up, students can poll people who were made aware of their campaign to determine if the campaign impacted their lifestyles. Or students could interview members of focus group to gain feedback on their

Instructional Resources:

The following websites offer statistical data on life expectancy rates across....

...U.S. States

The Center for Disease Controls and Prevention

https://www.cdc.gov/nchs/pressroom/sosmap/life_expectancy/life_expectancy.htm

US Mortality Database – University of California Berkley

<https://usa.mortality.org/>

...Countries

The World Health Organization

<https://www.who.int/data/gho/data/themes/mortality-and-global-health-estimates/ghe-life-expectancy-and-healthy-life-expectancy>

The CIA World Factbook

<https://www.cia.gov/the-world-factbook/field/life-expectancy-at-birth/country-comparison/>

The following websites offer local and statewide public information....

City of Milwaukee

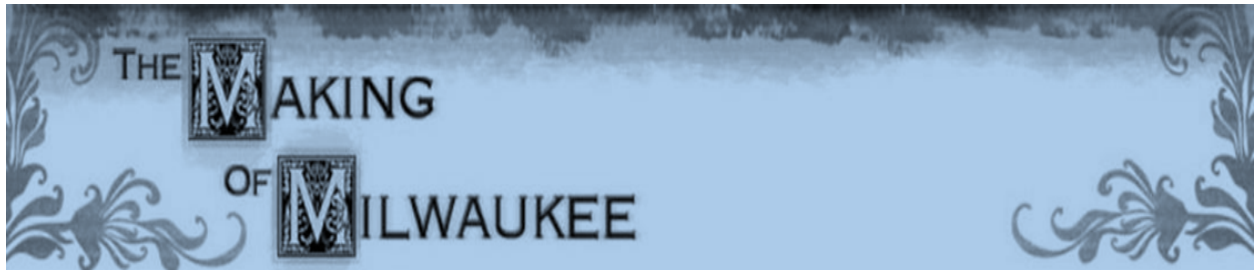
<https://city.milwaukee.gov/Health/>

Milwaukee County

<https://county.milwaukee.gov/EN/DHHS>

State of Wisconsin

<https://www.dhs.wisconsin.gov/dph/index.htm>



Video Chapter 11: Socialists at Work

Chapter Overview:

- After gaining control of the city, Milwaukee's Socialists worked to create a more honest government and provide more responsive city services. However, a combined campaign by Democrats and Republicans to unseat the Socialists temporarily ended their first attempt to govern the city.
- In 1916, the second successful effort of the Socialists to lead Milwaukee occurred with the election of mayor Daniel Hoan. Hoan served as Milwaukee's mayor for the next 24 years and created the vision for a *"a better, bigger and brighter Milwaukee."*
- Daniel Hoan and his supporters carried out a governmental agenda focused on using public money to serve the people through public housing, health, and city planning. A range of Socialist initiatives left a legacy on the city of Milwaukee. Examples include Garden Homes, the first city sponsored housing project, and the sewage plant on Jones Island as well as the surrounding harbor.
- Perhaps the most enduring Socialist legacy and Hoan administration was a unique park system throughout the city. Charles Whitnall, urban planner, understood the importance of public green spaces for all people to enjoy.

Video Content Discussion Questions:

1. What were the main accomplishments of the first group of Milwaukee's Socialists led by Mayor Emil Seidel? What challenges did they face in achieving their goals?
2. Why did the Republican Party and Democratic Party join forces to defeat the first group of Milwaukee Socialists?
3. In what ways did Milwaukee's second Socialist mayor, Daniel Hoan, and his supporters help create a vision for "a better, bigger, and brighter Milwaukee"? What limits did they face?
4. In what ways did Charles Whitnall's beliefs regarding public green spaces help create a public park system that is one of the most unique in the nation for an urban area?
5. What are some of the long-term legacies from the early 1900's Milwaukee Socialists that are still evident today?

Video Analysis Discussion Questions:

1. In what ways did Milwaukee Socialists focus on civic virtues like honesty, efficiency, and concern help accomplish their goals? What other important leadership characteristics are critical for successful politicians?
2. If Milwaukee's major political parties (Republicans, Democrats, Socialists) were all working for the public good in the early 1900's, why did they work against each other? How did this prevent them from accomplishing their goals?
3. If the Socialists had some success in creating a "a better, bigger, and brighter Milwaukee," what do their limits suggest about why the city is the only major urban area to have had Socialist leadership?
4. What might the city of Milwaukee have been like if the Socialists hadn't gained power in the early 1900's? How would this have impacted the city's development?

Chapter Activity/ Overview of Lessons:

Lesson 5: Leading Milwaukee and Beyond - Students examine different leadership positions. Students create a vision with an action plan to get elected to and maintain a leadership position. Students also create campaign materials. Finally, students share campaign ideas with others to receive feedback on their possible success.

Lesson 6: Designing Your Own Political Party - Students analyze the symbols, beliefs, and platforms of major and minor political parties in the United States and reflect on their personal political viewpoints. In collaboration with others who share similar viewpoints, students create their own political party to reflect their individual political viewpoints.



Lesson 5: Leading Milwaukee and Beyond

<p>Key Topics/ Question: Political Leadership/</p> <p>In what ways are different political positions and characteristics significant when leading people in a democracy?</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview:</p> <p>Based on a vision they create for a specific political leadership position, students use information from <i>The Making of Milwaukee</i> video, <i>Socialists at Work</i>, to brainstorm and design a political campaign plan and related items.</p>	<p>Suggested Time: 1 to 3 class periods (depending on classroom worktime)</p> <p>Materials Needed: Computers and a graphic design program like Photoshop. Or, paper, markers, and writing tools.</p>
<p>Learning Intentions:</p> <ul style="list-style-type: none"> • Students identify different leadership roles and the important characteristics necessary for a political leader. • Students design a political campaign with a vision statement, action plan, and the items necessary to accomplish political goals. 	

Procedures:

1. Students list different government leadership positions discussed in Video Chapter 11, *Socialists at Work*. Students then brainstorm a list of other leadership positions at the classroom, school, community, state, and national levels. After students list the different leadership positions discuss and list important leadership characteristics highlighted in the video and their own perspectives on successful leadership.
2. Students (individually or as a class) pick one or a few leadership positions to investigate. Students create a vision statement and action plan that outlines how they can both get elected and lead people in one of the highlighted positions. The vision statements should provide a broad overview of what they hope to accomplish if elected. It should also integrate their beliefs and philosophy about how government should serve the people in a democracy. The action plan should provide a list of bulleted points that demonstrate what actions they will take to get elected. A second list of bulleted points should show how they will live up to their vision once in office. The Instructional Resources section below notes various resources to further inform teachers and students how to teach about political campaigns.
3. To promote student discussion, the teacher can pose this question: *“How do you intend to enact the steps in your action plan?”*
4. If working in groups, students form a committee with assigned roles (e.g. person running for office, campaigner manager, campaign publicist, fundraiser, communications director). Each position creates an artifact (e.g. speech, agenda, poster, budget, brochure) related to their role, aligned with their action plan, and how they will accomplish the campaign goals. If working individually, students focus on one of the above roles and create an appropriate artifact. To encourage further discussion, ask students to follow up with clarifying questions for each other that require them defend their action plans.
5. Students showcase their vision statement, action plan, and campaign artifacts with others in the class, school, at home, or in the community. As students present their materials, the audience should be asked to prepare follow up questions and provide feedback to highlight the most viable aspects of their campaigns and suggest ways the campaign can be improved for success.

Instructional Resources:

Harvard Law School Guide to Working on Political Campaigns

<https://hls.harvard.edu/bernard-koteen-office-of-public-interest-advising/a-quick-guide-to-working-on-political-campaigns/>

C-Span guide on Political Advertising

<https://www.c-span.org/classroom/document/?2278>



Lesson 6: Design Your Own Political Party

<p>Key Topics/ Question: Political Parties/ How do U.S. political parties represent the beliefs, desires and ideas of the American people?</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: After researching the views/platforms of the current major and minor parties in the United States, students use information from <i>The Making of Milwaukee</i> video, <i>Socialists at Work</i>, and brainstorm ways to design their own political party.</p>	<p>Suggested Time: 2 to 3 class periods</p>
<p>Materials Needed: Computers and a graphic design program like Photoshop. Or, paper, markers, and writing tools.</p>	
<p>Learning Intentions:</p> <ul style="list-style-type: none"> • Students explain the symbols, beliefs, and platforms of major and minor political parties in the United States. • Students design their own political party that includes a symbol, set of beliefs, and platform. 	

Procedures:

1. Students describe the nature and goals of the Socialist Party at the turn of the 20th century using information from Video Chapter 11, *Socialists at Work*. Students discuss and create a list of the different issues that political parties have addressed both in the past and the present. Compare and contrast the past and present.
2. Give students time individually or in groups to research current U.S. major and minor political parties. Focus on the political positions of two to four present day issues chosen by the teacher from the previous discussion. Websites for the current major and minor political parties is included in the Instructional Resources below. *NOTE: It might be helpful to break students into groups for a jigsaw activity. Individual in the group can research and record details about one specific political party.*
3. After students share their research findings, lead students in a discussion that prompts them to explain ways present day political parties address the different issues researched. Compare and contrast ways the Socialist Party addressed political issues in the past. Ask students to cite evidence from the video and their research for support.

Potential Lesson Extension Activities:

4. **Further Research:** Students engage in further research on the beliefs, symbols, and goals of present-day political parties. Students identify the political party they most agree with on each of the major issues the class identified and researched. This identification will be the basis of the political party they form with their peers. *NOTE: Alternatively, students can be assigned to a specific political party. This might be an option if there is a concern that one party may be overrepresented, or students have such a strong attachment to a specific party that it may be challenging for them to form their own unique political party.*
5. **Collaborative Negotiations:** The goal of student groupwork is to find commonalities to form the basis of their unique political party. They record a symbol, and their beliefs, goals, and positions on the major issues the class has identified. Students use a format found on one of the political party websites to document their ideas. They may include some key aspects of current major and minor parties. Students will likely have their own specific ideas.
6. **Showcase and Final Discussion:** Students share their political party symbol, beliefs, goals, and major issue positions with the class. A follow-up discussion should focus on challenges students experienced in finding commonality. Discuss how these challenges reflect the limits of partisan politics and identification when representing people in a democratic system. It might be also helpful to gauge student opinion on

Instructional Resources:

The Democratic National Party: <https://democrats.org/>

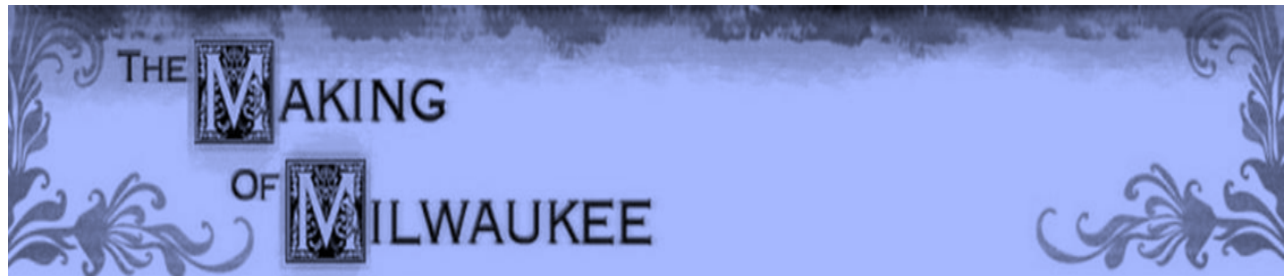
The Republican National Party: <https://www.gop.com/>

The Independent American Patriots: <https://www.independentamericanpatriots.org/>

The Libertarian Party: <https://www.lp.org/>

The Socialist Party: <https://www.socialistpartyusa.net/>

The Green Party: <https://www.gp.org/>



Unit 5: Milwaukee in War Time and Peace Time

Video Chapters 12, 13, 14

Key WI Social Studies Inquiry Standards Addressed: Wisconsin Students Will...

- SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
- SS.Inq3.b.m Support a claim with evidence from multiple reliable sources representing a range of media (electronic, digital, print, and other mass media).
- SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).

Key WI Social Studies Content Addressed: Wisconsin Students Will...

- SS.Econ2.a.m Analyze the role of consumers and producers in product markets. Provide examples of how individuals and households are both consumers and producers.
- SS.Geog2.b.5 Investigate push and pull factors of movement in their community, state, country, and world.
- SS.Geog2.c.5 Describe population changes in their state and country over time.
- SS.Geog5.b.5 Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).
- SS.Hist1.a.m Use multiple perspectives to analyze and explain the causes of issues or events within and across time periods, events, or cultures.
- SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
- SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.
- SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.

Essential Questions:

1. What happened to Milwaukee's industry during Prohibition?
2. What was life in Milwaukee like for new migrants from the South?
3. What were Milwaukee's contributions to the war effort during WWII?

Key People, Events and Vocabulary:

- Billy Mitchell
- Dan Hoan
- Victor Berger
- Sedition
- Prohibition
- Socialist/Socialism
- Ethnic cleansing
- Propaganda
- The Great Migration
- Immigration
- The Roaring Twenties
- WWI and WWII

Community Connections:**Field Trip ideas:**

Have students visit **Milwaukee's War Memorial Center** and any other monument or memorial dedicated to the men and women from Milwaukee who served their country in war.

Other memorial sites include the exhibit dedicated to Billy Mitchell at Milwaukee's Mitchell Field, Milwaukee's Vietnam Veterans' Memorial, Red Arrow Park and monument, Veteran's Park, statues dedicated to Spanish American War and Civil War veterans near the Milwaukee Public Library, Civil War Soldiers and Sailors Monument at Wood National Cemetery, and the memorial to all "Women of the Sea Services" during World War II on the Avenue of Flags at Wood National Cemetery.

Forest Home **Cemetery** is the final resting place for many people mentioned in the video series. Students could research other sites as well.

Service-Learning Options:

Since these video chapters highlight WWI and WWII there are many organizations in our area that help current veterans. Following are a few of the local organizations that can use money, time, donations, etc.:

[Milwaukee Homeless Veterans Initiative](#)

[Center for Veteran's Issues Milwaukee Page](#)

[Dryhootch coffee shop](#)

[Milwaukee VA Health Care](#)



Wood National Cemetery, Milwaukee WI
Wikipedia



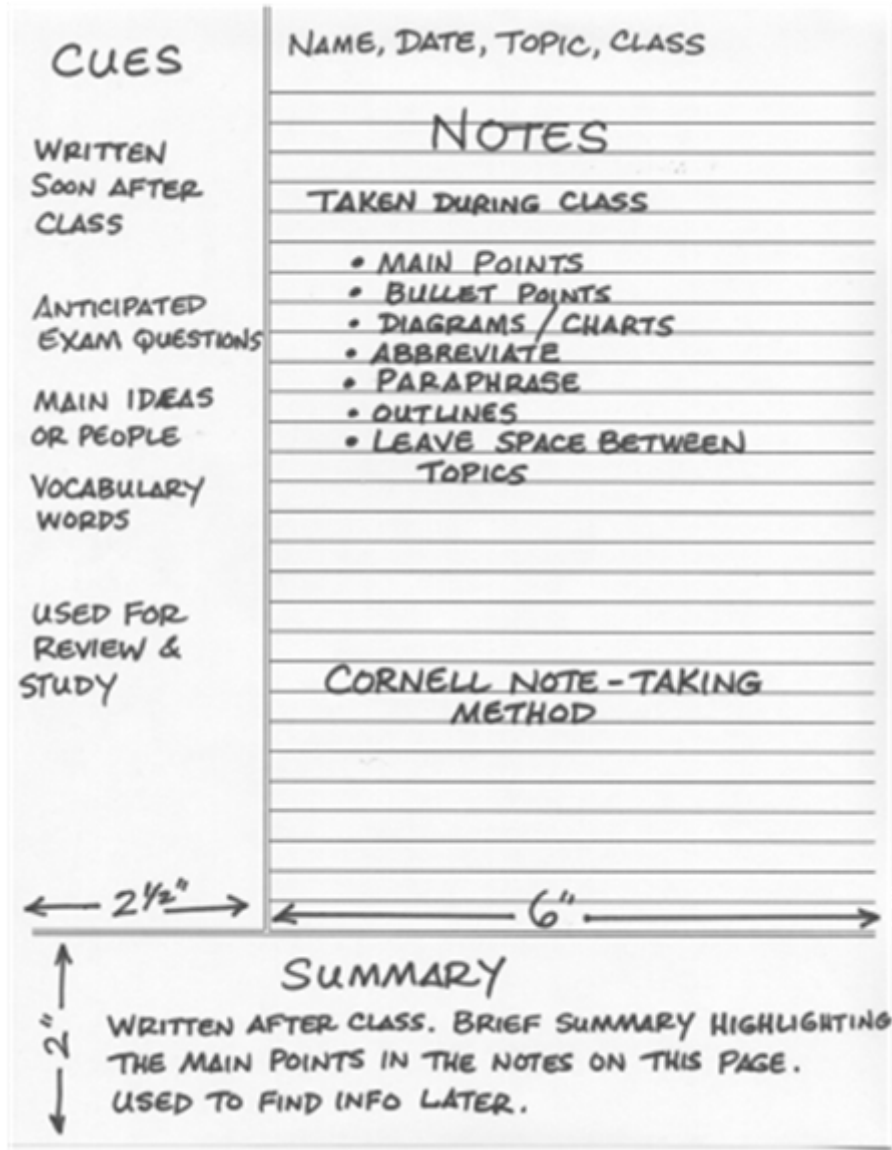
Milwaukee Soldiers' Home/Veteran Housing
Milwaukeesoldiershome.com

My Milwaukee Journal

[Link to writable Cornell Note](#)

The picture below shows the basic format for Cornell note taking.

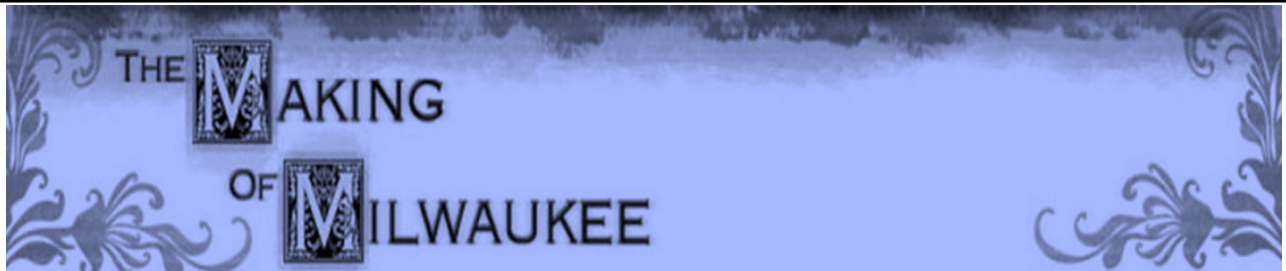
1. As shown the students will write in the topic, which can be the section or video heading title.
2. Then students can write in the subheadings in the narrow column.
3. For each subheading, students record important details, definitions, illustrations, notes, and examples.
4. Finally, students include a short summary at the end of the section or heading.



My Milwaukee Journal

Name Date, Topic, Class

<p>Cues (Written soon after class)</p> <ul style="list-style-type: none">•	<p>Notes (taken during class)</p>
<p>Summary (written after class, Brief)</p>	



Video Chapter 12: The War to End Wars

Overview: WWI makes the world safe for democracy but brings anti-German sentiment to Milwaukee during and after war time. Milwaukeeans chip in during the war effort at home and overseas. Prohibition starts closing Milwaukee breweries.

Video Content Discussion Questions:

1. Why do you think America was hesitant to get involved in WWI?
2. What led to a shift in the way Milwaukeeans responded to World War I by 1917?
3. How did women help the war effort on the home front?
4. In what ways did World War I affect Socialists in Milwaukee?
5. How was German culture in Milwaukee permanently affected after World War I?
6. What impact did Prohibition have on Milwaukee's breweries?
7. In what ways did Milwaukeeans respond to Prohibition?

Video Analysis Discussion Questions:

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

Activity/Overview of Lessons:

Lesson 1: Milwaukee Industry during Prohibition- Students research the effects of Prohibition on Milwaukee.
Lesson 2: Sewer Socialist Campaign Poster- Students create a poster for a past Milwaukee Socialist leader.



Prohibition and Socialism Effects on Milwaukee. Images located in the "Image Library" on *The Making of Milwaukee* webpage. GO TO www.milwaukeepbs.org/MoM



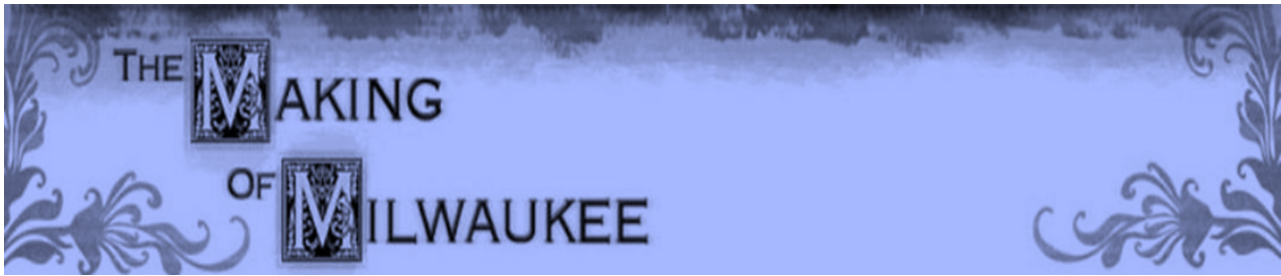
Lesson 1: Milwaukee Industry during Prohibition

<p>Key Topics/ Question: Prohibition/ What happened to Milwaukee’s industry during Prohibition?</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: During Prohibition, many businesses, particularly breweries, had to shift their production to new products. Students explore the many different things Milwaukee industries did to keep Milwaukeeans working. This inquiry activity is open-ended to leave students with multiple pathways for research and discovery.</p>	<p>Suggested Time: 60 min to multi-day depending on depth of research</p> <p>Materials Needed: Cornell note guide and computer for research</p>
<p>Learning Intentions: Students research the effect Prohibition had on Milwaukee’s economy.</p>	
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Students recall content from Video Chapter 12, <i>The War to End all Wars</i>, related to breweries and jobs. Students discuss the essential question: “<i>What happened to Milwaukee Industry during Prohibition?</i>” Ask what questions they might still have. 2. Students choose a topic for their inquiry. Possible research topics could be: <ul style="list-style-type: none"> • Research what one Brewery did during Prohibition: what they produced, what happened to the employees, and if they stayed in business, etc. • Research the various products made by different breweries instead of beer. • Research the economic impact (job loss and revenue) Prohibition had on the city of Milwaukee. 3. Students decide how they want to represent their investigation findings. (Examples may include a collage of product images, slide presentation, video clip story, mini book, etc.) 4. Resources are noted in the links below. However, the Wisconsin Historical society and the Library of Congress both have great free online information with primary sources. 5. Potential Inquiry Extension: This research inquiry could be a short activity or span the length of a week to allow for a larger project and information presentation or showcase. 	
<p>Instructional Resources:</p> <p>Encyclopedia of Milwaukee Prohibition page by UWM</p> <p>Brewing and Prohibition page with primary sources by Wisconsin Historical Society</p>	



Lesson 2: Sewer Socialist Campaign Poster

<p>Key Topics/ Question: Socialism/ Why was Socialism so popular in Milwaukee during the early 1900's?</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: The term “Sewer Socialism” originated because Milwaukee Socialists wanted to clean up their dirty city after the Industrial Revolution. This term was used as an insult but Socialists at the time took the term and used it as their own. Milwaukee was a Socialist city and the things the Socialists promised resonated with the people at that time.</p>	<p>Suggested Time: 120 min Materials Needed: paper or poster paper and art supplies or computer for digital representation</p>
<p>Learning Intentions: Students learn about “Sewer Socialism” and how it is rooted in Milwaukee’s history and create a campaign poster.</p>	
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Students recall content from Video Chapter 12, <i>The War to End all Wars</i>, related to the Socialist’s stronghold in Milwaukee during the early 1900’s. Explain the term “Sewer Socialist” to students. 2. Students research what the Socialists wanted to do for Milwaukee during the early 1900’s. (Examples include providing clean water, building the Milwaukee park system, raising higher taxes for business owners, and supporting workers’ rights.) 3. Students create a new campaign poster. Students can choose to either create a new poster for one of the Milwaukee Socialists or create one of their own using themselves or likeness. 	
<p>Instructional Resources:</p> <p>Quick video about the history of campaign posters Then and now: Presidential campaign posters Victor Berger Campaign Poster from Wisconsin Historical Society</p> <p>Encyclopedia of Milwaukee Socialists page by UWM</p> <p><i>The Making of Milwaukee</i>, Video Chapter 12: <i>The War to End Wars</i>. GO TO www.milwaukeepbs.org/MoM to access <i>The Making of Milwaukee</i> on-line curriculum and film series.</p>	



Video Chapter 13: The Roaring Twenties

Overview: The *“Roaring Twenties”* bring new prosperity, industry, immigration, and migration to Milwaukee.

Video Content Discussion Questions:

1. Why do you think companies looked for workers outside of Milwaukee?
2. What led to a shift in America’s open immigration policy?
3. How did migrant workers change the population in Milwaukee?
4. In what ways did migrant workers help Milwaukee’s industry?
5. What did people do for entertainment during the “Roaring Twenties?”
6. What impact did the development of Milwaukee’s middle class during the 1920’s have on the city’s neighborhoods?

Video Analysis Discussion Questions:

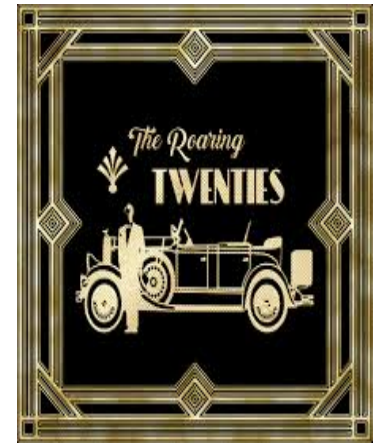
1. Why do you think hate groups appeared at this time in Milwaukee?
2. What do you think Milwaukee would look like if the U.S. didn’t change the immigration policy?
3. Why do you think Milwaukee was such a good place for manufacturing?

Activity/Overview of Lessons:

Lesson 3: The Great Migration- Students research stories of Black southerners who moved to Milwaukee for more opportunities.

C3 Framework OPTIONAL INQUIRY PROCESS to further investigate Milwaukee’s many immigrant/migrant/ethnic groups.

Lesson 4: Radio Broadcast- Students create a radio podcast to better understand entertainment during the “Roaring Twenties.”



Flapper Girls, Harlem Renaissance, & Poster: Images of the Roaring Twenties. Wikipedia.



Lesson 3: The Great Migration

<p>Key Topics/ Question: The Great Migration/ Immigration Many Black southerners moved to northern cities like Milwaukee starting during WWI.</p> <p>What was life in Milwaukee like for new migrants from the America’s South?</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: This inquiry activity is open-ended. It offers multiple pathways for research and discovery. Students can investigate why Black southerners may have migrated North to Milwaukee. Students might research the jobs they had in both places as well as research the churches and institutions that provided a sense of community and home. They could also explore the neighborhood that new migrants moved to and what they offered over other neighborhoods. This activity can also be accomplished as a whole class and/or focused on one family’s journey.</p>	<p>Suggested Time: 60 min to multi-day depending on depth of research</p> <p>Materials Needed: Computer to research</p>
<p>Learning Intentions: Students research stories of Black southerners who moved to Milwaukee for more opportunities.</p>	

Procedures:

1. Students recall content from Video Chapter 13, *The Roaring Twenties*, related to immigration/migration of both southern blacks and Mexican immigrants. Students discuss the essential question: “*What was life in Milwaukee like for new migrants?*” Ask what questions they still have.
2. Students choose a topic they would like to research. Possible research topics could be:
 - Research one family’s migration story to Milwaukee
 - Research one of the companies that recruited workers.
 - Research the impact these new Milwaukeeans had on the city’s population and overall diversity.
 - Explore the new cultural communities like Bronzeville.
3. Students decide how they want to represent their investigation. Examples include a collage of images of migrant populations, slide presentation, video clip, story or mini book, etc.
4. Resources are listed below. However, the Wisconsin Historical society and the Library of Congress both have informative and free online information with primary sources.
5. **Potential Lesson Extension:** This research inquiry can be a short activity or span the length of a week to allow for a larger inquiry project and final information showcase.

Instructional Resources:

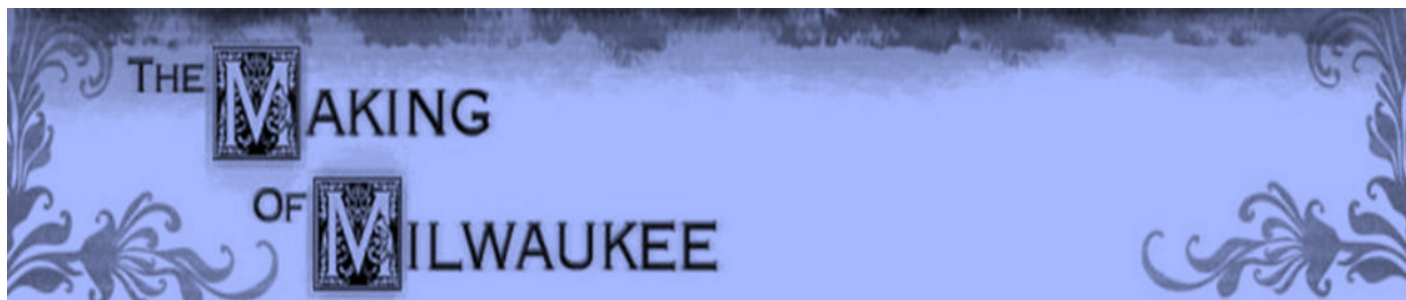
C3 Framework for Social Studies Inquiry: <https://c3teachers.org/idm-workbook/>

Encyclopedia of Milwaukee [African Americans page](#) by UWM

Bronzeville [History page](#) by City of Milwaukee

[Podcast and article interviews](#) with migrants from Milwaukee NPR

Wisconsin Historical Society www.wisconsinhistory.org

**INQUIRY OPPORTUNITY****Who are the Many Peoples who have MADE Milwaukee?****Cultural Inquiry into Immigrant/Migrant/Ethnic Peoples*******NOTE to TEACHERS*****

Milwaukee’s rich immigrant/migrant/ethnic history provides an opportunity for in-depth inquiry. Rather than devoting one lesson within *The Making of Milwaukee* Curriculum for each of the many groups that settled in

Milwaukee, we suggest teachers and students actively participate in an engaging inquiry process to learn about Milwaukee peoples' histories of interest and importance to your student population.

There is so much to learn!

Please access the C3 Framework (College, Career, and Civic Life) Framework to guide your students' inquiry. GO TO <https://c3teachers.org/idm-workbook/>

The C3 Framework for social studies builds critical thinking, problem solving and participatory civic skills through inquiry. The four step inquiry process begins with students' questions. Depending on the time allotted, students can focus their inquiry on a few or several questions. Developing these initial questions is a critical and often challenging step for students. However, they are critical for successful inquiry as they focus the process. To help students develop questions for their cultural/ethnic inquiry, some of the following questions, representing various social studies disciplines, might represent or spark their interests. You can add resources for student use or allow them to find their own sources depending on the students' academic level.

POTENTIAL GUIDING QUESTIONS

- Who were/are the _____ people?**
- Where did they originate?**
- Why did they decide to move to Milwaukee? (push/pull factors)**
- What items did they bring to Milwaukee? Why?**
- How did they get to Milwaukee? Why?**
- What neighborhood did they settle in Milwaukee? Why?**
- What work did they pursue when they reached Milwaukee? Why?**
- What traditions did they bring to Milwaukee? Why?**
- What traditions do they continue to celebrate in Milwaukee? Why?**
- How have they helped to "make" Milwaukee? Why?**
- What changes have they made to Milwaukee's culture? How?**



Lesson 4: Radio Broadcast

<p>Key Topics/ Question: Roaring Twenties/ In what ways was the radio a family's source of entertainment during the "Roaring Twenties?"</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: Students make a 3-minute radio podcast. During WWI, radio was the primary source of home entertainment.</p>	<p>Suggested Time: 120 min or 3-4 days depending on length of inquiry</p>

Students create a podcast based on any topic or specifically a Milwaukee topic. The goal is to make the podcast format similar to a radio format evident in the “Roaring Twenties.” Students should attend to sounds and descriptions used at that time to prompt imagination and entertainment.

Materials Needed: something to record voice and items that can produce sound effects.

Learning Intentions: Students create a radio podcast to better understand entertainment during the “Roaring Twenties.”

Procedures:

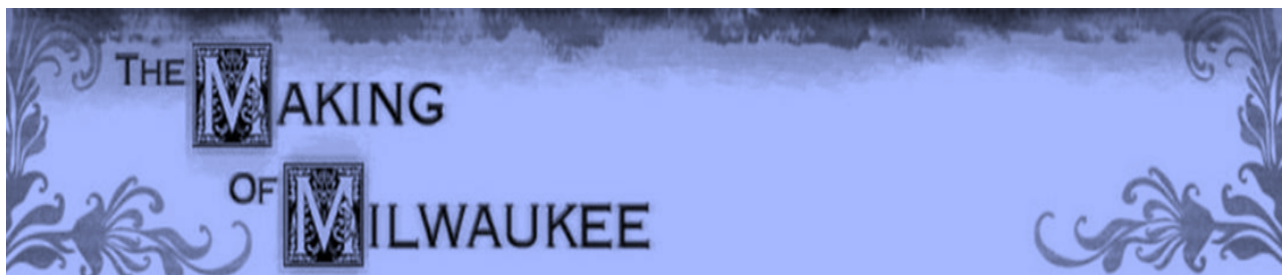
1. Students listen to a clip of an old radio show. Examples could be *Little Orphan Annie* or *The All-Negro Hour* on Chicago's WSBC. (**Teachers' NOTE: Be Careful when selecting clips as many popular radio shows like Amos 'n' Andy were performed by white artists and encouraged negative Black stereotypes.**)
2. Students read about the different shows, using some of the sources below.
3. This research can be brief as the goal is just to get an idea of how the shows used sound effects and voices to entertain.
4. **Potential Lesson Extension:** For a full inquiry project requiring several days, have students write a script depicting life during the “Roaring Twenties” to be read for a podcast. This script can be comical or serious, a mystery or true to life situation, an interview, etc. The script should include places where sound effects are inserted. This inquiry can be accomplished individually or in small groups.
5. Have students record and share their radio podcasts.

Instructional Resources:

[Pioneers of Early Black Radio](#) by Teachrock.org

[Little Orphan Annie to the Rescue](#) from the Women's National History Museum

[Help Your Students Make Your Own DIY Podcast](#) by NEA Today



Video Chapter 14: Hard Time and Wartime

Overview: The Great Depression and WWII change the daily lives of Milwaukee citizens, making way for a very different future.

<p>Video Content Discussion Questions:</p> <ol style="list-style-type: none"> 1. How was Mayor Daniel Hoan able to help the city survive during the depression? 2. What were some specific ways that “<i>New Deal</i>” money was spent in Milwaukee? 3. Why do you think Carl Zeidler won the election over longtime mayor Daniel Hoan? 4. What were some ways Milwaukee contributed to war production during WWII? 5. How did women contribute to the war effort in Milwaukee during WWII? 	<p>Video Analysis Discussion Questions:</p> <ol style="list-style-type: none"> 1. Did Milwaukee’s socialist tradition make it more capable of dealing with the problems brought on by the Great Depression? Were there ways that this socialist tradition brought drawbacks during the depression? 2. Was Milwaukee’s socialist stronghold a contributing factor to the labor disputes and protests of the thirties? 3. Do you think it was Mayor Carl Zeidler’s duty to stay in Milwaukee and be the mayor or go to war to protect freedoms?
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Activity/Overview of Lessons:

Lesson 5: Milwaukee’s Contributions to WWII-Students research Milwaukee’s contributions to WWII.

Lesson 6: New Deal Near You- Students examine major Milwaukee contributions to WWII and make an argument for which contribution they feel may have had the most impact.



Lesson 5: Milwaukee’s Contributions to WWII

<p>Key Topics/ Question: WWII/The Great Depression/ Many people in Milwaukee contributed in different ways to the war effort. What may have been Milwaukee’s most important contribution to the war effort?</p>	<p>Teacher Responses, Modifications, Notes:</p>
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<p>Overview: This inquiry activity is open-ended to provide multiple pathways for research and discovery. Students make an argument for which Milwaukee contribution to the war effort had the biggest impact. There is no correct answer. It is open-ended so students can research the many contributions and make an argument for whichever one they choose.</p>	<p>Suggested Time: 60 min to multi-day depending on depth of research</p>
<p>Materials Needed: Computer to research</p>	
<p>Learning Intentions: Students research Milwaukee’s contributions to WWII and showcase a product that had a major impact.</p>	
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Students recall content from Video Chapter 14: <i>Hard Time and Wartime</i>, related to Milwaukee’s contributions to the war effort during WWII. Students address the essential question: “<i>What was the biggest contribution to the war effort in Milwaukee?</i>” Ask what questions they might still have. 2. Students choose a Milwaukee contribution to focus their inquiry. Possible research topics could be: <ul style="list-style-type: none"> • Weaponry produced in Milwaukee. • Heavy machinery produced in Milwaukee. • Victory Gardens. • Food and supply conservation. 3. Students decide how they want to represent their investigation. (Examples include a collage of production images, slide presentation, video clip, story, mini book, etc.) 4. Resources are listed below. However, the Wisconsin Historical Society and the Library of Congress have informative and free online information that includes primary sources. 5. Potential Inquiry Extension: This research inquiry can be a short activity or span the length of a week to allow for a larger project and a final information showcase. 	
<p>Instructional Resources:</p> <ul style="list-style-type: none"> • Encyclopedia of Milwaukee Wartime Milwaukee by UWM • The War Memorial Center has a nine part article about the contributions of different companies and communities of Milwaukee. • World War II History in Wisconsin by the Wisconsin Historical Society • Wisconsin History Society www.wisconsinhistory.org 	



Lesson 6: The “New Deal” Near You

<p>Key Topics/ Question: New Deal / The Great Depression /</p> <p>What were specific ways that “<i>New Deal</i>” money was spent in Milwaukee during the Great Depression?</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: Milwaukee has many buildings and parks built with “<i>New Deal</i>” money. This activity helps students find something built during this time in Milwaukee, possibly near their home or school. The learning activity provides a great opportunity to take a walking field trip to a local park or any other “<i>New Deal</i>” structure.</p>	<p>Suggested Time: 45 min (or more if visiting a location)</p> <p>Materials Needed: Computer</p>
<p>Learning Intentions: Students learn about how many of the buildings and parks in their area were created or built during the Great Depression with “<i>New Deal</i>” money.</p>	
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Students research “<i>New Deal</i>” organizations like the CCC, BPR, PBA, WPA and what each did to help Milwaukee citizens. 2. Students discover if any buildings, art, or parks created during this time are near their school or home. If possible, walk to one of these “<i>New Deal</i>” locations. Discover if there is a plaque that labels it a “<i>New Deal</i>” product. 3. Students write about what they see and take or create pictures. If writing about the location, students explain why the product, park or structure may have been important at that time and if it is still important today. Students can also create a walking trip script/directions for other classes in their school if time permits. 	
<p>Instructional Resources:</p> <p>This site Living New Deal has a list of different buildings and parks created by New Deal programs.</p> <p>Encyclopedia of Milwaukee Great Depression by UWM</p> <p>Living New Deal also has an extensive list of all New Deal organizations</p> <p>Milwaukee County Parks https://county.milwaukee.gov/EN/Parks</p>	



Unit 6: Modern Milwaukee: Video Chapters 15,16, & 17

Key WI Social Studies Inquiry Standards Addressed: Wisconsin Students Will...

Inq1: Construct meaningful questions that initiate an inquiry.

Inq3: Develop claims using evidence to support reasoning.

Inq4: Communicate and critique conclusions.

Inq5: Be civically engaged.

Key WI Social Studies Content Addressed: Wisconsin Students Will...

BH1: Examine individual cognition, perception, behavior, and identity.

BH2: Investigate and interpret interactions between individuals and groups.

BH3: Assess the role that human behavior and cultures play in the development of social endeavors.

BH4: Examine the progression of specific forms of technology and their influence within various societies.

Econ1: Use economic reasoning to understand issues.

Geog2: Analyze human movement and population patterns.

Geog4: Evaluate the relationship between identity and place.

Hist1: Use historical evidence for determining cause and effect.

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

PS2: Examine and interpret rights, privileges, and responsibilities in society.

Essential Questions:

1. What caused Milwaukee's growth after WWII?
2. In what ways was the building of the Interstate in Milwaukee good and bad for the community?
3. How has Milwaukee's ethnic diversity changed over time??

Key People, Events and Vocabulary:

- Baby Boom
- Father Groppi
- Lloyd Barbee
- Henry Maier
- Vel Phillips
- Fair Housing
- Summerfest
- Diversity
- Urban
- Suburban
- Iron Ring
- Annexation
- Streetcar
- Tram
- Trolley
- The Hop

Community Connections:

Field Trip Ideas:

- Visit the **Black Holocaust Museum** to learn about Old Walnut Street and see the legacy of racism in Milwaukee.
- Ride **The Hop** to get a taste of a streetcar and discover Easttown, the Lakefront, Downtown and the Third Ward neighborhoods.
- Visit one of the many enrichment facilities created during this time which include : **Mitchell Park Domes, Milwaukee Public Museum, Milwaukee County Zoo, Marcus Performing Arts Center, War Memorial, baseball stadium (AM Family field, or the location of the old County Stadium), Milwaukee Art Museum, Milwaukee Riverfront,** etc. These locations can also be visited through Google maps or their websites when in the classroom. Go out into the community or bring the community into your classroom.

Service-learning Ideas

Since these *Making of Milwaukee* video chapters (15-17) deal with a growing diverse city and a separation of wealth, here are some ideas for service learning based on those topics. You could help these organizations or start something similar in your area.

["We Got This"](#) is a program based in Milwaukee. It started on 9th and Ring. The program has young kids cleaning up their neighborhood and learning about gardening. Kids grow food to help feed the community from their many community gardens.

Through the **City of Milwaukee Earn and Learn Program**, Milwaukee teens are eligible to work at [Urban Underground](#) during the summer months. Through a series of fieldtrips and hands-on activities, students experience a 6-week summer internship that offers college visits, career exploration, and service projects.

Students passionate about helping their city can always meet with their alderperson to request and discuss needed changes/improvements. There are also opportunities for students to get involved with the [Milwaukee Youth Council](#).

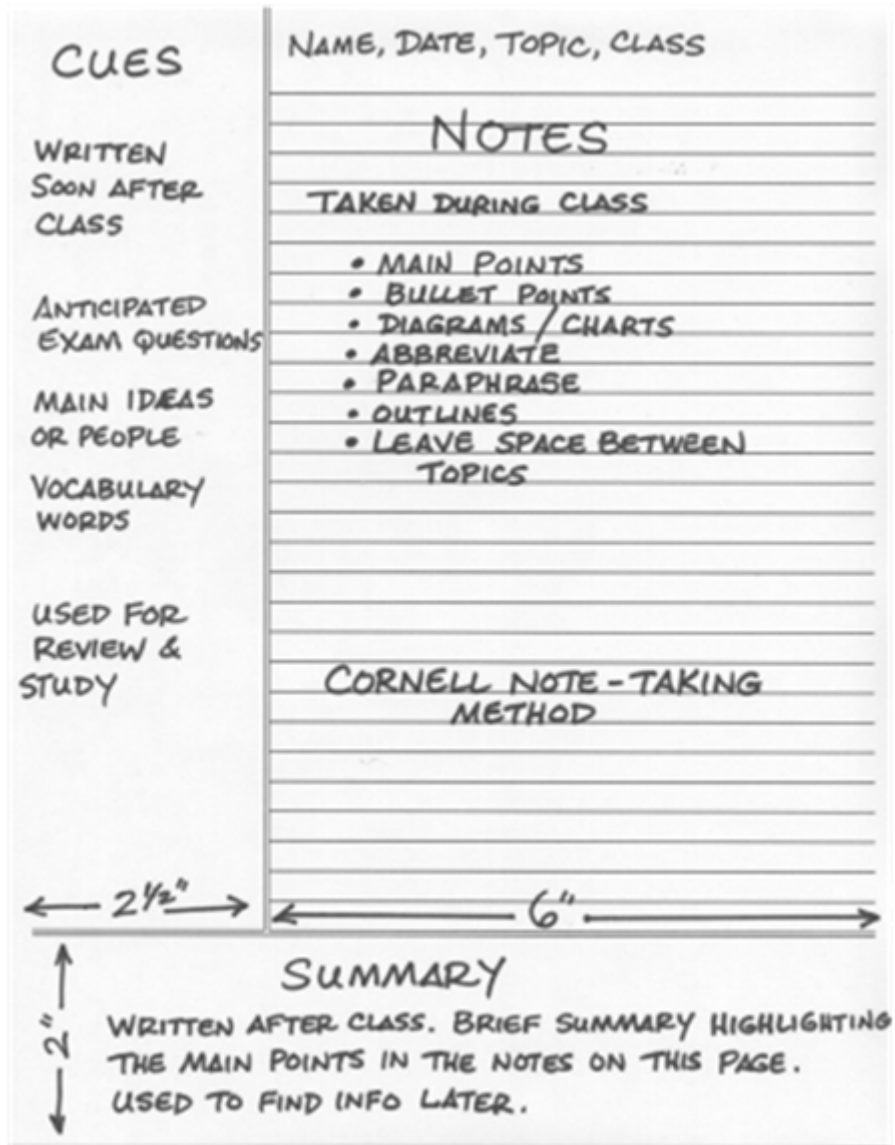
There are many wonderful things kids can do to better their community and celebrate diversity. Have students brainstorm issues in the school or school's neighborhood and make an action plan of how they can help. Help your students develop a sense of belonging to their community, a sense of place, and a sense of agency. **I am "Making Milwaukee."**

My Milwaukee Journal

[Link to writable Cornell Note](#)

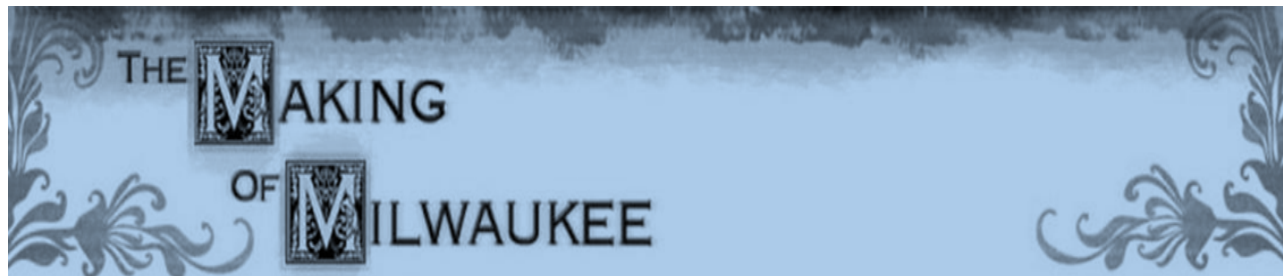
The picture below shows the basic format for Cornell note taking.

1. As shown the students will write in the topic, which can be the section or video heading title.
2. Then students can write in the subheadings in the narrow column.
3. For each subheading, students record important details, definitions, illustrations, notes, and examples.
4. Finally, students include a short summary at the end of the section or heading.



My Milwaukee Journal

Name Date, Topic, Class	
Cues (Written soon after class) •	Notes (taken during class)
Summary (written after class, Brief)	



Video Chapter 15: The Exploding Metropolis

Overview: WWII ends, and a “Baby Boom” begins. Along with the “Baby Boom” there is a housing boom to fit the needs of the growing population. TV becomes the new source of entertainment with WTMJ becoming Milwaukee’s first station. Automobile presence doubles overwhelming the city streets and requiring the need for a freeway. Industrial prosperity doubles.

AO Smith produces car frames.
 Allis-Chalmers makes turbines for electricity.
 Bucyrus Erie manufactures mining equipment.
 Ladish becomes the leader in forging. And,
 Milwaukee breweries continue.

Voluntary annexation of land doubles the size of Milwaukee. Suburbs develop around all of Milwaukee to form an “Iron Ring” that prevents Milwaukee from annexing more territory. Milwaukee is now set in size and cannot expand. UWM opens in 1956. UWM was originally the Milwaukee State Normal School for teachers. County Stadium is built in 1953, with a new team, the Milwaukee Braves, to follow.

Video Content Discussion Questions:

1. Why do you think the “Baby Boom” happened?
2. Why was there a need for a housing boom?
3. What products were being made in large Milwaukee factories at this time?
4. How did Milwaukee increase in size?
5. What stopped Milwaukee’s growth?

Video Analysis Discussion Questions:

1. Why do you think certain communities/ suburbs chose to be a part of Milwaukee?
2. Why do you think certain communities/ suburbs chose not to be a part of Milwaukee?
3. Why do you think the city leaders were intent on building a stadium even without a team secured?

Activity/Overview of Lessons:

Lesson 1: Expanding Milwaukee-Students research the pros and cons of annexation.

Lesson 2: From Streetcar to Hop- Students explore the evolution from street cars to trams in Milwaukee.



Lesson 1: Expanding Milwaukee

<p>Key Topics/ Question: Annexation / The Iron Ring/ What were the advantages for a suburban city to allow for annexation to Milwaukee? What were the disadvantages?</p>	<p>Teacher Responses, Reactions, Notes:</p>
<p>Overview: Many suburban and rural areas were annexed by the city of Milwaukee. The end of annexation came when suburbs developed and formed the “<i>Iron Ring</i>” around the city. In this activity we ask students to investigate the pros and cons of annexation. They can research suburban areas like the town of Lake that accepted annexation or the Greendale suburb which chose to remain its own city.</p>	<p>Suggested Time: 60 min to multi-day depending on depth of research</p>
<p>Materials Needed: Computer for research.</p>	
<p>Learning Intentions: Students will investigate the pros and cons of being a part of a large city.</p>	
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Students recall content from Chapter 15: <i>The Exploding Metropolis</i>, related to Milwaukee’s land annexations. They may want to look at maps that show the size of Milwaukee before and after. A map is linked below that shows Milwaukee’s annexation over time. 2. Define and discuss the meaning of “annexation.” 3. Have students research some of the suburban cities or townships that chose to be annexed by Milwaukee and then research suburban cities that are still in existence today. (Depending on time allotted students can research any of the following: population, demographics, histories, resources, business, industries, landmarks, celebrations, etc.). They can also consider what is different about living in a city compared to a suburb. 4. Students make an argument for either why a city should have been annexed or why it was good that they refused. They can either write the argument in a paragraph, make a proclamation statement, or participate in a class debate/discussion. This can be done in small groups or splitting the class in half. <p>Potential Inquiry Extension: This research inquiry can be a short activity or span the length of a week to allow for a larger project and presentations.</p>	
<p>Instructional Resources: Encyclopedia of Milwaukee Annexation by UWM (fourth Phase of Annexation section) Encyclopedia of Milwaukee Suburbanization by UWM Map of the City of Milwaukee from 1912 digitized on Harvard’s Library This Map Shows How Milwaukee Has Continued to Expand Its Borders from Milwaukee Magazine</p>	



Lesson 2: From Streetcar to Hop

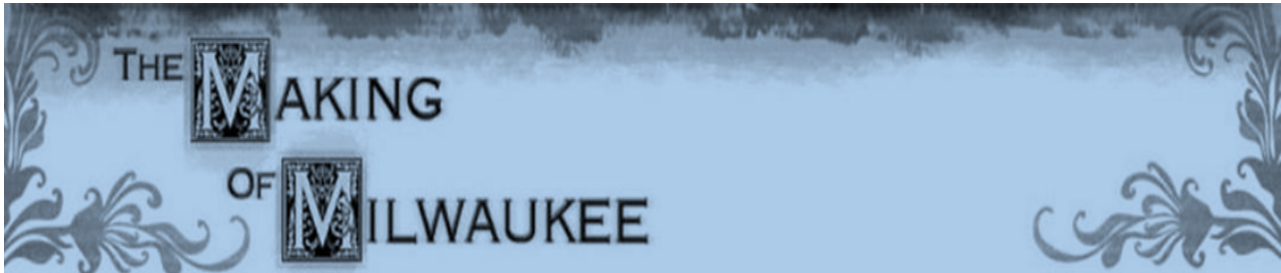
<p>Key Topics/ Question: Public Transit: Streetcar to Tram/ What made the city of Milwaukee reassess the need for a streetcar and a better public transit system?</p>	<p>Teacher Responses/Reactions/Notes</p>
<p>Overview: The City of Milwaukee had a well-connected streetcar system. Once cars became more accessible and numerous, the city removed the entire streetcar infrastructure. Now we have “<i>The Hop</i>” that is reminiscent of the old Milwaukee Streetcar system. Students will examine the current lines of “<i>The Hop</i>” and think about what line they would like to have if they could add a route. They will also talk about why the city would want a streetcar again after all these years.</p>	<p>Suggested Time: 90 min</p> <p>Materials Needed: Cornell notes guide, computer for research, city map, current <i>Hop</i> lines.</p>
<p>Learning Intentions: Students will explore the past and present use of streetcars in Milwaukee.</p>	
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Have students recall content from Chapter 15: <i>The Exploding Metropolis</i>, related to Milwaukee’s old Streetcar system. Have students connect to the key question: “What made the city of Milwaukee reassess the need for streetcars and a better public transit system?” Ask what they might still have questions about. 2. Students examine the old streetcar line map and compare the former routes to current <i>Hop</i> routes. (<i>see on-line resources below</i>). They can ask questions about the purpose of the new lines/routes. They might also want to investigate who is riding “<i>The Hop</i>” and why there are so few lines compared to the number of old routes. 3. Once students understand that “<i>The Hop</i>” will expand over time, they can choose a potential route they think would be useful to them or others in the city. This task can be completed as a simple drawing on a digital map. <p>Potential Inquiry Extension: For a more extensive inquiry, students can both draw the potential route and develop an explanation (either verbal or written) for why the route would benefit them or others and the city of Milwaukee.</p> <p>Just for Fun. Students consider why the new tram system is called “<i>The Hop</i>” and discuss alternate possibilities that are both clever and historically significant.</p>	

Instructional Resources:

[A Look Back At Milwaukee's Original Streetcar System](#) by Marti Mikkelson from Milwaukee NPR

The Hop [website](#) with current routes

[The Legacy and Lessons learned from Milwaukee’s historic streetcars](#) By Téalin Robinson



Video Chapter 16: City Under Siege

Overview: During the 60’s, Milwaukee was in crisis, experiencing issues of poverty and racism. Henry Maier became mayor of the city and became the longest serving Milwaukee mayor (1960 to 1988). The Milwaukee County Zoo, Milwaukee Public Museum, Milwaukee Performing Arts Center, Mitchell Park Domes, and Marquette Freeway Interchange all open. People of color faced racism, segregation, and poverty. Vel Phillips became the first woman and Black alderperson and gained respect in Milwaukee and Wisconsin by fighting for fair housing. MUSIC (Milwaukee United School Integration Committee) tries to end segregation in schools and Milwaukee’s NAACP groups protest for fair housing.

Video Content Discussion Questions:

1. What was the “bridge to nowhere” and why was it named that?
2. What is the NOW organization?
3. What did the group called “MUSIC” stand for?
4. Who was Vel Phillips and how did she help “Make Milwaukee?”
5. Who was Lloyd Barbee and how did he help “Make Milwaukee?”

Video Analysis Discussion Questions:

1. What were the reasons for the protests and unrest in 1967?
2. Why do you think there was a desire to have a zoo, museum, performing art center, etc. at this time?
3. In what ways does protest help or hinder change?

Activity/Overview of Lessons:

Lesson 3: Milwaukee Freeway Expansion-Students examine the pros and cons of building an Interstate through a city and its neighborhoods.

Lesson 4: Protest Poster-Students recreate a protest poster that reflects the 60’s.

Building the Interstate-
Milwaukee County Historical Society

MUSIC Protestors/Posters
Milwaukee County Historical Society

Milwaukee County Zoo
Milwaukee Co. Hist. Soc.



These images are in the “Image Library” in *The Making of Milwaukee* curriculum. GO TO

www.milwaukeepbs.org/MoM



Lesson 3: Milwaukee Freeway Expansion

<p>Key Topics/ Question: Interstate Impact/ In what ways was the building of the interstate in Milwaukee good or bad for the community?</p>	<p>Teacher Responses/Reactions/Notes:</p>
<p>Overview: Negative consequences of the Interstate became apparent in places like Bronzeville that saw homes and businesses torn down and prompted white flight to the suburbs. However, the Interstate also made it possible to travel throughout the city without gridlocked traffic and connected Milwaukee to many other cities, allowing for easy transportation of goods. Students will make an argument for whether they believe the building of the Interstate had a more positive or negative Milwaukee legacy.</p>	<p>Suggested Time: 60 min to multi-day depending on depth of research</p> <p>Materials Needed: Cornell note guide and computer for research</p>
<p>Learning Intentions: Students will research the effects of building an Interstate through a city.</p>	

Procedures:

1. Have students recall content from Video Chapter 16: *City Under Siege*, related to building the Milwaukee Interstate. Have students connect to the essential question: "In what ways was the building of the Milwaukee Interstate good or bad for the community?" Ask what they might still have questions about.
2. Students research the impact that the highway system had on Milwaukee. Their research should investigate the following topics: a.) Bronzeville and what happened to that neighborhood when the Interstate was built, b.) the need and justification for an interconnected highway system, and /or c.) the history of why the whole country turned to this new way of travel and trade.
3. Students decide how they want to represent their research investigation. This representation could be a class debate with students arguing for or against the highway system (there are defensible arguments for both sides.) Student teams can also create a presentation to a mock board or council to suggest ways the highway system could have been built differently so as not to destroy a community. The presentation can be followed by a class discussion of the most powerful and convincing arguments
4. On-line resources are listed below. In addition, Milwaukee's Black Holocaust Museum also has great resources related to Milwaukee's Bronzeville (then and now). The museum is also located in the Bronzeville neighborhood. This research inquiry could be a short activity or span the length of a week to allow for a more in-depth inquiry project and information presentation. **Instructional Resources Follow:**

Instructional Resources:

Encyclopedia of Milwaukee [Bronzeville](#) by UWM

[Racist planning decisions led Milwaukee's freeway system along a path of least resistance, with great damage to communities of color](#) by John Gurda from Milwaukee Journal Sentinel

[The Essential Interstate - Ten Things You Should Know About the Interstate System](#) by the U.S. Department of Transportation Federal Highway Administration

[The Interstate Highway System](#) by the History Channel





Traffic Jam on the 6th Street Viaduct

No Source

Autos and Trolleys Share the Streets

Milwaukee County Historical Society



Marquette Freeway Interchange

Completed in 1968

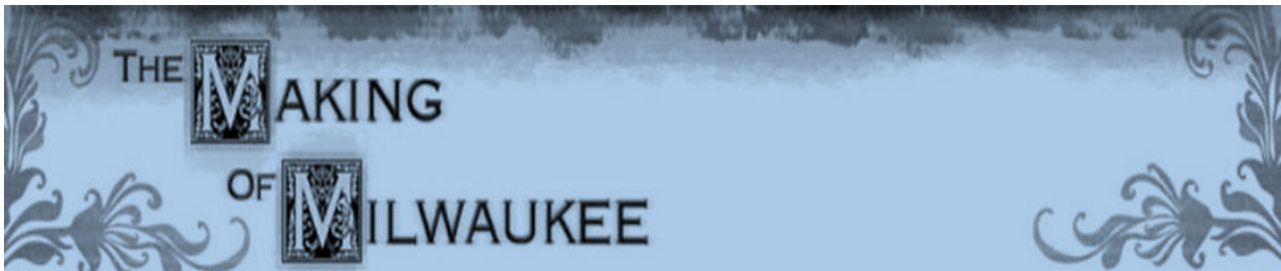
Milwaukee County Historical Society
These photos are located in the "Image
Library" on *The Making of Milwaukee*
webpage.

GO TO www.milwaukeekeepbs.org/MoM



Lesson 4: Protest Poster

<p>Key Topics/ Question: Civil Rights Protests/Posters/</p> <p>Explore a protest poster from 1960's Milwaukee to identify a purpose and replicate that image.</p> <p>What is the purpose of a protest sign?</p>	<p>Teacher Responses/Reactions/Notes</p>
<p>Overview: Students examine protest posters from Milwaukee that involved either the women (NOW- Nation Organization of Women), Father Groppi's NAACP youth group, anti- Vietnam War, AIM- American Indian Movement Milwaukee, or the Latin American Union for Civil Rights Milwaukee. Once students choose an appropriate poster, they can research the meaning of the words and art. Once they understand the purpose of the poster, they can recreate it using a poster board or create a digital image.</p>	<p>Suggested Time: 120 minutes</p> <p>Materials Needed: Computer to research, poster paper or ability to print digital art.</p>
<p>Learning Intentions: Students will research and replicate a protest poster from 1960's Milwaukee to understand the need for protest at that time.</p>	
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Have students recall content from Video Chapter 16: <i>City Under Siege</i>, related to people protesting for their rights and the rights of others. Have students connect to the essential question: "What is the purpose of a protest sign?" Ask what they might still have questions about. 2. Have students choose a poster and organization from the 60's they would like to research. Students will examine and record the purpose or issue related to the protest poster they selected. They should think about and record what the words and imagery represent. 3. Once students have researched their posters, they can replicate them digitally or with poster board and art supplies. 4. Potential Inquiry Extension: Students present their posters. Based on their notes, students explain what the poster represents and describe the goals of the organization and people that created them. 	
<p>Instructional Resources:</p> <p>March On Milwaukee - Civil Rights History Project collection from Wisconsin Historical Society and UWM</p> <p>March On, Milwaukee Collection and educator resources from Wisconsin Historical Society</p>	



Video Chapter 17: Almost Yesterday

Overview: Changes come to Milwaukee with more diversity and entertainment options. Summerfest is born. Large ethnic festivals celebrating cultural traditions emerge. Sports take center stage with the Milwaukee Bucks basketball team and star, Kareem Abdul Jabar. The Brewers come to Milwaukee and win the World Series Pennant in 1982. New buildings were fashionable and old historic buildings were torn down. Then old buildings become fashionable again and people try to save history. There is renewed interest in old neighborhoods. Different ethnic groups migrate to Milwaukee creating a much more diverse city and a majority minority city. Businesses struggle in the early 80s. A shift occurs from manufacturing to service industry. A huge downtown revitalization brings new buildings and neighborhoods.

Video Content Discussion Questions:

1. Why were/are ethnic festivals so important to Milwaukee?
2. What ethnic groups, highlighted in Video Chapter 17, were new to Milwaukee?
3. What does it mean to have a majority minority city?
4. What is a service industry job?
5. What is a building that was new to downtown during this revitalization?

Video Analysis Discussion Questions:

1. In what ways is the area of the city you live in diverse/not diverse?
2. In what ways are sports teams important to a city?
3. Why do you think Milwaukee has the world's largest music festival?

Activity/Overview of Lessons:

Lesson 5: Milwaukee's Diversity over time-Students investigate Milwaukee's diverse population data over time

Lesson 6: City of Festivals-Students examine the highlights of a Milwaukee ethnic festival and plan a festival or create a flyer.



Lesson 5: Milwaukee's Diversity Over Time

<p>Key Topics/ Question: Ethnic Diversity//</p> <p>How has Milwaukee's ethnic diversity changed over time?</p> <p>What were the various push and pull factors that influenced various ethnic groups migrating to Milwaukee?</p>	<p>Teacher Responses/Reactions/Notes</p>
<p>Overview: This investigation gives students the opportunity to look back at Milwaukee's ethnic diversity over time. Students examine different census data to see the change over time. They can choose to look at the last 20-100 years depending on your curriculum priorities. The investigation can be completed in one-day, or in 3-5 days for a more in-depth inquiry process.</p> <p>Additional inquiry can prompt students to investigate the push and pull factors. Why did certain ethnic groups leave their homeland and come to Milwaukee when they did?</p>	<p>Suggested Time: 60 min to multi-day depending on depth of research</p> <p>Materials Needed: Computer to research</p>
<p>Learning Intentions: Students will investigate changes in the ethnic demographics of Milwaukee.</p>	
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Students recall content from Video Chapter 17: <i>Almost Yesterday</i>, related to Milwaukee's changing ethnic demographics. 2. For limited time, minimize the depth of research. Students can either look at a shorter time frame or choose one ethnic group's population data to examine. This could be a one-day activity with a class discussion following. 3. If you have more time for in-depth inquiry, have students can investigate what push and pull factors brought new immigrant/migrants to Milwaukee. They may find out if there was recruiting done by a Milwaukee factory, or maybe a war in their home country, or maybe they came to escape Jim Crow laws in the U.S. South. 4. Students present their research and share it in many ways, such as: a mini book, slide show, storytelling, <u>or</u>, a news article, etc. 5. An interactive timeline follows to illustrate Milwaukee and major world events during similar time periods. Specific population data can be found on the US census website as well as many other sources. 	
<p>Instructional Resources:</p> <p>Interactive Milwaukee timeline with big world events from PBS Milwaukee</p>	



Lesson 6: City of Festivals

<p>Key Topics/ Question: Milwaukee Festivals: Ethnic Festivals/Summerfest/ What food, music, art, and other forms of entertainment might you find at various ethnic festivals? In what ways do these festivals reflect the cultural traditions of the ethnicity represented?</p>	<p>Teacher Responses/Reactions/Notes</p>
<p>Overview: Milwaukee is the “City of Festivals.” There are many different ethnic festivals that take place at Henry Maier Festival Park or in Milwaukee neighborhoods. There is also the world’s largest music festival, Summerfest, that showcases Milwaukee traditions and popular music trends. For this activity students choose one of the ethnic festivals and find what kind of food, music, art, and entertainment makes this festival fun and culturally connected. They can either plan the festival or design a flier for the festival highlighting festival information, events, activities, and resources.</p>	<p>Suggested Time: 90 min-120 min depending on depth of research</p> <p>Materials Needed: Computer/ poster paper</p>
<p>Learning Intentions: Students will learn about the cultural highlights of a specific Milwaukee festival.</p>	

Procedures:

1. Have students recall content from Video Chapter 17: *Almost Yesterday*, related to Milwaukee festivals. Have students connect to the essential question: “What food, music, art and entertainment might you find at the festival?” Ask what they might still have questions about related to festivals in Milwaukee and what types of things are featured at the various festivals.
2. Students decide on a festival they would like to learn more about. Students investigate the cultural traditions related to the festival they choose. For example, if students wanted to learn about the Mexican Fiesta, they would need to research Mexican music, food, dance, art, and other unique cultural traditions that might be showcased at the festival. Summerfest would be more about the culture specific to Milwaukee.
3. Once students have researched a festival, they design a flier for the festival including the featured food, music, art, entertainment, location, date, timing, etc.
4. An alternative to the flier could be a presentation done on Google Slides or Prezi. Another option could be a video advertisement with pictures and music. **Instructional Resources to Follow:**



Juneteenth Logo @ www.juneteenmilwaukee.com
www.Mexicanfiesta.org



Mexican Fiesta Logo @



The World's Largest Music Festival



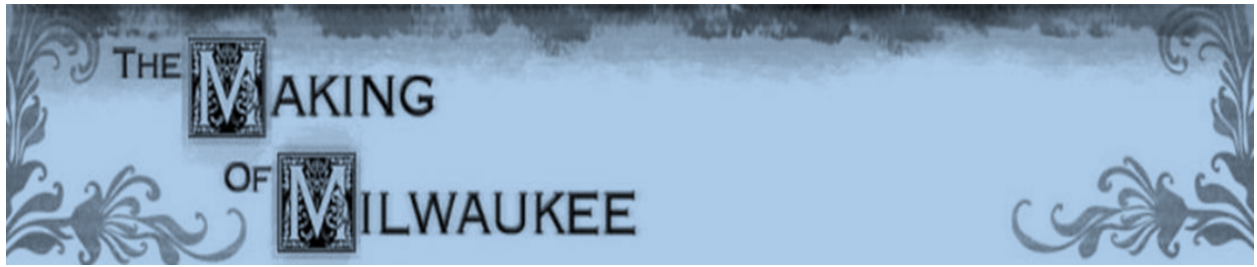
Summerfest Logo www.Wikipedia.com

Irish Fest Logo @ www.visitmilwaukee.org



German Fest Logo www.Wikipedia.com

Polish Fest Logo www.polishfest.com



Unit 7: The Next Chapter- Video Chapter 18

Key WI Social Studies Inquiry Standards Addressed: Wisconsin Students Will...

- Standard SS.Inq1: Construct meaningful questions that initiate an inquiry.
- Standard SS.Inq2: Gather and evaluate sources.
- Standard SS.Inq3: Develop claims using evidence to support reasoning.
- Standard SS.Inq4: Communicate and critique conclusions.
- Standard SS.Inq5: Be civically engaged.

Key WI Social Studies Content Addressed: Wisconsin Students Will...

- Standard SS.BH2: Investigate and interpret interactions between individuals and groups.
- Standard SS.Econ4: Evaluate government decisions and their impact on individuals, businesses, markets, and Resources.
- Standard SS.Geog2: Analyze human movement and population patterns.
- Standard SS.Geog4: Evaluate the relationship between identity and place.
- Standard SS.Hist1: Use historical evidence for determining cause and effect.
- Standard SS.Hist2: Analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
- Standard SS.Hist3: Connect past events, people, and ideas to the present; use different perspectives to draw

Essential Questions:

1. Why does city life cause divisions when attempting to bring people together who live in a common place?
2. What makes a place a neighborhood?
3. Can people move freely across the globe? Why? Why Not?

Key People, Events and Vocabulary:

- Key People:** Scott Walker, Tom Barrett, Brett Favre
- Key Events:** Passage of Act 10, Attempt to recall Scott Walker, the Great Recession, closing of Tower Automotive, Sherman Park riots, Opening of Harley Davidson Museum
- Key Vocabulary:** collective bargaining, recall election, recession, housing crisis, social media, deindustrialization

Community Connections:

1. Many Milwaukee neighborhoods have neighborhood groups and associations. A list can be found here: <https://city.milwaukee.gov/CommonCouncil/CouncilMembers/District3/3NAmap>. Students explore Milwaukee neighborhood associations. Focus on how they address neighborhood issues and celebrate. Invite a neighborhood representative to your class to learn information and ways people can be involved.
2. Service learning projects demonstrate care for others. Milwaukee offers students many opportunities to plan, organize, and participate in a service-learning project. From planting trees, cleaning parks, to helping at a food pantry, brainstorm and choose how your class might serve others. Appendix F in the original *Making of Milwaukee: The Next Chapter* Curriculum includes resources

Milwaukee Neighborhoods

Bay View	Brewers Hill	Clarke Square
Concordia	Downtown	East Side
Franklin Heights	Halyard Park	Harambee
Hillside	Historic South Side	Jackson Park
Layton Park	Marquette	Merrill Park
Midtown	North Division	N. Milwaukee
Rufus King	Sherman Park	Story Hill
St Sava White Manor	Menomonee Valley	Tippecanoe
Walker's Point	Washington Heights	City Poster

Milwaukee has many neighborhoods, more than are listed above. How many are there and what are their names? GO TO www.city.milwaukee.gov to discover the answers. All the neighborhoods listed above have posters designed years ago for the city by Milwaukee graphic artist, Jan Kotowicz. More neighborhood posters have since been created. Not all Milwaukee neighborhoods have a dedicated poster.

Visit www.historicmilwaukee.org to purchase a Milwaukee Neighborhood Poster. OR, Stop in at Historic Milwaukee, Inc., 235 E Michigan St., Milwaukee, WI 53202.

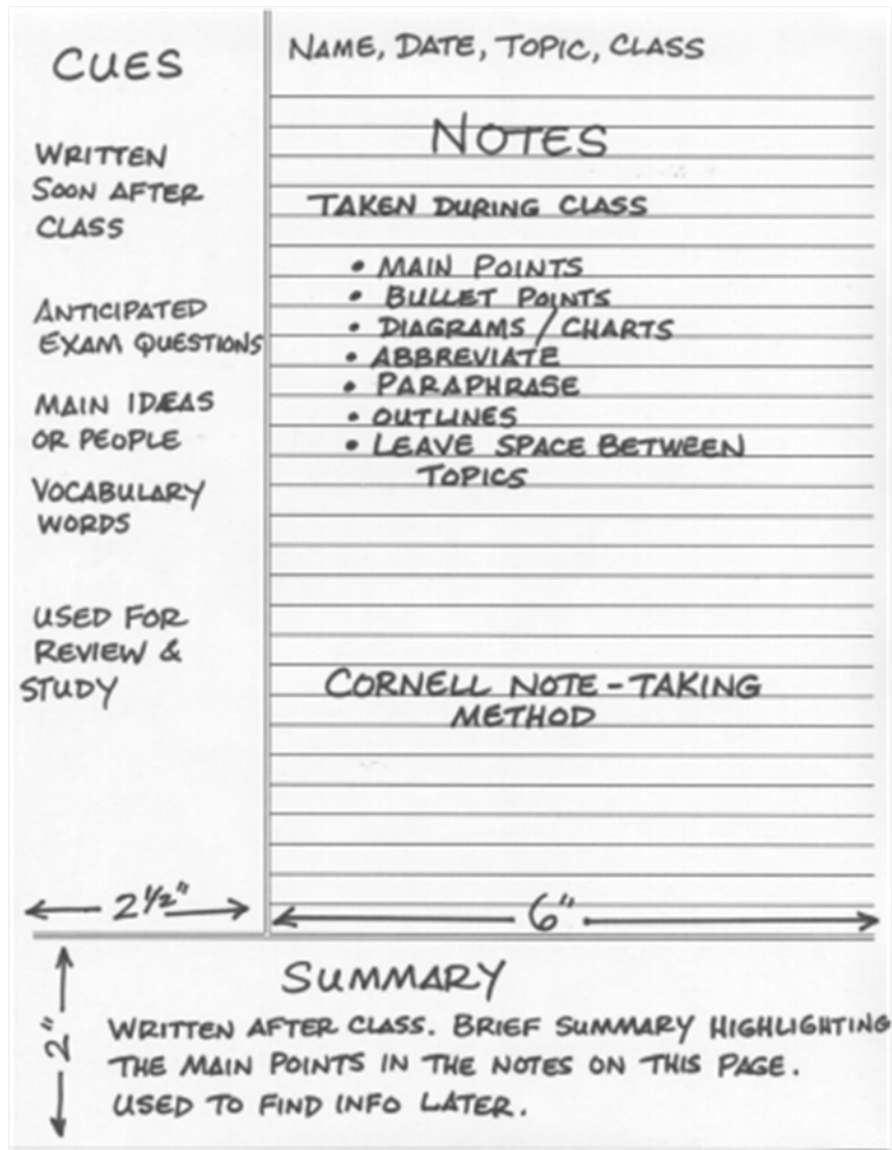
My Milwaukee Journal

[Link to writable Cornell Note](#)

The picture below shows the basic format for Cornell note taking.

1. As shown the students will write in the topic, which can be the section or video heading title.
2. Then students can write in the subheadings into the narrow column.

- For each subheading, students record important details, definitions, illustrations, notes, and examples.
- Finally, students include a short summary at the end the section or heading.



My Milwaukee Journal

Name Date, Topic, Class

<p>Cues (Written soon after class)</p> <ul style="list-style-type: none">••••••	<p>Notes (taken during class)</p>
<p>Summary (written after class, Brief)</p>	



Overview:

- In the 21st century Milwaukee, Wisconsin, and the United States experience significant political and economic divisions as liberals and conservatives dispute the best way to address challenges. Many divisions reflect both urban and rural geographic perspectives.
- Despite the challenges, Milwaukee experiences significant growth and expansion: new sports stadiums, growth in home and office construction, and a renewed desire by many young people to inhabit the city.
- By 2000, Milwaukee's character becomes increasingly centered on the diversity of its various neighborhood identities, each with their own unique histories and demographics.
- Milwaukee continues as a city of immigrants with people from across the globe coming to the

Video Content Discussion Questions:

1. How did important developments across the United States and Wisconsin impact Milwaukee's development in the 21st century?
2. How did the border between the city of Milwaukee and other Milwaukee County cities reveal growing gaps and differences between the people who lived there in the 21st century?
3. What hopes, economic growth factors, and construction have occurred in Milwaukee during the 21st century?
4. What are the characteristics of Milwaukee's different neighborhoods in the 21st century?
5. Who are the new immigrants coming to Milwaukee in the 21st century?

Video Analysis Discussion Questions:

1. Did the divisions Milwaukee faced by the 21st century outweigh the unity and hope that characterized the city as well during this time?
2. In what ways were Milwaukee's neighborhoods more similar than different in the 21st century?
3. In what ways was immigration to Milwaukee in the 21st century similar and different than immigration to the city in previous centuries?
4. What would most help the city of Milwaukee to move forward in the future to become more united and equitable between its suburbs and neighboring counties?

Activity/ Overview of Lessons:

Lesson 1: The Making and “Un-Making” of Milwaukee, Wisconsin, and the Nation - Students reflect on their attempts to resolve divisions and conflicts in their lives to create a role play or skit that considers how they might address challenges and divisions facing Milwaukeeans in the 21st Century.

Lesson 2. Inquiring about Immigration to Milwaukee - Students examine two immigrant photographs from Milwaukee in the past and present to initiate an inquiry. Students construct a question to initiate an inquiry. They gather and evaluate sources that address the inquiry, develop claims with evidence for support to answer the inquiry, and communicate their learning to others.

Lesson 3. Digging Up a Time Capsule of Milwaukee’s Neighborhoods - Students examine the diverse neighborhoods that comprise Milwaukee. They determine historical items and artifacts to represent each neighborhood. Students create a time capsule to be opened in the future that documents life in

Conflict~Resolution

Cooperation

Respect

Solution

Coordination

Negotiate

Resolution

Collaboration

Disagree

Discussion

Compromise

Agree

Mediation

Fairness

Restore

Repair

Responsibility

Division

Conflict

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Lesson 1: The Making and “Un-Making” of Milwaukee, Wisconsin, and the Nation

<p>Key Topics/ Question: Community Division and Unity /</p> <p>In what ways can personal conflict experiences help resolve divisiveness in society?</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview:</p> <p>In a role play, students apply information from their personal experiences with conflict to a division that occurs in Milwaukee, Wisconsin, and the United States during the 21st century.</p>	<p>Suggested Time:</p> <p>1-2 Class Periods</p>
	<p>Materials Needed:</p> <p>Writing utensils or computers</p>
<p>Learning Intentions:</p> <ul style="list-style-type: none"> • Students identify strategies to resolve conflict in relation to local, state, and national events. • Students evaluate the success of strategies to resolve conflicts at the local, state, and national level through a role play. 	

Procedures:

1. Students write about a time in their lives when they have experienced conflict or have been divided about something. This could be an internal division, like a difficult decision, a conflict with a friend or family or a dispute with someone they did not know. Students follow up by writing how they attempted to resolve this division/conflict, the outcome, and based on the outcome what they might do differently or the same. Have students share their responses in pairs or small groups.
2. Place students in groups. Based on the video chapter, *The Next Chapter*, ask students to recall, discuss and identify the different divisions that have occurred in Milwaukee, Wisconsin, and the United States during the 21st century. Make a list of these divisions on the board. Based on their conversations about their personal experiences resolving divisions/conflicts, ask student groups to discuss if any of their attempts to deal with divisions/conflicts could be applied to larger divisions that currently occur locally, statewide, and nationally.
3. Each group devises one effective resolution to one of the divisions that have occurred in Milwaukee, Wisconsin, and the United States during the 21st century. The group then creates a role play or skit depicting how their resolution works. Groups create two different outcomes: one where the resolution succeeds and another where it does not. *NOTE: Consider the strategies for teaching students to role play in the Instructional Resources section below to make this activity more effective.*
4. Each group shares their role play or skit. The rest of the class forms questions for the role-playing group about why they chose the specific resolution, whether a successful outcome would be the more likely scenario, and anything else that can contribute to a deeper understanding of the divisions that occur in Milwaukee, Wisconsin, and the United States during the 21st century. End the lesson with a

Instructional Resources:

Role playing strategies from Harvard University:

<https://ablconnect.harvard.edu/want-facilitate-role-playing-your-class>



Lesson 2: Immigration to Milwaukee Inquiry

<p>Key Topics/ Question: Migration and Immigration/ How do our inquiries about historical topics</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: Students follow an inquiry protocol to analyze past and present-day Milwaukee immigration images. They form an historical question about the topic, gather and evaluate evidence, create an argument, and share their learning.</p>	<p>Suggested Time: 1-3 Class Periods (Depending on time spent on the inquiry process)</p>
	<p>Materials Needed: Writing utensils or computers</p>
<p>Learning Intentions:</p> <ul style="list-style-type: none"> - Students identify important aspects of immigration to Milwaukee in the past and present. - Students investigate an historical question they create about immigration to Milwaukee. 	

Procedures:

1. Show students the two Milwaukee immigration photos from the Instructional Resources section below. Share background information related to the photos. Students share details they remember about the topic from *The Making of Milwaukee: The Next Chapter* video chapter.
2. First, students create a specific question about factual details in the photo images. (e.g. *What is the ethnic / racial heritage of the people in the images?*)
3. Students write a second question about the two photographs that reflects an analysis and interpretation of the images. (e.g. *What did immigrants to Milwaukee in the early 1900's and early 2000's have in common?*)
4. Finally, students write a third open-ended question that promotes conceptual thinking about Milwaukee immigration. (e.g. *In what ways was Milwaukee a place of opportunity for immigrants who came here throughout the city's history?*) *NOTE: The Levels of Questions guide in the Instructional Resources section below serves to help students ask strong historical questions.*
5. Students use their final open-ended question to consider how to gather and evaluate sources to answer this question.
6. **Potential Inquiry Extension:** Time permitting, students can research and analyze the context, audience, author, and/or purpose of at least one other primary source that might help to answer their questions. Alternatively, students can list potential primary and secondary sources needed to help answer their inquiry. In addition, students answer how at least two important aspects of these sources (e.g. the context, audience, author, purpose) could respond to their questions. First, have students discuss their responses with a partner or in a small group and give feedback to each other and the class. *NOTE: Sample sources are available below in the Instructional Resources section that demonstrate how to gather and evaluate evidence. Using sources with opposing viewpoints is suggested to teach students the complexity of addressing an historical prompt.*
7. Students consider a possible argument to address their open-ended question along with how the sources they have examined support their argument.
8. Finally, have students share their work with their classmates or others in their school community. *NOTE: The culmination of this inquiry process could be comprised of a brief, small group share session or involve a more formal essay, research presentation or showcase.*

Teacher NOTE: The time needed for this activity depends on whether students have time to research additional resources. If students have formally gathered and evaluated evidence, they might create multiple drafts of an argument and seek peer/ teacher feedback in the process. If this activity is a shorter introduction to the inquiry process, students might create an argument first draft and use teacher-led instruction to evaluate their work. It is suggested that students create a claim and counterclaim as part of the in-depth inquiry process to teach students the complexity of addressing an historical prompt. For instance, for the inquiry, *"In what ways was*

Instructional Resources:



<https://wi101.wisc.edu/the-settlement-house-movement/>



<https://www.nbcnews.com/news/latino/day-without-latinos-thousands-protest-immigration-crackdown-wisconsin-n720286>

Levels of Historical Questions Guide

[https://www.facinghistory.org/resource-library/levels-questions#:~:text=Factual%20questions%20\(level%20one\)%20can,by%20ideas%20in%20the%20text.](https://www.facinghistory.org/resource-library/levels-questions#:~:text=Factual%20questions%20(level%20one)%20can,by%20ideas%20in%20the%20text.)

Sample Sources

Early Immigration

<https://www.wisconsinhistory.org/turningpoints/tp-018/>



Lesson 3: Creating a Time Capsule of Milwaukee’s Neighborhoods

<p>Key Topics/ Question: Historical Artifacts Analysis/ In what ways do historical artifacts represent the past?</p>	<p>Teacher Responses, Modifications, Notes:</p>
<p>Overview: Students examine key characteristics of life in Milwaukee’s diverse neighborhoods during the 21st century. Students choose historical items and artifacts that represent various neighborhoods and that could be placed in a time capsule opened in 50-100 years.</p>	<p>Suggested Time: 2-3 Class Periods</p>
	<p>Materials Needed: Writing utensils or computers</p>
<p>Learning Intentions:</p> <ul style="list-style-type: none"> - Students identify artifacts that appropriately represent various Milwaukee neighborhoods. - Students design a time capsule that memorializes the diverse life in Milwaukee’s neighborhoods. 	

Procedures:

1. Students consider the diversity and unique characteristics of Milwaukee's neighborhoods discussed in *The Making of Milwaukee: The Next Chapter* video chapter. Students imagine they were asked to create a time capsule that represents Milwaukee's unique neighborhoods (e.g.: Downtown, the East Side, Brewer's Hill, Riverwest, Halyard Park, Lindsay Heights, the Third Ward, Walker's Point, the Historic South Side, Bay View, and the Menomonee Valley, etc.). Students choose a neighborhood discussed in the video. Students work as individuals or small groups.
2. Explain the concept of a time capsule as a collection of historical artifacts that represent memories or the history of an historical era. Then ask students to choose one item that represents the neighborhood they have chosen or been assigned. If it is challenging to have students find an actual item that represents a neighborhood, a photograph is a sufficient alternative. References for historical summaries of different Milwaukee neighborhoods from Historic Milwaukee, Inc. as well as John Gurda's book, *Milwaukee: City of Neighborhoods*, can be found in the Instructional Resources section below.
3. Students document why they chose a particular item, what the item represents about the neighborhood, characteristics of the neighborhood that are not represented by the item, and how they think the item might be viewed in 50 or 100 years by people living in the future.
4. Students share their items with the class and place the items in a capsule as they present their analysis. End the activity with a discussion about the similarities and differences between the time capsule items chosen by students and what might change or stay the same about life in Milwaukee in 50 or 100 years from now if future citizens dig up the time capsule.

NOTE: A box/container can be used as the time capsule. If seeking to create a more authentic time capsule the Instructional Resources section below includes detailed advice from the Library of Congress about the best methods to accomplish this task.

Instructional Resources:

Gurda, J. (2020). Milwaukee: A City of Neighborhoods. Historic Milwaukee, Inc.

Historic Milwaukee Neighborhood Summary

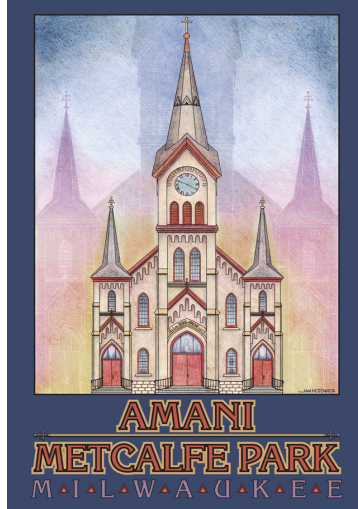
<https://historicmilwaukee.org/doors-open/neighborhoods/>

Library of Congress Time Capsule Suggestions

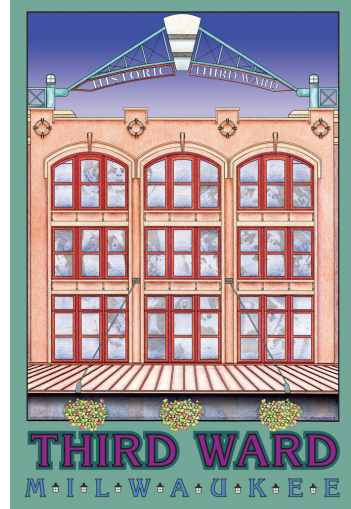
<https://www.loc.gov/preservation/resources/educational/timecapsule/index.html>



Downtown



Amani/Metcalf



Third Ward

Milwaukee Neighborhood Posters Available at Historic Milwaukee, Inc.

GO TO www.historicmilwaukee.org