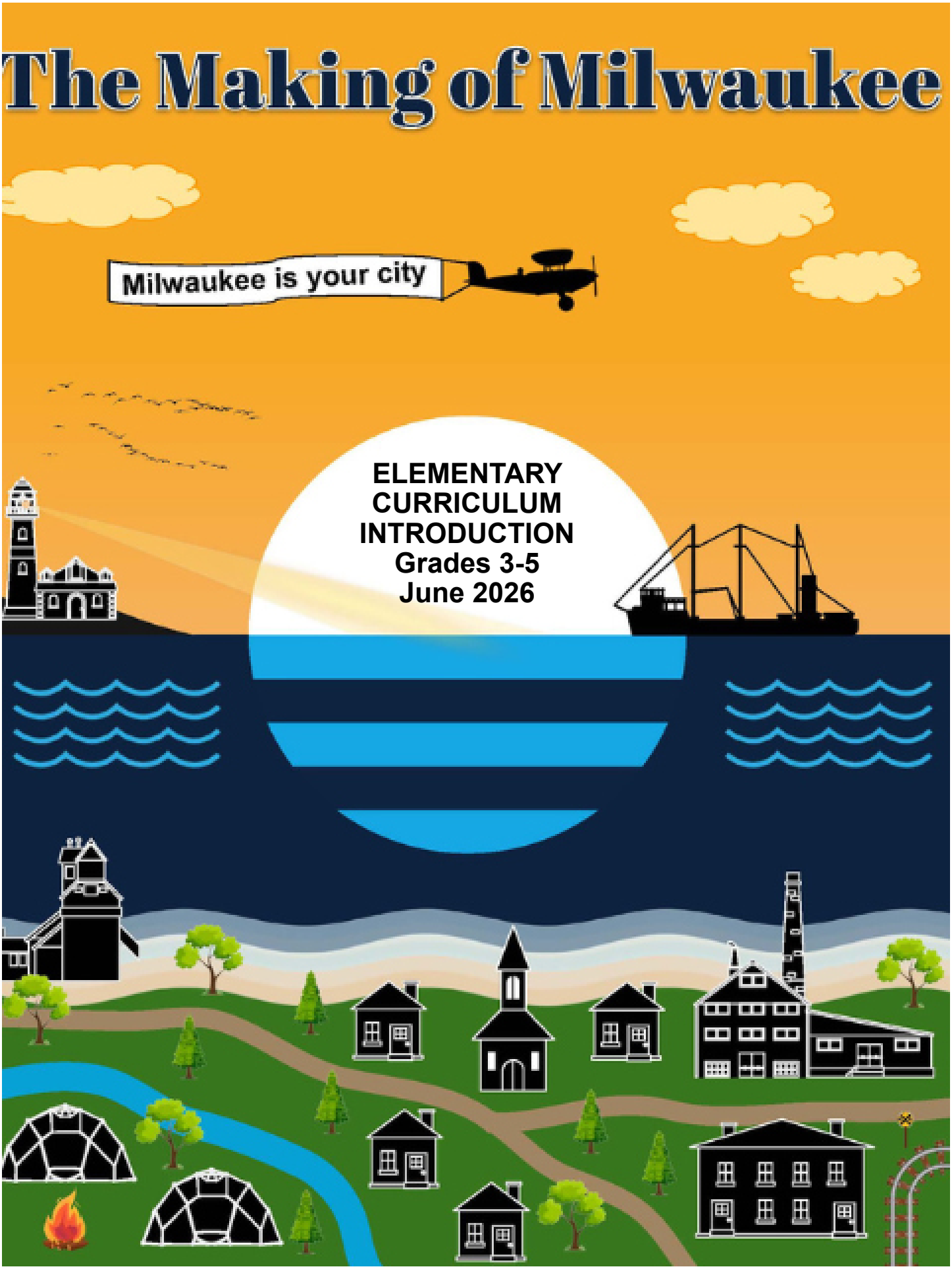
The Making of Milwaukee



ELEMENTARY CURRICULUM INTRODUCTION
Grades 3-5
June 2026

The Making of Milwaukee

Dear Teachers,

We are pleased to present this adventurous and updated elementary curriculum to accompany *The Making of Milwaukee* film series produced by Milwaukee PBS. This curriculum, grades 3-5, 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 Natives and Settlers, Coming to Milwaukee, Working in Milwaukee, Local Government and Leadership, Leadership and Growth, Challenges in the City, 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 My Milwaukee Journal. This allows students to take notes while watching a *The 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* Elementary Curriculum Author**
Kaela Zielinski, Milwaukee Public Schools

***The Making of Milwaukee* Curriculum Team**
Ben Barbera, Executive Director & President, Milwaukee County Historical Society
Dr. Beverly Cross, Distinguished Chair of Urban Education, Memphis University
Jennie Ekstein, Social Studies Specialist, Milwaukee Public Schools
Mary Hinderliter, Volunteer Editor, Milwaukee County Historical Society
Christian Jensen, Educator, Milwaukee County Historical Society
Mary Jo Knapp, Educational Director, Milwaukee County Historical Society
Dr. James Marten, Retired Professor and Editor, Marquette University
Dr. Linda Tiezzi Waldera, Retired MPS & UW-Milwaukee Educator

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

Milwaukee PBS
Carole Burns, Digital Content Coordinator
Kristin Pelisek, Page Production
Cameron Risher, Chief Marketing Officer

The Making of Milwaukee

NOTES TO TEACHERS

***The Making of Milwaukee* (MoM) Film Series:** MoM = *The Making of Milwaukee*
This chronological film series, produced by Milwaukee PBS, aligns with John Gurda's book of the same name. The film series includes 18 video chapters, each approximately 15-30 minutes long. Not all videos are elementary appropriate and suggested minutes and sections of the videos are in the lesson plans. The curriculum was written to be used with or without the videos.
Free streaming access for educators is provided by Milwaukee PBS. We are grateful!

Teacher's Choice/Flexibility: The lessons created for the elementary *The Making of Milwaukee* curriculum appear sequential. However, the ultimate decision regarding the number and order of the learning activities taught belongs to the teacher. It will also be your responsibility to decide grade level appropriateness within the elementary classroom.

Primary Sources and Inquiry: You will not find answer keys in this curriculum. We want students to engage in inquiry in a way that may not allow for correct answers. The ability to use primary and secondary sources, images, and records helps us to analyze history. We understand there may be a correct answer but, in some cases, we may never know, and some students may interpret documents in ways you may not have. Primary sources were recorded exactly as they were. You may find misspellings, phrases not used, or controversial opinions. Please read notes to address these with students.

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!

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.

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 successful inquiry processes.

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!

The Making of Milwaukee

VIEWING *The Making of Milwaukee* (MoM) VIDEOS

Teachers: Watch the video chapter before showing students to make professional decisions about significant concepts, vocabulary, questions to pose , and places to pause for active student participation and inquiry. Please note the times and minutes highlighted in some videos, some videos are not intended for students to watch in its entirety.

BEFORE VIEWING:

- Ensure students have the **My Milwaukee Journal** notetaking page or similar doodle page available.
- Activate prior knowledge: use title, topics, and questioning strategies.
- Provide a purpose for watching the video.
- Share Learning Intention.
- Share highlighted vocabulary.
- Forecast the discussion and inquiry questions that are available at the beginning of each learning activity.
- 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.

Visit: MilwaukeePBS.org/MakingOfMilwaukee

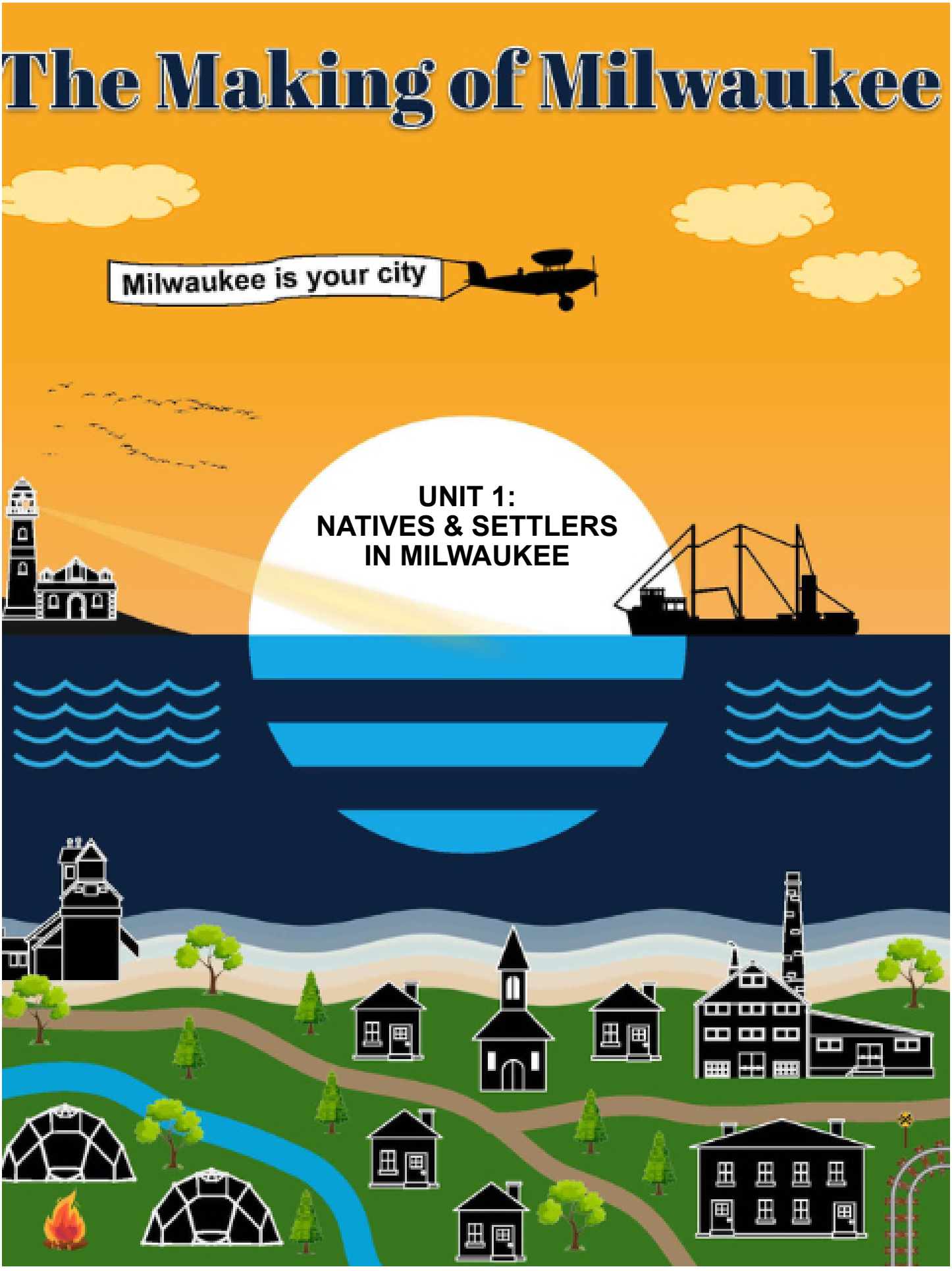
Curriculum Flexibility

This curriculum was developed for teachers to use in many ways. We encourage you to use this in your classroom in a way that works best for your students. This curriculum can be used from start to finish in line with the chronological order of *The Making of Milwaukee* videos and history. Teachers can also use components of the curriculum to supplement learning throughout the year. Each unit has been developed around a central theme and includes several lessons and activities that can be used together or separately. Unique graphic headers at the top of the page will help to indicate what component it is.

Included Curriculum Components

- **Unit overviews**: video outlines, unit inquiry questions, and Wisconsin State Social Studies Standards.
- **Lesson introductions**: learning goals, objectives, discussion questions, vocabulary, and additional resources.
- **Lesson procedures for educators**: educator notes, descriptions of activities included in lesson.
- ***The Making Milwaukee* video notes**: a place for students to write, sketch, and document what they see and hear when they are viewing the videos.
- **My Milwaukee Journal pages**: a place for students to think critically about their lives, city, and connections to Milwaukee.
- **Student activity pages**: activities to connect students to learning that include primary sources, readings, and deeper historical content. These activities will help students draw conclusions to the inquiry questions at the beginning of the unit.
- **Milwaukee Biographies:** these include historical figures in Milwaukee history that have contributed to the history of Milwaukee.
- **Literature Connections**: An updated list of books that can be used as a read aloud, research companions, or to supplement your classroom library. Almost all books can be found in the Milwaukee County Federated Library system (MPL County Cat) or The Milwaukee Public Library (MPL).

The Making of Milwaukee



UNIT 1:
NATIVES & SETTLERS
IN MILWAUKEE

The Making of Milwaukee Table of Contents – Unit 1

Unit 1: Natives and Settlers in Milwaukee; Video Chapters 1, 2, & 3

Video Chapter 1: Native and Settlers

Natives and Settlers in Milwaukee Educator Pages ..... Page 3
Natives and Traders Student Activities ..... Page 7
Video Chapter 1: Children's Literature Connections ..... Page 16

Where in the World is Milwaukee Educator Pages ..... Page 18
Where in the World is Milwaukee Student Activities ..... Page 20

Video Chapter 2: New Frontiers

New Frontiers Educator Pages ..... Page 22
New Frontiers Student Activities ..... Page 26
Video Chapter 2: Children's Literature Connections ..... Page 39

Video Chapter 3: King Wheat

King Wheat Educator Pages ..... Page 40
King Wheat Student Activities ..... Page 44
Unit 1: Engaging in Inquiry ..... Page 55
Video Chapter 3: Children's Literature Connections ..... Page 56

The Making of Milwaukee Curriculum ©2026

Images are used for educational purposes. Credits and rights information are provided where available. Copyright remains with the respective rights holders where applicable.

The Making of Milwaukee

Unit 1: Natives and Settlers in Milwaukee:

Video Chapter 1: Natives and Traders (17:44 min)

Essential Questions:

- What was the Milwaukee area like before Native Peoples, traders, and settlers arrived?
- Why did Native Peoples, traders, and settlers come here?
- How did Native Peoples, traders, and early settlers survive?
- What happened to early Native Peoples?
- How did Milwaukee get its name?
- How did the arrival of European settlers impact the area?
- Who were the early European settlers?
- Where is Milwaukee located?

Video Chapter Overview:

People came to the land we now call Milwaukee and stayed because of the plentiful natural resources that were available. The end of the Ice Age and the melting of the glaciers left a sheltering shoreline and a wealth of resources. The First Peoples of Wisconsin, the mound builders, settled in this area and used the land to meet needs. Artifacts and evidence can be found to study how they lived. For centuries, Native Peoples have moved onto the land. One group, the Potawatomi, set up many villages in this area. Everything they owned and used came from the land. The early 1600s brought French missionaries and fur traders. These French traders settled, traded, and became legends and leaders in early Milwaukee history. When the fur trade was no longer a viable economic opportunity in Milwaukee, settlers systematically moved Native Peoples out of the area using one-sided treaties. Industry would soon fill the Menomonee River Valley.

Standards:

Social Studies Inquiry Practices and Processes 1-5

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

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

SSGeog1: Students will use geographic tools and ways of thinking to analyze the world.

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

SS.Geog4: Students will evaluate the relationship between identity and place.

SS.Geog5: Students will evaluate the relationship between humans and the environment.

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

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

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

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

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

The Making of Milwaukee

Lesson 1. Early Natives and Settlers Framework

Learning Goals:

Students will recognize that the First Peoples occupied Milwaukee for more than 13,000 years before any other settler and used the land to meet basic needs.

Objectives:

Identify how Native Peoples lived on and used the land, and how life changed when white settlers came to the area.

Possible Discussion Questions:

- Who were the early people on this land?
- How did they meet their basic needs?
- What natural resources were available?
- How did the First Peoples use natural resources?
- What evidence do we have that they were here?
- How did they interact with French fur traders and other settlers?
- What happened to the First Peoples?
- First Nations Place Based Education Questions

Additional Resources:

Wisconsin First Nations
Potawatomi History
Increase Lapham
Native Milwaukee
Milwaukee: The Oneida
Milwaukee: The Ojibwe

Vocabulary:

First Peoples	river	valley
Effigy mounds	lake	Algonquin
artifact	canoe	casino
marsh	wigwam	treaty
woodlands	trail	Iroquois
rice flail	wetland	place

The Making of Milwaukee

Lesson 1. Early Natives and Settlers Activity Overview

Overview:

Students will learn about Milwaukee's First Peoples, what they did, how they survived, and how the arrival of Europeans changed their life.

Materials Needed:

The Making of Milwaukee student journals (digital or paper)
The Making of Milwaukee Video Chapter 1
First Peoples of Milwaukee Slide Presentation

Learning Activities Overview:

Many activities in this section are consistent to each unit and video chapter section. They are used to help students develop knowledge of the Early Native Peoples and Settlers in Milwaukee.

- **A slide presentation** assists the teaching of the lessons that align with *The Making of Milwaukee* video chapter and includes images to analyze and discuss.
- **Learning activities** can be taught after or during the viewing of Video Chapter 1: Natives and Traders.
- **The video notetaking guide** encourages students to write, draw, and record images during their viewing of the video. The teacher may want to strategically stop the video to allow students to write and discuss.
- **My Milwaukee Journal** activates student thinking and background knowledge. It allows students to make connections to Milwaukee history while making connections to their personal lives.
- **Meet a Milwaukeean** introduces extraordinary but often marginalized people that are lesser known in the Milwaukee story. This chapter features The Potawatomi People. They, too, helped "make Milwaukee."

The way in which these activities are used with students is the teacher's choice. The goal is for students to discuss and think critically about early history of the area that became Milwaukee. Learning activities can be used independently from each other or used together. Keep in mind that the curriculum is aimed at grades 3-5, and every activity may not be appropriate for all grades.

- *Effigy Mounds* Activity in *My Milwaukee Journal* prompts students to think critically about the evidence of Early Peoples and the use of effigy mounds. After going through Slides 4 – 11 discuss effigy mound shapes, contents and locations. Discover what is currently on the Milwaukee effigy mound location. The historical maps came from the Lapham collection. Increase Lapham was considered Wisconsin's first scientist and naturalist who was influential in studying Wisconsin's land.

- *Of the Earth* activity considers how Native Peoples survived on the land and used the many naturally available resources. In *The Making of Milwaukee* book, John Gurda references some major natural resources that were plentiful in this area. Students sort resources into categories based on how they were used. Resources can be used in several categories. Discuss what it was like to live "off the land." What would have been difficult?

Lesson 1. Early Natives and Settlers Activity Overview

An *Account of Milwaukee Tribes* is primary source analysis from one of Wisconsin's first newspapers, *The Green-Bay Intelligencer*. In history, we learn from people who lived long ago by studying the evidence. This 1833 article helps us know what the land would have looked like and who was there. Identify that this article was written by a White man and not a Native person. Some language is not how Native Peoples would have described themselves. Identify some of this language and words that we use that may not be aligned to who we are talking about.

Manoomin provides a story of the wild rice abundant near Milwaukee marshes and streams. It was a very important resource to the Native Peoples of the area. Native Peoples often told stories and legends. This story told how wild rice was discovered as an important resource.

Displacing the Native Americans. In Video Chapter 1, "Natives and Traders," John Gurda introduces students to the Potawatomi Trail of Death. In 1838, the government forced Native Peoples off their lands in several states and relocated them to a reservation in the state of Kansas. Students consider the physical land and resource changes that Native Peoples were forced to experience. Native Peoples left marshes, trees, excellent farming conditions, and fresh water, and were relocated to the prairie where there were no trees, less water, and dramatically different living conditions. During the Treaty of Chicago, as with many treaties the U.S. government made with Indigenous Peoples, language was a barrier, the government lied, made unfair money deals, and threatened tribes with eliminated resources. Four million acres of land were essentially stolen from Indigenous Peoples. **Prompt kids to consider how unfair the negotiations were for Indigenous Peoples**. Additional information for the teacher can be found here.

A Brief Timeline of Native Peoples highlights dates in the first *The Making of Milwaukee* video chapter. Students make the connection that Native Peoples are of the land in Milwaukee, and many remain here today despite the efforts to remove them.

Teacher Notes:



The Making of Milwaukee Video Notes
Chapter 1: Natives and Traders

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



My Milwaukee Journal:
Early Native People of Milwaukee of the Earth: Effigy Mounds

Think about the effigy mounds that Native Peoples created. What would you use an effigy mound for? What shape would you create for that purpose? Where would you want your mound located and how big would you want it to be? Answer in writing and then draw it.

The Making of Milwaukee

Early Native People of Milwaukee of the Earth

Look through the list of natural resources that were plentiful on the land before Milwaukee was a city. Some say the name Milwaukee translates to “good land.” Sort these items into categories depending on how you think the native people used them as resources. Some may go in more than one category. Can you think of anything else referenced in the video that is not on the list?

marshes	corn	Lake Michigan	beaver	bass (fish)
squash	reed grasses	maple trees	deer	beans
beads	rivers	sturgeon	wild rice	medicinal plants
beech trees	elk	black bear	native flowers	

Food	Clothing

Shelter	Transportation/Economy

An Account of Milwaukee's Tribes

This article excerpt came from Wisconsin's first newspaper, *The Green-Bay Intelligencer.* Read with caution as some of the terms they have used to describe Native populations are not the same terms used today. We do not use the term "Indians." Some spellings that we currently use may be inconsistent. It is typed as it was written in 1833.
What can we learn from this secondary source document from 1833?

Milwaukee was the favorite summer resort of several tribes of Indians, among whom were the Pottawatomie, Winnebagoes, Chippewas, Menomenees and fragment of Sacs and Foxes. They lived in bark houses which they built along the bluffs, and subsisted mainly on fish, sturgeon, trout and whitefish being the principal varieties caught. According to my informant more than two hundred of these bark houses were built for the accommodation of these aboriginal lakeside loiterers, who numbered at least two thousand, and returned year after year until driven away by the white population…The Indians before contaminated by the white race, were moral in their practices, and though yielding to superstitious beliefs, were really a religious people. They had the same reverence for the Great Spirit as the White man for the deity which he worships.

Why is this a secondary source and not a primary source?

_____

What does the article describe as the kind of housing the Native Peoples lived in?

_____

_____

_____

What else does this piece of the article say to describe the Native Peoples?

_____

_____

_____

What do you think was the purpose of this article in the Green Bay newspaper?

_____

_____

_____

Manoomin

One of the resources and major food sources for early Native Peoples was wild rice, called **manoomin**. Read this Ojibwe legend about wild rice. A **legend** is a story passed down from person to person that explains the meaning of important places, resources, and people. This legend demonstrates the importance of **manoomin** to tribes residing in Milwaukee, like the Ojibwe.

Adapted from Wild Rice and the Ojibwe People, Thomas Vennum, Jr. The story related is from "The Wild Rice Gathers in the Upper Great Lakes: A Study of Primitive Economics," in the Nineteenth Annual Report of the Bureau of American Ethnology, 1897-1898.

WENABOJOO DISCOVERS WILD RICE (AN OJIBWE LEGEND)

Wenabojoo was worried about what his people would eat during the long winter months. For several winters there had been very little food, and the people had suffered. Wenabojoo wanted to put a stop to the suffering, so he went into the woods and fasted for four days in a wigwam. On the fourth day he started on a long walk, and as he walked, he thought about how to keep his people from starving. He continued walking until he came to the edge of a river.

By that time, he was very tired, so he lay down to rest and fell asleep. Wenabojoo awoke late in the night when the moon was high in the sky. He walked along the edge of the river and saw what looked like dancers in the water. Wenabojoo thought he saw the feathers of the headdresses worn by Ojibwa men. He walked a little closer and asked if he could dance along. He danced and danced until he grew tired. He lay down and fell asleep again. The next morning when he awoke everything was calm. Wenabojoo remembered the dancers but thought it all had been a dream.

Then he looked out at the tassels waving above the water. He waded out and found long seeds that hung from these tassels. He gathered some of these seeds in the palm of his hand and carried them with him back to his wigwam. There he continued fasting. Once again, he grew tired and fell asleep, and as he slept, he had a vision. In the vision he learned that he had gathered wild rice and that it was to be eaten. He tasted the rice and found that it was good. Wenabojoo returned to the village and told his people about the rice. Together, they harvested enough to provide food for the long winter.

What does this legend tell you about the importance of wild rice to Native Peoples from this area?

The Making of Milwaukee

Displacing the Native Americans

Read and respond to the following questions about Native Peoples who were pushed from their land and forced to move to an unknown land that was very different and far away.





Displacing the Native Americans

Analyze the pictures on the previous page. The picture on the top is a woodlands area and the picture on the bottom shows a plains landscape similar to where Native Peoples were relocated. What is missing in the landscape? Looking at how different these ecosystems are, how did the forceful actions of the federal government affect the traditions, cultures, and lives of Wisconsin tribes?

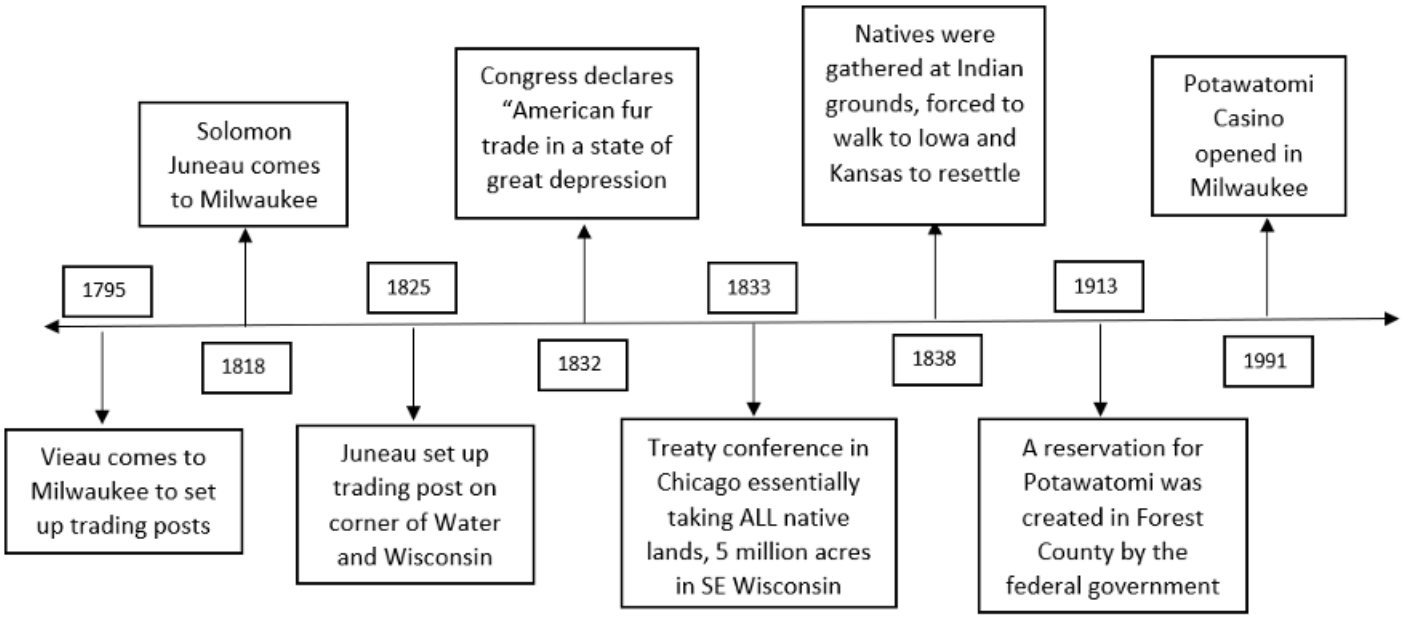
Do you think there could have been a better way for everyone to live together on the land without having to relocate Indigenous People? How?

The Council of Three Fires (Ojibwe, Potawatomi, and Ottawa) were present at the Treaty of Chicago in 1833 when it was decided their land would be taken away. How do you do think the U. S. government persuaded them to agree to the Treaty? Why do you think they agreed to the Treaty?

The Making of Milwaukee

Timeline

This brief timeline highlights the displacement of Native Peoples (Potawatomi, Chippewa, and Ottawa) from Milwaukee and Southeast Wisconsin land. Study the timeline. Then answer the questions below and think about what could have happened.



What do you think it meant for Congress to declare the American fur trade in a "state of depression?"

_____

_____

About how long did it take for White settlers to take Native Americans Lands?

_____

_____

How must Native Peoples have felt to have their land taken from them and relocated to a treeless land on the plains?

_____

_____

What does the opening of the Potawatomi Casino in Milwaukee, almost 150 years later, represent for the Potawatomi?

_____

_____



Meet Milwaukeeans: The Potawatomi People

The People of the Potawatomi

It is very important to remember that the land we now call Milwaukee, Wisconsin, was inhabited land when fur traders and White settlers arrived. Long before any Europeans came to claim the territory as new, Native Peoples lived on the land. Native Peoples made homes on this land, drew on resources from this land and had families on this land. The Potawatomi people were *Anishinaab*, Algonquin people that along with the Ojibwe and Odawa, formed the *Council of Three Fires, Niswi-mishkodewin*. The Natives grew food, hunted animals, fished the lakes and rivers, and used the forest to make shelter. The Potawatomi lived in dome shaped houses called *wigwams*, made of tree bark and wood. They lived in family units called clans and they were *patrilineal*, meaning they lived with and followed the father's family line. Potawatomi were spiritual and drew faith from their clan. The *Midiwewen*, or medicine lodge was the most important community function. Ceremonies, dances, and cultural events were carried out in the lodge.
Life changed greatly for Potawatomi when Europeans started to settle. They were seen as lower humans because they didn't live like the Europeans lived. The land they lived on was taken from them. They were forced to leave their land and everything they knew. It is important to remember Milwaukee's First Peoples.



How must it have felt to the Potawatomi and other tribes for Europeans to settle on land they inhabited?

_____

_____

_____

_____

Why is it so important to remember the Potawatomi and other Wisconsin tribe histories?

_____

_____

_____

_____

Children's Literature Connections

Anderson, P. (2018). *Two-Moon Journey: The Potawatomi Trail of Death.* Indiana Historical Society Press.
A young Potawatomi girl and her family and friends are forced to leave their village in Indiana and resettle west of the Mississippi River. A story of sorrow, struggle, and forgiveness. ISBN 0871954257

Bouchard, D. (2021). *Meet Your Family: Gikenim Ginii'igo.* Medicine Wheel Publishing.
Presented in both Ojibwe and English, readers talk about the important figures in Native culture.

Child, B. (2018). *Bowwow Powwow.* Minnesota Historical Society Press.
The wonder, dances, and traditions of the powwow are conveyed to a young girl by her uncle. Her dreams envision dogs as powwow participants. PIC CHILD (MPL)

Gibson, K. (2003). *The Potawatomi.* Capstone Press.
A historical overview of the Potawatomi (past and present) lives, traditions, and beliefs. J970.3 P859 (MPL)

Lindstrom, C. (2020). *We are Water Protectors.* Roaring Brook Press.
This 2021 Caldecott Medal Award winner makes a plea to safeguard the Earth's water. Beautiful illustrations. PIC LINDSTR (MPL)

Lindstrom, C. (2023). *My Powerful Hair.* Harry N. Abrams.
The cultural understanding of ancestors, history, and connection to the Earth. PIC LINDSTR (MPL)

Luby, B. (2019). *Encounter.* Little Brown Books for Young Readers.
This winner of the 2018 American Indian Youth Literature Best Picture Books Award celebrates the ability of people to acknowledge and celebrate differences. PIC LUBY (MPL County Cat)

Luby, B (2023). *The Gift of Manoomin.* Groundwood Books.
A story about the culture and ecological importance of manoomin. Written in English and Anishinaabemowin. PIC Luby (MPL)

Maillard, K. (2019). *Fry Bread.* Roaring Brook Press.
A beautifully illustrated book describing a modern Native American family. Told in verse. PIC MAILLAR (MPL)

Children's Literature Connections

Peacock, T. (2019). *Forever Sky.* Minnesota Historical Society Press.
Two brothers regularly search the night sky to observe and envision the meaning, wonder, and stories of light, constellations, and stars. PIC PEACOCK (MPL)

Peacock, T. (2019). *The Dancers.* Minnesota Historical Society Press.
The wisdom and power of Native Peoples dance as portrayed by a young girl, her mother, and auntie.

Powell, S. (1997). *The Potawatomi.* Franklin Watts.
This book describes the history, traditions, and lives of the Potawatomi people. J970.47 POT (MPL)

Prince, L (2022). *Be a Good Ancestor.* Orca Book Publishers.
Rooted in Indigenous teachings, this picture book encourages readers to consider the ways in which they live in connection to the world around them and think deeply about their behaviors. PIC PRINCE (MPL)

Robertson, J. (2017). *The Water Walker.* Second Story Press.
The story of a grandmother and other Native Peoples who walk around the Great Lakes to bring attention for the need to protect the giver of all life—water. PIC Roberts (MPL)

Sanna, E. (2003). *The Potawatomi.* Mason Crest.
A history of the Potawatomi people and changes over time that have affected this tribe. J970.0041 (MPL)

Sheldon, S. (2021). *Ebikaan-Ezhiwebiziwinan Nimkii: The Adventures of Nimkii.* Ojibwe Tribal Nations.
Readers will experience the world in a new way as they see the seasons through Nimkii that will teach them a new language: Ojibwemowin. Jpb 497.3 S544 (MPL)

Sorell, T. (2022). *Powwow Day.* Charlesbridge.
Readers will learn about the history and function of powwows. PIC Soell (MPL)

Weso, T. (2016). *Good Seeds: A Menominee Indian Food Memoir.* Wisconsin Historical Society Press
The author connects readers to North Woods Tribal Lands and the values of manoomin/wild rice to the Indigenous People of Wisconsin and Milwaukee. Includes recipes and perspectives. 641.59297 W514 (MPL)

Weso, T. (2022). *Native American Stories for Kids: 12 Traditional Stories from Indigenous Tribes across North America.* Callisto Kids.
This book of storytelling introduces students to rich cultures with powerful tales from a variety of tribes. 398.208997W 514 (MPL)

The Making of Milwaukee

Lesson 2. Where in the World is Milwaukee Framework

Learning Goals:

Students will recognize where Milwaukee, Wisconsin, is in the world using landmarks and location vocabulary.

Objectives:

Explain how Milwaukee's location in the world contributed to the arrival of Native Peoples, European explorers, and French fur traders.

Possible Discussion Questions:

- Where is Milwaukee in the world?
- What are landmarks?
- What was this location of Milwaukee like a long time ago?
- What were the water features, land features, environmental features, other natural resources in this area?
- How did people travel to Wisconsin?
- Why are maps important?

Additional Resources:

National Geographic MapMaker
Physical Description of Milwaukee County
Natural History of Milwaukee

Vocabulary:

maps	north	south
east	west	location
latitude	longitude	transportation
landmarks	natural	manmade
cardinal directions	place	

Lesson 2. Where in the World is Milwaukee Activity Overview

Overview:

Students will locate and identify where Milwaukee and Lake Michigan are on various maps. They will also identify where first settlers came from and where Native American tribes came into Wisconsin.

Materials Needed:

The Making of Milwaukee student journals (digital or paper)
Where is Milwaukee Presentation
The Making of Milwaukee Video Chapter 1

Learning Activities Overview:

Before watching the first video chapter, have students complete the **My Milwaukee activity 1, parts 1 and 2**, in their *The Making of Milwaukee* journal. The first question asks students to identify various locations on the map. The second part asks students to write a description explaining how they would get to their home. The starting point doesn't have to be one specific place. If the student can only identify how to get home from the store or from church, that's fine. Encourage students to use landmarks they recognize, street names, businesses, directional words, natural landmarks, houses, colors, etc. It may help students to draw a picture and then write about it. Have a visual example prepared to guide students in this task.

- Be mindful that students may have to describe a car or a bus ride instead of a walking path. Some students do not have opportunities to know their neighborhood, especially if they move frequently or have restrictive supervision.
- Additional modifications might include how they get from room to room in their living space or around a bedroom or even in the school building.

- Have students share their journal. Are students using cardinal directions? Are landforms they use natural or manmade? Do landmarks change? What do they remember most and why?
- Go through the Where in the World is Milwaukee Presentation (slides 1-9). Encourage students to use geographic terms to describe where they see Milwaukee. Milwaukee has been marked with a red heart on each map.
- Go back to where students marked Milwaukee in their journals and have students share. Be mindful that some students may not know or be wrong. Have students mark the correct spot with a different symbol. Explain where Milwaukee is in reference to Lake Michigan, Lake Superior, the Illinois and Minnesota border, and Michigan's Upper Peninsula.
- Slide 10: Access Google maps and pin exact addresses; the school, places they know about or have been, and if they would like to share, possibly their own address. Discuss location words and cardinal directions to describe locations.
- On slide 11 refer to some places that will be talked about in Video Chapter 1. Point out or mark places where the First Peoples and early settlers came from: New York area (Potawatomi), France (fur traders), Montreal, Ontario (Juneau and Vliet), Kansas and Iowa (where Potawatomi were relocated).
- Discuss how those people would have traveled to the Milwaukee area. Introduce the location of the Great Lakes, St. Lawrence Seaway, and the Atlantic Ocean.

Lesson 2. Where in the World is Milwaukee?

Do you know where Milwaukee is on this Wisconsin map? Put a capitol **M** where you think the City of Milwaukee is located.



Why did you put the capitol **M** in that location?

In your opinion, why is Milwaukee a great place to live based on its location? Why do you think that people wanted to come here? What made it easy for people to get to Milwaukee? What are other reasons people might want to stay in Milwaukee? Think about your life and the lives of people from Milwaukee's history.

Teacher Notes:

Lesson 2. Where am I in Milwaukee?

Think about where your home is located. In the space below, write directions that explain how to get to your home from another place such as a school, store, church, or another home. Use as many directional words as you can. However, you can also refer to landmarks, both natural and manmade, trees, stores, signs, even cracks in the sidewalk to help someone get to your home's location. If it helps, you can also sketch a map or diagram.

The Making of Milwaukee

Unit 1: Early Natives and Settlers in Milwaukee

Video Chapter 2: New Frontiers (17:54 min.)

Essential Questions:

- Who first settled in the Milwaukee area and where were they from?
- How did people travel to this area and how did people survive when they got here?
- What transportation modes were used?
- Why did people stay in this area?
- What challenges do people face as they move into undeveloped new places?
- Why do we call Milwaukee "the city built on water?"
- What important information do people need when moving to a new place?
- How does a group, village, or city decide who their leader is?

Video Chapter Overview:

Americans moved west, across the Appalachians, down the Ohio River, up the Mississippi River, and through the Great Lakes. Wisconsin was a wilderness that was soon explored by America's newest pioneers. Settling was not easy work. Forests had to be cleared and wetlands drained. This did not stop people from moving to Milwaukee. The people kept coming.

Early leadership in Milwaukee became a struggle when two other big players joined Solomon Juneau for control of the land. Byron Kilbourn claimed the west bank of the Milwaukee River in hopes of developing Milwaukee to the west. George Walker founded Milwaukee's southside and wanted to see Milwaukee thrive to the south. He created Walker's Point. Milwaukee's three founders struggled for supremacy.

Milwaukee became a city in 1846 with Solomon Juneau as its first mayor. The new city had a population of 9,500.

Standards:

Social Studies Inquiry Practices and Processes 1-5

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

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

SSGeog1: Students will use geographic tools and ways of thinking to analyze the world.

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

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

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

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

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

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

The Making of Milwaukee

New Frontiers Framework

Learning Goals:

Student will analyze primary source documents to determine the Milwaukee founders' intentions and what made Milwaukee a city.

Objectives:

Students should be able to demonstrate the importance of water to the growth and settlement of Milwaukee.

Possible Discussion Questions:

- What part of Milwaukee did each early settler (Solomon Juneau, Byron Kilbourn, and George Walker) claim?
- What tasks did new settlers perform once they arrived in Milwaukee?
- What resources did Walker lack as he tried to develop Milwaukee's southside?
- What was Byron Kilbourn's personality?
- How much did Milwaukee's population increase from 1836 - 1843?
- What did Juneau do to promote lot sales east of the Milwaukee River?

Additional Resources:

Solomon Juneau
Byron Kilbourn
George Walker
Milwaukee Historical Society
A look at Milwaukee's early Black Settlers
Milwaukee's Bridge Wars

Vocabulary:

schooner	denature	city
harbor	prosperity	canal
settlement	postmaster	river
emigrants	transformation	rivalry
founder	population	Native Peoples
pioneer		

New Frontiers Activities Overview

Overview:

The activities in this section explore how Milwaukee became a city and who made it happen.

Objectives:

The Making of Milwaukee student journals (digital or paper)
The Making of Milwaukee Video Chapter 2

Learning Activities Overview:

Many activities in this section are consistent to each unit and video chapter section and can be used to help students develop knowledge of Milwaukee's early arrivals, settlements, and leadership history.

- **Learning activities** can be taught after or during the viewing of video chapter 2: New Frontiers.
- **A video notetaking guide** encourages students to write, draw, and record images while watching the video. The teacher may want to strategically stop the video to allow students to write and discuss.
- **My Milwaukee Journal** activates student thinking and background knowledge. It allows students to make connections to Milwaukee history while making connections to their own lives.
- **Meet a Milwaukeean** introduces extraordinary, but often marginalized, people that are lesser known in the Milwaukee story. This chapter features Josette Juneau.

The way in which these activities are used with students is the teacher's choice. The goal is for students to discuss and think critically about Milwaukee's early history. Activities can be used independently from each other or used together. Keep in mind, this curriculum is developed for grades 3-5 and all activities may not be appropriate for all students.

- *The Importance of the Erie Canal*. Without the Erie canal, Milwaukee may have been settled at a later time and in different circumstances. The canal made travel through the Great Lakes a bit easier.
- *Milwaukee Founders*. There are three reading sections featuring the three European founders of Milwaukee. Students should read these documents and do a comparison on two or three of the founders based on what they have learned. There is a premade activity that provides invented social media posts that students can analyze to determine the founder's effect or representation of Milwaukee.

Learning Activities Overview (continued):

- *East vs. West*. Students analyze a primary source document. This map from 1836 was created by Increase Lapham for Byron Kilbourn. Students should be directed to think about the one-sidedness of this map. Juneautown is not even considered a part of Milwaukee and nothing on the east or south of the river is listed. This map was created intentionally to bring people west of the Milwaukee River.
- *The Bridge Wars*. A reading passage easily explains the Milwaukee Bridge War story of 1845. It makes light of the hostile city that was forming between the east and west sides of the Milwaukee River.
- *What If*. A continuation of the tension between the Milwaukee founders leads students into a discussion about working together and getting along. This activity highlights the cause and effect factors of the situation. This activity can be extended into other historical events of the time.

Teacher Notes:



The Making of Milwaukee Video Notes
Chapter 2: New Frontiers

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



My Milwaukee Journal: New Frontiers

What do you think it would be like to start a new city? What kind of city would you want to start? What would you want your city to be famous for?

When Europeans arrived in Milwaukee intending to start a new city, people had already lived on this land for thousands of years and called it home. What do you think the Native Peoples that were already living on this land thought about the developing City of Milwaukee?

The Making of Milwaukee

The Importance of the Erie Canal to Milwaukee

What is a canal? A canal is an artificial waterway to allow for the passage of ships and boats. When the Erie Canal opened in 1825, it allowed people and goods to travel to Milwaukee much easier. Without the Erie Canal, Milwaukee may not have become the city it is today.

Why do you think Milwaukee would be different today if there had not been an Erie Canal?

_____

_____

_____

_____

How do you think people came to Milwaukee before the Erie Canal opened? What do you think that journey was like?

_____

_____

_____

_____

_____

_____



Can you find Milwaukee on this map? Circle it.

Can you find the Erie Canal (Hint: it is labeled NY State Barge Canal)?

How did people from the Northeast get to Milwaukee using the Great Lakes? Draw a thin line to show your thinking.

If the Erie Canal would not have been built at the time how would people and goods have to travel to get to Milwaukee? Draw a dotted line to show your thinking.

The Three Founders: Solomon Juneau



Solomon Juneau was born in Montreal, Canada, in 1793. Juneau was a fur trader. In 1816, he met Jacques Vieau, who gave him a job and encouraged him to come to Milwaukee. Once in Milwaukee, Solomon took over Vieau's trading post business and married his daughter, Josette. They established their first trading post on what is now the corner of Wisconsin and Water Streets.

Juneau operated a very successful trading post. It was noted that he had a very good working relationship with the Potawatomi and Menomonee in the area. In 1833, Juneau started to build a village on the east side of the Milwaukee River and called it Juneautown.

Juneau was Milwaukee's first postmaster. A postmaster is the person in charge of the mail in a city. This was an important job because mail was the only way that people received information.

Solomon and his business partner donated the land for the first courthouse and jail. In 1837, he started the Milwaukee Sentinel, the first Milwaukee newspaper.

Solomon Juneau was a well-liked man and a friend to most people he met. That, however, did not include Byron Kilbourn.

Milwaukee officially became a city in 1846, and Solomon Juneau became its first mayor. He served just one term that lasted one year.

In 1848, the Juneaus left Milwaukee for a quieter life in Teresa, Wisconsin. Solomon opened a small store, a grist mill, and went back to fur trading.

Solomon Juneau died in 1856. In 1887, a memorial statue was erected of Solomon Juneau in Juneau Park. It is still there today! What else was named Juneau in honor of Milwaukee's first mayor?

The Three Founders: George Walker



George H. Walker was born in Lynchburg, Virginia, in 1811. His family moved to Illinois when he as a teenager. An adventurer and an animal trapper, George made his way to Wisconsin to explore the land, first in the Racine area and then in Milwaukee.

He decided that the land that would soon become Milwaukee might be a good place to settle down and bought a big section of land, 160 acres, on the southside of Milwaukee in 1834. We now know that area as Walker's Point. George Walker thought being close to the mouth of the river and the connection to the lake was important to the city's development.

George Walker was interested, like the other city leaders, in making Milwaukee a successful city.

George Walker wasn't as savvy with his money and business as other leaders, but he was a successful politician and leader in Wisconsin's railroad development. George liked being around people and he loved the social life and eating well. It was said that he was a great dancer and ice skater.

George Walker was a member of the Wisconsin Territorial Legislature from 1842–1846. A territory is what land is before it becomes a state. George Walker won two elections to become the fifth and the seventh mayor of Milwaukee.

George Walker was influential in building the Soldiers Home, a resting place and hospital for injured soldiers during the Civil War. George Walker died in 1866. Milwaukee still calls the southside of the city, Walker's Point.

The Three Founders: Byron Kilbourn



Byron Kilbourn was born in Connecticut in 1801 but grew up in Ohio.

His first job was a surveyor. A surveyor is someone that looks at the land and makes decisions about mapping and building locations. When he arrived in Milwaukee in 1834, as a surveyor, he saw the city developing and he sought leadership roles.

Byron Kilbourn moved to the west side of the Milwaukee River and called it Kilbourntown. He began buying plots of land. Kilbourn was incredibly passionate about making Milwaukee a successful city.

Byron Kilbourn was a demanding man.

He liked things done his way. He fought regularly with his Juneautown neighbors. Kilbourn seemed to think the only way that Milwaukee could be successful was his way.

Kilbourn's grand plan to compete with Chicago was to ensure that Milwaukee received the best railroad lines. The best railroad lines would improve the economic importing and exporting processes from Milwaukee.

Byron Kilbourn became the third mayor of Milwaukee in 1848. He also became the eighth mayor of Milwaukee when he was elected again in 1854. Byron experienced election trouble and misused railroad funding. He moved to Jacksonville, Florida, in 1868 and died there in 1870.

His remains were eventually brought back to Wisconsin in 1998. He was laid to rest in the Forest Home Cemetery with Milwaukee's other founding fathers.

The Making of Milwaukee

The Three Founders: Juneau, Walker, and Kilbourn

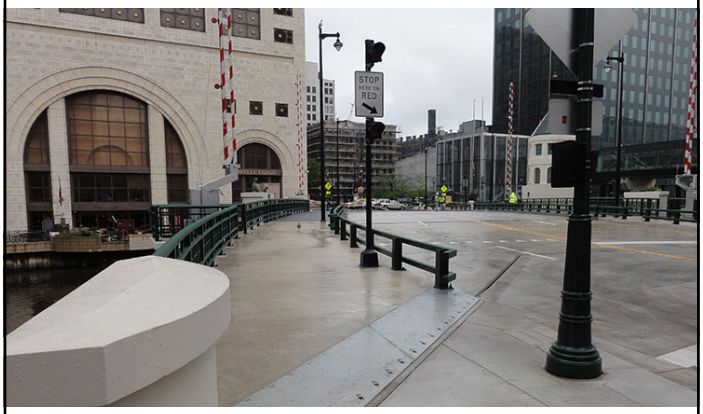
Let's pretend that the founders of Milwaukee have time traveled to present day. They set up a social media account and are still competing for the best side of the city. Look at these posts and decide which one of the founding fathers would have made that post and why!

Instagram



MILWAUKEE!!! I Just saw this! Looks great! Feeling the love! #juneautown #lakeside #easttown #FirstMayorofMilwaukee

Instagram



Milwaukee streets still don't line up across the river? #whoops #sorrynotsorry #westsideisbestside

Instagram



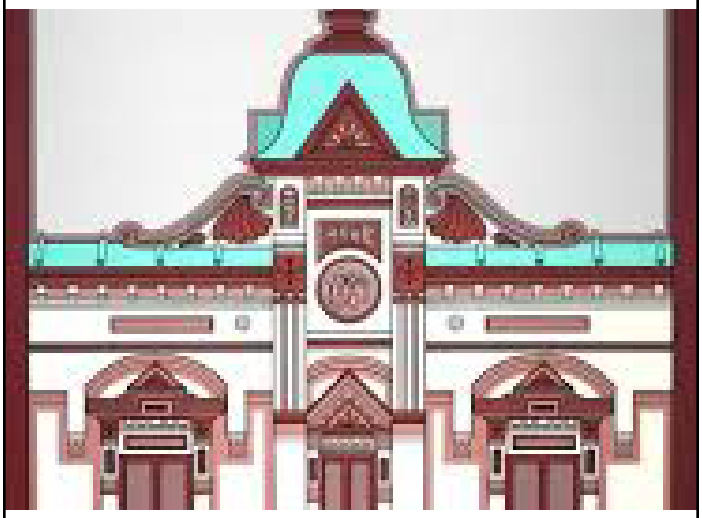
The Soldiers Home looks great! I hope it was used to improve lives! #unionforever #asylumforsoldiers #southside

Instagram



Can you BELL-ieve this!? A 2,500 pound bell named after me! I can't wait to tell Josette! #cityhall #cleanme #easttown #ILoveMilwaukee

Instagram



I love this poster of the neighborhood named after me. A great building on National Avenue #southside #Bahrbuilding #pointmeintherightdirection

Instagram



A building named after me IN EAST TOWN! What is happening in Milwaukee in these crazy times? That is a tall building! #whyamIinJuneautown #peoplelivehere #greatviewsofthelake

Instagram



I don't mind this street art of me on Wisconsin Avenue – we called it Grand. I look a little chopped up but I'm on the correct side of the river! #westtown #shutdownthesentinel #wheresmystatue

Instagram



Milwaukee built another courthouse? This is much bigger than the one Morgan and I built. #firstcourthousewasmine #cathedralsquare #MorganMartinmybestfriend

The Bridge Wars

Read this summary about the competition of two Milwaukee settlers and how it affected the entire city.

The year was 1845 and Milwaukee was just one year away from becoming an official city. The land was divided into three different settlements. Byron Kilbourn's Kilbourntown occupied land west of the river. Solomon Juneau's settlement, Juneautown, occupied land east of the river, and George Walker's settlement, Walker's Point, occupied land just south of where the Milwaukee River meets Lake Michigan. These close neighbors are considered Milwaukee's founding fathers, but they were anything but neighborly. Juneau and Kilbourn were especially ruthless. Each town even had its own newspaper that competed against the other. Kilbourn, to spite Juneau and the eastside even refused to line up the streets from one side of the Milwaukee River to the other.

In May 1845, a large schooner traveling on the Milwaukee River damaged the Spring Street Bridge, currently named Wisconsin Avenue Bridge. Kilbourn then ordered westsiders to remove their half of the Chestnut Street Bridge. This enraged eastsiders and riots broke out. Rioters destroyed two more bridges. Fights broke out and some people were hurt by the fighting.

It eventually was decided that working together to rebuild the bridges and unify the city was the best choice. The following January in 1846, Milwaukee officially became a unified city. Juneau and Kilbourn settled some differences, and Milwaukee continued to grow. You can see evidence of their disagreements in Milwaukee today because some streets still cross at odd angles over the Milwaukee River.

How do you think the city leaders could have solved their problems in better way?

_____

_____

_____

_____

What lesson can we learn from this incident?

_____

_____

_____

_____

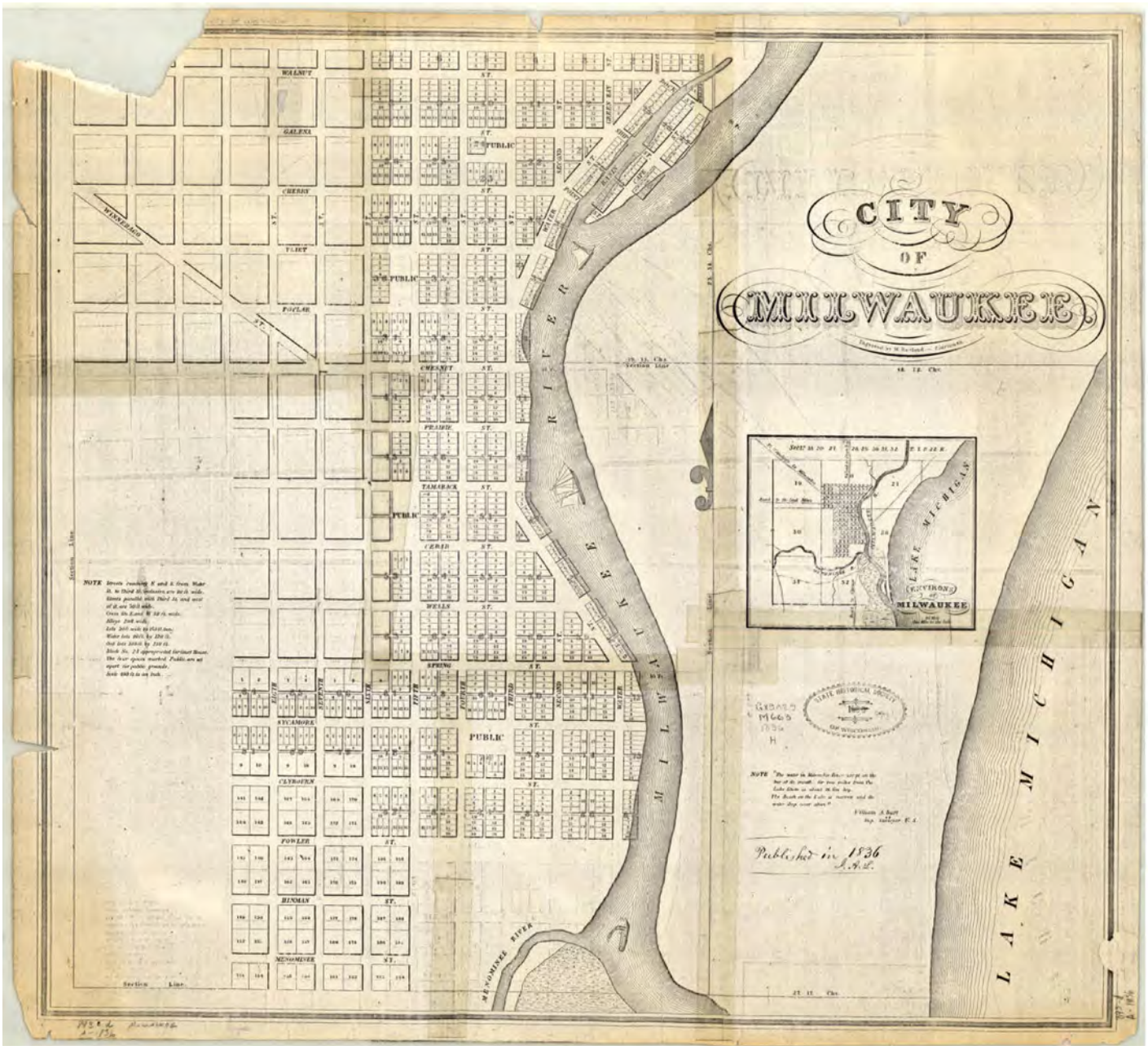
_____

_____

The Making of Milwaukee

East vs. West

This city map of Milwaukee was published in 1836. It illustrates a city grid. This map was carefully constructed to include specific water and land routes for transportation. It also includes land set aside for public use, business areas, housing areas and areas for the civic center. Pay close attention to some of the areas included on this map. Find Lake Michigan and the Milwaukee River. Look for an inset map between these bodies of water and pay close attention to the drawing and description. Use this map to answer the questions on the next page.



The Making of Milwaukee

East vs. West

Recall the three Milwaukee founders mentioned in *The Making of Milwaukee*. Which founder do you think published this map? What reason would they have to print a map like this?

What evidence does this map provide to support your decision?

What is missing from this 1836 map that should have been included?

How did it benefit the creator of this map to omit some settlements?

What questions do you have about this map?

Milwaukee Founders What If ...

What if …

Juneau and Kilbourn had not been rivals but had gotten along and worked with each other to create a new city?

What if …

early settlers were unable to convert the Milwaukee swamps into stable, manageable lands?

What if …

George Walker had developed Milwaukee first? Where might downtown be? Why?



Meet a Milwaukeean: Josette Juneau 1804 - 1855



Josette Juneau was the wife of Milwaukee's Founding Father, Solomon Juneau.

She is often called Milwaukee's Founding Mother.

Josette's father and mother, Jacques and Angelique Vieau, were two of the first settlers in the Milwaukee area. Josette's father had a busy fur trading post, and she met Solomon when he worked for her father.

Josette had both French Canadian and Menominee heritage. She was fluent in French, English, and many Native languages. She was very important to her husband's trading post because she could translate trades for settlers as well as Native Peoples.

She has been described as courageous, brave-hearted, and an excellent translator. She was the mother to 14 children. Josette and Solomon worked together. Josette was important to Milwaukee like her husband.

Do you think that the role of women in history is often forgotten? Why? How was Josette an important partner to Solomon?

Why was it important to Juneau's trading post that Josette could speak many Native languages?

Children's Literature Connections

Bolger, S. (2018). *Fun in the Mud: A Wetlands Tale.* Roundtree Books.
This tale provides a magical tour through the wetlands and the mysterious creatures that inhabit them. ISBN: 1944903542

Collins, P. (2003). *Schooner.* Commonwealth Editions.
Discover the construction of a schooner patterned after a 19th century ship through the eyes of a young boy. ISBN: 1889833355

Gibbons, G. (1998). *Marshes and Swamps.* Holiday House.
Discover the wetland's environment and all the animals that call it home. J577.6 MAR G441 (MPL)

Harness, C. (1999). *The Amazing Impossible Erie Canal.* Simon and Schuster Books for Young Readers.
The amazing story of the building of the Erie Canal. 977.12 H289 (MPL)

Lang, H. (2022). *Out of Range.* Margaret K. McElderry Books.
Three warring sisters struggle when lost in the wilderness and must learn to trust each other in order to survive. PIC LAN (MPL)

MacLachlan, P. (2019). *The Hundred Year Barn.* Katherine Tegen Books.
One hundred years ago, a little boy watched his family and community come together to build a grand red barn. PIC MAC (MPL)

McLerran, A. (2004). *Roxaboxen*. Harper Collins.
The magic of imagination comes alive in this book about children finding a special place to call their own. XJMCLERRAN (MPL)

O'Neil, A. (2002). *The Recess Queen.* Scholastic Press.
A clever story about a mean girl who was dethroned as recess queen through kindness. Features conflict resolution strategies. PIC ONE (MPL)

Rosenstock, B. (2024). *The Great Lakes: Our Freshwater Treasure.* Knopf Books for Young Readers.
A beautiful picture book about the five Great Lakes and their importance follows a drop of water through the waterways. 977 R81 5 (MPL)

Sanders, S. (1997). *A Place Called Freedom.* Antheneum.
After being freed from slavery, a family makes it way to Indiana where they begin to build a new life and community. PIC SAN (MPL)

Weightman, M. (2020). *All Along the River.* Clavis.
USSBY's 2021 Outstanding International Book. Bunny Rabbit and brothers make their way down the river in search of Little Duck. Adventures from the mountaintop down to the sea. PIC WEI (MPL)

Wilder, L. (1932). *Little House in the Big Woods.* Harper Collins
A family story in the big woods of Wisconsin. Not specific to Milwaukee, but does look at what the landscape was like and the challenges of a family living in the 1870s. PIC WILDER (MPL)

The Making of Milwaukee

Unit 1: Early Natives and Settlers in Milwaukee

Video Chapter 3: King Wheat (13:17 min.)

Essential Questions:

- How did Milwaukee become the world's largest shipper of wheat?
- Why were Milwaukeeans determined to improve the harbor?
- What city was known as Milwaukee's rival?
- What was Milwaukee's greatest source of money?
- What inventions made Milwaukee grow in the 1850s?
- What were the consequences of Milwaukee's growth in the 1850s?
- What was the downfall of Byron Kilbourn?

Video Chapter Overview:

Milwaukee became the center of the Grain Exchange.

Wisconsin, in less than a decade into statehood, had the second highest wheat production in the U.S.

Milwaukee's excellent harbor and early railroad lines made shipping wheat from Wisconsin very easy.

Milwaukee's Byron Kilbourn was desperate to receive a land grant for Milwaukee and his railroads.

The rapid business and shipping growth made Milwaukee the largest supplier of wheat on the planet.

The city doubled in size, the population increased, and Milwaukee became strong in both population and economy.

These factors are major reasons why immigrants chose to come to Milwaukee by the thousands.

Standards:

Social Studies Inquiry Practices and Processes 1-5

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

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

SSGeog1: Students will use geographic tools and ways of thinking to analyze the world.

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

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

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

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

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

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

King Wheat Framework

Learning Goals:

Students will analyze how Milwaukee became the biggest shipper of wheat in America.

Objectives:

Students will analyze the behaviors of Byron Kilbourn and decide how wheat helped Milwaukee grow.

Possible Discussion Questions:

- What industries were affected by Wisconsin's wheat production?
- How did Kilbourn's railroads contribute to the development of other Wisconsin cities?
- What kinds of work were required of Wisconsin farmers to produce wheat?
- How did wheat and grain transform Milwaukee economics?
- How was the Milwaukee Grain Exchange building used in the 1800s?
- What are the Milwaukee Grain Exchange Room and the Mackie Building used for today?

Additional Resources:

Flour Milling in Milwaukee
Legislators for Sale: Railroad Scandal of 1856

Vocabulary:

economy
trade
producer
networks
schooner
Grain Exchange
land grant
bonds
transcontinental
harbor
crops
grain
bribe
dredge
wheat
railroad

Lesson 3. King Wheat Activity Overview

Overview:

Students will gain an understanding of Milwaukee's major economic and population growth during the mid-1800s. An ethical component related to leadership is also included.

Objectives:

The Making of Milwaukee student journals (digital or paper) Video Chapter 3

Learning Activities Overview:

Many activities in this section are consistent to each unit and align with video chapter: King Wheat. They can be used to help students develop knowledge of Milwaukee's early arrivals, settlements, and leadership.

- **Learning activities** can be taught after or during the viewing of Video Chapter 3: King Wheat.
- **The video notetaking guide** encourages students to write, draw, and record images while viewing the video. The teacher may want to strategically stop the video to allow students to write and discuss.
- **My Milwaukee Journal** activates student thinking and background knowledge. It allows students to make connections to Milwaukee history while making connections to their own lives.
- **Meet a Milwaukeean** introduces extraordinary, but often marginalized, people that are lesser known in the Milwaukee story. This chapter features William T. Green.

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

- *Byron Kilbourn and the Railroads*. Building railroads was essential to Milwaukee's economy and development. Studying and analyzing this railroad map helps students discover the importance of transportation. The document link can be found here.
- *Byron Kilbourn buys the Land Grants*. Byron Kilbourn's desire to make Milwaukee the most important port in the land was strong. He was willing to do anything for the success of his companies and for Milwaukee. There is an ethics question embedded in this activity that can be linked to present times. Ethics in government and money distribution should be recognized here. What are politicians able to do to get government laws passed? What are governmental ethics? This may be better suited for 5th graders than it is for 3rd and 4th.

Learning Activities Overview (continued):

- *A Historic Poem: Milwaukee's Early Days*. This poem was written and read in 1874 at an Old Settlers' Club meeting. The Old Settlers' Club was Milwaukee's first historical preservation group. This is an abridged version of the poem. There are a total of 55 stanzas if you or your students would like to read it in its entirety. The full version is linked from the Library of Congress. The stanzas are labeled by Roman numerals as they are listed in the original poem.
- A great follow-up activity may be for students to identify names they recognize in the poem to places, schools, statues, and streets in Milwaukee today. The teacher may want to make some connections for the students as they read.

These books may be in your library and can be used to continue historic name activities:

- Carl Baehr & Ellen Baehr. (1994). Milwaukee Streets: The Stories Behind Their Names. Cream City Pr.
- Pat Pollworth. (2004). Milwaukee County Street Names and Street Games. Worthy Tomes.
- *Milwaukee Grain Exchange*.This chart shows the flour and grain shipments from Milwaukee for 32 years. Early Milwaukee history shows that Milwaukee's economic growth primarily came from shipping. This eventually changed, but the amount of grain shipped from Milwaukee at this time was incredibly large. So large, that for some years Milwaukee was the largest supplier of wheat in the world. How this happened and why should focus the student discussions you have when you analyze the numbers and charts.

Teacher Notes:



The Making of Milwaukee Video Notes
Chapter 3: King Wheat

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



My Milwaukee Journal: King Wheat

What do you think is more important, having money or having good friendship? Why?
Is it possible to have both?

Byron Kilbourn would do most anything to make Milwaukee successful. Do you think it's okay to break some rules to make money or to be successful?

The Making of Milwaukee

Bryon Kilbourn and the Railroads



This map of Milwaukee Railroads came from the book *Milwaukee Illustrated. Its Trade, Commerce, Manufacturing Interests, and Advantages as a Residence City by Charles Harger* c.1877, pg. 44.
Library of Congress

What did railroad transportation in the 1800s offer that schooner ships did not?

_____

_____

_____

What was the importance of railroads to Milwaukee's economy? (*Hint: Think of the wheat*.)

_____

_____

_____

How did railroad technology change transportation in the United States?

_____

_____

_____

Byron Kilbourn Buys the Land Grants

Byron Kilbourn was a dominant force in promoting railroad expansion in Wisconsin. He first ran the Milwaukee & Mississippi Railroad, and then became the president of the La Crosse & Milwaukee Railroad. At the time, economic success was in the railroads; the Milwaukee & Mississippi Railroad went from shipping 237,000 bushels of wheat in 1852 to 1,678,000 bushels of wheat in 1857.

For a railroad to be built, companies were required to get land grants. Land grants were privileges from the government, given to companies or individuals, as an incentive to build on unused land. Wisconsin was given two land grants from the federal government to support railroad development.

Byron Kilbourn desperately wanted land grants for the La Crosse & Milwaukee Railroad. He wanted them so badly that he paid state senators a large sum of money to vote for his railroad company. Seventy-two legislators and the governor accepted the bribe and six turned it down. The La Crosse & Milwaukee Railroad secured the state land grant. A few years later, his railroad failed. In 1868, Kilbourn moved to Florida.

Byron Kilbourn became a disgraced Milwaukee leader. His railroad went bankrupt, and he left the state.

Byron Kilbourn said this in defense of his actions, “The emergency was upon us, and required the most prompt and energetic action to meet, and for one I was not disposed to shirk or shrink from any effort or responsibility in my power to secure a favorable result.” Do you think Byron Kilbourn did the best for Milwaukee and should have been defended? Why or why not?

_____

_____

_____

Who do you think is more guilty of fraud: Byron Kilbourn for trying to bribe legislators or the legislators that took the bribe? Why?

_____

_____

_____

Should money persuade our elected officials to vote on laws? Can you think of an example of what that would look like in the United States today?

_____

_____

_____

A Historical Poem: Milwaukee's Early Days.

By James S. Buck read during a meeting of the Old Settlers' Club on January 5, 1874

I. (1)

There is a land in the West that is fair and bright
That abounds in clear lakes all sparkling with light,
Whose forests are filled with grand old pines,
And the wealth of an Empire concealed in her mines,
    Wisconsin! Non can thee excel.
The Queen of the West, this fair young bride
Sits on old Michigan's Western side,
    And whose future no man can foretell.

II. (2)

Now in this fair state, our joy and our pride,
There stands a young City, both large and wide;
Of her will I speak, "Milwaukee" the fair,
And of some of the men who place her where
    She stands, in her pride and beauty.
Who came here in their youth and prime
The landmarks of that early time,
    And true to every duty.

III. (3)

Surely, we'll ne'er forget the time,
In thirty-seven, eight and nine,
When first we saw Milwaukee Bay,
From off the steamer, that wended its way
    To this far off land of the "Nitch'ee."
Eager were we to grapple our fate.
As we came from almost every State,
    To found this queenly city.

IV. (4)

Wild was the scene that met the eye,
And naught could be heard from the shore near by,
But the voice of the ducks that covered the marsh,
As they called to each other, in tones so harsh.
    While getting their food from the sedges.
And the sound of the waves, on the lonely shore
Were echoed back with a constant roar,
    As they broke on its sandy ledges.

V. (5)

No house of brick, or stone, or frame,
Was found by those men when first they came, or any clean, suitable place to stay,
When weary and tired at the close of the day,
    They would fain find rest from their labors.
No Newhall house, with its parlors so grand,
But the Indian wigwams covered the land,
    And the Indian had they for a neighbor.

VI.(6)

Did I say there were none? Ah, yes! There was one
That was built by good Solomon Juneau, the son
Of that fair sunny land, called La Belle France,
Whose citizens always have led the advance
    In all of these wilderness places.
Who traveled this wild forest country all o'er,
And some lost their lives while hunting for more,
    The most daring, of all the pale faces.

VII. (7)

This palace of logs was a store and a fort,
Through surrounded by neither a ditch or a moat.
For often this lonely and primitive place,
Was sorely beset by that bloodthirsty race.
    With whom Juneau had mercantile dealings.
Of him they bought goods, to him they sold pelts,
And once every year they would buy something else.
    Which they drank to increase their good feelings.

VIII. (8)

Juneau, so fair, and whose wit was so keen,
Came here in the year eighteen hundred eighteen.
An Indian trader of fame and renown,
Lived on the East side – called Juneau's town –
    And in fact was the king of the place.
So manly and bold, with a dark hazel eye.
Always told you the truth and never a lie.
    This pioneer man of his race.

X. (10)

Kilbourn and Walker, two men of renown,
Were the next to take stock in this fast rising town:
Kilbourn the fair, with a forehead so high,
Walker the round, with his clear laughing eye,
    And both of them learned and witty.
Walker the South side took for his stand,
Kilbourn the West side went for his land.
    And each commenced a city.

XI. (11)

Kilbourn! the sound of that magical name,
Awakens old memories, opens old veins;
A man of large brain, and great power of will.
Who kept things moving, ne'er let them stand still,
    And vast were the works that he planned.
With the eye of a seer he looked far away
And told us the best place our railroads to lay,
    That to-day extend over the land.

A Historical Poem: Milwaukee's Early Days.

By James S. Buck read during a meeting of the Old Settlers' Club on January 5, 1874

XII. (12)

Walker! thy name, too, with Kilbourn's shall stand,
As one of the fathers, in this goodly land
Where you took so early and active a part,
Which gave to this City her first grand start,
And watched o'er her infantile years.
Who was so well known all over the West,
As one of Milwaukee's earliest, and best,
And a leader among her peers.

XIII. (13)

The next on the list, as our history tells,
Was that man of large wealth, our own Daniel Wells,
Who came from Old Maine, far away down East,
And the first man commissioned as Justice of Peace,
In the then not extensive new place.
Long may his name be known in the land.
Where he took such an early and dignified stand,
As one of the best of our race.

XIV. (14)

Jacob and James Rogers, both men of strong will,
And Hiram J. Ross who built the first mill,
Came next, with James Murray, then just in his prime,
Who was the first painter in that early time,
And was always o'erflowing with mirth.
These men all stood high in the first early band,
Who came in those days to this far off land,
As men of great merit and worth.

XXI. (21)

Then Dr. Lapham, a man of much fame,
And William A Prentiss, a lawyer, next came;
Learned Lapham, who gives us the names of the flowers,
And likewise the depth of the yearly rain showers,
And who made the first map of the City.
While Prentiss has led in our public affairs,
And once has sat in the Mayorial Chair –
The best man we e'er had on committee.

XL. (40)

Now these first early men were the sons of toil,
And quickly before them the forest did fall, as though its thick meshes they opened their way,
To the goodly lands that beyond it did lay,
Those prairies so old and so hoary.
They were all covered o'er with early wild rose.
Where the antlered bucks led the timid does.
And where often they battled for glory.

XLI. (41)

These beautiful lands were the red man's home,
And over them they had loved dearly to roam;
It was there that old Waukesha long did dwell,
And some of you knew the old chieftain well.
For his village was there when you came.
The pool of Bethesda, he knew well the place,
For in it he saw the Manitou's face,
This spring with is scriptural name.

XLII. (42)

Oh! Grand indeed were these prairies so green,
And no land that excelled them had ever been seen,
And swift as the settlements over them spread,
Westward more swiftly the red man fled,
Towards the far setting sun.
The white man's step was now at this door,
He had sold these lands, they were his no more.
And the end of his lease had come.

XLIII. (43)

Then did the emigrants, fast as they came,
Seek out these fair lands and make each his claim,
And soon the whole country was dotted with farms,
From which when the drum gave the call to arms!
Sprang so many brave boys in blue.
Who went to the front to protect the old flag,
And pull down that Ill-looking, cross-barred rag,
That was set up by Davis's vile crew.

XLIV. (44)

Our city like wise took a glorious stand,
In the late cruel war that, darkened our land,
Her sons, too, marched forth our honor to shield,
Determined to treason they never would yield,
But in liberty's cause would they fight.
And before their firm ranks by good Abraham led,
The thrice-cursed demon of slavery fled.
And ended our long dark night.

XLVII (47)

And now this City that's grown so quick,
This City so famous, this City of brick,
Has church towers pointed to the skies,
Court house of elephantine size,
This great brown stone pavilion.
So large without, within so small,
That's made the people "heave and pawl."
And cost them half a million.

A Historical Poem: Milwaukee's Early Days.

During the 1860s, a group of Milwaukee men formed the Old Settlers' Club. The goal was to preserve Milwaukee history. Only men were allowed, and members must have lived in Milwaukee prior to 1839. That rule was later changed to men that had lived in Milwaukee for at least 30 years. Members collected historical memorabilia and books, held picnics and fundraisers to create monuments of Milwaukee founders, and placed plaques on memorial sites. This poem by James S. Buck was read at a meeting in 1874. There are 55 stanzas to this poem.

What are some adjectives used to describe Milwaukee in this poem?

What demographic is not mentioned in this poem? Why do you think this is the case?

In stanza 43 and 44, the Civil war is mentioned. There are some clues about which side Milwaukee is on. What can you figure out? What are the clues?

The author writes about the “red man” in stanza 41 and 42. Do you think this line at the end of stanza 42 is accurate: “And the end of his lease had come”? A lease is an agreement to live on the land on borrowed time.

Are there any names you recognize from this poem that you may have seen around Milwaukee?

Milwaukee's Grain Exchange

The Grain Exchange was very important to Milwaukee's economic growth. Milwaukee was known for its superior grain because it was very carefully inspected. Only the best grain was sold out of Milwaukee. Grains are harvested seeds of grasses. The most common types of grain that came through Milwaukee were wheat, flour, corn, oats, barley, and rye. Look at this diagram of grain shipments from Milwaukee for 32 years, from 1845-1876. All this grain was sold through the Grain Exchange in Milwaukee's Mackie Building. This information is from Milwaukee Illustrated PPby Charles Harger c.1877 (Library of Congress 03028210).

The following table shows the shipments of flour and grain from Milwaukee during the past 32 years :

	Flour Bbls.	Wheat Bushel.	Corn Bushel.	Oats Bushel.	Barley Bushel.	Rye Bushel.
1845	7,550	95,510	.....	.....	.....	.....
1846	15,756	213,448	.....	.....	.....	.....
1847	34,840	598,411	.....	.....	.....	.....
1848	92,732	602,474	.....	.....	.....	.....
1849	136,657	1,136,023	2,500	4,000	15,000	.....
1850	100,017	297,570	5,000	2,100	15,270	.....
1851	51,889	317,285	13,828	7,892	103,840	.....
1852	92,995	564,404	2,220	363,841	322,261	54,692
1853	104,055	956,703	270	131,716	291,890	80,365
1854	145,032	1,809,452	164,908	404,999	339,338	113,443
1855	181,568	2,641,746	112,132	13,833	63,379	20,030
1856	188,455	2,761,976	218	5,433	10,398	.....
1857	228,442	2,581,311	472	2,775	800	.....
1858	298,668	3,994,213	43,958	562,067	63,178	5,378
1859	282,956	4,732,957	41,364	299,002	53,216	11,577
1860	457,343	7,568,608	37,204	64,682	28,056	9,735
1861	674,474	13,300,495	1,485	1,200	5,220	29,810
1862	711,405	14,915,680	9,489	79,094	44,800	126,301
1863	603,525	12,837,620	88,989	831,600	133,449	84,047
1864	414,833	8,992,479	140,786	811,634	23,479	18,210
1865	567,576	10,479,777	71,203	326,472	29,597	51,444
1866	720,365	11,634,749	480,408	1,636,595	18,988	255,329
1867	921,663	9,598,452	266,249	622,469	30,822	106,795
1868	1,017,598	9,867,029	342,717	536,539	95,036	91,443
1869	1,220,058	14,272,799	93,806	351,768	120,662	78,035
1870	1,225,941	16,127,838	103,173	210,187	469,325	62,494
1871	1,211,427	13,409,467	419,133	772,929	576,453	208,896
1872	1,232,036	11,570,565	1,557,958	1,323,234	931,725	209,751
1873	1,805,200	24,994,266	197,920	990,525	688,455	255,928
1874	2,217,579	22,255,380	556,563	726,035	464,837	79,879
1875	2,163,346	22,681,020	226,895	1,160,450	867,970	98,923
1876	2,654,028	16,804,394	96,908	1,377,560	1, 235,481	220,964

Milwaukee's Grain Exchange

Using the grain shipment chart from the previous page, answer the following questions about flour and grain shipments from Milwaukee. Milwaukee's grain sales were high due to the increased railroad lines.

Which grain had the highest shipment numbers from Milwaukee?

_____

_____

_____

What year showed the highest number in bushels of wheat shipped? What is a bushel?

_____

_____

_____

Sometimes crops have a bad growing year. There could have been too much rain and flooded fields or not enough rain resulting in dried-out crops. There could have been insects that ate all the crops, or fires. When you look at this chart do you see any grain sales dates that could have been related to crop problems?

_____

_____

_____

The Civil War was a war fought between the northern and southern states from 1861 to 1865. The North and South fought over the issue of slavery, political control, and states' rights. Look at these years and decide if grain crops mostly increased or decreased. Why do you think sales might increase during a war?

_____

_____

_____

_____

_____



Meet a Milwaukeean: William T. Green

William T. Green was one of the first graduates of the University of Wisconsin Law School in 1892. William settled in Milwaukee and became Milwaukee's first Black lawyer and the only African American member of the American Bar Association. He worked very hard to ensure that Black Milwaukee residents had the same rights as any other residents.

In 1889, William T. Green was the lawyer for a man named Owen Howell. Mr. Howell was refused entrance into the Bijou Opera House in Milwaukee because he was Black, even though he had purchased a ticket. Attorney Green and Mr. Howell sued the opera house in Milwaukee Circuit Court and won. William T. Green was influential in drafting and promoting Wisconsin's first Civil Rights Bill, in 1895. The bill made racial discrimination in any public place illegal in Wisconsin. Mr. Green continued to represent, and often won, cases for Black Milwaukee residents.



In what ways do you think it was difficult for William T. Green, as a Black man, to be successful in law school during the late 1800s?

_____

_____

_____

_____

Why was it important at this time that Black Milwaukee residents had legal representation?

_____

_____

_____

_____

Unit 1: Natives & Settlers in Milwaukee

Engaging in Inquiry

Students dig deeper into past Milwaukee railroad companies and the wheat industry. Students look for specific information about different companies and their significance to Milwaukee.

Create an agamograph on what land looked like then and what it looks like now in Milwaukee.

Students investigate the Mackie Building and the Grain Exchange room, specifically the working Grain Exchange room. Describe the art in the room and the architectural style of the Mackie Building.

Students delve into what happened during the 1833 Treaty of Chicago Conference and other treaty meetings that ultimately stole Indigenous Peoples' land and displaced whole tribes.

Students research Milwaukee's founders. Students inquire into the founders' lives.

Students investigate wetlands, specifically what Milwaukee's environment looked like before buildings and people. Students create a diorama or digital image to showcase what they've learned.

Students create a picture book highlighting early Milwaukee history. Allow students to choose parts of Milwaukee's early history they're interested in.

Students write a play or comic series of the Bridge Wars or of the interactions between Walker, Kilbourn and Juneau.

Students research deeper into the history of an Indigenous tribe that lived in what we now call Milwaukee. Students can focus on one or more of the following: language, storytelling, homes, dress, arts, hunting habits, ceremonies, or ways of living.

Students research Milwaukee's transportation history over time. They discover what was previously used for transportation and compare that to what we use now.

Students read through the James S. Buck poem and choose another person to research.

Children's Literature Connections

Apps, J. (2015). *Wisconsin Agriculture: A History.* Wisconsin Historical Society Press.
This account of Wisconsin's rich agricultural history includes first person interviews and more than 200 photos that delve into the myriads of geographical, cultural, economic, and political factors that impacted the state. 635.09775 A652 (MPL County Cat)

Floca, B. (2013). *Locomotive*. Antheneum/Richard Jackson Books.
A Caldecott winner, this book explores America's early railroads and takes you on an exciting trip in 1869 on America's first transcontinental railroad. PIC FLO (MPL)

Gurda, J. (2018). *The Making of Milwaukee*. Milwaukee County Historical Society.
Milwaukee's historian, John Gurda, provides a richly detailed chronological history of Milwaukee. Compelling text, numerous historical photos, and rich references included. 977.595 G978M (MPL)

Lackey, J. (2007). *The Biography of Wheat: How Did That Get Here?* Crabtree Classics.
As settlers moved west, wheat became a staple crop that supported settlers in many ways and helped to form communities across America. Learn how wheat became an American staple and how it is farmed today. 633.11 L142 (MPL)

Landau, E. (1998). *Wheat*. Children's PR.
This book describes the history, farming, and uses of the grain, wheat. 633.11 L253 (MPL)

Lassieur, A. (2014). *Grains*. (Where Does our Food Come From?) Amicus.
From wheat, rice, oats, barley, and many other grains, this book describes the various varieties and their health benefits. ISBN:1607534975

Nolan, J. (2014). *PBJ Hooray! Your Sandwich's Amazing Journey from Farm to Table.* Albert Whitman & Company.
From the peanuts, grapes, and wheat seeds to the sandwich, this book is about how this All-American sandwich is made. 641.84 N788 (MPL)

Thomas, P. (2008). *Farmer George Plants a Nation.* Calkins Creek.
George Washington wasn't just a President or a General. He was also a farmer who sought to employ the best farming methods at his farm at Mt. Vernon. 92 W318THO (MPL County Cat)

The Making of Milwaukee



UNIT 2: COMING TO MILWAUKEE

The Making of Milwaukee Table of Contents – Unit 2

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

Coming to Milwaukee
- The Push and Pull Educator Pages ..... Page 3
- The Push and Pull Student Activitie ..... Page 6

Video Chapter 4: Here Come the Germans
- Here Come the Germans Educator Pages ..... Page 8
- Here Come the Germans Student Activities ..... Page 10
- Video Chapter 4: Children's Literature Connections ..... Page 16

Video Chapter 5: Neighbors and Strangers
- Neighbors and Strangers Educator Pages ..... Page 18
- Neighbors and Strangers Student Activities ..... Page 22

Video Chapter 7: City of Immigrants
- City of Immigrants Educator Pages ..... Page 33
- City of Immigrants Student Activities ..... Page 37
- Engaging in Inquiry ..... Page 55
- Video Chapter 7: Children's Literature Connections ..... Page 56

The Making of Milwaukee Curriculum ©2026

Images are used for educational purposes. Credits and rights information are provided where available. Copyright remains with the respective rights holders where applicable.

The Making of Milwaukee

Unit 2: Coming to Milwaukee

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

Essential Questions:

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

Video Chapter Overview:

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

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

Standards:

Social Studies Inquiry Practices and Processes 1-5

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

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

SSGeog1: Students will use geographic tools and ways of thinking to analyze the world.

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

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

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

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

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

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

The Making of Milwaukee

The Push and Pull Overview

Learning Goals:

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

Objectives:

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

Possible Discussion Questions:

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

Additional Resources:

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

Vocabulary:

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

The Push and Pull Overview

Overview:

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

Materials Needed:

Immigration Presentation
The Making of Milwaukee Video Chapter 4
Scissors
Push and Pull Factor activity

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

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

The Making of Milwaukee

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

PUSH FACTORS	PULL FACTORS

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

War	**Natural disasters**
It is hard to make money or trade	**Better jobs**
Better health care and hospitals	**Transportation makes it easier to travel and get there**
Crop failure and famine (shortage of food)	**Better housing**
Less crime/safer areas	**Unfair treatment in society**
Fewer schools	

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

The Making of Milwaukee

Here Come the Germans Framework

Learning Goals:

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

Objectives:

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

Possible Discussion Questions:

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

Additional Resources:

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

Vocabulary:

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

Here Come the Germans Overview

Overview:

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

Materials Needed:

The Making of Milwaukee Video Chapter 4
Scissors

Learning Activities Overview:

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

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

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

- *Germans in Milwaukee*. Students will analyze primary source documents about the German immigrants. They should analyze the immigration map and the census data to draw conclusions. Encourage students to come up with questions and thoughts on their own.

- *The German Experience*. Students will analyze a letter from a German immigrant to a friend back in Germany. The students should gain an understanding of what people thought of settling in Milwaukee.
  This primary source document is referenced in *The Making of Milwaukee* video series and is also in the book.



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

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



Here Come the Germans

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

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

Germans in Wisconsin



This map was created from the U.S. Census of 1880. It was included in the publication, *How Wisconsin Came by its Large German Element* by Kate Asaphine Everest for the Historical Society of Wisconsin.

Also included in this publication was this chart. This documents German born residents in Wisconsin, the percentage of that number and its comparison number to total immigrants in the state.

Table of German-born population, in Wisconsin.

Census.	German-born.	Percentage of entire population of state.	Percentage of foreign-born population of state.
1850.....	38,064	11.3	32.4
1860.....	123,879	15.97	44.7
1870.....	162,314	15.39	45.0
1880.....	184,328	14.0	45.0
1885.....	265,756	16.99	53.8

Germans in Wisconsin

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

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

_____

_____

_____

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

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

_____

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

_____

_____

_____

_____

_____

_____

_____

The Making of Milwaukee

The German Experience

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

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

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

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____



Meet a Milwaukeean: Mathilde Franziska Giesler Anneke

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

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



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

_____

_____

_____

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

_____

_____

_____

_____

Children's Literature Connections

DeArias P. (2018). *Marwan's Journey.* Minedition.
This award-winning book describes the journey Marwan never intended to take as he crosses many lands far from home to find a better life, and a peaceful future. PIC ARIAS (MPL)

Gundisch, K. (2001). *How I Became and American.* Cricket Books
Translated from German, this story is about a family that moves to America from Austria-Hungary in 1902.

Gurda, J. (2018). *The Making of Milwaukee.* Milwaukee County Historical Society.
Gurda's book chronicles Milwaukee's history with rich, descriptive, and compelling text. The book includes numerous historical photos, illustrations, and numerous references to make this a must-have book. 977.595 G978M (MPL)

Harper, J. (2004). *I Like Where I am.* Putnam's Sons.
A boy is sad about moving to a new home but ends up being happy when he gets there. PI HAR (MPL)

Joossee, B. (1995). *The Morning Chair.* Clarion Books.
Bram and his family leave their small brick house in Holland to live a new life in New York City.

Lackey, J. & Petrie, R. (2021). *Germans in Milwaukee: A Neighborhood History.* Arcadia Publishing
In the mid- to late 1800s, many Germans moved to Milwaukee and dominated the city. Their presence is still seen and influences the city. A book based on more than 1200 interviews. 977.595 L142G (MPL)

Lackey, J. (2014). *Kids in Cultures (Ethnic Wisconsin).* CreateSpace Independent Publishing
Lackey informs children about key concepts of diversity, including culture, ethnicity, and multicultural societies. Written by cultural Anthropologists of Southeastern Wisconsin. ISBN 1499243618

Monning, Alex. (2018). *German Immigrants: In Their Shoes.* The Child's World.
Offers readers a compelling look into the lives, challenges, and successes of German immigrants. Additional features include a Fast Facts page, a timeline, informative photo captions, critical-thinking questions, primary source quotes and accompanying source notes, a phonetic glossary, additional resources for further study, and an index. 973.0431 M748 (MPL)

Paradis, T. (2006). *German Milwaukee: Its History – Its Recipes.* G Bradley.
This book includes many photographs, recipes, and stories of the German culture in Milwaukee.

Raidt, G. (2015). *In the New World: A Family in Two Centuries.* Charlesbridge.
The story of Robert and Margarete and other children Johannes and Dorthea, who emigrate from Germany to the United States in 1980. 973.0431 R148 (MPL)

Children's Literature Connections

Raum, E. (2008). *German Immigrants In America: An Interactive History Adventure.* Capstone Press.
Raum describes German immigrants' experiences arriving in America. J 973.0431 R246 (MPL)

Ruurs, M. (2016). *Stepping Stones.* Orca Book Publishers (English and Arabic editions)
Forced to flee their peaceful village, a young girl and her Syrian family walk to escape war and find peace and safety in Europe. PIC RUURS (MPL)

Schumacher, J. (2009). *German Milwaukee*. Arcadia Publishing.
The German influence in Milwaukee may have begun 150+ years ago, but is still evident today. This book provides many historical photos of German life (then & now) in Milwaukee. 977.595 G373 (MPL)

Sarihi, S. (2020). *My Favorite Memories.* Blue Dot Kids Press.
Originally published in German, this book explores the themes of change and permanence. PIC SARIHI (MPL)

Sis, P. (2000). *Madlenka*. Square Fish.
A young girl travels around her neighborhood to visit neighbors who represent diverse cultures. She sees images of the traditions, cultures, and memories they all have carried with them. PIC SIS (MPL)

Trottier, M. (2011). *Migrant.* Groundwood Books/House of Anasi Press.
This award-winning book portrays a young Mexican migrant who envisions her life as various animals that must cope with transiency rather than as a tree whose roots are deep and stable. PIC TROTTI (MPL)

Zeitlin, R. (2001). *Germans in Wisconsin.* Wisconsin Historical Society Press.
This book includes many historical photos. It describes the great influx of German immigrants in Wisconsin and how their ideas, labor, traditions, architecture, food, churches, and organizations have influenced the state. 977.5 Z48 (MPL)

The Making of Milwaukee

Unit 2: Coming to Milwaukee

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

Essential Questions:

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

Video Chapter Overview:

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

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

Standards:

SS.BH1: Students will examine individual cognition, perception, behavior, and identity.
SS.BH2: Students will investigate and interpret interactions between individuals and groups.
SS.BH3: Students will assess the role that human behavior and cultures play in the development of social endeavors.
SSGeog1: Students will use geographic tools and ways of thinking to analyze the world.
SS.Geog2: Students will analyze human movement and population patterns.
SS.Hist1: Students will use historical evidence for determining cause and effect.
SS.Hist2: Students will analyze, recognize, and evaluate patterns of continuity and change over time, and contextualization of historical events.
SS.Hist3: Students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
SS.Hist4: Students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view.
SS.PS2: Students will examine and interpret rights, privileges, and responsibilities of society.

The Making of Milwaukee

Neighbors and Strangers Framework

Learning Goals:

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

Objectives:

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

Possible Discussion Questions:

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

Additional Resources:

Western and Central European Groups
Eastern European Groups
Middle Easterners
Latin American
African Americans
Asian Groups
Oceanian Groups
Kids in Kultures Southeast WI

Vocabulary:

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

Neighbors and Strangers Overview

Overview:

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

Materials Needed:

The Making of Milwaukee student journals (digital or paper)
The Making of Milwaukee Chapter 5
PBS Biographies Joshua Glover

Learning Activities Overview:

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

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

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

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

Neighbors and Strangers

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

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

Teacher Notes:



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

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



Neighbors and Strangers: Personal Reflection Page

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

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

Neighbors and Strangers: Milwaukee by the Numbers

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

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

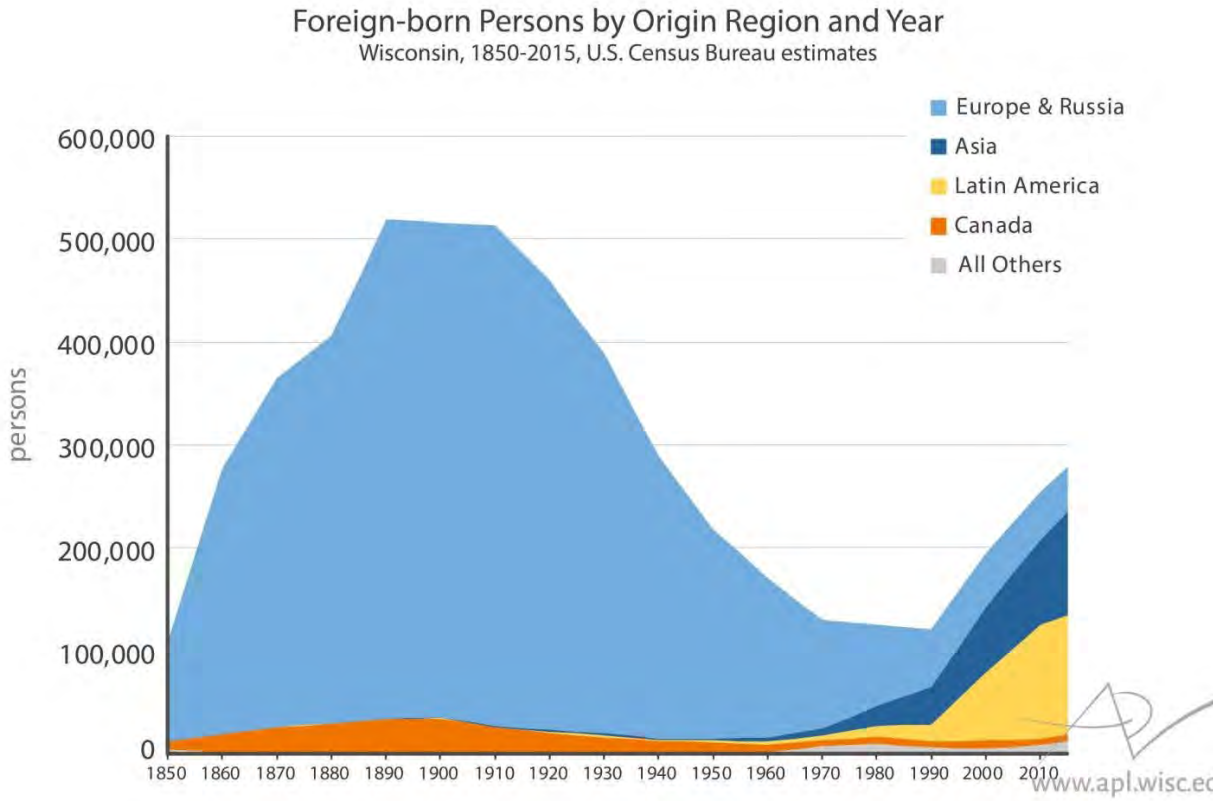
Country of Origin	Number of Foreign-Born in Milwaukee County 1900	Percentage of Total Foreign-Born Living in Milwaukee County	Percentage of Total Foreign-Born Living in United States
Austria (Austrian)	1616	1.8%	2.65%
Bohemia (Bohemian)	1719	1.9%	1.5%
Canada (Canadian)	1904	2%	11.3%
Denmark (Danish)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

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

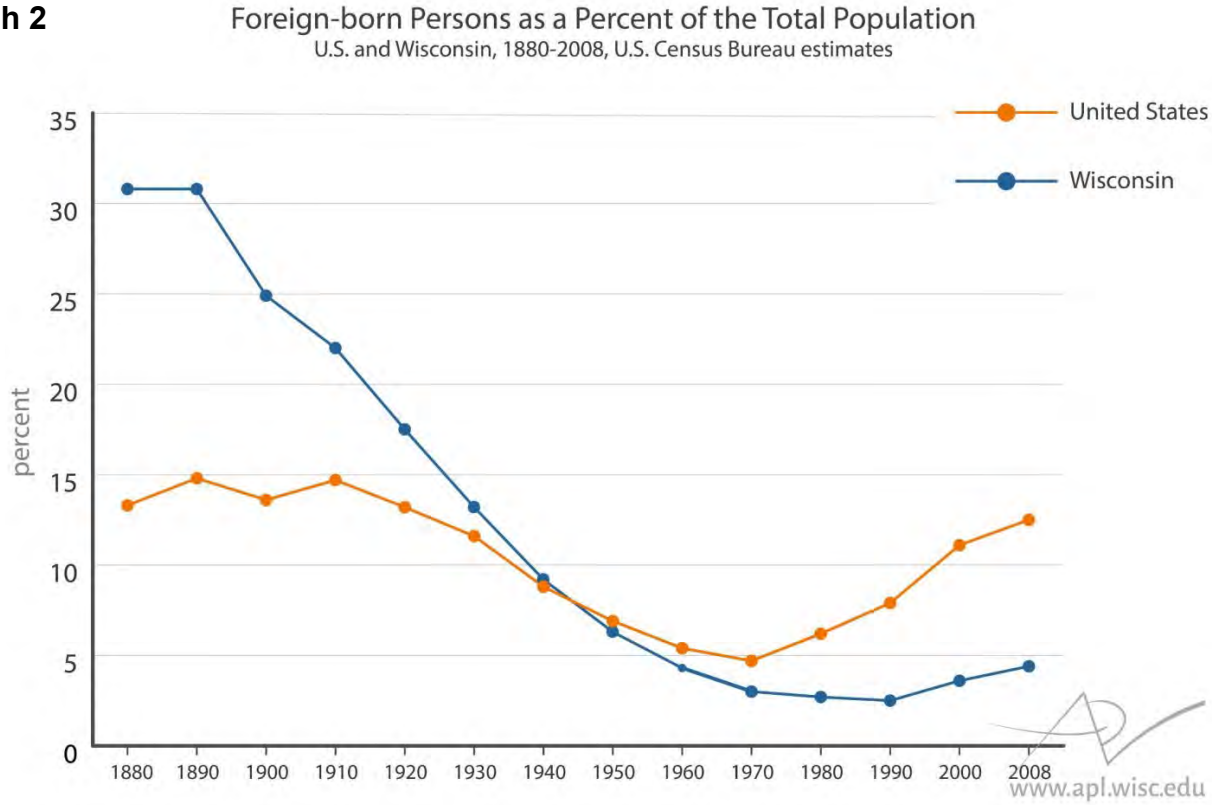
Neighbors and Strangers: Milwaukee by the Numbers

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

Graph 1



Graph 2



Milwaukee by the Numbers

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

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

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

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

Why would people want to come to Milwaukee, Wisconsin?

Consequences: A Political Cartoon

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



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

Consequences: Joshua Glover Timeline



1811-1824 - Missouri

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

1850 - St. Louis, Missouri

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

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

May 15, 1852

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



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

June - July 1852

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

August 1852 - Racine, Wisconsin

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



March 10, 1854 - Milwaukee, Wisconsin

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

March 11, 1854 - Milwaukee, Wisconsin

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



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

March - April 1854 - Underground Railroad

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

April 1854 - Racine, Wisconsin

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

April 1854 - Safety in Etobicoke, Canada

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

The Story of Joshua Glover



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

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

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

Milwaukee and the Underground Railroad



CAROLINE QUARLES

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

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

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

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

Student Activity: Correspondence with Caroline Quarlls

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

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

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

Sandwich, April 18, 1800

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

Caroline Watkins

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

_____

_____

_____

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

_____

_____

_____

_____

_____

_____



Meet a Milwaukeean: Sully Watson

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

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

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



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

_____

_____

_____

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

_____

_____

_____

_____

The Making of Milwaukee

Unit 2: Coming to Milwaukee

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

Essential Questions:

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

Video Chapter Overview:

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

Standards:

SS.BH1: Students will examine individual cognition, perception, behavior, and identity.
SS.BH2: Students will investigate and interpret interactions between individuals and groups.
SS.BH3: Students will assess the role that human behavior and cultures play in the development of social endeavors.
SSGeog1: Students will use geographic tools and ways of thinking to analyze the world.
SS.Geog2: Students will analyze human movement and population patterns.
SS.Hist1: Students will use historical evidence for determining cause and effect.
SS.Hist2: Students will analyze, recognize, and evaluate patterns of continuity and change over time, and contextualization of historical events.
SS.Hist3: Students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
SS.Hist4: Students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view.
SS.PS2: Students will examine and interpret rights, privileges, and responsibilities of society.

The Making of Milwaukee

City of Immigrants Framework

Learning Goals:

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

Objectives:

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

Possible Discussion Questions:

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

Additional Resources:

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

Vocabulary:

immigrant
newcomer
architecture
diverse
freedoms
immigration
ethnic
culture
neighbors

City of Immigrants

Overview:

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

Materials Needed:

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

Learning Activities Overview:

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

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

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

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

City of Immigrants

Learning Activities Overview:

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



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

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



City of Immigrants

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

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

The Making of Milwaukee

Looking at the Push/Pull Factors

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

German Immigrants

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

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

Polish Immigrants

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

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

Irish Immigrants

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

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

Greek Immigrants

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

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

Italian Immigrants

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

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

East European Jewish Immigrants

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

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

Your Community

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

The Making of Milwaukee

Compare and Contrast Milwaukee: 1800 to Now

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

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

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

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

The Making of Milwaukee

City of Immigrants

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

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

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

African Americans

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

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

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

_____

_____

_____

_____

_____

How is the Midwest different from the South?

_____

_____

_____

_____

_____

The Wisconsin Enterprise

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

LISTEN!

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

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

* * * *

OUR AIM

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

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

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

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

* * * *

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

Unify

"United we stand, divided we fall."

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

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

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

The Wisconsin Enterprise

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

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

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

The Milwaukee Latino

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

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

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

_____

Milwaukee Immigrant Sort Overview

Overview:

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

Materials Needed:

The Making of Milwaukee student journals (digital or paper)

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

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

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

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

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

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

Polish Immigrants

Poland is a country in Europe.

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



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



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





Pierogi and Kielbasa are staples in Polish food.



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



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



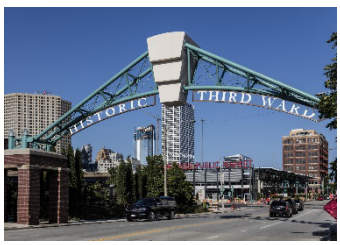
The Milwaukee Turners – A German group that promoted a liberal society through health and mind. A community center in 1848 and still today.



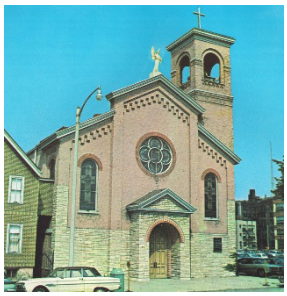
German style beer and breweries were huge for Milwaukee economy.



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



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



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

German Immigrants

Germany is a country in Europe.

Germans came for freedom, work, and opportunity.



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

Italian Immigrants

Italy is a country in Europe.

Italians came to Milwaukee for work, community opportunity.



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

African American

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

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



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



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



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



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

Jewish Immigrants

Immigrants came from all over Europe.

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



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



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



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

Irish Immigrants

Ireland is a country in Europe.

People came to Milwaukee for jobs, land and community.

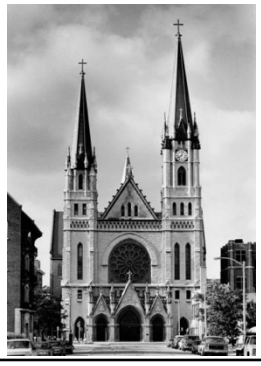
Slovak/Czech Immigrants

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

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



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



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



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



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

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



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



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

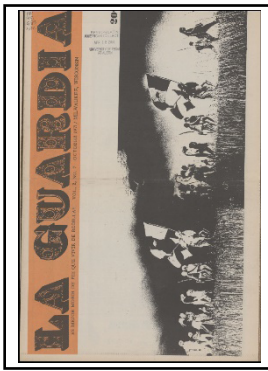
Latino/Hispanic Immigrants

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

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



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



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



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



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

Scandinavian Immigrants

From Norway, Sweden, Denmark, in Europe.



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



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

Chinese Immigrants

China is a country in Asia

People, mostly men, came to Milwaukee to find economic success

Hmong Immigrants

People from regions of Southeast Asia.



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



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



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



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

Rohingya Immigrants

Mostly Muslims from Myanmar a country in Asia.



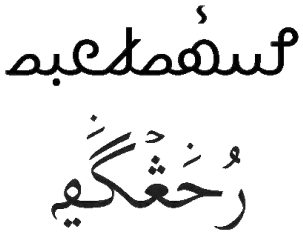
The rich culture and food of Southeast Asia started to be seen in Milwaukee in Asian grocery stores, farmers markets, and Asian owned restaurants.

BRCW

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



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



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



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



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



Meet a Milwaukeean: Elizabeth "Lizzie" Black Kander



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

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

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

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

_____

_____

_____

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

_____

_____

_____

_____

_____

_____

Unit 2: Coming to Milwaukee
Engaging in Inquiry

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

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

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

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

Students write poetry about moving to a new place.

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

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

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

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

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

Children's Literature Connections

Baehr, C. (2018). *From the Emerald City to the Cream City.* Everything Goes Media.
Milwaukee's Irish history began in the 1830s/1840s as the Irish fled Ireland to escape the Great Famine. They became the laborers who helped form the shape of Milwaukee. 977.595 B138 (MPL)

***Choi, Y. (2001). The Name Jar.* Alfred A. Knopf.**
After Unhei moves from Korea to the United States, her new classmates help her decide on a new name. PIC CHOI (MPL)

***Cole, H. (2017). Unspoken.* Scholastic Press.**
This beautifully illustrated and wordless picture book portrays a farm girl who discovers a runaway slave hiding in her barn. The book can be used to help students write their own words to describe the haunting images. PIC COLE (MPL)

***Greene, K. (2024). I am Both.* Feiwel and Friends.**
A girl's journey from Vietnam to American. PIC Greene (MPL)

***Gurda, J. (2018). The Making of Milwaukee.* Milwaukee County Historical Society.**
Milwaukee's history from the ice age to current times. A book with descriptive text, numerous historical Photos, and a robust reference/bibliography for future inquiry. 977.595 G978M (MPL County Cat)

***Kann, B. (2007). A Recipe for Success: Lizzie Kander and Her Cookbook.* WI Historical Society Press.**
Born in Milwaukee in 1858 to German immigrant parents, she worked tirelessly to improve the health, welfare, and education of children and their families, particularly in the Jewish immigrant community. Her book was one fundraising project for the Milwaukee Settlement. 92 K162K (MPL)

***Lee, M. (2006). Landed. Farrar,* Straus and Giroux.**
A boy prepares to leave his village in China for the USA. His father warns him about the difficult journey ahead. Losing memories of his village and family and being detained once arriving are difficult burdens to bear. INT LEE (MPL)

***Lorenzi, N. (2016). A Long Pitch Home.* Charlesbridge.**
This novel portrays a young Pakistani boy's transition into American life. Baseball plays a central part in this transition as he tries to assimilate, make friends, and cope without his father. JFIC LORENZI (MPS)

***Leung, J. (2019). Paper Son.* Schwartz and Wade Books.**
A Chinese immigrant travels across the world to America for the chance of a lifetime to become an artist.

***Medina, M. (2020). Merci Suárez Changes Gears.* Candlewick Press.**
A story of friendship as two girls face the challenges of friendship and moving to a new home. Vibrant depictions of an urban neighborhood. PIC MED (MPL)

***McDonald, W. (2007). Finding Freedom: The Untold Story of Joshua Glover, Runaway Slave/Freedom Seeker.* Wisconsin Historical Society Press.**
This book reveals the dramatic story of Joshua Glover, a runaway slave who escaped jail in Milwaukee with the help of 1000s of Wisconsin abolitionists and followed the underground railroad to freedom in Canada. 973.7115 J138 (MPL County Cat)

***Morales, Y. (2018). Dreamers.* Neal Porter Books.**
The author tells her own immigration story.

Children's Literature Connections

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

Black Settlers in Rural Wisconsin by Zachary Cooper (1977)
Danes in Wisconsin by F. Hale (2005)
Finns in Wisconsin by M. Knipping (2008)
Germans in Wisconsin by R. Zeitlin (2000)
Hmong in Wisconsin by M. Vue (2020)
Irish in Wisconsin by D. Holmes (2004)
Jews in Wisconsin by S. Cohen (2016)
Native People of Wisconsin by P. Loew (2015)
Mexicans in Wisconsin by S. Gonzalez (2017)
Norwegians in Wisconsin by R. Fapso (2001)
Poles in Wisconsin by S. Mikos (2012)
Swedes in Wisconsin by F. Hale (2002)
Swiss in Wisconsin by F. Hale (2007)
Welsh in Wisconsin by P. Davies (2006)

Perez, A. (2002). My Diary from Here to There. **Children's Book Press.**
The author recounts her experiences as a young girl who worried about moving from Mexico to the U.S. Keeping her language and culture are very important to her and her family. PIC PER (MPL)

Peters, L. (2021). We are a Garden: A Story of How Diversity took Root In America. **Schwartz and Wade books.**
A story of immigration and diversity in America. 973.04 P482 (MPL)

Pferdehirt, Julia. (1998). Freedom Train North. **Living History Press.**
Stories of the underground railroad to Wisconsin. J973.7115 PFE (MPL)

Polacco, P. (2024). The Keeping Quilt. **Simon and Schuster.**
A family revisits the past through generations of stories, artifacts, and family.

Sager J. (2023). What Rosa Brought. **Katherine Tegen Books.**
The story of a young Jewish girl fleeing Nazi occupation with her parents. Where will they go and what will Rosa be able to bring? PIC Sager (MPL)

Steenwyk, E. (2018). ***Blacksmith's Song.*** **Peachtree Publishing Company.**
A father uses the hammering of his blacksmith tools to communicate with those traveling on the Underground Railroad. His son steps in to help when the father becomes ill. PIC VANSTE (MPL)

Weber, V. (1999). ***Shopping in Grandma's Day.*** **Carolrhoda Books.**
The author recalls what it was like to help in her grandma's grocery store in Milwaukee in the 1940s. X977.53 W373 (MPL)

Umadat, N. (2023). ***The Most Beautiful Thing I Have Ever Seen.*** **Second Story Press.**
When war comes to a family's homeland, they are faced with a big move to another country. They experience change and differences but embrace their new life.

The Making of Milwaukee



UNIT 3: WORKING IN MILWAUKEE

The Making of Milwaukee Table of Contents – Unit 3

Unit 3: Working in Milwaukee; Video Chapters 6 & 10, 8 & 13

Video Chapter 6: City of Industries

City of Industries Educator Pages ..... Page 3
City of Industries Student Activities ..... Page 7

Video Chapter 10: Trouble in Town (Consequences of Industry)

Consequences of Industry Educator Pages ..... Page 15
Consequences of Industry Student Activities ..... Page 16

Video Chapters 8 & 13: Machine Shop of the World & Roaring 20s

Machine Shop of the World Educator Pages ..... Page 23
Machine Shop of the World Student Activities ..... Page 26
Unit 3: Engaging in Inquiry ..... Page 43
Unit 3: Children's Literature Connections ..... Page 45

The Making of Milwaukee Curriculum ©2026

Images are used for educational purposes. Credits and rights information are provided where available. Copyright remains with the respective rights holders where applicable.

The Making of Milwaukee

Unit 3: Working in Milwaukee:

Video Chapter 6 - City of Industries (18:45 min)

Video Chapter 8 - Machine Shop of the World (10:45 min)

Video Chapter 13 - The Roaring Twenties (4:42 - 6:42 min)

Essential Questions:

- What jobs do people want and need?
- Why do people work?
- How do natural resources influence the kind of work that is available?
- What kind of work is available at a given time and why?
- What do people want/need/deserve from the places they work?
- How do government decisions influence industry?

Video Chapter Overview:

Milwaukee has a rich industrial history. *The Making of Milwaukee* videos cover the important industrial history in Milwaukee. Specific industries and their locations are highlighted, as well as their need for workers. Milwaukee industries were a huge economic boost to Milwaukee's economy. The growth of Milwaukee manufacturing and industry also greatly influenced a major population growth. Milwaukee's industry provided many supplies and materials for WWI and WWII. This, too, was an economic boost for the city.

Standards:

SS.BH1: Students will examine individual cognition, perception, behavior, and identity.
SS.BH2: Students will investigate and interpret interactions between individuals and groups.
SS.BH3: Students will assess the role that human behavior and cultures play in the development of social endeavors.
SSGeog1: Students will use geographic tools and ways of thinking to analyze the world.
SS.Geog2: Students will analyze human movement and population patterns.
SS.Hist1: Students will use historical evidence for determining cause and effect.
SS.Hist2: Students will analyze, recognize, and evaluate patterns of continuity and change over time, and contextualization of historical events.
SS.Hist3: Students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
SS.Hist4: Students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view.
SS.Econ1: Students will use economic reasoning to understand issues.
SS.Econ2: Students will analyze how decisions are made and interactions occur among individuals, households, and firms or businesses.

The Making of Milwaukee

City of Industry

Learning Goals:

Students will learn about the industries that were huge benefits to Milwaukee's economy.

Objectives:

Students will be able to discuss the various resources that were available and how these resources were turned into processed goods in Milwaukee.

Possible Discussion Questions:

- What resources did Milwaukee ship?
- Why did so many people move to Milwaukee in the mid-1800s?
- How did iron production become Milwaukee's first heavy industry?
- How did Milwaukee become the largest producer of tanned leather on the planet in 1890?
- What were some of the family names associated with brewing in Milwaukee?
- Why is Milwaukee called the Cream City?
- Who were Edward Allis, Fredrick Layton, John Plankinton, and Patrick Cudahy?
- Why were they important to Milwaukee's growth and economy?

Additional Resources:

Recollection Wisconsin
Industrial Landscapes
Port of Milwaukee History
Making Milwaukee Mighty
Milwaukee Historic Photo Collection

Vocabulary:

industry	capital	work
manufacture	mill	transportation
resources	leather	livestock
tanning	tannery	prosperity
laborer	product	packing
consumer		

City of Industry

Overview:

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

Materials Needed:

The Making of Milwaukee student journals (digital or paper)
The Making of Milwaukee Chapter 6

Procedure:

Many activities in this section are consistent to each unit and video chapter section and can be used to help students develop knowledge of Milwaukee as a "City of Industries" and "Machine Shop of the World."

- **Learning activities** can be taught after or during the viewing of Video Chapter 6 – Milwaukee Industries.
- **A video notetaking guide** encourages students to write, draw, and record images during their viewing of the video. The teacher may want to strategically stop the video to allow students to write and discuss.
- **My Milwaukee Journal** activates student thinking and background knowledge. It allows students to make connections to Milwaukee history while making connections to their own lives.
- **Meet a Milwaukeean** – Frederick Miller. His name is not necessarily lesser known but his impact in Milwaukee is so important to Milwaukee
- **Meet a Milwaukeean** – Louis Hughes. Milwaukee's first published Black author of *Thirty Years A Slave*.

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

Learning Activities Overview

- *Types of Resources.* It is important for students to differentiate between three main resources. Students will categorize the resources on the list that were important to Milwaukee's industries. The resources are clarified on the activity for students. They are encouraged to add resources they see in the video or resources they can think of that fit the category. Encourage students to explain their reasoning for the choices they made.
- *Analyzing Resources.* Milwaukee was rich in resources. Resources in Milwaukee were often specific to the Milwaukee area. Available resources made industry decisions easier when industrialists were changing the landscape of Milwaukee economics. Good economic decisions were made based two things: the availability of resources and being able to make money. Encourage students to use reasoning skills to decide if these industries would be good for Milwaukee based on what they know and have learned about local resources.
- *Processing Resources.* This activity comes directly from the video and the six main production factories in Milwaukee. For years, Milwaukee was a shipping town and as the quote in the video says, "It was time for Milwaukee to start manufacturing their own goods." The top six resources that boosted Milwaukee's economy with a lot of money are listed. Students should be able to write what was developed from these resources.
- *The World's Leading Leather.* Students will analyze this primary source that is from a 1917 book analyzing the tanning industry. Students will find facts and information from several states that processed leather in 1909. The graph shows that Wisconsin may not have had the most tanning companies, but they made an incredible amount of money. Inform students that this was due to the ability to ship leather quickly and keep a large number of animals because they had the shipping and rail companies, farmland, and space in Milwaukee to do so.

The next set of activities are related to Milwaukee's industries but are not specifically referred to in *The Making of Milwaukee* videos. The next lesson page will include another video that John Gurda filmed with MMSD (Milwaukee Metropolitan Sewage District). The pollution of Lake Michigan and the Milwaukee rivers greatly impacted Milwaukee's residents in the past and in the present.



The Making of Milwaukee Video Notes
Chapter 6: City of Industries

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



Student Journal: City of Industries

When you think of the word, “work,” what comes to mind? Do you work? Do you know someone who works? Why do people work?

What does work look like at school? What does work look like at home? Are the reasons we work at school different from the reasons we work at home?

Student Journal: Types of Resources

Milwaukee's economy, like the economy of every society, must have resources that are used to produce the goods and services it needs to be successful. These resources are called productive resources. Productive resources can be classified into three groups: natural resources, human resources, and capital resources.

Natural Resources: resources that come from that land. These are minerals, water, trees, and the land itself.

Human Resources: human work effort, both physical and mental, that it takes to produce something.

Capital Resources: man-made resources like buildings, tools, machines, and equipment.

Look at the resources below that are common in the Milwaukee and Wisconsin areas and categorize them into the three productive resource types defined above. Can you think of resources to add that are not on the list?

Lake Michigan	cows	leather	factory workers	clay
farmers	iron ore	railroads	factory	hogs
Menomonee River	barley	wagons	buildings	brewery
milling machines	ships	fishermen	tools	

Natural Resources	Human Resources	Capital Resources

The Making of Milwaukee

Student Activity: Resources Analysis

Many industries and jobs in a city are dependent on the resources that are available. Sometimes you can see similar jobs throughout the region, because a region is a section of land with similar characteristics, climate, and resources. Milwaukee is in the Midwest region. It is unique in the Midwest because of Lake Michigan.

Look at these industries and determine if they would be good industries for Milwaukee. Read the clues to help you figure it out if that would be a good industry in Milwaukee and write your notes in the empty box.

Orange Grove	Oranges grow best in tropical areas. They need at least 8 hours of sun a day and the temperature must to be between 60 and 90 degrees Fahrenheit consistently for 8 months. Anything below 50 will make the tree stop producing oranges.	
Boat Building	Boats can be used for many different purposes like shipping, recreation, and transportation on the water.	
Ocean Shrimp Farmer	Americans eat a lot of shrimp. Shrimp mostly live in the ocean salt water. Large ocean vessels throw out giant nets to farm for shrimp, and lots of shrimp are caught at once.	
Outdoor Theme Park	People like to be at outdoor theme parks. Some parks can have roller coasters and water slides and games to play. Roller coasters can only run when the temperature is above 40 degrees and water in water parks can freeze.	
Coal Mining	Coal is a nonrenewable resource mined from the earth. It takes millions of years of pressure and heat for coal to form. There are currently no coal deposits in Wisconsin.	

The Making of Milwaukee

Student Activity: Processing Resources

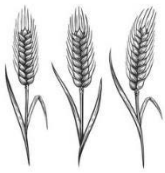
Milwaukee had always been a port city. Farm products were shipped out, finished goods were shipped in. It was time for Milwaukee to start making its own finished goods. This ability to process goods was a transformation for Milwaukee and its economy. Take a look at this chart and see if you can come up with something that was made with the natural resource.



Iron Ore



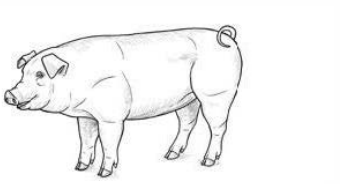
The Milwaukee Iron Company



Wheat



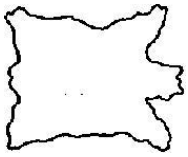
Eagle Flour Mill



Meat



Layton and Plankinton



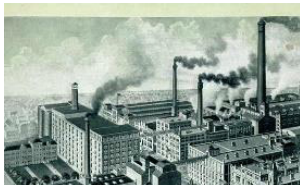
Animal Hide



Tannery Row in Milwaukee



Barley



Pabst Brewery in Milwaukee



Clay



The Making of Milwaukee

Student Activity: The World's Leading Leather

The production of leather and leather goods were a huge part of Milwaukee's industry from 1840 to 1930. Milwaukee quickly became a national and international leader in tanning. Instead of shipping animals out for leather to be processed in other cities Milwaukee business leaders were doing it, and doing it well. Lake Michigan's water was useful in the tanning process as well as for transportation of finished hides. The railway system also made it easy to transport leather out of Milwaukee. Take a look at this graph and answer these questions. This graph came from Onthank, A. Heath. The Tanning Industry. Boston, Mass., National Shawmut Bank, 1917. Pdf. https://www.loc.gov/item/17028197/.

Tanneries and Leather Production by Principal States, 1909

	No. Estab.	Wage Earners			Value of Products		
		Av'ge No.	%	Rank	Amount	%	Ra
Pennsylvania	163	14,008	1		$77,926,321	23.8	1
Wisconsin	32	7,548	3		44,667,676	13.6	2
Massachusetts	132	10,252	2		40,002,079	12.2	3
New Jersey	86	5,560	5		28,430,955	8.7	4
New York	109	5,688	4		27,642,383	8.4	5
Michigan	24	2,291	8		15,331,104	4.7	6
Illinois	29	3,001	7		14,911,782	4.5	7
West Virginia	20	1,571	11		12,450,592	3.8	8
Delaware	16	3,045	6		12,079,225	3.7	9
Ohio	36	1,884	9		10,127,836	3.1	10
California	40	1,398	12		9,336,545	2.9	11
Virginia	39	1,590	10		8,266,850	2.5	12
North Carolina	39	832	13		5,415,495	1.7	13
Kentucky	18	630	14		4,240,795	1.3	14

What are some facts you can find about Wisconsin leather, based on this graph??

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Look at the top three states. What makes Wisconsin different than the other two?

_____

_____

Tanning hides and leather working was a stable job in European Germany. What kind of immigrants do you think opened tanneries and worked with leather in early Milwaukee history?

_____

_____



Meet a Milwaukeean: Frederick Miller

Frederick Miller was born in Germany in 1824. Frederick Miller learned the brewing business in Germany and brewed beer under a royal license. Miller, his wife Josephine, and son emigrated to the United States in 1854. When the Millers arrived in Milwaukee, it has been said that Frederick said “A town with a magnificent harbor like that has a great future in store.” The Millers moved to Milwaukee and purchased the Plank-Road Brewery for $8,000. It was previously owned by Frederick Charles Best. There is a lot of science that goes into brewing beer, Miller needed some kind of grain, fresh water, and hops to brew. Milwaukee was the perfect place to make this product. Miller’s time making beer in Milwaukee was very profitable. He made beer and was able to create a community of brewers at his brewery. He was a great contributor to Milwaukee, he established beer gardens and created places where German Milwaukeeans and others could come together. Miller Brewery has become an international name and his contributions to Milwaukee go well beyond 1854. Miller beer is enjoyed all over the world.



What influence does Fredrick Miller have on the development of Milwaukee?

_____

_____

_____

What resources in Milwaukee make it a good place for the making of beer?

_____

_____

_____

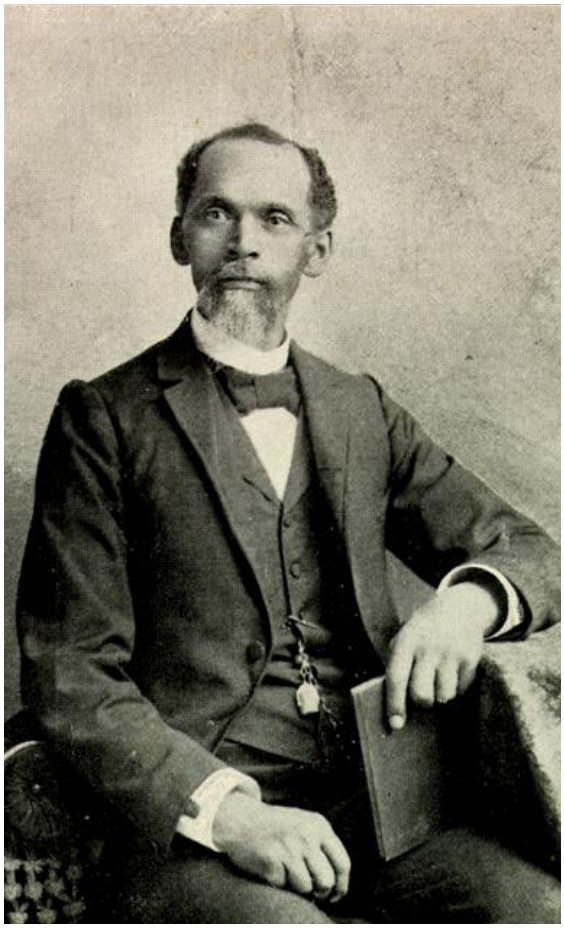
_____



Meet a Milwaukeean: Louis Hughes

Louis Hughes was born into slavery in 1832 in Virginia. He escaped bondage in 1865 with his wife and children and lived in several Midwest cities. He was working at a Chicago hotel when he met John Plankinton from Milwaukee. Plankinton promised him a job in his new Milwaukee hotel with better pay. The Hughes family made their way to Milwaukee, and as promised, he worked at the Plankinton House for John Plankinton.

Louis was well known by travelers for his stories of being enslaved in the South. He decided to write a memoir of his life. The memoir, *Thirty Years a Slave*, was first published by Milwaukee's Southside Publishing Co. in 1897. The memoir contains simple but elegant language and describes the true story of the relationship between enslaved people and their owners. Louis also describes the cruel treatment of enslaved people and the demanding plantation work. Louis Hughes became the first African American to publish a book in Milwaukee. Louis and his wife, Matilda, started a successful laundry business in Milwaukee. He later became a nurse. The Hughes family were active members of St. Mark A.M.E. church. Louis Hughes died in 1913 and is buried in Forest Home Cemetery.



Why is Louis Hughes story important to Milwaukee history? How can we describe him?

_____

_____

_____

In the preface of his book, Louis Hughes writes, "As the enlightenment of each generation depends upon the thoughtful study of the history of those that have gone before, everything which tends to fullness and accuracy in that history is of value, even though it be not presented with the adjuncts of literary adornment or thrilling scenic effects." What do you think this quote means?

_____

_____

_____

Consequences of Industry

Overview:

Students will analyze what consequences industry and population growth had on the city, specifically the water supply.

Materials Needed:

The Making of Milwaukee student journals (digital or paper)
The Making of Milwaukee Chapter 10 These minutes only (2:30-5:10)
A Toxic Legacy: Cleaning up Milwaukee's Waterways MMSD Video featuring John Gurda

Procedure:
A contaminated water supply and the consequences of dumping pollutants, animal and human waste, and garbage into the Milwaukee River and Lake Michigan are problems that Milwaukee is still dealing with today. Throughout the history of Milwaukee, it is important to acknowledge the consequences of humans on the environment.

Video Chapter 10 of *The Making of Milwaukee* does not need to be watched in its entirety. The activity-appropriate sections of video chapter 10 starts at 2 minutes 30 seconds and stops at 5 minutes 10 seconds. There is another video included in this lesson. A Toxic Legacy: Cleaning up Milwaukee's Waterways created by the Milwaukee Metropolitan Sewerage District and narrated by John Gurda (7 min 57 sec). This video can be watched after selected activities have been chosen. The video includes a brief history of water pollution and current things that are being done to clean up the Milwaukee Estuary 100+ years later.

Activities

- *Consequences of Industry (Primary Sources and Question Set)*. Students will read and analyze the two newspaper quotes describing the Milwaukee River. Allow students to highlight, annotate, and use the glossary to help them understand what is being said. The questions can be used to guide student thinking and classroom discussion.
- *A Bad Time for Water*. This short reading will help students determine the three main reasons the Milwaukee River and surrounding waters were so polluted and disgusting. This activity includes a graphic organizer for students to note their ideas and organize their thoughts. Thinking should be directed toward (human, animal, and industrial waste).
- *Student Journal.* This should be done before the flushing station activity. The goal is to have students brainstorm solutions or possible solutions before reading what the city did initially.
- *Milwaukee Water Works: Flushing Station*. A short reading, diagram of the flushing station water flow and temporary solution. Note: the flushing station did not solve the problem and Milwaukee residents continued to get sick from the water until the use of chlorine to kill bacteria and a full water treatment plant was built on Jones Island.



The Making of Milwaukee Video Notes
Chapter 10: Trouble in Town
A Toxic Legacy - Cleaning up Milwaukee's Waterways

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



My Milwaukee Journal: Consequences of Industry

Have you ever done anything fun near or in the water in Milwaukee? Have you been on a boat? Have you gone swimming in Lake Michigan? Have you thrown stones in the river?

The people of Milwaukee get their drinking water from Lake Michigan. How important do you think it is to have fresh water so close?

Student Activity: Consequences of Industry - Primary Sources

Read the quotes below. The first quote comes from the local newspaper and the second quote comes from a national magazine. Read the quotes and underline words you may not know. There are definitions on the bottom of the page that may help you read these quotes. Answer the questions on the following page for more analysis.

The Milwaukee Journal Sentinel (August 13, 1878)

"Not a citizen of Milwaukee possessing a nose to smell, or a stomach to endure, but is already prepared to unanimously denounce the filthy, villainous, unhealthy, plague-breeding condition of the river. In its palmiest days, the Chicago River, which has been the scorn of vain-glorious Milwaukee, could never boast of a fouler collection of the seeds of death than now floats up on the odorous tide that passes through the heart of this city. In a day when an east wind prevents the sluggish current from setting outward, as was the case yesterday, life in the vicinity of East and West Water streets is simply unendurable."

Harper's Monthly (April 1881) Describing the Milwaukee River

"It is a narrow, tortuous stream, hemmed in by the unsightly rear ends of street buildings and all sorts of waste places; it is a current less and yellowish murky stream, with water like oil, and an odor combined of the effluvia of a hundred sewers. Nothing could better illustrate the contaminations of city life than the terrible change its waters undergo in a mile from their sparkling and rural cleanliness, up above, into this vile and noxious compound here among the wharves."

villainous – having evil characteristics
palmiest – flourishing, healthy
odorous – having a smell
unendurable – too unpleasant, painful, or difficult to accept
effluvia – an offensive smell
contaminations – soil, stains, infection, undesirable elements
current – the continual movement of a body of water
noxious – physically harmful to living beings
wharves – the bank of a river

Student Activity: Consequences of Industry Questions

What is the worst smell you have ever smelled? Describe it.

_____

_____

_____

_____

How do the articles describe the Milwaukee River? Look for adjectives about sight and smell.

_____

_____

_____

_____

About how far apart were these articles written? What does this tell you about the Milwaukee River?

_____

_____

What do you think it was like for people to live and work near the Milwaukee River?

_____

_____

_____

What could possibly be the reason for the Milwaukee River to be described like this?

_____

_____

_____

_____

The Making of Milwaukee

Student Activity: A Bad Time for Water

In the industrial boom of the late 1800s and into 1900 Milwaukee was growing fast. Milwaukee had a huge water problem. Milwaukee's rivers were very polluted.

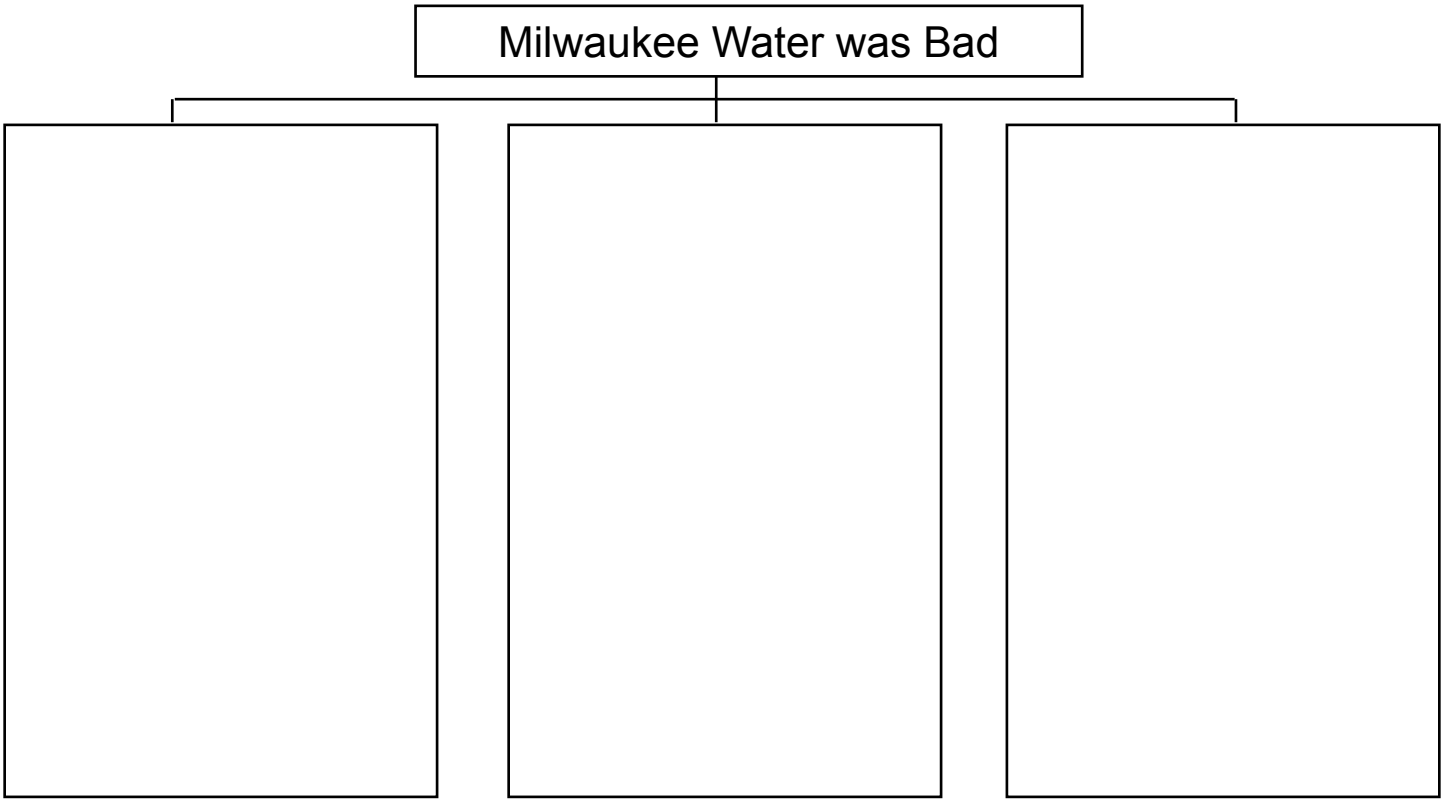
Milwaukee was growing as an industrial city. Milwaukee was number one in the world for leather products and flour mills. There were breweries, meatpacking factories, lumberyards, machine shops, and more. All these businesses were close to and depended on the water of Lake Michigan, Menomonee River and the Milwaukee River. Many of these industries used the Milwaukee's rivers as dumping sites for industrial chemicals. Tanneries used toxic chemicals like acids and bleach to process leather.

Water was used to clean oil from machinery and animal remains from meatpacking factories were emptied right into nearby waterways. The current of the rivers lacked movement, causing it to collect pollutants and bacteria over time.

Horse-drawn transportation was the main mode of transportation in the city. Horses relieved themselves anywhere. Horse manure landed on the city streets every day. When it rained and washed off the street, liquid manure flowed into the nearest river.

Milwaukee's population was growing fast. There were more people than ever living in the city. How did people get water to drink? They pumped water out of wells in the ground or drank water from Lake Michigan. Drinking water became contaminated when sewage from outhouses and sewers got into the well water. Many people got sick from contaminated water full of bacteria.

In the chart below, list the three main reasons for Milwaukee water to be so polluted.





Student Journal: Water

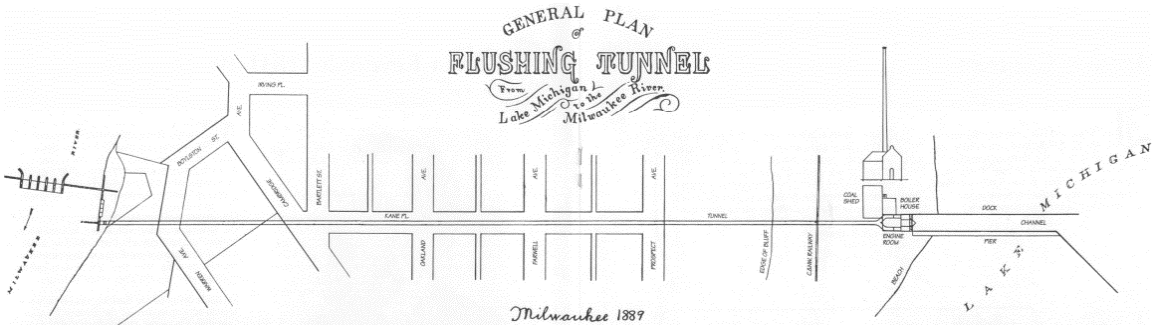
After reading about all the reasons the Milwaukee River was polluted, which do you think was the biggest problem? Why do you think that is the biggest problem?

Why is water so important to humans?

You are in charge of cleaning the Milwaukee River. Where would you start? What could you do?

Student Activity: Milwaukee Water Works - The Flushing Tunnel

Milwaukee was desperate for a solution to its water problem. In 1888 the city bored a tunnel, under the East Side of Milwaukee, from the Milwaukee River to Lake Michigan. The idea was to pump fresh water from Lake Michigan upstream. This would make sure that the stagnant water in the downtown area would be flushed every day. An engineer named Edwin Reynolds designed a screw pump for the flushing station. The Edward P. Allis Company build this giant pump. The pump poured more than 500 million gallons of lake water into the river every 24-hours. This magnificent flushing station and pump were located in a building on Milwaukee's lakefront. The building houses the pump and the boilers required to run the pump. The building is still there.



Find the Milwaukee River on this map and shade it yellow. Find Lake Michigan on this map and shade it blue. Color the pump and the building it is in light brown.

What problem did the 1888 Flushing Station solve for the City of Milwaukee?

_____

_____

_____

_____

Milwaukee residents got their drinking water from Lake Michigan. What new problem do you think the flushing station made for Milwaukee residents?

_____

_____

_____

_____

Machine Shop of the World

Learning Goals:

Students will learn about the industries of manufacturing that were successful businesses in Milwaukee.

Objectives:

Students will be able to identify products and businesses that contributed to Milwaukee being the Machine Shop of the World.

Possible Discussion Questions:

- What resources were dominant in the manufacturing plants in Milwaukee?
- Why did more immigrants come to Milwaukee?
- What companies are still around today?
- What were working conditions like in Milwaukee?
- Why were children working in some factories?

Additional Resources:

Allis Chalmers Story
Commercial Landscapes

Vocabulary:

industry	factory	labor
manufacture	machinery	work
salary	resources	transportation
hazards	iron	gear
engine	laborer	logo
consumer	weld	rights
advertisement	union	

Machine Shop of the World

Overview:

Students will make connections to Milwaukee industry and economics of Milwaukee.

Materials Needed:

The Making of Milwaukee student journals (digital or paper)
The Making of Milwaukee Chapter 8
(Until 10:45 for third and fourth grade)
The Making of Milwaukee Chapter 13
(4:42-6:42 min)

Learning Activities Overview:

Many activities in this section are consistent to each unit and video chapter section and can be used to help students develop some knowledge of Milwaukee as the "Machine Shop of the World."

- **Learning Activities** can be taught after or during the viewing of these chapters: Video Chapter 8: *Machine Shop of the World* until 10 min 45 sec, and Video Chapter 13: *The Roaring Twenties* starting at 4 min 42 sec and stopping at 6:43. In Video Chapter 8: *Machine Shop of the World*, the last seven minutes cover unions and labor wars. Activities were not written about this, but you can use your judgment on showing it or not. It is covered in middle and high school social studies curricula.
- **A video notetaking guide** encourages students to write, draw, and record images during their viewing of the video. The teacher may want to strategically stop the video to allow students to write and discuss.
- **My Milwaukee Journal** activates student thinking and background knowledge. It allows students to make connections to Milwaukee history while making connections to their own lives.
- **Meet a Milwaukeean** features Women in Milwaukee industry during the World Wars. Here you will find a person included that is lesser known in the Milwaukee story in hopes to highlight marginalized or lesser heard stories of extraordinary people "making Milwaukee."

Machine Shop of the World

Activities:

- *What is Steel.* Steel manufacturing was the single largest and most profitable industry in Milwaukee. It is important that students know what steel is and how to identify the material.
- *Milwaukee Industry*. Image analysis activity using images from industrial factories in Milwaukee. Allow students to analyze images, generate questions, and thoughts on images. Have students share ideas in the classroom.
- *Working Conditions*. As industry growth increases, workers' rights decrease. Students should be able to identify the problems in the working scenarios in this activity. There are no laws about industry at this time to protect the workers and unions are just beginning to form; long hours, poor wages, child labor, no breaks or lunch, toxic working conditions should be identified.
- *Rights for Workers Sort.* Allow students to engage in inquiry into the needs for workers, both in history and now. Some of the benefits that workers have are necessary and expected for worker safety. Some benefits are extra. Students should sort out what they think are benefits that should be secondary to health and safety of a worker.
- *Industry that Made Milwaukee Famous.* Seven advertisements or posters directed to the average Milwaukeean are included in this activity for students to analyze. These advertisements would have been in newspapers and magazines. Make note to identify and talk about gender expectations.
- *Industry Poetry.* Two poems are included in these lessons from author Sue Doro. Sue Doro worked for 35 years as a machinist and was the first female machinist for the Milwaukee Road. Her poetry focuses on her time as a union member and machinist in a male dominated field. The poems "Sisters" and "Verona, Your Life" exemplify how difficult it was to be a woman machinist. Try to find the rhythm of the words and the expression used. Look for the tone of the poem and the emotion used to write. It looks like there are errors in the poem, but those were done intentionally by the writer. The poems are published here as they were published in her books. You may use the questions that follow the poems for provoking thought and discussion.



The Making of Milwaukee Video Notes
Chapter 8: Machine Shop of the World
Chapter 13: The Roaring Twenties

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



Student Journal: Machine Shop of the World

Think about all the things in your life. What kinds of things are made of metal and would be made in a factory?

When you think of business in Milwaukee and jobs what kind of jobs do you think about?

Describe your perfect job. How many days would you work? How much would you make? Would you be able to have a day off?

What is Steel?

Manufacturing items made from steel was a very important Milwaukee industry. What is steel and where does it come from? Read this short passage and then read about how it became so important to Milwaukee.

Steel is a metal. Steel is mostly made from iron ore. Iron ore is a natural resource that is mined. It is rock that comes from the earth that is full of minerals. Most of these minerals are metals that can be taken out of the rock. Wisconsin had many iron ore mines. These mines were underground, and the iron had to be dug out.

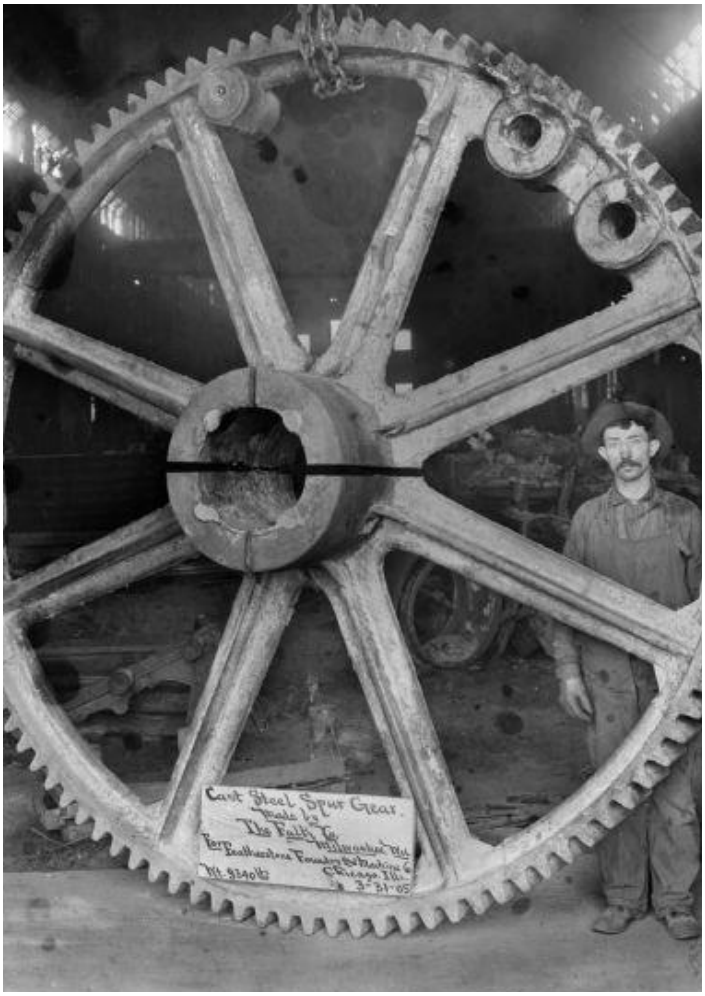
Steel is made when it is combined with carbon, which is also found in the Earth. When iron is mixed with carbon it becomes very strong. It is so strong it can make things that last a very long time, such as: skyscrapers, bridges, railroads, cars, and big machines. Steel can be used for a very long time and is much stronger than iron by itself. When manufacturers make steel, they melt iron at very high temperatures and add the carbon while it is melted. Then they put the liquid steel into molds or empty shapes. These are the shapes they need the steel to be. Once the steel is cooled, it can be used to make many things.

In the late 1880s, when people started using steel to build things, many people were needed for factory work. The factories were very hot, and the work was very hard. Milwaukee companies that made things from the steel became very important. They made products from steel for buildings and equipment all over the world.

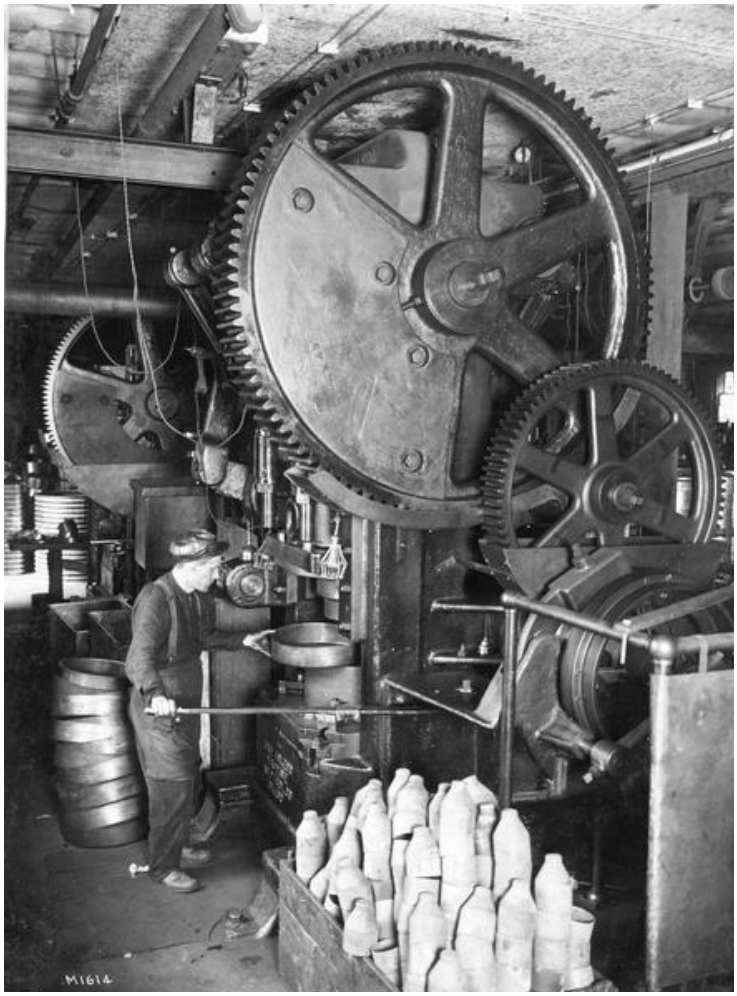
Draw or write as many things as you can think of that could be made of steel.

Student Activity: Milwaukee Industry

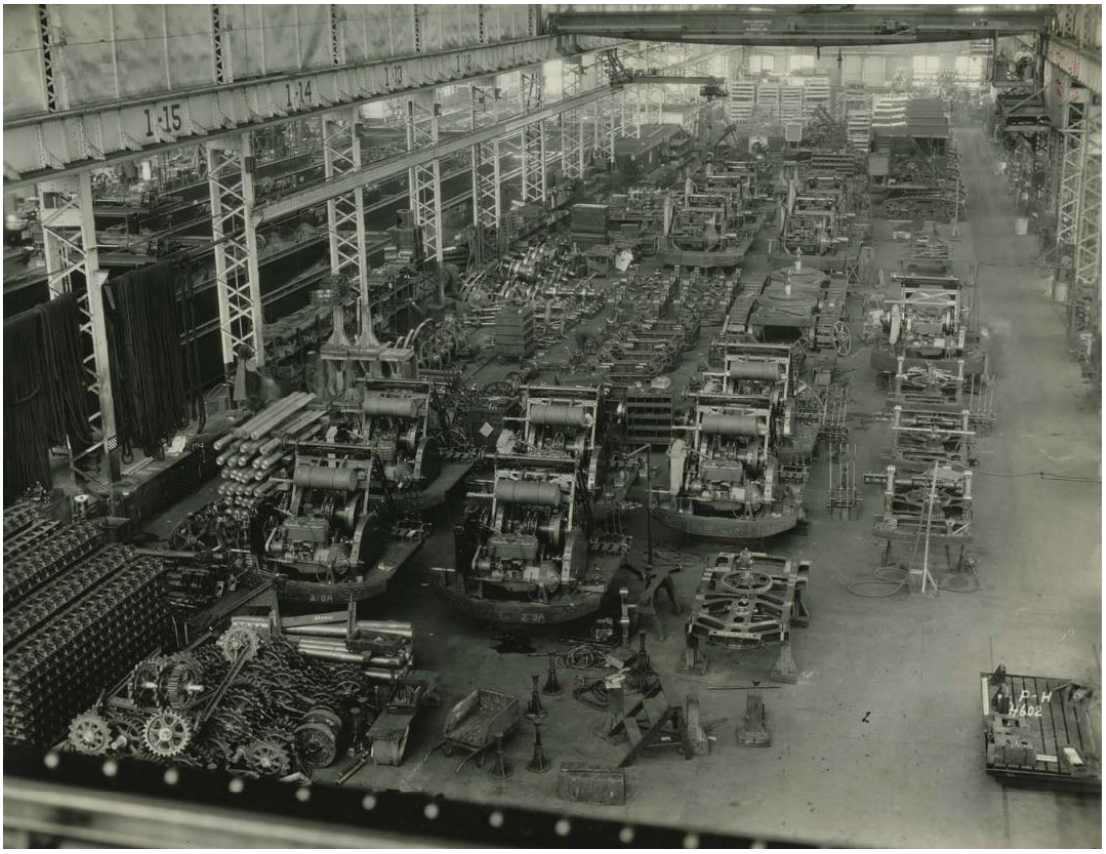
These four pictures are images from different steel factories in Milwaukee. Look at the four pictures. Write a list of questions you have looking at the pictures. Make a list of facts or things you can for sure see in the pictures. Do you see people? What do you think is going on in the pictures? Talk about the pictures with a partner or your class.



Cast Steel Spur Gear made by the Falk Company. 1905.



A worker at International Harvester's Milwaukee Works draining fluid from a machine with a large gear poised over his head.



Pawling & Harnischfeger were manufacturers of mining equipment.

Worker stand on a Nordberg machine on the floor of what is likely a plant owned by Republic Iron & Steel Co.



The Making of Milwaukee

Working Conditions

In the early 1900s, working in the United States could be very challenging. There were a lot of factories and industrial jobs. There were a lot of European immigrants coming to Milwaukee, because there were so many jobs. People worked very hard. Sometimes the working conditions were not safe. There were many people that joined together to fight for laws to protect working people. The government listened to these people and groups and made laws to protect workers. Read the examples below with a partner or a small group. Find the things that you think may not be safe or healthy for workers and explain why.

A worker works in a steel factory, and he must work quickly. The person in charge says the worker cannot take any breaks today. They must come into work at 6am and cannot leave until the job is done, even if that means it is 7pm. They may stop for ten minutes at noon to eat their lunch but if it is any longer than ten minutes the boss will take money away from their pay. The worker does this six days a week, and cannot take a day off.

_____

_____

_____

_____

A worker works in a tanning factory making fine leather. Tanning is very hard because many toxic chemicals are used. The chemicals burn the worker's skin, and the smell makes the worker have headaches and feel dizzy. The worker keeps working on the animal skin all day without gloves or a mask. The company does not provide these protections, and the worker works very long hours. Working with these toxic chemicals is very harmful for the worker's lungs and skin.

_____

_____

_____

_____

The boss of a brewery asks his workers if they have children that would like to work. The brewmaster needs little bodies to clean the vats of beer. The workers need more money for their family and tell the boss they have children that can work. Children ages 6-12 are taken out of school to work all day in the brewery. The yeast smell makes their stomach hurt and they are always covered in sticky malt water.

_____

_____

_____

Rights for Workers

Milwaukee workers today are protected by many laws. Wisconsin and United States lawmakers saw the need for protecting workers and created many laws for the workers. These laws help keep workers safe at their jobs, protect them from being overworked, and ensure that workers have the training and the education they need to do the job. Many of the descriptions on this page were work issues that workers were faced with while working industrial jobs in Milwaukee. When working conditions were very bad, sometimes workers would refuse to work. This is called going on strike. All workers unite to stop working until conditions were changed. Sometimes companies would make changes and sometimes companies would find other workers to do the job and not make changes. Many workers created unions that would unite workers to make positive and safe changes for their workplaces. The collective actions of workers helped make many changes in workforce and industry in Milwaukee. Sort these rights into two categories; rights that are important for safety and rights that may be of secondary importance or not necessary. Identify why these could be problems.

Many companies expected workers to work early in the day and late into the night. There should be laws to set working limits and if employees want to go over those hours, then they will be paid more.

Many workers were discriminated based on the color of their skin. African American workers were only allowed to do low level work and were not paid at the same rates as their White coworkers.

Laws need to protect young workers. Young children were recruited because they were small and could get their hands into machines easier or climb into machines to clean them.

Industrial companies must provide fence guards around machines with moving parts. Many workers would get their clothing, hair, or tools caught in the moving parts and could be seriously injured, or die.

Industrial companies should let everyone have a vacation. Vacations are very important for families, and fun and relaxation are important.

Workers should be allowed time to use the bathroom and take a break. There should be a time that they can stop working and eat their lunch.

Companies should provide high quality uniforms that look good and can be worn outside of work so that everyone knows what company they work for.

It is important that workers get free or discounted products from the companies they work for. They made it, so they should be able to use it for free.

Workers should be adequately trained for the jobs they do. It is required that they have a certain number of hours in training, so they know how to stay safe.

It is important that companies pay workers a living wage. This means they must pay an employee a fair wage that is agreed upon by and matches the cost of living in society.

Companies should provide free transportation to work. It is important that workers get to work, and the companies should pay for it.

Buildings that employees work in should be safe. There should be exits in case of an emergency, and safety measures in case an employee gets hurt.

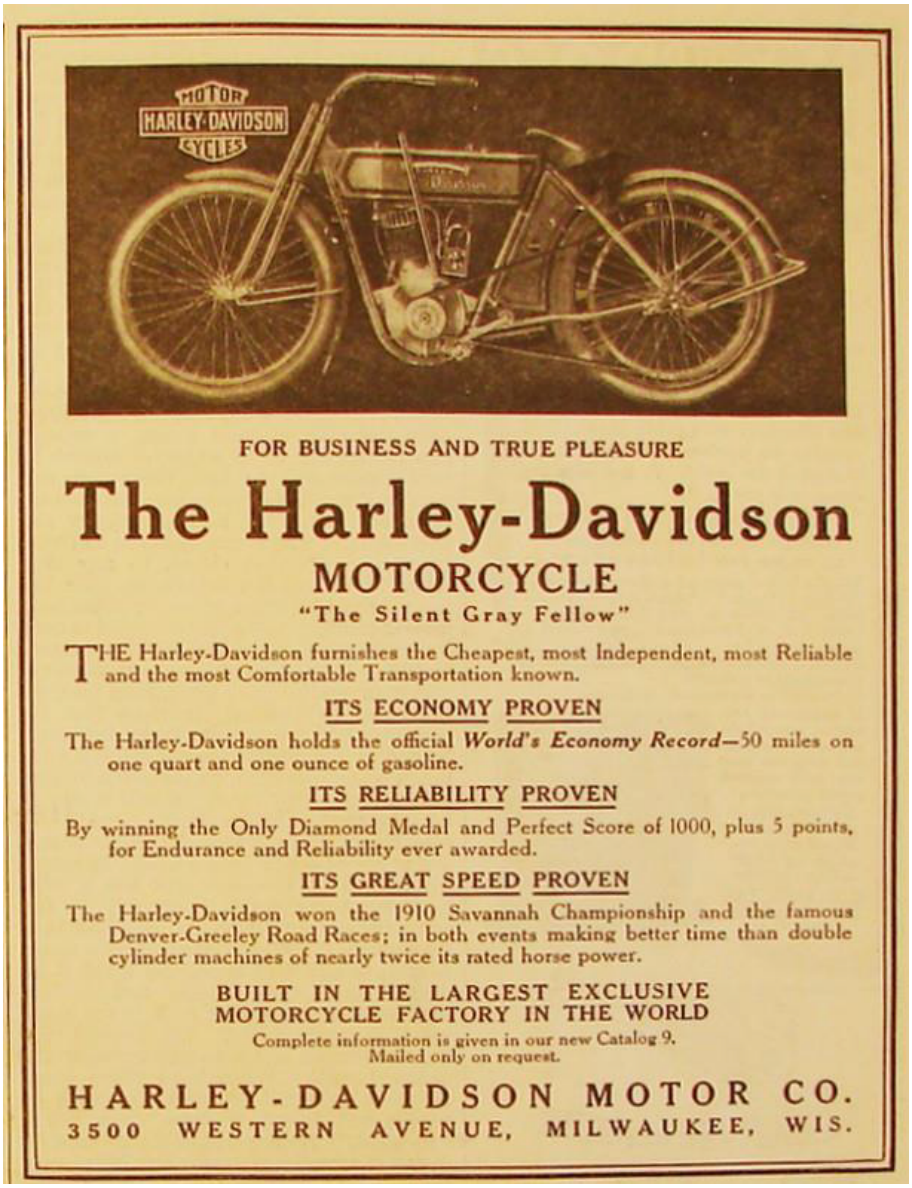
Employees that are sick should be allowed days to call in sick to protect themselves and others. They should not lose their jobs when they become ill.

It is very important for the workplace to look nice and smell nice. Every once in a while, there should be fresh flowers and a fancy lunch that is served for employees.

The Making of Milwaukee

Industry that made Milwaukee Famous

There are many products that were started and made in Milwaukee and are still made today. It was very important for businesses to brand their products. That means that they work hard to make people remember their product. They advertise and make good products that people want to buy. Look at these advertisements from some important Milwaukee industries. Can you figure out what the product is. Have you ever heard of this product? Do you think the advertisement is important? What about the advertisement would make a consumer buy it?



The result of good brewing—

Careful selection of materials — a generous amount to each brew, never less—proper aging in wood, an indispensable feature of good brewing—up to the minute, absolutely cleanly bottling methods—have won for HIGH LIFE the distinction of being the most wholesome and *"Finest tasting beer ever produced."* Convince yourself — order a case today.

We use light bottles exclusively for this high grade beer—common beer comes in dark bottles

THE BROWN BOTTLE JOKE

The brown bottle fallacy has been so completely exploded that little is left to be said in defense of that side of the question which advocated the use of dark bottles to the absolute exclusion of light bottles. It is admitted that common beer comes in dark bottles and that beer of a high degree of stability is preferably bottled in light bottles.

Wahl-Henius Institute of Fermentology (America's greatest authorities on brewing) are in accord with this view. Here is their statement in relation to the bottling of high-grade beer:

"FOR SUCH BEERS THE LIGHT BOTTLE is PREFERABLY EMPLOYED because it can more readily be inspected before filling to insure thorough cleanliness, and because the finished package reveals at a glance whether the contents meet the requirements of the consumer as to color, clarity and freedom from sedimentation."

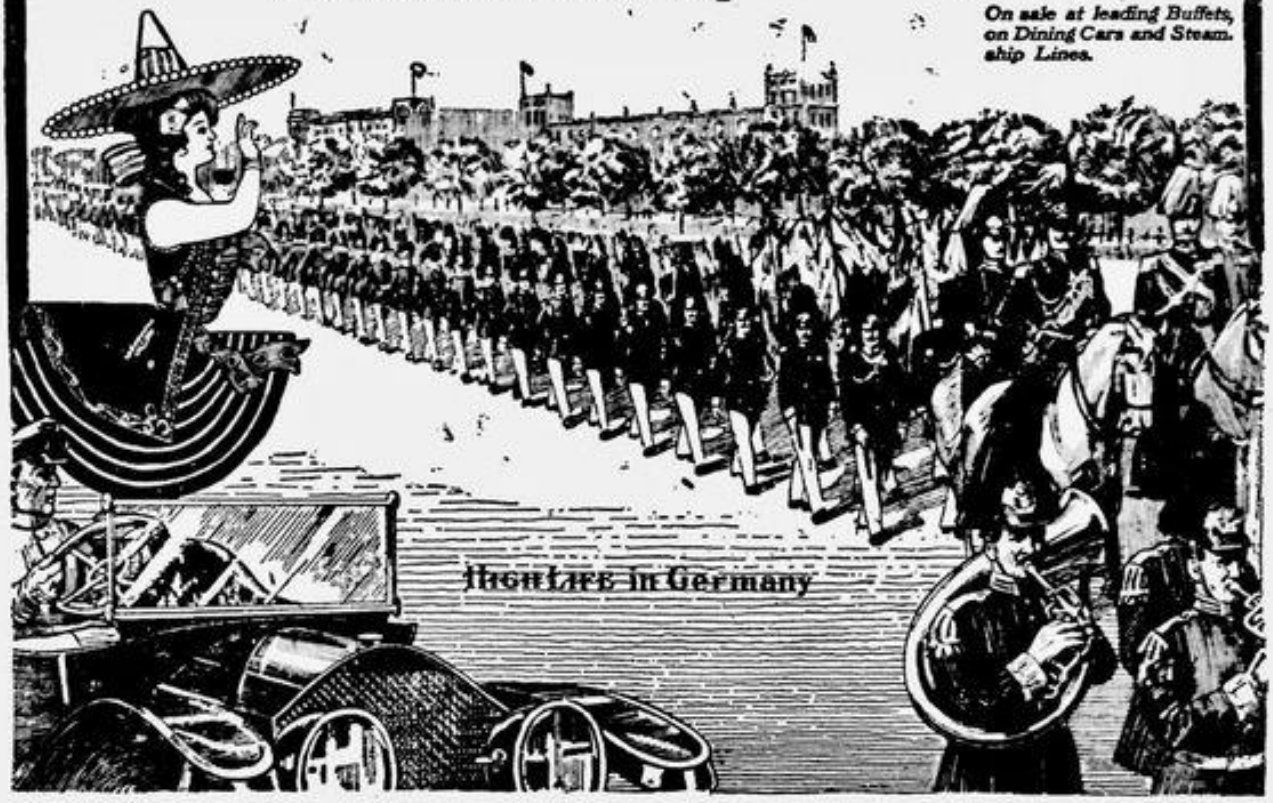


Miller HIGH LIFE

The Champagne of Bottled Beer

Brewed in Milwaukee by Miller Brewing Co.

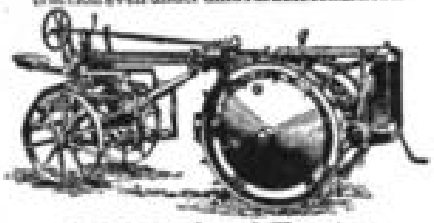
On sale at leading Buffets, on Dining Cars and Steamship Lines.



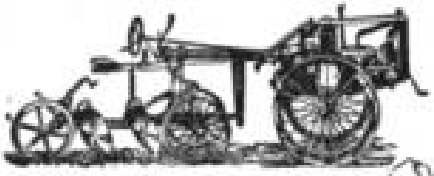


The New A-C 12-20

EVERY feature of the famous A-C 18-30 has been copied in this model. It is a 2-3 plow tractor with a guaranteed drawbar pull of 2000 lbs. It represents what foremost tractor engineers and farm power authorities class as modern design—dust-proof, accessible, compact, under-rated and possessing sure-footed traction even under unfavorable conditions.



6-12 Orchard Tractor



6-12 General Purpose

THIS year, even more than 1920, will be an Allis-Chalmers year. For the farmer with an Allis-Chalmers tractor faces doubtful times with calmness. His production cost is low—his producing capacity high. And with this combination profits cannot help but follow.

Wherever Allis-Chalmers tractors serve, they have come to mean to owners, "Standard of all Power Farming Machinery." Farmers have watched them handle heavy work in record time—accomplish many things not generally believed a tractor can do. First-time owners who have kept close check on operating costs have seen their farms put on a better business basis.

How the Factory Serves You

Allis-Chalmers' obligation does not end with the sale. A staff of skilled mechanics—long trained in the building of Allis-Chalmers tractors—make it their business to call on every Allis-Chalmers owner at the beginning of each season. Carefully they inspect each machine, make helpful suggestions and co-operate in the "tuning-up" of the tractor to top-notch efficiency. And besides this, every month the factory keeps in touch with the Allis-Chalmers owner by a letter which points out many timely ways in which his tractor can be made to produce greater profits.

Every Allis-Chalmers model is factory-built by the $42,500,000 Allis-Chalmers Manufacturing Company. Each represents the climax of seven years' development by one of the largest engineering staffs in the world.

Read the story of how these better tractors were built.
It appears in this issue of Farm Mechanics, page 3

ALLIS-CHALMERS MFG. CO.

Dept. 30-J. MILWAUKEE, WIS.

18-30

3-4 Plow





Best Outdoor Friend

THE Smith Motor Wheel wins friends quickly. One short ride is your introduction and in a few moments you are on friendly terms with this new travel comrade.

Smith Motor Wheel DETACHABLE

It attaches in five minutes to any bicycle.

Two easy turns of the pedals send the power flowing into the steel sinews of your wheel and you coast magically along.

There is a simple "grip" control—a turn of the wrist gives you 4 to 20 miles, as you choose. No troublesome levers, belts, clutch or transmission. Your new steed needs but a gallon of gasoline for up to 125 miles, and any bicycle road—uphill or down—invites you.

No special riding togs are needed—you travel the clean way.

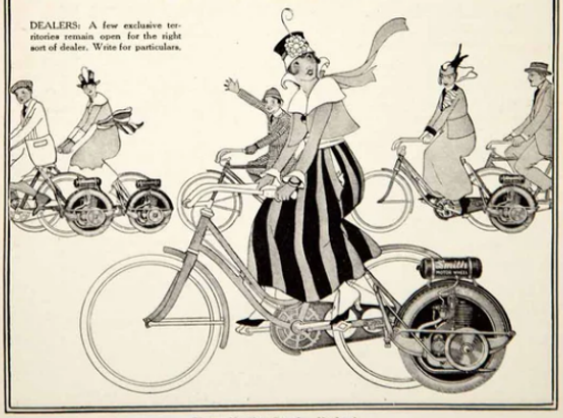
Get acquainted with the "Smith" at your dealer's, or write for free illustrated catalog. More than 10,000 Motor-Wheelists have found this new pleasure, and the same outdoor joy may be yours.

MOTOR WHEEL DIVISION

A. O. SMITH COMPANY, Milwaukee, Wisconsin

World's Largest Manufacturers of Automobile Parts

DEALERS: A few exclusive territories remain open for the right sort of dealer. Write for particulars.



Please Mention Popular Mechanics


TRY
Usinger's
INCOMPARABLE
BRAUNSCHWEIGER
The tantalizing flavor of this delicately smoked and seasoned liver sausage is achieved only through the "know how" of generations of sausage makers and the use of finest government inspected meats and rare imported natural spices.
FRED USINGER, INC.
1030 NORTH THIRD STREET
MILWAUKEE 3, WISCONSIN
Matchorama
ARISTOCRAT
MANUFACTURED EXCLUSIVELY BY
UNIVERSAL MATCH CORP.
ST. LOUIS, MO.
COVERS BY DEXTER, WEST NYACK, N. Y.
PATENT PENDING


Holeproof Hosiery
Hosiery—The Most Important Detail of Dress Today
IN these days of ankles on display, it's rather nice to display one's ankles—provided, of course, that the hose are Holeproof.
Elegant, lustrous appearance and fine texture mark Holeproof as the hose of style and refinement—and it is famous for its wonderful wearing qualities. The new spring colors in staple and fancy styles in Pure Silk, in Silk Faced, and in Lisles, for men and women, are now being shown by leading stores everywhere.
Holeproof Hosiery
This trade-mark identifies the genuine
If your dealer cannot supply you, write for illustrated booklet and price list
HOLEPROOF HOSIERY COMPANY, Milwaukee, Wisconsin
Holeproof Hosiery Co. of Canada, Limited, London, Ont.

Industry that made Milwaukee Famous

What is the advertisement? _____

What describing words or phrases are used (adjectives) to get the consumer to buy that product?

_____

_____

_____

Could the advertisement be used today? _____

_____

Is that company still around? Are they still making that product? _____

What is the advertisement? _____

What describing words or phrases are used (adjectives) to get the consumer to buy that product?

_____

_____

_____

Could the advertisement be used today? _____

_____

Is that company still around? Are they still making that product? _____

What is the advertisement? _____

What describing words or phrases are used (adjectives) to get the consumer to buy that product?

_____

_____

_____

Could the advertisement be used today? _____

_____

Is that company still around? Are they still making that product? _____

Industrial Poet Sue Doro

Sue Doro was a female Milwaukee iron worker - a nontraditional job for women in the 1970s and 1980s. Sue worked for Hellwig, Allis Chalmers, and then The Milwaukee Road until the railroad went bankrupt and closed. She was the first female machinist for The Milwaukee Road. Sue eventually moved to California and became the Executive Director of the Tradeswoman, Inc. A nonprofit organization of women in blue collar jobs. Sue Doro's poems represent how challenging industry work was in Milwaukee and the difficulty of being accepted into a male dominated field.

Sisters
Milwaukee Road
now don't get me wrong! but don't get me wrong
The guys i work with the guys i work with
are a good old bunch are a good old bunch
it's just that sometimes it's just that sometimes
when i look around when i look around…
and see no one like me
i think of two
who used to be here
in this factory full of men
two other women
one two three we were
sisters in hard hats
with bobbie pins and wrenches
in our pockets
sharing those working women's
special blues
like sisters we were
trading stories of different jobs
laughing crying together
in the foreman's tiny bathroom
where our lockers stood
like sister we were
and there was nothing like it!
now one's gone
one's laid off
and there's only me again
but don't get me wrong
the guys i work with
are a good old bunch

it's just that

when i look around...

Heart. Home & Hard Hats **by Sue Doro 1986**

Verona, Your Life

is a victory
and your story should be told,
how your blue collar work began
at the railroad in Milwaukee
at the end of the Second World War.
you'd be a waitress at the cafeteria
till it shut down after the men came home.
Not much sense, but that's the railroad.
The waitresses were told to me a choice:
become laborers, or quit.
Some of them tried. One of them stayed.
Who said the war was over?
You fought a battle every day they didn't want you there.
And that was everyday you worked.
The foreman had you hauling rocks in a wheelbarrow
from one pile to another,
to make you tired,
to make you give up.
Instead, they got tired of watching.

Blue Collar Goodbyes **by Sue Doro 1992**



Industrial Poet Sue Doro

What do you think the message is in the “Sisters” poem?

_____

_____

_____

_____

Do you think women laborers were well respected? Prove your answers with evidence.

_____

_____

_____

_____

What kind of jobs were women expected to have at this time?

_____

_____

_____

_____

What do you think Sue is trying to say about working with other females? Use evidence.

_____

_____

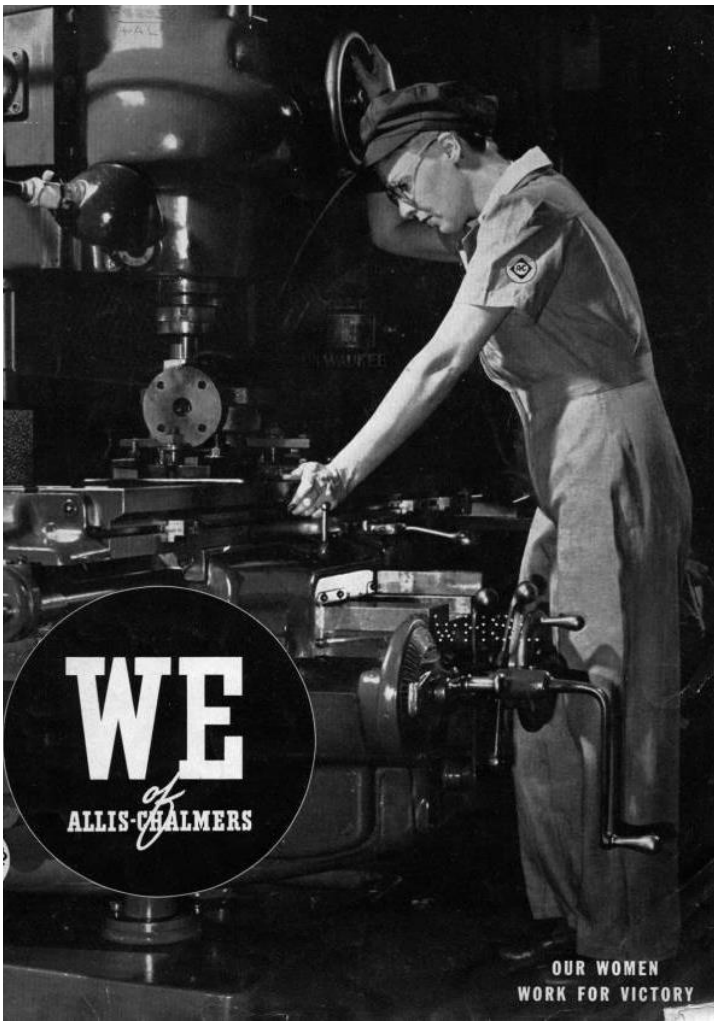
_____

_____



Student Activity: Meet the Women in the Industry

The United States participated in World War I and World War II. Many countries fought in these wars. Many soldiers were needed to fight in these wars. Most of the soldiers were men. When men left the factories to go to war, Milwaukee women did the jobs. Many of the products that were made in Milwaukee factories were used for equipment during the war. It was rare to see women in the factories before the wars. The jobs were usually only done by men and women had domestic jobs. Women proved that they were capable and strong enough to do the jobs that men had done. The role of women working would slowly start to change. Women were capable!



This was a turning point in Milwaukee industrial history. Do you think women felt powerful and important when they were working in the factories?

_____

_____

_____

Should women be equal to men in the workplace?

_____

_____

_____

Unit 3: Working in Milwaukee
Engaging In Inquiry

Students can further study the early manufacturing history through the lens of the entrepreneurs that started the businesses.

Students can analyze and further study the history of advertising and draw out what characteristics for life were important to Milwaukee residents.

Students can make a connection to popular sports and culture that was influenced by industry in Milwaukee.

Students can study child labor and how it affected education in Milwaukee.

Students can make an inventory of things made of steel in their life and why that makes a difference in economics.

Students can research another company in Milwaukee that was successful in manufacturing.

Students can follow the chain of supply of an iron item, from where the iron came from, to where it was made, to where it was sold.

Students can do research on the perspective of manufacturing work from women and minorities. Their experiences were very different.

Unit 3: Delving Deeper into Milwaukee History
Engaging in Inquiry

Students research Milwaukee's early manufacturing history through the perspectives of the entrepreneurs that started the business.

Students research women and minority perspectives on jobs they were able to secure.

Students research a successful Milwaukee company.

Students follow the supply chain of an item made from iron. (From its source to the manufacturer, to the buyer, and the consumer.)

Children's Literature Connections

Beaty, A. (2013). *Rosie Revere, Engineer.* Harry N. Abrams.
Rosie dreams of being an engineer and her room becomes a secret workshop where she constructs inventions. PIC BEATY (MPL)

Becker, A. (2023). *The Tree and the River.* Candlewick Press.
A mighty tree and river witness a city and its industries develop over time. Citizens learn how to manipulate resources. PIC BECKER (MLP)

Berne, E. (2023). *Rose Spoke Out.*
When Rose was just thirteen she saw that women workers were paid less than men and that the factories were Unsafe. She spoke up and organized 20,000 women to strike. 92 S3595B (MPL)

Cameron, P. (2019). *Sport: Ship Dog of the Great Lakes.* Wisconsin Historical Society Press.
A stray puppy is rescued from the Milwaukee River and named "Sport." For 12 years he witnesses Great Lake shipping. 629. 70886 C182 (MLP)

Chagollan, S. (2020). *Immigrant Innovators: 30 Entrepreneurs Who Made a Difference.* Duopress: Illustrated edition.
Biographies of inspiring immigrants and the companies they created. Stories of the strength that comes from diversity. 338.040922 C433. (MLP)

Cohn, D. (2002). *Si, Se Puede! = Yes, We Can!*
This bilingual picture book tells the story of Carlitos and his classmates who help support his mom during the successful janitors' strike in LA in 2000. PIC COH (MPL)

Donoso, R. (2022). *Viva's Voice.* Kind World Publishing.
When Viva's father's bus driver union goes on strike, Viva uses her voice to give her father courage. PIC DONOSO (MPL)

Doro, S. (1986). *Heart, Home & Hard Hats*. Midwest Villages and Voices.
A working class poet who writes about the difficulty of being a women in a male dominated field. 811.54 D715H (MPL)

Doro, S. (1992). *Blue Collar Goodbyes*. Papier Mache Press.
A female industry worker in Milwaukee writes emotional poems about her work and the dying industry 811.54 D715B (MPL)

Drake, J. & Love, A. (1997). *Mining.* Kids Can Press.
Fact, fiction, and illustrations introduce the people, machines and environmental concerns in the mining industry. 622.00973. D761 (MLP)

Drogni, M. (2017). *Harleys and the Davidsons.* Crestline.
A roll down memory lane with numerous early and modern Harley illustrations. 629.227 T349 (MPL)

Duncan, A. (2018). *Memphis, Martin, and the Mountaintop: Sanitation Strike of 1968*
When sanitation workers are killed by unsafe equipment in factories a nine year old watches her father go on Strike, supported by MLK. PIC DUNCAN (MPL)

Children's Literature Connections

Farrell, M. (2016). *Fannie Never Flinched: One Women's Courage in the Struggle for American Labor Rights.* Abrams Books for Young Readers.
During the Gilded Age of American Industrialization, Fannie becomes a union activist and fights for workers Rights in factories. 92 S4674 (MPL)

Fehring. T. (2017). *The Magnificent Machines of Milwaukee, and the Engineers Who Created Them.* CreateSpace Independent Publishing Platform.
An encyclopedic collection of photos and information that describe machines and the Milwaukee engineers and industries that created them. 977.595 F296 (MPL)

Gilbert, J. (2019). *Lucy Fights the Flames: a Triangle Shirtwaist Factory Survival Story.* Capstone Press.
In 1911, a 14 year-old girl who works to support her family at a shirtwaist factory in New York becomes one of 100's who must fight for survival as the factory burns. X Series CHAP GIRLS SURVIVE (MLP)

Gurda, J. (2007). *Cream City Chronicles.* Wisconsin Historical Society Press.
Short descriptive stories of Milwaukee's past business/industrial leaders & events bring Milwaukee's history to life. 977.595 B978CR (MPL)

Heos, B. (2018). *Who Made my Lunch? (Series) From Milk to Cheese.* Amicus Ink.
Who Made my Lunch? From Wheat to Bread.
Who Made my Lunch? From Milk to Ice Cream.
Books that describe the natural resources that lead to various products and the industries that make them. 664.7523 H528 (MPL)

Hill, R. (2023). *Old Enough to Make a Difference.* Magic Cat Publications.
12 kids from around the world who have started businesses. 338.04 H898. (MLP)

Hirsch, A. (2022). *The Transcontinental Railroad: Crossing the Divide.* First Second.
This graphic novel describes the great race to complete a continental railroad across the U.S. The perilous work and amazing feats of engineering are accomplished by immigrants. GRAPH HISTORY COMICS. (MPL)

Joose, B. (2021). *The Fisherman, the Horse, and the Sea.* Wisconsin Historical Society Press.
Based on a true story, a family witnesses the various moods of Lake Michigan, from calm to monstrous. A wicked storm puts the lives of a crew in peril. 977.4. J815 (MPL)

Krull, K. (2020). *The Only Woman in the Photo.*
Discover how the first women to serve in a presidential cabinet lead the charge to create the safety net that Protects American workers and their families to this day. 92 P4475K (MPL)

Kulling, M. (2016). *On Our Way to Oyster Bay: Mother Jones and Her March for Children's Rights.*
The famous Mother Jones helps children at an oyster shucking farm and demands fair labor. PIC Kull (MPL)

Markel, M. (2013). *Brave Girl.*
The true story of immigrant Clara Lemlich who led the strike of women workers in US History. 92 L55472m (MPL)

Children's Literature Connections

Meyer, M. (2021). *Supply Jane Clears the Way: A Supply Chain and Manufacturing Adventure for Kids.*
The adventures of Supply Jane and Fifo bring supply chain, logistics, and inventory management principles to life.

Meyer, M. (2023). *Supply Jane and Fifo Fix the Flow: A Supply Chain and Logistics Adventure for Kids.*
Supply Jane fixes a logistical problem in a business.

Price, S. (2007). *Smokestacks and Spinning Jennys: Industrial Revolution.* Raintree.
Technological developments, economic and social changes, working conditions and child labor during the Industrial Revolution. MPL 909.81 P946. (MPL)

Professor, B. (2021). *What Was it Like to Work in a Factory in the 1880s.* Baby Professor.
How was there an explosion of industry work in the 1880s and what were working conditions like.

Telchin, E. (2021). *The Black and White Factory.* Little Bee Books.
Animals work in a color factory, but when the machines break down they have to solve a problem.

Torres, J. (2022). *Lola Out Loud.*
When Lola sees injustices in her neighborhood, she knows she can't keep quiet and uses her loud voice. Inspired by the real-life civil rights activist and labor leader Dolores Huerta

Wallace, R. (2020). *The Teacher's March!: How Selma's Teachers Changed History.* Calkins Creek Books.
Reverend F.D. Reese was a leader in the Voting Rights Movement in Selma, Alabama. He recognized that all citizens should vote and it should start with teachers.

Williams, V. (2020). *The industrial revolution.* Pogo Books.
Describes the causes, outcomes and conclusions of the Industrial Revolution. 330.973.w68(MPL)

Winter, J. (2020). *Mother Jones and Her Army of Mill Children.*
Mother Jones, tired of the unsafe working conditions of child labor, leads one hundred boys and girls to a march from Philadelphia to the front door of President Theodore Roosevelt's home. 92 J77685W (MPL)

Wisconsin State Historical Society. (1978). *Early Wisconsin Industry.* The Wisconsin Historical Society Press.
49 pages illustrating Wisconsin early industries such as leather, flour, milk, blacksmiths, etc 077.5. B135e (MPL County Cat)

Yamada, K. (2014). *What do You Do With an Idea?* Compendium.
This is the story of a brilliant idea and the child that brings it to the world. As his confidence grows so does he. PIC YAMADA (MPL)

Zimm, J. (2015). *John Nelligan: Wisconsin lumberjack.* Wisconsin Historical Society Press.
Through the story of John Milligan, we learn the history of the Wisconsin lumber industry. 92.N422Z (MPL)

The Making of Milwaukee



UNIT 4: LOCAL GOVERNMENT

The Making of Milwaukee Table of Contents – Unit 4

Unit 4: Local Government; Video Chapters 9 & 15, 10 & 11

Video Chapters 9 & 15: Greater Milwaukee & Exploding Metropolis

Greater Milwaukee & Exploding Metropolis Educator Pages ..... Page 3
Greater Milwaukee & Exploding Metropolis Student Activities ..... Page 6

Video Chapters 10 & 11: Trouble in Town & Socialists at Work

Trouble in Town & Socialists at Work Educator Pages ..... Page 16
Trouble in Town & Socialists at Work Student Activities ..... Page 18
Unit 4: Engaging in Inquiry ..... Page 24
Unit 4: Children's Literature Connections ..... Page 25

The Making of Milwaukee Curriculum ©2026

Images are used for educational purposes. Credits and rights information are provided where available. Copyright remains with the respective rights holders where applicable.

Unit 4: Local Government

Video Chapter 9: Greater Milwaukee (14:08 min)

Video Chapter 15: Exploding Metropolis (7:56 - 11:48 min)

Essential Questions:

- What are the purposes of local government?
- Why do we have a city and county named Milwaukee?
- How does the city and county government help people?
- Who makes decisions for the city? For the county?
- What is a socialist?
- Where does Milwaukee government happen?

Video Chapter Overview:

These selected video sections highlight Milwaukee's government history at the beginning of the twentieth century. Milwaukee was the first city in the United States to elect a socialist mayor. After years of corruption and lack of action by the city government, a series of socialist mayors accomplished dramatic improvements in the city of Milwaukee, both in development and social change. Please pay attention to the specific minutes of the video chapters for use in the classroom. The video sections noted above for the following lessons are the most appropriate for elementary levels.

Standards:

SS.BH1: Students will examine individual cognition, perception, behavior and identity.
SS.BH2: Students will investigate and interpret interactions between individuals and groups.
SS.BH3: Students will assess the role that human behavior and cultures play in the development of social endeavors.
SSGeog1: Students will use geographic tools and ways of thinking to analyze the world.
SS.Geog2: Students will analyze human movement and population patterns.
SS.Hist1: Students will use historical evidence for determining cause and effect.
SS.Hist2: Students will analyze, recognize, and evaluate patterns of continuity and change over time, and contextualization of historical events.
SS.Hist3: Students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
SS.Hist4: Students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view.

The Making of Milwaukee

Local Government Overview

Learning Goals:

Students will learn about local government for the City of Milwaukee and Milwaukee County.

Objectives:

Students should be able to identify where local government takes place and the power structure for local and county government.

Possible Discussion Questions:

- Who leads a city?
- What does a mayor do?
- What is a city council?
- How do things get changed in a city?
- What is a socialist?
- Who runs our city now?
- Who is my representative?
- Why do we have a representative government?

Additional Resources:

City of Milwaukee Website
Milwaukee Mayor History
Milwaukee, Current Mayor
Milwaukee Common Council Page
Milwaukee City Hall 360 Tour
Viewaukee Milwaukee City Hall

Vocabulary:

representative	ordinance	council
government	corrupt	city hall
mayor	voter	suburb
executive	socialist	leader
judicial	county	election
legislative	city	

Local Government Activities Overview

Overview:

Students will be able to identify what local governments do.

Materials Needed:

The Making of Milwaukee student journals (digital or paper)
What does a Mayor Do?
ICIVICS Local Government and County Government

Learning Activities Overview:

This introductory section should be completed before the history of Milwaukee government videos are watched. These activities provide students basic information they will need to understand how local governments work.

Some premade resources are included in this lesson for your convenience. There are other activities included in this lesson that you can use to spark your students' interest from ICIVICS. ICIVICS is a free nonprofit and nonpartisan website that offers excellent resources in civic education. The local and county government lessons and activities are labeled for grades 6-8, but you may find that some of these activities are appropriate for your 4th and 5th graders.

Activities in this section:

- *Local Government.* Students should read the section explaining local government and analyze the flow chart highlighting the duties. Then on the following page, students can sort out the responsibility cards individually or in small groups. Encourage students to share and ask for clarification when needed. There is a video called, "What Does a Mayor do?" from Indiana Public Television that is age appropriate for use with this lesson.
- *My Local Government.* After familiarizing themselves, the teacher should introduce students to the City of Milwaukee website. At the top of the page there is a tab called Directory and under that tab you and your students can find the elected official section. In small groups or individually, students should go through the website to answer the questions in this activity about who represents them in the government and what they do. You may want to use the representative that represents your school or students' neighborhoods if it is not the same. If you are teaching this from outside the City of Milwaukee, you can find the same information on your local city government website.
- *Milwaukee City Hall.* An article with information and pictures about city hall is included. You may use and read this with your students or use as a piece of evidence for the government inquiry questions.



The Making of Milwaukee Video Notes
Chapter 9: Greater Milwaukee
Chapter 15: Exploding Metropolis

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



My Milwaukee Journal: Greater Milwaukee

What qualities should a leader have?

What kind of person should a leader be?

Would you make a good leader? Why?

What feedback would you give Milwaukee leaders about our city? Why?

What would you like Milwaukee leaders to change about our city? Why?

The Making of Milwaukee

Student Activity: Local Government

The City of Milwaukee is a municipality in the State of Wisconsin. All cities in Wisconsin must first follow the laws stated in the state constitution. Each city in Wisconsin has the power to write specific rules for the people of their city. The state allows this because each city is different; they all have different needs. Milwaukee's government leaders include a mayor and the Common Council members or district representatives. There are 15 city council members that represent people in their district. The mayor and the city council work together to make sure the city runs well. They work in the city hall.

Mayor

- Makes sure state laws are followed.
- Leads and supervises all city offices.
- The head of all operating departments.
- Has veto power over common council votes.

Common Council

- Makes city policy.
- Members are responsible to the citizens in their district and the city as a whole.
- Controls city finances.
- Determines city services, statutes, and future development.

Common Council members are also referred to as Aldermen and Alderwomen.

The Common Council elects a leader to serve as the President of the Common Council. This leader is the first in line in the event the mayor cannot do their job.

Common Council members serve on committees. There are eight committees. Council members are expected to be experts about the specific duties of their committee.

Read through the duties of the mayor and the common council on the previous page. Cut out the following duty cards, and with a partner or a small group, sort them into categories based on the headings, Mayor Jobs, Common Council Jobs.

Mayor	Common Council
There are 20 departments in the City of Milwaukee. I decide who gets the job as the head of the department.	Has veto power.
Can make proclamations in honor of people or events in the city.	Represents the city when a major event happens.
Approves the final budget for the city.	Take calls from citizens in their district about services they receive.

Controls the finances of the entire city.	Approves licenses in the city including domestic partnership, home improvement, alcohol sales, loading zones, and pets.
Oversees roads and alleys, sewer and water services, garbage pickup, and public building maintenance.	Oversees the reports from the fire, police, and health departments. Makes decisions on public safety.
Makes decisions on contracts from the city, pensions, city salaries, insurance, and labor.	Responsible for making the city a safe and great place to live for all citizens.
Determines how people are taxed on their properties and how much sales tax is in the city.	

My City Common Council

Use the city website: www.city.milwaukee.gov.
Find the following information for where you live or where your school is located.

The City Common Council Member/Alderman for my school is:

_____

How long have they been a City Common Council Member?

_____

When are they up for reelection?

_____

An Alderman/City Common Council member is elected every _____ years.

Go to the City Common Council member's page that represents you. What are some important issues for your district/neighborhood that your City Common Council member has worked on?

_____

_____

_____

_____

Go to the section on the website for your City Common Council member. Read their latest newsletter and find what committees they are on and the work they are currently doing.

_____

_____

_____

_____

_____

_____

_____

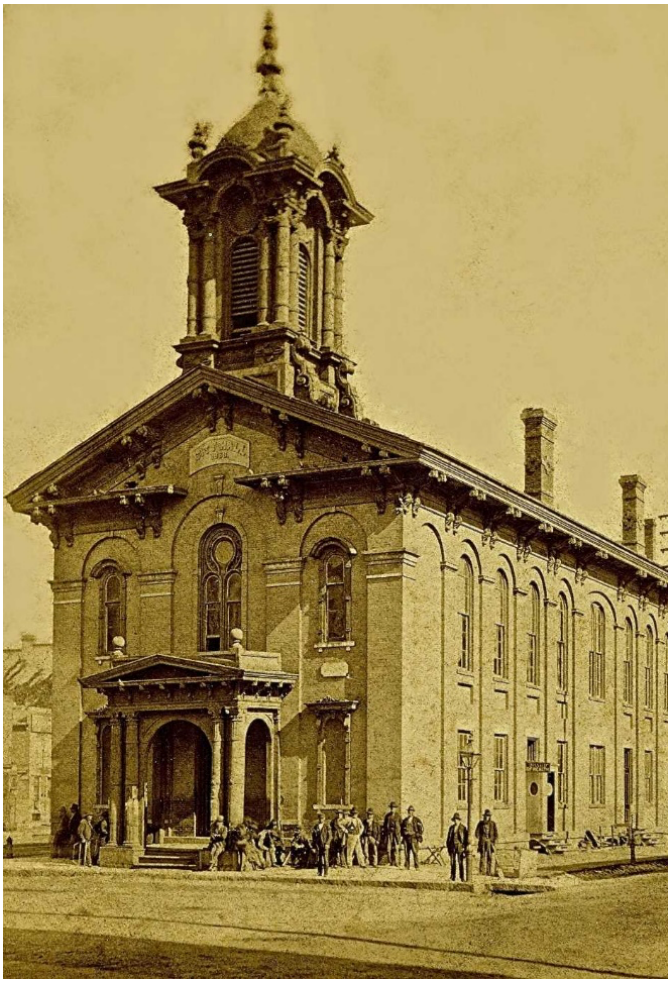
_____

City Hall

The history of Milwaukee City Hall dates to the founding of Milwaukee itself. The City of Milwaukee was officially founded in 1846. For the first 40 years of its existence, the Milwaukee Common Council, the group of Milwaukee's 15 elected leaders, met in a variety of locations around the city, including churches, hotels, public marketplaces, and even a horse stable. Finally, in 1890, after several fires and getting tired of having City Council members working in rooms all over the city, the Common Council voted to build a new city hall. In 1891, the Council held a contest to see who would design the new building. The Council received 11 different designs from people all over the United States, but eventually selected Henry C. Koch's design. Construction on the building began in February 1894 and was completed in December 1895. The project cost roughly $1 million (about $36 million in today's money). At the time of its completion, the new Milwaukee City Hall was the tallest habitable building in the United States and the tallest building in Milwaukee.



Market Hall was Milwaukee City Hall from 1861–1872 in the same place as the current city hall.



The Clock and Bell Tower

One of Milwaukee City Hall's most notable features is its large clock and bell tower. The large bell is named after Solomon Juneau, Milwaukee's founder and first mayor. The bell weighs 22,500 pounds and was made of melted copper from old church and firehouse bells. The bell first rang on New Year's Eve, 1896, and can still be rung today. "Solomon Juneau" remains the 11th largest bell in North America.

The clock on Milwaukee's City Hall was added to the building in 1896. The clock is made of thick pieces of glass and measures 18 feet across. At the time it was built, the City Hall clock was the third largest in the world.





Architecture

- Milwaukee City Hall is a Flemish Renaissance Revival design, a type of architectural style inspired by buildings constructed in Belgium, the Netherlands, and Germany during the 1400-1600s.
- From the base of the street to the tip of the flagpole, Milwaukee City Hall is 393 feet tall – Milwaukee's 6th tallest building.
- Approximately eight million bricks were used to build City Hall.
- The entire building weights about 41,000 tons or 82 million pounds.
- Inside, there is approximately 47,000 square feet of mosaic and marble flooring.
- Milwaukee City Hall was one of the first buildings to have an open atrium. From inside the main lobby, you can look up and see all eight floors.







Milwaukee City Hall Fun Facts

The original base of City Hall was not concrete, brick, or steel, but wooden logs. A total of 2,584 white pine logs were used to build City Hall's foundation. They were driven into the marshy soil surrounding city hall. In 2018, some steel tubes were also added to the base to keep City Hall from sinking.

Several terra-cotta (a type of clay) and stone statues line the outside of City Hall and depict things like cherubs, serpents, lions, and other unique faces. When City Hall was renovated in 2006, each statue had to be carefully recreated using stones that were put in place when City Hall was first built.

The stained-glass windows in the entrance to City Hall were created in the 1930s. The windows depict things like City Hall, Milwaukee's city seal, and the Wisconsin state seal.

The Milwaukee Common Council Chamber, located on the 3rd floor, is the largest chamber of its kind in the entire United States.

The columns in the Common Council Chamber have Latin phrases on them. Each of the phrases and their translations are listed below:

- Veritas: truth
- Vox populi: the voice of the people
- Flat justitia: let justice be done
- Vox viadocet: let the voice show the way
- Pax vobiscum: peace be with you
- Pro patria: for our country
- Mens legis: the spirit of law

In 1973, Milwaukee City Hall was added to the National Register of Historic Places, and in 2005, was made a National Historic Landmark, a building officially recognized by the U.S. government for representing "an outstanding aspect of American history and culture."

Student Activity: Who is the Mayor?

Using the city website www.city.milwaukee.gov access the mayor's page along with local news sources to learn about the current mayor of Milwaukee.

Who is the current mayor?

_____

What year were they elected and for how long?

_____

_____

What issues did the mayor campaign on when they wanted people to vote for them?

_____

_____

_____

_____

_____

_____

What is the mayor currently addressing to improve the City of Milwaukee?

_____

_____

_____

_____

_____

_____

_____

_____

The Making of Milwaukee

Trouble in Town and Socialists at Work Framework

Learning Goals:

Students will learn about the socialist government leadership in the city of Milwaukee at the beginning and throughout the twenty-first century.

Objectives:

Students should be able to identify what the socialist leaders did to improve the City of Milwaukee.

Possible Discussion Questions:

- What is a socialist?
- What was happening in Milwaukee when David Rose was the mayor?
- What ideas did socialists bring to Milwaukee?
- What improvements did the socialists make?
- What is a “Sewer Socialist?”
- What do opponents of socialism dislike about their political ideas?
- What current political parties are most dominant in our city today?
- Do we still see evidence of the impacts of the Socialist era?

Additional Resources:

UWM Digital Collection: Milwaukee Socialism

MPL Socialist Collection

Vocabulary:

government	leader	legislative
county	election	ordinance
city	socialism	corrupt
council	mayor	voter
city hall	executive	socialist
suburb	judicial	

Trouble in Town and Socialists at Work

Overview:

Students will be able to identify what local government does.

Materials Needed:

The Making of Milwaukee student journals (digital or paper)
The Making of Milwaukee Video Sections
Chapter 10: Trouble in Town (8:49-14:40 min)
Chapter 11: Socialists at Work (10:55 min)

Learning Activities Overview:

- **Learning activities** in this section will help students develop knowledge of local government and the Socialist era in Milwaukee.
- **Learning activities** can be taught after or during the viewing the sections of video chapters 10 and 11.
- A **video notetaking guide** encourages students to write, draw, and record images during their viewing of the video. The teacher should strategically stop the video to allow students to write and discuss.
- The way in which the following learning activities are used with students is the teacher's choice. The goal is for students to discuss and think critically about Milwaukee's history.
- **My Milwaukee Journal.** Activates student thinking and background knowledge. It allows students to make connections to Milwaukee history while making connections to their own lives.
- **Meet a Milwaukeean**. Meta Berger, Socialist, Milwaukee School Board Member.
- **Milwaukee Socialists.** Students will be introduced to early Milwaukee politics and Socialism. There is a short reading passage introducing the concept of Socialism and a quote from the first Socialist mayor of Milwaukee to analyze the mayor's intentions.
- **What Did the Socialists Do?** There are a few large projects that greatly improved life for Milwaukee citizens highlighted in this activity. Students should analyze why these services were important at this time. Students should be reminded of the lessons about the dirty water in Lake Michigan and Milwaukee's rivers.



The Making of Milwaukee Video Notes
Chapter 10: Trouble in Town
Chapter 11: Socialists at Work

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



Student Journal: Socialists at Work

What are your favorite parts of Milwaukee?

Do you think government should keep neighborhoods safe or the people that live there?

What does Milwaukee need to be better?

Student Activity: Milwaukee Socialists

Between 1900 and 1910, Milwaukee was becoming known as a city that was very polluted and very corrupt. Corrupt means that our city government, the mayor, and city leaders were not doing good things for all the citizens. The city leaders at the time, including the Mayor David Rose, spent more time trying to figure out how to make money off the people of Milwaukee than doing good things for the city. In 1910, Milwaukee citizens were ready for a change in leadership. In the 1910 mayoral election, the citizens of Milwaukee with their vote, elected Emil Seidel, a socialist to lead the city. Socialism is a political belief that government should be run democratically for the good of all people and that the government should provide for the people. The Socialists had a plan to make Milwaukee better. Emil Seidel and the next two mayors of Milwaukee, Dan Hoan and Frank Zeidler, made many improvements to Milwaukee. They called it working for "The Greater Good." Milwaukee citizens showed how important it was to vote for positive change. The Socialists led our Milwaukee government for the next 50 years.



Read this quote from the memoir of Emil Seidel:

"Some eastern smarties called ours a Sewer Socialism. Yes, we wanted sewers in the workers' homes; but we wanted much more, oh – so very much more than sewers. We wanted our workers to have pure air; we wanted them to have sunshine; we wanted planned homes; we wanted living wages; we wanted recreation for young and old; we wanted vocational education; we wanted a chance for every human being to be strong and live a life of happiness. And we wanted everything that would give them that: playgrounds, parks, lakes, beaches, clean creeks and rivers, swimming and wading pools, social centers, reading rooms, clean fun, music, dance, song and joy for all. That was our Milwaukee Social Democrat movement."

Read the quote from Mayor Seidel on the previous page. What evidence can you find from the quote that would help you figure out what kind of Milwaukee a Social Democrat mayor would want?

Why is it so important for people to pay attention to what leaders in the government do?
Why is it important to vote?

What are the most important things a leader of a city can do?

The Making of Milwaukee

Student Activity: What Did the Socialists Do?

Socialist leadership changed Milwaukee for the better. After several years of corrupt government and scandal, Milwaukee was ready for a change. Look at the list below of changes initiated by the socialists in Milwaukee; some of them are still a part of Milwaukee today.

Fill out the rest of the chart with your thoughts.

Contribution to Milwaukee	Why do you think it's important?	Is it still a part of Milwaukee?
Milwaukee Park System		
Milwaukee Health Department		
Milwaukee Sewage Treatment Plant on Jones Island		



Meet a Milwaukeean: Meta Berger

Meta Schlichting Berger was born in Milwaukee in 1873 to German Immigrants. She received her teaching degree in 1894 from the State Normal School, which would eventually transform into the University of Wisconsin-Milwaukee. In 1897, Meta married Victor Berger. Victor Berger was the co-founder of the Socialist party and the first US Socialist Congressman. Meta was very supportive of her husband's politics and became interested in politics herself. She ran for the Milwaukee School Board in 1909 and won, eleven years before women had the right to vote. Meta was a champion for teachers and students. She encouraged building playgrounds, penny lunches, free textbooks, and nurses in schools. She was a school board member for 30 years. She was a member of the Wisconsin Board of Education, vice president of the Wisconsin Woman Suffrage Association, and on the Board of Regents for the University of Wisconsin. Meta was not afraid to speak her mind and stood up for what was right, even in a time when many women were not given that chance. She was a woman for the people.



What kind of qualities do you think Meta had to have as a leader with her husband?

_____

_____

_____

Do you think it was easy to be a woman leader in Milwaukee? How do you think people treated her?

_____

_____

_____

_____

Unit 4: Local Government
Engaging in Inquiry

Students can do a research project on one of Milwaukee's mayors.

Students can write a letter to their alderman and/or mayor to address issues near their home or school.

Write a story about what Milwaukee would look like today under different leadership than Socialists. Would we have parks, beaches, sidewalks?

Students can campaign to run for local office. They can identify the issues they would focus on.

Invite your local leader to your classroom or school and discuss local government with them.

Take a trip to City Hall.

Do a project on architecture of City Hall. What else happens at City Hall?

Take an inventory of all of the offices and people that work at City Hall.

Children's Literature Connections

Adler, D. (2015). *Golda Meir: A Strong, Determined Leader.* Puffin Books.
A biography of Golda emphasizing her early childhood and youth in Russia and America. J BIO MEIR, GOLDA (MPL)

Barton, C. (2018). *What do You do With a Voice Like That?* Beach Lane Books.
A picture book of lawyer, politician, and civil rights leader Barbara Jordan. 92 J8175B (MPL)

Brown, L. (2022). *Democracy for Dinosaurs.* Brown Books for Young Readers.
A simplified explanation of democracy and what it means to be a citizen. FIC BRO (MPL)

Eggers, D. (2018). *What Can a Citizen Do?* Chronicle Books.
Rhyming text explores citizenship, showing readers how unrelated actions can create community. 323.65 E295 (MPL)

Feroze, J. (2016). *How Cities Work.* Lonely Planet
From Waterworks to government this book details how a city works. 307.76 H234 (MPL)

Foster, J. (2020). *For Which We Stand: How Government Works and Why it Matters.* Scholastic.
A nonfiction explanation of how government works and how we can bring change in our communities. 320.472 F755 (MPL)

Fuentes, C. (2020). *A Small History of a Disagreement.* Greystone Kids.
This is a story of civil debate through a story of elementary aged children who are divided on an issue. PIC FUENTES (MPL)

Harris, K. (2019). *Superheroes are Everywhere.* Philomel Books.
Superheroes are citizens who improve their communities! 92 H31435A (MPL)

McNamara, M. (2020). *Vote For Our Future.* Random House Studios.
Students learn how to use their voice for change in their city. FIC MCN (MPL)

Mihaly, C. (2020). *Ask the Mayor.* Rourke Educational Media.
What does a mayor do for a city? 352.23216 M636 (MPL)

Children's Literature Connections

Murphy, F. (2024). *A Voice Like Yours.* Sleeping Bear Press
Students learn that using their voice and opinions will help change the world. FIC MUR (MPL)

Paul, C. (2018). *You are Mighty: A Guide to Changing the World.* Bloomsbury Books.
Good Citizenship means standing up for what is right and this book tells you how to start. 206 P324 (MPL)

Roosevelt, E. (2018). *When You Grow Up to Vote: How Our Government Works for You.* Roaring Book Press.
Originally published in 1932 this updated version brings a contemporary view of community improvement. 324.6 R782 (MPL)

Sanders, R. (2020). *Mayor Pete: The Story of Pete Buttigieg*. Henry Holt Books for Young Readers.
A picture book biography of Pete Buttigieg, mayor of South Bend, Indiana. 92 B9887S (MPL)

Shulman, M. (2020). *I Voted: Making a Choice Makes a Difference.* Holiday House.
This book explains the concept of choosing, individually, and as a group, from making a simple choice and then comparing that concept to a larger choice like representation in government. 324.6 S562 (MPL)

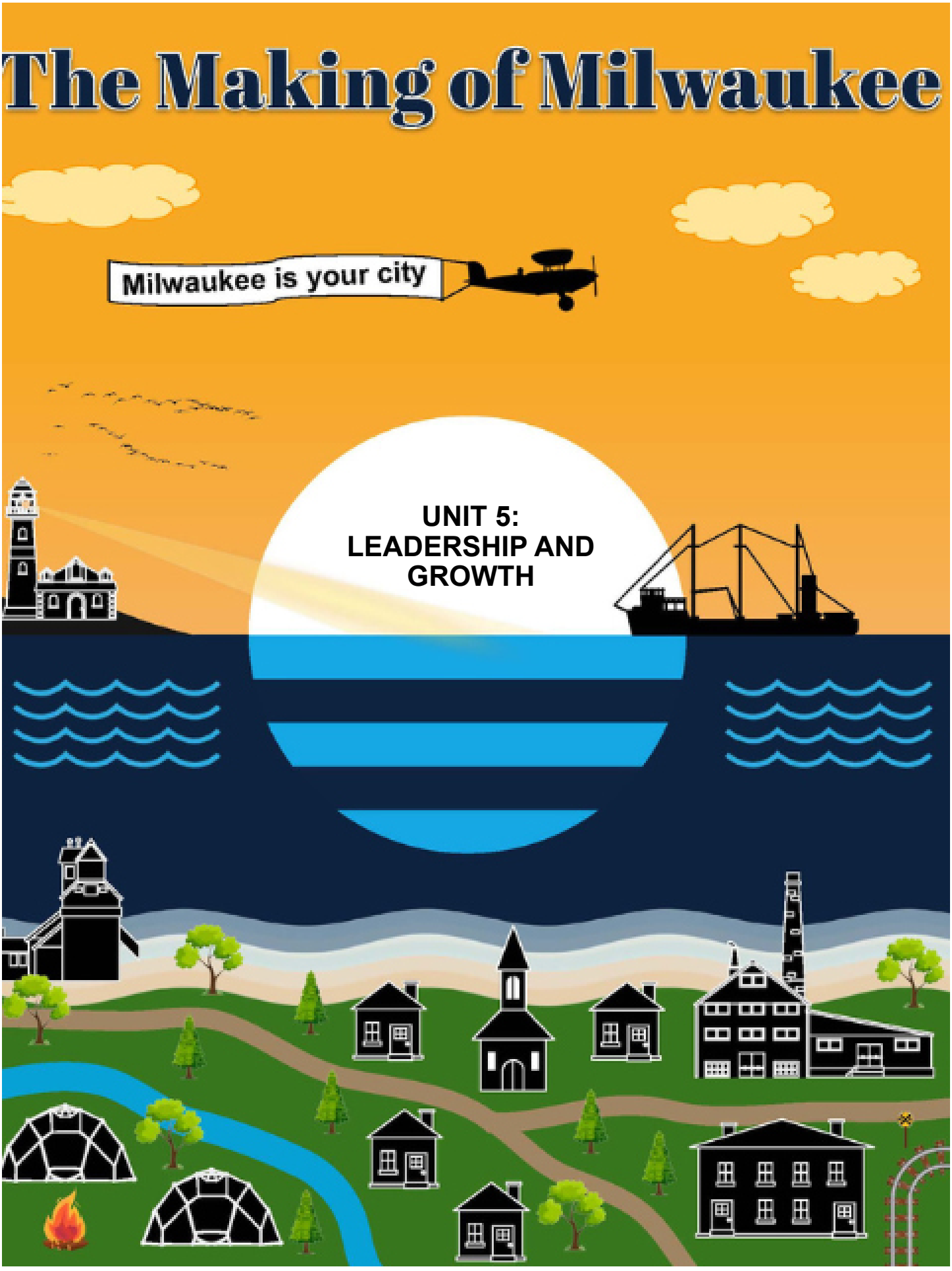
Sotomayor, S. (2022). *Just Help! How to Build a Better World.* Philomel Books.
A fun and meaningful story of improving the community and being good citizens. PIC SOTOMAY (MPL)

Stevens, M. (2016). *The Family Letters of Victor and Meta Berger, 1894-1929.* Wisconsin Historical Society Press.
Stevens has chosen a representative sample of the correspondence between America's first elected Socialist congressman and his wife, a longtime member of the Milwaukee public school board. The letters chronicle Berger's rise in the Socialist Movement, his view of other party leaders and luminaries, and his private doubts and second thoughts about the path he had. 92 B496f (MPL)

Weatherford, C (2006). *Dear Mr. Rosenwald.* Scholastic Press.
The decision of a town to build rural school for community children. INT WEA (MPL)

Woodard, B. (2022). *One Crayon at a Time.* Scholastic Press.
A student can make a decision that will change the world for others. FIC WOO (MPL)

The Making of Milwaukee



UNIT 5: LEADERSHIP AND GROWTH

The Making of Milwaukee Table of Contents – Unit 5

Unit 5: Leadership and Growth; Video Chapters 9 & 15

Video Chapters 9 & 15: Growing Metropolis

Growing Metropolis Educator Pages ..... Page 3

Growing Metropolis Student Activities ..... Page 6

The Making of Milwaukee Curriculum ©2026

Images are used for educational purposes. Credits and rights information are provided where available. Copyright remains with the respective rights holders where applicable.

The Making of Milwaukee

Unit 5: Leadership and Growth

Video Chapter 9: Greater Milwaukee (14:08 min)

Video Chapter 15: Growing Metropolis (7:56 - 11:48 min)

Essential Questions:

- What is a county?
- What is a suburb?
- How does Milwaukee County government work?
- How does the county affect my life?
- What is the history of Milwaukee County?
- How did the growth of cities in Milwaukee County affect the City of Milwaukee?
- How can I voice my opinion to improve my city and county?

Video Chapter Overview:

Video chapters 9 and 15 introduce students to the concept of county government and what Milwaukee County represents. Industries in Milwaukee grew rapidly and the population soared. This success led to growth in many areas. Numerous buildings were constructed: public use buildings, and buildings for government, art, culture, entertainment, and work. Many buildings built during the early 1900s still exist today. A lot of exciting things happened in greater Milwaukee and the growth benefitted citizens. Suburban growth also occurred as people, for many different reasons, began to live outside of the city.

Standards:

SS.BH1: Students will examine individual cognition, perception, behavior, and identity.
SS.BH2: Students will investigate and interpret interactions between individuals and groups.
SS.BH3: Students will assess the role that human behavior and cultures play in the development of social endeavors.
SSGeog1: Students will use geographic tools and ways of thinking to analyze the world.
SS.Geog2: Students will analyze human movement and population patterns.
SS.Hist1: Students will use historical evidence for determining cause and effect.
SS.Hist2: Students will analyze, recognize, and evaluate patterns of continuity and change over time, and contextualization of historical events.
SS.Hist3: Students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
SS.Hist4: Students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view.

The Making of Milwaukee

Growing Metropolis Framework

Learning Goals:

Students will learn what a county is and how Milwaukee County affected Milwaukee's growth.

Objectives:

Students will research the history of a city in Milwaukee County and determine what the differences are in county and city responsibilities.

Possible Discussion Questions:

- What is a county?
- Why are there cities other than Milwaukee?
- What is the history of Milwaukee County?
- What does a county government do?
- Why do we say a county government is an invisible government?
- Who represents us in Milwaukee County?
- Why do we have parks throughout the county and the city?
- How do the parks contribute to the county and the city?

Additional Resources:

Milwaukee County Website
County Landmark
Suburbanization
Oak Creek Law

Vocabulary:

government	leader	legislative
county	election	ordinance
city	per capita	corrupt
council	population	voter
executive	court	municipality
suburb	judicial	neighborhoods

Growing Metropolis Activities Overview

Overview:

Milwaukee's history is not bound to the city limits or boundary lines. However, Milwaukee's city limit boundaries became bound by additional cities developing in Milwaukee County. Many people moved out of the city for various reasons.

Materials Needed:

The Making of Milwaukee student journals (digital or paper)
The Making of Milwaukee Video Chapter 9, Greater Milwaukee (14:08 min.)
The Making of Milwaukee Video Chapter 15, Growing Metropolis (7:56–11:48 min.)

Learning Activities Overview:

The activities in this section will help students develop knowledge about what comprises a county, the services a county provides, and the differences between a city and a county.

- **Learning activities** can be taught during or after Video Chapters 9 and 15.
- **A video notetaking guide** encourages students to write, draw, and record images during their viewing of the video. The teacher should strategically stop the video to allow students to write and discuss.
- **My Milwaukee Journal** activates student thinking and background knowledge. It allows students to make connections to Milwaukee history while making personal connections.
- **Meet a Milwaukeean:** Charles B. Whitnall.

Activities in this section:
The ways in which the following learning activities are implemented is the teacher's choice. The goal is for students to discuss and think critically about Milwaukee's history and Milwaukee's governmental structures.

- *What is a county?* Students look at Milwaukee County's growth. The county is often considered an invisible government. Many important services are offered through the county despite the many differences and needs across Milwaukee County. This introduction looks at cities of Milwaukee County and helps define what a county is. Students go to the county website to find answers for the questions about Milwaukee County.
- *Milwaukee County Cities.* Students investigate a Milwaukee County city, other than Milwaukee. Each city's history can be connected back to Milwaukee's development. Each city has a reason for its growth and contributed to the "iron ring" that prevented Milwaukee from growing.
- *City vs. County.* What are the jobs of city government compared to the jobs of the county government? Students should see that county duties affect all cities in the county and are less specific to residents in the county.
- *The Importance of Parks.* Parks play a big role in city and county development and the history of Milwaukee. Students consider current data from the Trust for Public Land to analyze how our parks fare now. There was a document created for use with students but if you would like to go beyond the graph and look at individual data, www.tpl.org offers the most updated park data.



The Making of Milwaukee Video Notes
Chapter 9: Greater Milwaukee
Chapter 15: The Exploding Metropolis

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



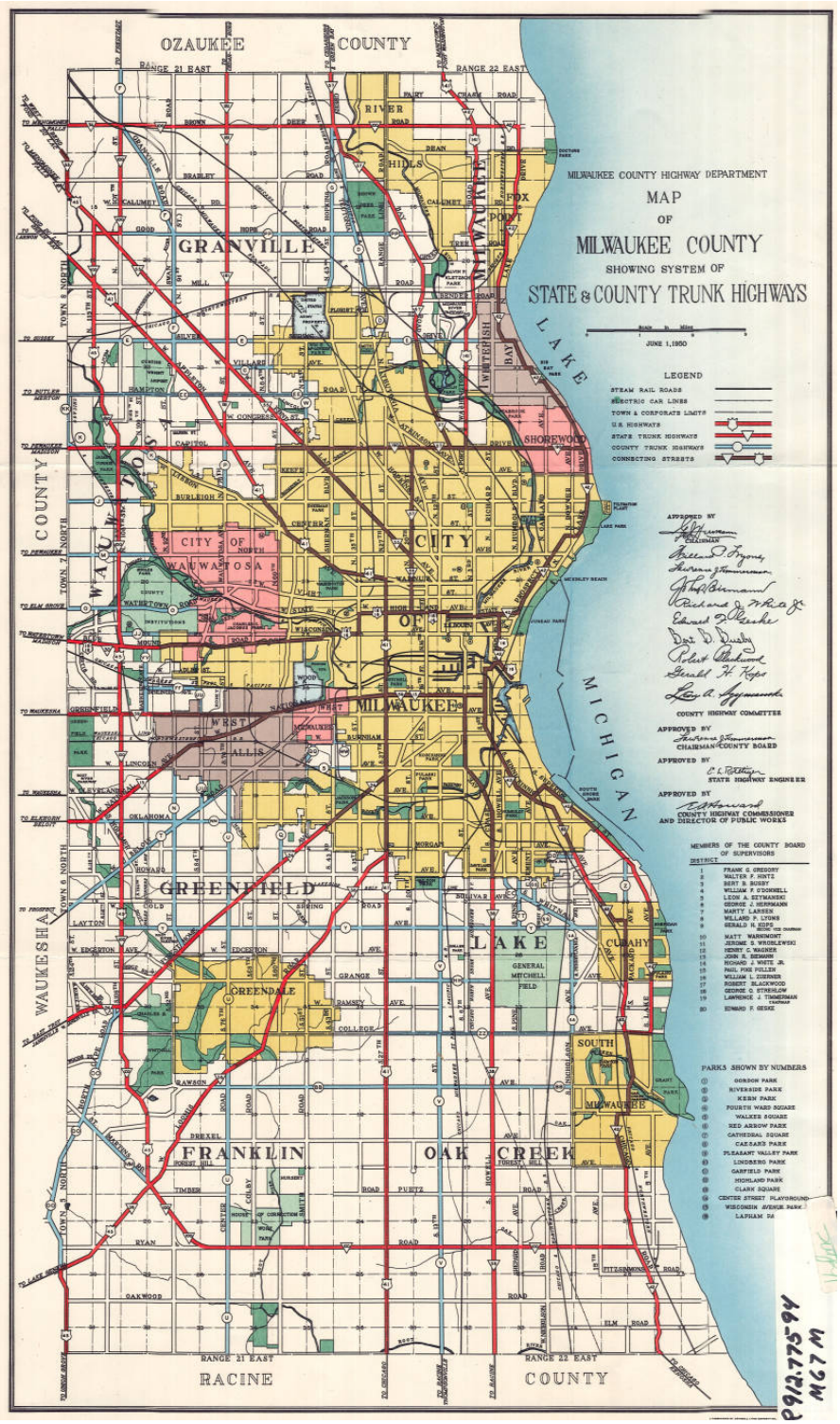
My Milwaukee Journal: Growing Metropolis

A landmark is usually something large like a building, monument, statue, or natural feature in a particular location that is used to identify the place or memorialize something important. When you think of your Milwaukee, what landmarks do you think of? Is there a building, a symbol, a sign, or something else that you can identify as an important location in Milwaukee? Why do you think of this landmark?

Have you ever visited a different city? What did you like about that city? Why were you there? What do you remember about it? Do you remember any of the city landmarks? Which ones and why?

The Making of Milwaukee

What is a County?



The City of Milwaukee is a part of Milwaukee County and has the largest population in the state of Wisconsin. Milwaukee County was was established in 1834. This was before Milwaukee was a city and before Wisconsin was a state. There are 19 cities in Milwaukee County. A county is a regional government that provides services to all the citizens in that county. Milwaukee County is expected to carry out and enforce the laws of the state, prosecute state criminal laws, maintain judicial court records, manage state elections, and maintain records, such as: birth and death certificates, marriage licenses, and property deeds. Milwaukee County collects property taxes, constructs and maintains county highways, decides how land is used, and maintains parks and recreational facilities.

The Making of Milwaukee

The Suburbs

Using the city map on the prior page, look at the map of the suburban cities around the city of Milwaukee and answer the questions.

How many suburbs are there around the City of Milwaukee?

_____

What are the city names?

_____

_____

_____

Which suburbs border Lake Michigan?

_____

_____

_____

_____

Which suburbs are land locked?

_____

_____

_____

_____

_____

Which suburbs don't border the City of Milwaukee?

_____

_____

_____

_____

City Government vs. County Government

A county is a specific region of a state. A county may be broken down into several cities. Milwaukee County is divided into 19 different cities. Milwaukee County as a government is different from the City of Milwaukee. The county government governs the entire county and all the major things that the county shares. Certain taxes are collected for county government from all the people that live in the county. The people that live in a county will have access to all of the resources in that county. Look at the chart below to see some of the differences between the city and county governments.

City Government	County Government
• Run by an elected mayor and the elected city council. • City governments have their own police forces and fire departments. • Cities have their own school systems. • Takes care of garbage collection. • Takes care of city streets. • Has local city libraries. • Takes care of drinking water and waste.	• Run by an elected county executive and elected county supervisors. • The county sheriff maintains all of the county highways, county jails, the courthouses, and large events. • The county maintains the county parks in all the cities. • Maintains all court records. • Takes care of the airport. • Runs the Milwaukee County Zoo. • Collects taxes and issues licenses and certificates.

City of Milwaukee vs. County of Milwaukee

Using the county website www.county.milwaukee.gov find the following information for where you live or where your school is located.

The leader of a county is called the County Executive. The current County Executive is:

_____

The County Supervisor and district number that represents where I live is:

_____

What committee is your County Supervisor on?

_____

What are the seven county departments?

_____

_____

_____

_____

Choose one of the 10 standing committees on the Board of Supervisor's page.
Committee:

_____

Find the last meeting they had. You may have to go back a month and record some things that were discussed at the meeting.

_____

_____

_____

What is the vision for Milwaukee County?

_____

_____

_____

The Making of Milwaukee

Cities of Milwaukee County

In the mid-1800s, when Juneautown, Kilbourntown, and Walker's Point were battling for control of the city that would become Milwaukee, and after taking the land from Native Peoples, other people arrived in the county. New arrivals from Europe and people from the East Coast established cities, townships, and small governments on their own as early as 1840. Some cities were formed around industry, the availability of farmland, or similar ethnic groups. Some cities became residential, recreational, and vacation spots for wealthy Milwaukee residents. One was established as a Greenbelt community in response to the Great Depression.

These small towns formed their own smaller governments, school districts, policies, and rules. They wanted to govern themselves away from the messy politics and problems of Milwaukee. Statutes in Wisconsin's government prevented these cities from leaving the city, but in 1955, the State of Wisconsin passed the Oak Creek Law making it easier for a city to decide if it wanted to govern itself. Once the law was passed, several cities passed a referendum to leave the City of Milwaukee. This departure created the "Iron Ring" of suburbs around the City of Milwaukee, preventing the city from growing any further.

Bayside	Greenfield	St. Francis
Brown Deer	Hales Corners	Wauwatosa
Cudahy	Milwaukee	West Allis
Fox Point	Oak Creek	West Milwaukee
Franklin	River Hills	Whitefish Bay
Glendale	Shorewood	
Greendale	South Milwaukee	

City History

Using city websites, city historical society websites, and the Milwaukee County Historical Society website, research the history of one of the cities in Milwaukee County.

City:_____

What year does the city claim to have been started?

_____

Who started that city and why were people there?

_____

_____

_____

_____

_____

_____

Interesting “firsts” for this city.

_____

_____

_____

_____

_____

_____

_____

_____

Interesting landmarks/buildings.

_____

_____

_____

_____

_____

_____

City of Milwaukee vs. Milwaukee County

Look at the duties below. Determine if the answers are duties of the City of Milwaukee or Milwaukee County. You can use your notes or websites to help you.

1. Operating the Milwaukee Mitchell International Airport.

2. Pick up of residential garbage.

3. Running municipal courts and the courthouse.

4. Maintaining and supervising the freeway system.

5. Putting out fires and operating the firehouse.

6. Operating public schools.

The Importance of Parks

In the 1800s, industrial growth also meant city growth. More people moved into city centers to be closer to the industry where they worked and to find inexpensive housing. As we have learned in Milwaukee, as cities grew, so did overcrowding, disease, pollution, and poverty. The idea of parks for all people in an urban community provided a way for people to enjoy fresh air, exercise, and the pleasures of the natural world. In 1923, Charles Whitnall released a plan for Milwaukee parks and parkways. One hundred years later, Milwaukee County Parks still ranks high in the United States. Using information from the Trust for Public Land, analyze the park data from three Midwest cities.



	Milwaukee	Columbus, OH	Chicago, IL	Detroit, MI	St Paul, MN
Number of Parks	252	554	1,249	378	274
Percentage of residents that live within a 10-minute walk of a park	91%	71%	98%	83%	99%
Percentage of land used for parks and recreation Points for features in a park	10% Basketball hoops 100/100 Playgrounds 84/100 Bathrooms 76/100	8% Basketball hoops 81/100 Playgrounds 37/100 Bathrooms 31/100	10% Basketball hoops 52/100 Playgrounds 56/100 Bathrooms 39/100	6% Basketball hoops 72/100 Playgrounds 83/100 Bathrooms 14/100	15% Basketball hoops 100/100 Playgrounds 65/100 Bathrooms 100/100
Money Invested in the park per capita (in relation to the population)	$142	$98	$178	$77	$246
Equity	Residents in neighborhoods of color have a access to 45% less park space per person than the city average and 68% less than those in white neighborhoods	Residents in neighborhoods of color have access to 5% more park space than the city average and 15% more than those in white neighborhoods.	Residents in neighborhoods of color have access to 21% more park space than the city average and 12% more than those in white neighborhoods.	Residents in neighborhoods of color have access to 26% less park space per person than the city average and 38% in white neighborhoods.	Residents in neighborhoods of color have access to 33% less park space per person than the city average and 32% in white neighborhoods

Use the chart on the previous page to answer the questions below. If you would like to go beyond the questions or cities in the chart, or to see if the information has changed, go to the website for Trust for Public Land, to analyze additional data.

The data from this chart was taken from the list of the 100 largest cities in the United States. Using numbers 1-5, (1 is the highest) rank these cities based on the data provided. Why did you rank them in that order?

What data on this chart would give a city a lower park score? Why?

What do you need to take into consideration when looking at this data? Do you have any questions? Do you think this data has changed over time? Will it continue to change?

The Making of Milwaukee

Milwaukee Park System

Leaders of Milwaukee have realized the importance of parks since before Milwaukee was a city. Even before settlers arrived for 13,000 years Indigenous Peoples have been using the land in many ways. Solomon Juneau was one of the first Milwaukee leaders to save space for citizens to enjoy. German immigrants brought their traditions of beer gardens to Milwaukee. In the 1880s and 1890s, the city of Milwaukee formed the first Parks Commission to place rules on parks and make sure they stayed clean. The socialist leaders of Milwaukee set up many parks because they believed fresh air was important for keeping people healthy and fit. Over 100 years Milwaukee Park System has grown and changed to meet the needs of a growing and changing city.

Do you use parks in Milwaukee? What do you like to do at the park?

_____

_____

_____

_____

_____

_____

Do you think parks should have rules? Why or why not?

_____

_____

_____

_____

_____

_____

Is it important for the city and the county to spend money on the park system? Why or why not?

_____

_____

_____

_____

What is a Good Park?

Go to the Milwaukee County Parks Website and click on the Explore for a list of the 154 parks and parkways in Milwaukee County. Choose one of these parks from the list and analyze the map. Then answer the questions about that park.

What is the name of the park?

_____

What is the address of the park? _____

Is the park in the City of Milwaukee? _____

What kind of activities can you do in this park?

_____

_____

_____

_____

_____

_____

_____

Would you like to change anything about this park? What would you change?

_____

_____

_____

_____

_____

_____

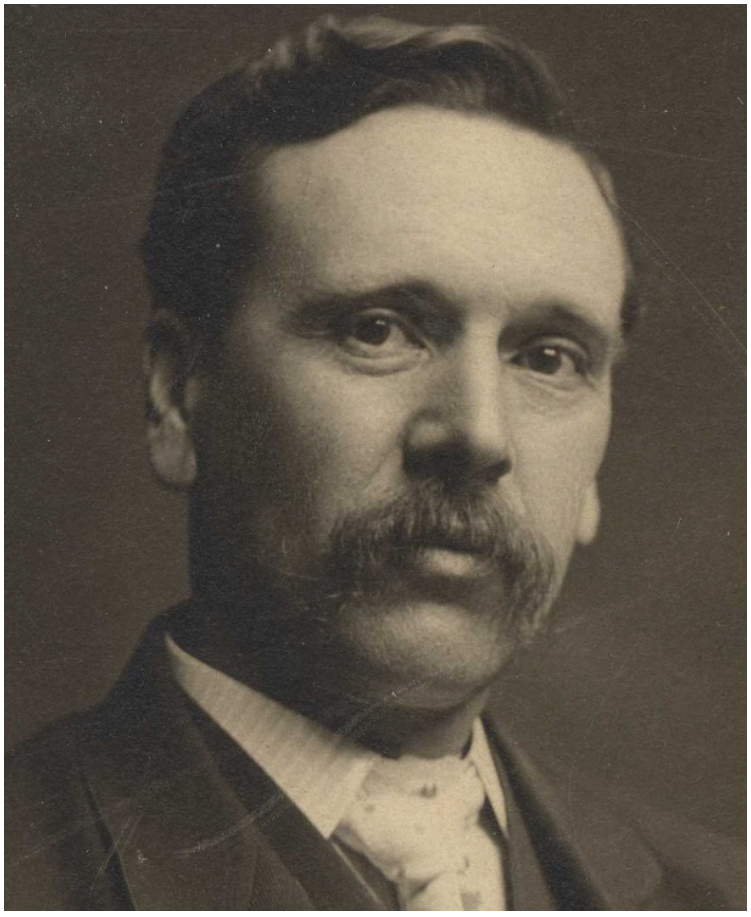
_____

_____



Meet a Milwaukeean: Charles B. Whitnall

The next time you are in a Milwaukee County park you can thank Charles B. Whitnall. Charles Whitnall was ahead of the times when it came to planning amazing green spaces for people. He dreamed for people to be in places where they could get away from the city and enjoy flowers and trees, lakes, and streams. As the Secretary of the County Parks Commission, Whitnall didn't just plan public recreation, he was a steward for the environment and protecting the Earth. He was able to protect wetlands, control flooding, and restore waterways. He also recognized the importance of automobiles and included miles of roads near the parks that people could use to take leisurely drives. He knew plants well and was trained by his family in their successful floral business. He is considered the father of the Milwaukee County Park System. One of the largest parks in the system was named for Charles Whitnall.



In what ways are the County Parks important to Milwaukee County?

_____

_____

_____

How was Charles B. Whitnall a steward for the environment and the Earth?

_____

_____

_____

_____

Unit 5: Leadership and Growth
Engaging in Inquiry

Choose one county park in Milwaukee County and share all of things you can do in that park using a Google slide show or another presentation.

Create and design a park in the city.

Choose a park from another city and compare what is available in that park compared to a Milwaukee County park.

Choose one county park in Milwaukee County and do a research project on it.

Who is currently in charge of the Milwaukee County parks and what do they do for their job?

Research the wildlife you can find in a Milwaukee County park.

What kinds of rules do parks have? Share and explain why parks have rules.

Build a timeline of the history of Milwaukee County parks.

Children's Literature Connections

Albano, Laurie Muench. (2007). *Milwaukee County Parks*. Images of America
A book comprising of historic photos of Milwaukee County Parks. (MPL 977.594 A326)

Farell, Alison. (2019). *The Hike.* Chronicle Books
A picture book about children going for a hike. (MPL PIC FAR)

Kalizewski, Katherine. (2013). *Socialism and City Planning: The Work of Charles Whitnall in Early Twentieth Century Milwaukee.* Cornell University Press.
An adult read about the work of Charles Whitnall (MPL 333.77 K1455)

Mortimer, Nanci J. (2017). *Electric Angel*. Wooden Press.
A young girl and her family go to a park in Chicago to listen to an orchestra play there. (MPL PIC MOR)

Partridge, Elizabeth. (2022). *Parks for the People – How Frederick Law Olmsted Designed America.* Viking.
Frederick wanted to make America a healthy and happy place and decided to design parks. (MPL 92 O496P)

Weber, Joe. (2024). *The Parks Belong to the People : The Geography of the National Park System.* University of Georgia Press.
A photographic view of the United States Park System and what the citizens have. (MPL 363.68 W374)

Wishinsky, Frieda. (1999). *The Man Who Made Parks.* Tundra Books.
A picture book of park designer Frederick Law Olmsted. (MPL 927.173)

The Making of Milwaukee



UNIT 6: CHALLENGES IN THE CITY

The Making of Milwaukee Table of Contents – Unit 6

Unit 6: Challenges in the City; Video Chapter 16

Video Chapter 16: City Under Siege

City Under Siege Educator Pages ..... Page 3
City Under Siege Student Activities ..... Page 7
Unit 6: Engaging in Inquiry ..... Page 22
Unit 6: Children's Literature Connections ..... Page 23

The Making of Milwaukee Curriculum ©2026

Images are used for educational purposes. Credits and rights information are provided where available. Copyright remains with the respective rights holders where applicable.

The Making of Milwaukee

Unit 6: Challenges in the City

Video Chapter 16: City Under Siege

Essential Questions:

- What is racism?
- What challenges faced the African American community in Milwaukee?
- What is white flight?
- How did redlining in Milwaukee contribute to the challenges African American communities faced?
- What were the major events of the civil rights protests in Milwaukee?

Video Chapter Overview:

There was substantial change in Milwaukee during the 1960s. City and county government saw new leadership and many projects developed in both. Examples of those projects were: the Milwaukee County Zoo, the Milwaukee Public Museum, the Performing Arts Center, the Milwaukee Public Library, the Mitchell Domes, and the Marquette Interchange. Streetcars were removed in 1958 as cars became a more attainable mode of transportation. Population growth of African Americans also occurred. Older European ethnic groups were resistant to the change in the city. Many neighborhood demographics changed very quickly. Poverty and prejudice were a problem for African Americans. Even so, they were a rich community and had many rising stars. The Civil Rights Movement affected Milwaukee and school desegregation.

Standards:

SS.BH1: Students will examine individual cognition, perception, behavior, and identity.
SS.BH2: Students will investigate and interpret interactions between individuals and groups.
SS.BH3: Students will assess the role that human behavior and cultures play in the development of social endeavors.
SSGeog1: Students will use geographic tools and ways of thinking to analyze the world.
SS.Geog2: Students will analyze human movement and population patterns.
SS.Hist1: Students will use historical evidence for determining cause and effect.
SS.Hist2: Students will analyze, recognize, and evaluate patterns of continuity and change over time, and contextualization of historical events.
SS.Hist3: Students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
SS.Hist4: Students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view.
SS.Econ1: Students will use economic reasoning to understand issues.
SS.Econ2: Students will analyze how decisions are made and interactions occur among individuals, households, and firms or businesses.

The Making of Milwaukee

City Under Siege Framework

Learning Goals:

Students will be introduced to the growth of Milwaukee's suburbs and some of the racial issues that made life difficult for many African Americans in the mid-twentieth century.

Objectives:

Students will draw conclusions about which factors made life most challenging for Milwaukee's African American population.

Possible Discussion Questions:

- How did racism influence the segregation of Milwaukee neighborhoods?
- How was education affected by de facto segregation?
- How were African Americans restricted by redlining?
- Who were leaders in the African American community?

Additional Resources:

Civil Rights in Milwaukee
March on Milwaukee Digital Library
Recollection Wisconsin
The Nonviolence Project UW Madison
Milwaukee Historic Photo Collection

Vocabulary:

racism	prejudice
ethnicity	discrimination
redlining	migration
de facto segregation	segregation
council	suburb
urban	city limits

City Under Siege Activities Overview

Overview:

Milwaukee's history is not bound to its city limit, but Milwaukee's city limit was bound by the development of other cities around Milwaukee County. People moved out of the city for specific reasons.

Materials Needed:

The Making of Milwaukee student journals (digital or paper)
The Making of Milwaukee Video Chapter 16
Redlining in Wisconsin Video
Urban Renewal for Black Residents
PBS Biographies

Learning Activities Overview:

Many activities in this section will help students develop knowledge of the U.S. Civil Rights Movement and the ways it affected Milwaukee.

- **Learning activities** can be taught after or while viewing the sections of Video Chapter 16.
- **A video notetaking guide** encourages students to write, draw, and record images during their viewing of the video. The teacher should strategically stop the video to allow students to write and discuss.
- **My Milwaukee Journal** activates student thinking and background knowledge. It allows students to make connections to Milwaukee history while making connections to their own lives.
- **Meet an Influential Milwaukeean:** Vel Phillips.

The ways these learning activities are implemented is the teacher's choice. The goal is for student to discuss and think critically about the Great Migration and the Civil Rights Movement and their effects on the city and people of Milwaukee.

- *Great Migration Milwaukee*. After watching *The Making of Milwaukee* Video Chapter 16, students should be able to look for effects of the rise in Milwaukee's African American population.
- *White Flight.* This reading introduces students to racial inequity in city housing and Milwaukee's segregation issues. The term redlining is introduced, and students should understand the deep-seated racism that influenced major racial issues in Milwaukee's history.
- *De Facto Segregation*. Students should consider the cause and effect of racial practices in Milwaukee. Students read about and characterize the institutional racism that plagued Milwaukee schools and analyze a primary source document from Lloyd Barbee's group, MUSIC.
- *Milwaukee Civil Rights*. This short reading introduces students to Milwaukee's civil rights movement in the 1960s. There are many books in the library about protesting and people's rights. You can make a current argument for the power of protest. This video can be used with this reading of Vel Phillips speaking at the Common Council Meeting. The footage is Alderman Robert Dwyer considers protest marches a threat to the city. Vel Phillips begins speaking at 2:36 about the marches planned for fair housing. And at 3:25 she tells the Common Council, the city will not simmer down. Father Groppi speaks at 16:10. At 21:58, the video picks up again with Vel Phillips speaking to the Common Council. Vel Phillips is the only woman and the only African American on the Common Council.

City Under Siege Activities Overview

(continued from prior page)

This database from UWM has an excellent collection of Civil Rights documents to use for inquiry

- *Civil Rights Milwaukee Image Analysis.* This activity includes four different images for students to analyze. You can have them analyze them all or divide them among the class. You can add images from the UWM Civil Rights site above, if you choose.
  - Father Groppi in a police van after he was arrested for marching in front of St. Boniface Catholic Church in 1967.
  - Father Groppi and Vel Phillips stand on a school bus during one of the 200 nights of marches in 1967 for civil rights.
  - CORE members marching for equal housing with suburb names on their signs. This indicates that they are unable to move to these places because of the unfair racial practices and redlining.
  - NAACP Youth Council in a stand-off with police during the 200 nights of marches in 1967.

Teacher Notes:



The Making of Milwaukee Video Notes
Chapter 16: City Under Siege

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



My Milwaukee Journal: Racism in the City

Racism occurs when people are treated unfairly because of the color of their skin or ethnicity. It is a kind of discrimination and causes great harm to people. Look up the term, racism, in a dictionary and write its definition here:

Have you ever read about, learned about, seen, or experienced racism in any form? What happened?

Why is it so important that we celebrate our differences, especially in Milwaukee?

The Great Migration: Milwaukee

Think about the cause and effect of situations regarding the Great Migration of African Americans to Milwaukee during the twentieth century. The first column will refer to the cause and the second column, the effects. Name some of the effects.

Throughout the 1920s and 1930s, there was a small but strong community of African Americans in Milwaukee.	
Milwaukee had many jobs available after WWII. African Americans in the South needed jobs and were ready to leave the South behind.	
Deep-seated racism caused employers to discriminate based on pay, which meant that Black workers were paid less than White workers.	
Racist ideas, prejudice, discrimination, and poverty occurred in Milwaukee like other U.S. cities.	

White Flight

Many people moved from the City of Milwaukee because they wanted more land, bigger houses, and to get away from the problems of city life. The smaller suburban cities offered lower property taxes, smaller governments, and safety away from city crime.

The suburban sprawl was not a good thing for the City of Milwaukee. High volumes of White Milwaukee residents left the city for the suburbs, creating large pockets of segregation. People abandoned or sold their Milwaukee properties, and this reduced the tax base for the city. Many businesses also left Milwaukee to expand outside of the city. It is common that when there are no jobs and high levels of poverty, high levels of crime can occur.

Why did mostly White people leave the city? Life was difficult for African Americans in Milwaukee. African Americans in Milwaukee faced a lot of racism during the twentieth century. They were often paid less for jobs and restricted to living in Milwaukee because of redlining. Redlining was a discriminatory act that prevented minorities from receiving loans and equal housing opportunities. As citizens, they were paid less and forced to rent cheaper, run-down housing. This kind of racism forced people into poverty and made it difficult for the Black Milwaukee population to prosper.

What is redlining and why is it a form of discrimination?

_____

_____

_____

_____

_____

_____

_____

When African American citizens are treated differently than White citizens, what kind of effect does that have on the African American community?

_____

_____

_____

_____

_____

De Facto Segregation

Milwaukee became a very segregated city by the 1960s. Many White Milwaukee citizens moved out of the city to live in Milwaukee suburbs. Because of discrimination, African American citizens found it hard to get loans or buy houses. Many African Americans moved into houses in the central city neighborhoods. As we have seen with other ethnic groups, African Americans wanted to be close to people that were similar to them. They had created a vibrant community but were forced to live in older, run-down neighborhoods because of their inability to move and lower wages.

Another problem started to emerge during the 1960s. The Milwaukee School Board had a policy that said children were required to attend their neighborhood schools. As a result, African American children were restricted to their central city neighborhoods and attended schools where 100% of the population was Black. These schools were also older and did not have the same amenities as newer schools being built for White students in the suburban areas. This kind of segregation is called de facto segregation. This kind of segregation does not happen due to specific laws, but by facts or circumstances.

A very smart man named Lloyd Barbee decided that things needed to change. Lloyd Barbee was a Black attorney and a Wisconsin lawmaker. He worked hard to fight for civil rights in Milwaukee. He was a member of the NAACP. Lloyd Barbee organized a group of people in Milwaukee that fought against de facto segregation. This group was called Milwaukee United School Integration Committee or MUSIC. This group led protests and boycotts of Milwaukee Public Schools. Lloyd Barbee filed a federal lawsuit against the Milwaukee Public School Board. He won the case in 1976 and worked in Milwaukee to enact a viable plan to desegregate the school system.

How was the school “de facto segregation” in Milwaukee different than what happened in Southern states?

_____

_____

_____

_____

What problems are associated with Black Milwaukee students being forced to attend their neighborhood schools?

_____

_____

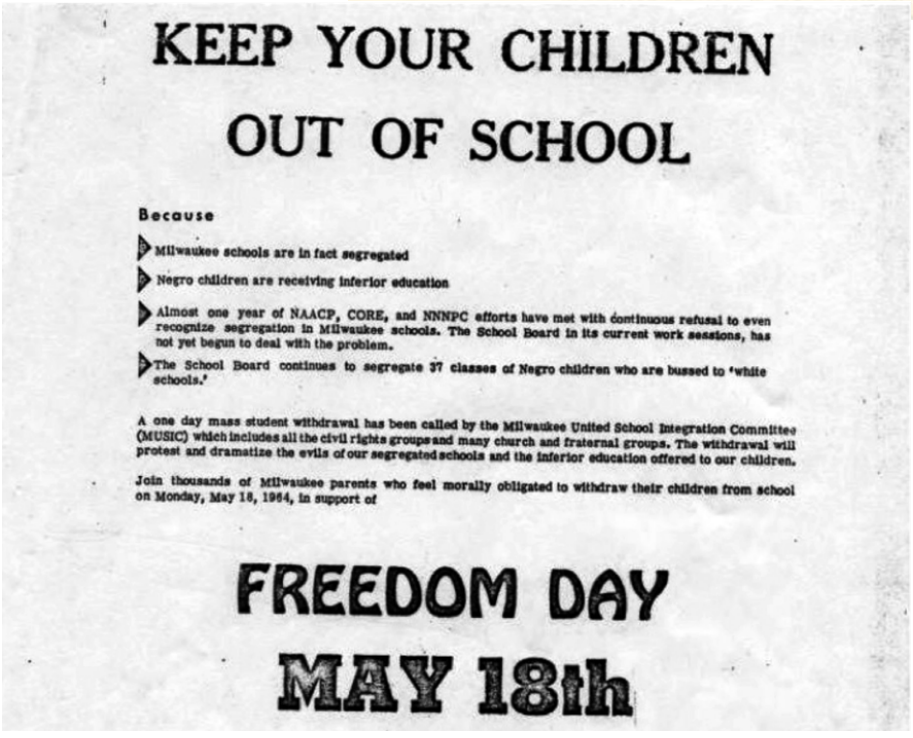
_____

_____

MUSIC

Take a look at these informational posters from Milwaukee's Freedom School boycotts. Discuss the messages that are shared, and the adjectives used. These are primary source documents.





Why Hurt Me More?



Robert asks:

Why make me go to inferior schools where I will be

- ***bussed and segregated?**
- ***graduated from the 12th grade with a 10th grade education?**
- ***refused the right to take courses to prepare me for college?**
- ***deprived of the right to learn about my heritage?**
- ***made to feel I'm not as good as other children?**

Will You Help Me?

BOYCOTT Public Schools beginning October 18

Make the school board believe in me
Make them give me an equal chance, too, please

Hundreds of Milwaukeans are working to set up Freedom Schools for Robert and all other children and to spread the word to concerned parents.

Beginning on October 18, these students will have the chance to learn Negro history, the meaning of freedom and democracy, their right to believe in themselves, the worth and meaning of good education.

Will you join in this effort to show the city that we care about our children? TO JOIN THIS FIGHT for our children's future, call 374-6720 or visit the Boycott Information Center, Milwaukee STAR office, 2334 N. 3rd Street, Monday through Saturday, 10 a.m. to 9 p.m.

--Milwaukee United School Integration Committee, 2944 N. 9th St., 374-6720 --

MUSIC

What are the problems addressed in the posters?

What is the goal of the posters?

What kind of action does the poster promote? Why do you think they suggest that kind of action?

Milwaukee Civil Rights

African Americans in Milwaukee were confined to one neighborhood. As a function of de facto segregation there were practices in place that prevented African American families from moving out of the inner core of Milwaukee. The inner core was not supported by the city like other White neighborhoods were. There were few jobs, buildings were run down, there wasn't enough housing for the population growth, and Milwaukee leaders were unresponsive to the problems. African Americans were denied loans from banks. They were denied from signing leases in other neighborhoods because they were Black. Banks did not offer African American citizens mortgages to buy houses.

There were leaders in Milwaukee who fought hard for African Americans. Common Council member Vel Phillips wanted the Common Council of Milwaukee to pass fair housing laws that would protect African Americans from discrimination and racism. Father Groppi of St. Boniface Church joined forces with Vel Phillips and Lloyd Barbee to be the advisor to the Milwaukee NAACP (National Association for the Advancement of Colored People) Youth Council.

Milwaukee groups marched for 200 nights in 1967. Father Groppi, along with more than 200 members of the Milwaukee NAACP Youth Council crossed the 16th Street Bridge into the Southside to protest unfair housing. Many protesters were attacked by mobs or hit by flying debris. Fires were started and police threw tear gas.

On April 11, 1968, the U.S. government finally passed the Fair Housing Act prohibiting racial discrimination and on April 30, Milwaukee passed the Fair Housing Bill introduced by Vel Phillips.

Why do you think antiracist groups and fair housing groups decided to protest?

_____

_____

Why do you think some citizens resisted the marchers?

_____

_____

_____

Do people still march today to protest? What do they protest?

_____

_____

_____

Fair Housing Act of 1968

The U.S. government passed a law prohibiting discrimination in housing. This is a section of the Fair Housing Act. Use the questions on the next page to guide your inquiry.

Sec. 804. [42 U.S.C. 3604] Discrimination in sale or rental of housing and other prohibited practices

As made applicable by section 803 of this title and except as exempted by sections 803(b) and 807 of this title, it shall be unlawful--

(a) To refuse to sell or rent after the making of a bona fide offer, or to refuse to negotiate for the sale or rental of, or otherwise make unavailable or deny, a dwelling to any person because of race, color, religion, sex, familial status, or national origin.

(b) To discriminate against any person in the terms, conditions, or privileges of sale or rental of a dwelling, or in the provision of services or facilities in connection therewith, because of race, color, religion, sex, familial status, or national origin.

(c) To make, print, or publish, or cause to be made, printed, or published any notice, statement, or advertisement, with respect to the sale or rental of a dwelling that indicates any preference, limitation, or discrimination based on race, color, religion, sex, handicap, familial status, or national origin, or an intention to make any such preference, limitation, or discrimination.

(d) To represent to any person because of race, color, religion, sex, handicap, familial status, or national origin that any dwelling is not available for inspection, sale, or rental when such dwelling is in fact so available.

(e) For profit, to induce or attempt to induce any person to sell or rent any dwelling by representations regarding the entry or prospective entry into the neighborhood of a person or persons of a particular race, color, religion, sex, handicap, familial status, or national origin.

Fair Housing Act of 1968

What is the main purpose of this law?

What are the most important words in this law?

Think about your community now. Do you see people that look different from you? What are good reasons to live in a diverse community?

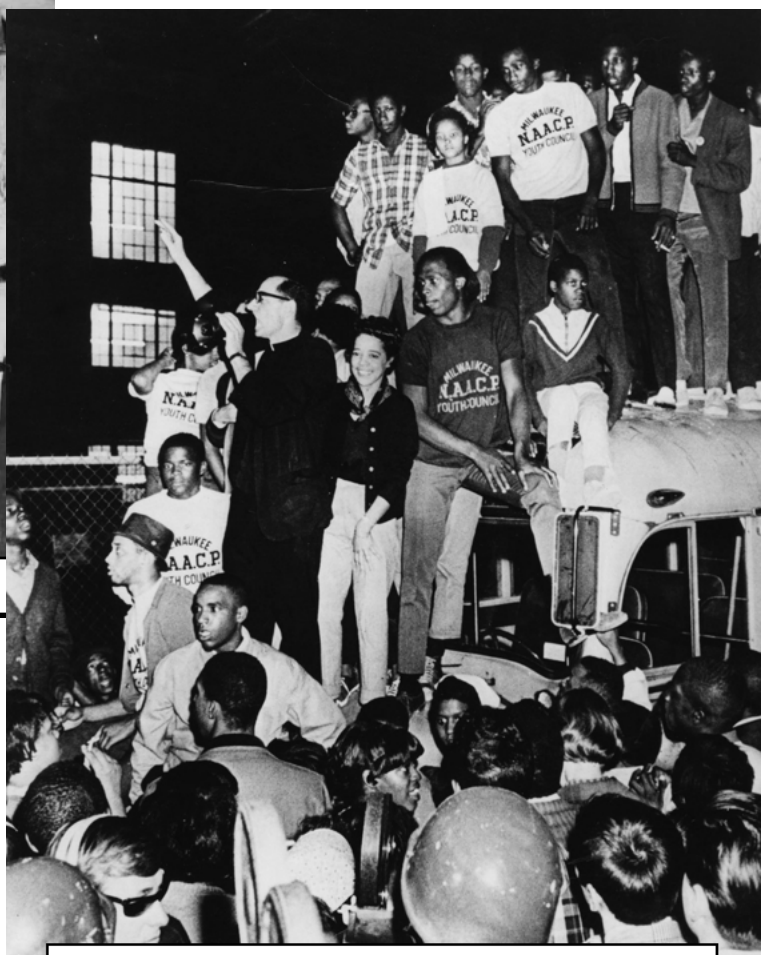
Do you think this law solved all of the problems in Milwaukee? Do you think there was still some discrimination?

What unfair issue is important to you? What would influence your decision to march/not march in the streets to draw attention to the unfairness of this issue?

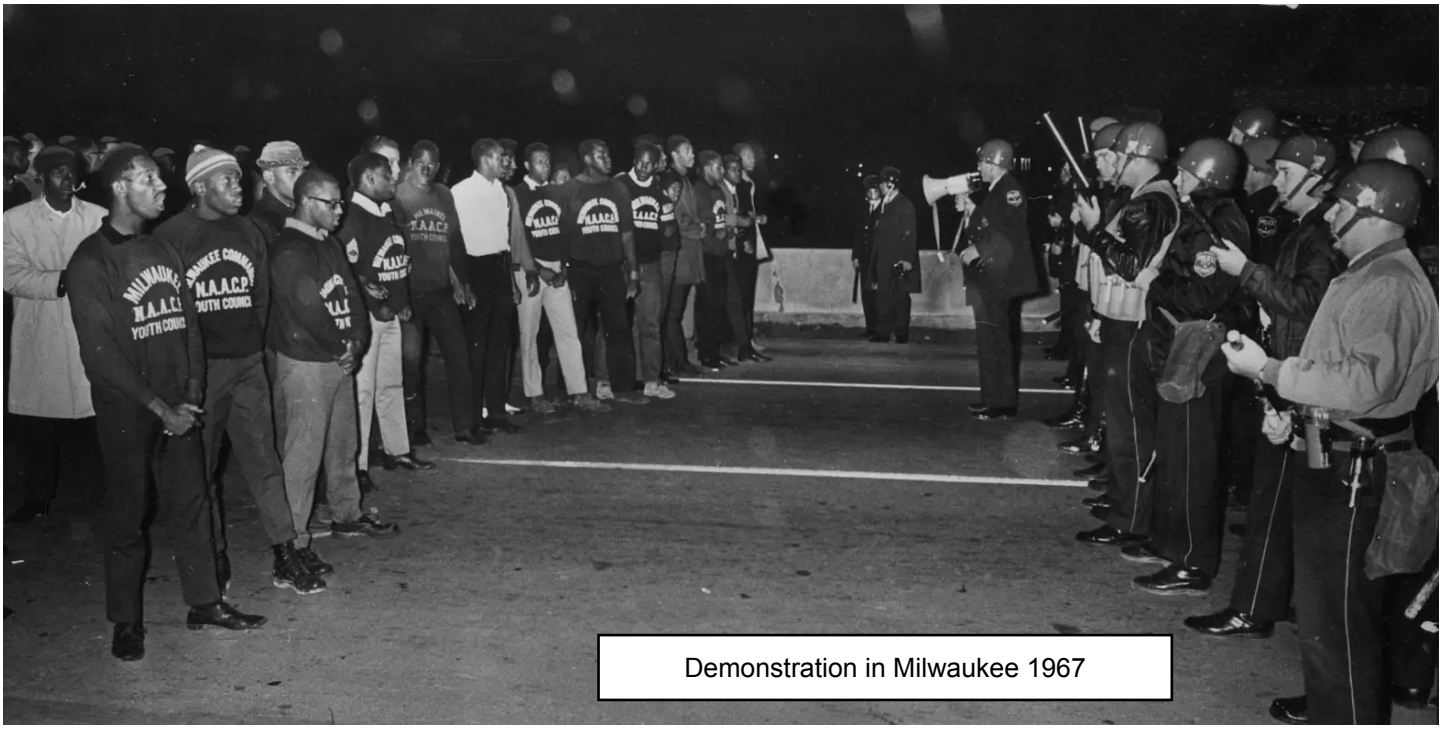
Image Analysis



Father Groppi 1966.



Father Groppi, Vel Phillips, and NAACP Youth Council during the March on Milwaukee 1967.



Demonstration in Milwaukee 1967



Marchers in Milwaukee's group CORE (Congress of Racial Equality) carry signs for fair housing in Milwaukee.

The Making of Milwaukee

Civil Rights Image Analysis

Choose an image and write down all of the things that you see, only the facts that you can find in the image.

What do you think is happening in the image?

What kind of emotions does this picture make you feel? Why?

What can we learn from this image about the history of Milwaukee?



Meet a Milwaukeean: Vel Phillips

Vel Phillips was born in Milwaukee in 1924. She graduated from Howard University and the University of Wisconsin-Madison. She opened a law firm with her husband in Milwaukee and was an active member of the NAACP. In 1956, Vel Phillips became the first woman, and the first African American, elected to Milwaukee's Common Council. The job was very difficult for her because she was a Black woman. She repeatedly introduced a bill for open housing laws in Milwaukee. She recognized that Milwaukee's Black residents were being discriminated against and the city needed to act. She was an important civil rights leader in Milwaukee. She participated in local marches and sit-ins at the state capitol in Madison. She worked with a local priest named Father James Groppi for many protests. Vel worked tirelessly for civil rights in housing and was often disrespected by Milwaukee Mayor Henry Maier. Her efforts to make housing discrimination illegal was finally acknowledged when the Fair Housing Act was passed in 1968.



Why do you think being an alderwoman was difficult for her as a Black woman?

_____

_____

_____

_____

What kind of a person must Vel Phillips have been to become an effective leader?

_____

_____

_____

_____

_____

Unit 6: Challenges in the City
Engaging in Inquiry

Research a Milwaukee civil rights leader besides Father Groppi or Vel Phillips. Present what you learned to the class.

Listen to the oral stories on March on Milwaukee Civil Rights History Project and summarize a story in your own words.

Students complete an inquiry project about one of Milwaukee's neighborhoods.

- Who are the people (the demographics)?
- What are the neighborhood boundaries and geographical features?
- What are the unique characteristics and history?
- What businesses and industry have influenced the neighborhood?
- What are the major streets?

Art reflecting the diversity in Milwaukee can be created around the city. What should Milwaukee's new mural be?

Create advertisements for a Milwaukee neighborhood. Display the advertisements with a caption.

Research the history of a Milwaukee suburb.

Essay: What could the future of Milwaukee look like? Support your reasoning.

Complete a timeline of events for the Civil Rights Movement in Milwaukee.

Children's Literature Connections

Allen, T. (2020). *Sometimes People March.* Harper Collins Publishers.
This book highlights some of the rallying causes for organized marches throughout history. 303.484 A432 (MPL)

Easton, E. (2018). *Enough: 20 Protesters who Changed America.* Crown Books for Young Readers.
A book about revolutionary change makers who changed America during protests. 323 E138 (MPL)

Evans, S. (2012). *We March*. Roaring Book Press.
Illustrations and brief text about the events of 1963 March on Washington. PIC Evans (MPL)

Freeman, M. (2018). *If You're Going to A March*. Sterling Children's Books.
Political action, marching, and its purpose for expression of voice. 303.484 F855 (MPL)

Geenen, Paul. (2014). *Civil Rights and Activism in Milwaukee: South Side Struggles in the 60s and 70s.* The History Press.
Teacher read: Discover the challenges faced by civil rights groups in their fight for open housing and better working conditions for Milwaukee's minority community 323.1196 (MPL)

Green, A. (2021). *Hidden Black History: From Juneteenth to Redlining.* Lerner Publications
From Juneteenth to the Tulsa Race Massacre, many important moments in Black American history have not been taught in schools or covered in the media. Discover these events and how they are remembered in the Black community today. J973.04 G82 (MPL)

Levinson, C. (2017). *The Youngest Marcher: The Story of Audrey Faye Hendricks, a Young Civil Rights Activist.* Atheneum Books.
Audrey becomes the youngest known child to be arrested for picketing against Birmingham segregation practices in 1963. 323.092 L667 (MPL)

Long, M. (2023). *Unstoppable: How Bayard Rustin Organized the 1963 March on Washington.* Little Bee Books.
This powerful and triumphant picture book biography tells the story of Bayard Rustin, an openly gay civil rights leader, who, with the support of Dr. King and future congressman John Lewis, led 250,000 people to the doorstep of the U.S. government demanding change. 323.092 L848 (MPL)

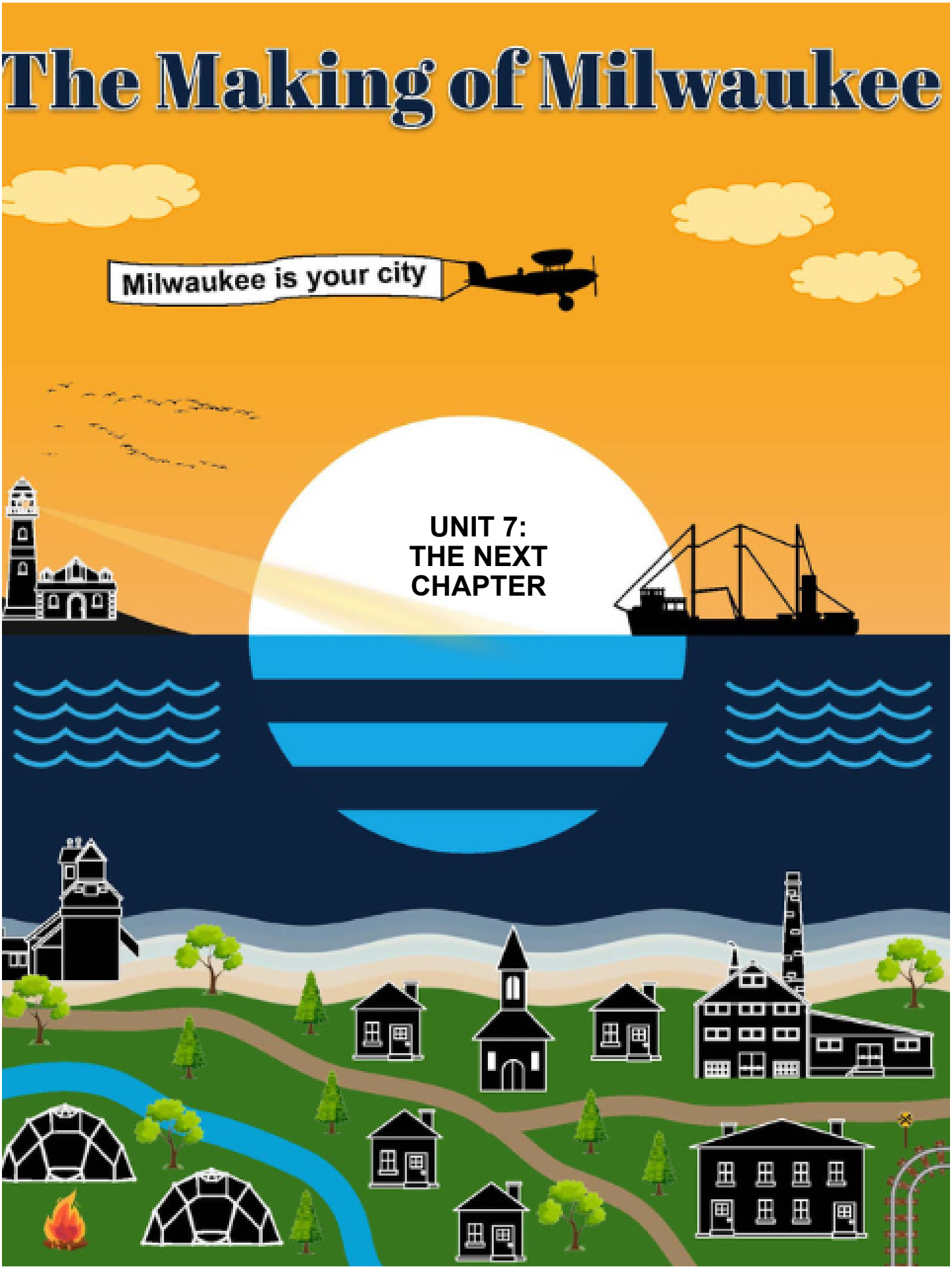
Shelton, P. (2010). *Child of the Civil Rights Movement.* Schwartz and Wade Books.
Highlighting how everyday people fueled the movement for justice.323.1196073 (MPL)

Stotts, S. (2013). *Father Groppi: Marching for Civil Rights.* Wisconsin Historical Society Press.
Father Groppi was a local priest fighting for equal rights in Milwaukee. 92 G87696S (MPL)

Taylor, K. (2019). *Race for Profit: How Banks and the Real Estate Industry Undermine Black Homeownership.* University of North Carolina Press.
Teacher read: the chronicle of redlining and controversial real estate practices in the Black urban market. 363.51 T243 (MPL)

Waters, M. (2021). *Liberty's Civil Rights Road Trip.* Flyaway Books.
Based on a real-life trip, Liberty and her friend Abdullah visit significant places from the civil rights movement, inspiring them to come together with others to create a better world. PIC Waters (MPL)

The Making of Milwaukee



UNIT 7: THE NEXT CHAPTER

The Making of Milwaukee Table of Contents – Unit 7

Unit 7: The Next Chapter; Video Chapter 19

Video Chapter 19: The Next Chapter

The Next Chapter Educator Pages ..... Page 3
The Next Chapter Student Activities ..... Page 6
Unit 7: Children's Literature Connections ..... Page 26

The Making of Milwaukee Curriculum ©2026

Images are used for educational purposes. Credits and rights information are provided where available. Copyright remains with the respective rights holders where applicable.

The Making of Milwaukee

Unit 7: The Next Chapter

Video Chapter 19: The Next Chapter (8:30–29:40)

Essential Questions:

- How has Milwaukee's industrial base changed over time?
- What are Milwaukee's positive attributes?
- What challenges does Milwaukee still face?
- How can you influence Milwaukee? How can you "make Milwaukee?"
- What will you contribute to Milwaukee?

Video Chapter Overview:

In the mid-twentieth century, Milwaukee experienced significant growth and expansion: new sports stadiums, home and office construction, and a renewed desire to live in the city. By 2000, Milwaukee's character became increasingly centered on the diversity of its various neighborhood identities, each with their own histories and demographics. Milwaukee continues as a city of immigrants with people from across the globe coming to the city for a better life, just as they have done in the past. The question remains: How will we continue to "make Milwaukee" a good place for all its people?

Standards:

SS.BH1: Students will examine individual cognition, perception, behavior, and identity.
SS.BH2: Students will investigate and interpret interactions between individuals and groups.
SS.BH3: Students will assess the role that human behavior and cultures play in the development of social endeavors.
SSGeog1: Students will use geographic tools and ways of thinking to analyze the world.
SS.Geog2: Students will analyze human movement and population patterns.
SS.Hist1: Students will use historical evidence for determining cause and effect.
SS.Hist2: Students will analyze, recognize, and evaluate patterns of continuity and change over time, and contextualization of historical events.
SS.Hist3: Students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
SS.Hist4: Students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view.
SS.Econ1: Students will use economic reasoning to understand issues.
SS.Econ2: Students will analyze how decisions are made and interactions occur among individuals, households, and firms or businesses.

The Making of Milwaukee

Milwaukee: The Next Chapter

Learning Goals:

Students should understand that Milwaukee is always evolving in both positive and challenging ways.

Objectives:

Students will begin to understand their role as citizens and how that impacts their neighborhood and city.

Possible Inquiry Questions:

- What does Milwaukee look like today? Who are the people of Milwaukee?
- What are Milwaukee's present-day challenges?
- How has Milwaukee grown as a city?
- How can Milwaukee still be improved?
- What stories do Milwaukee's neighborhoods tell?
- What does Milwaukee look like with you in it?
- How can you make Milwaukee better?
- How will you be influential?

Additional Resources:

Deindustrialization & Milwaukee
UWM Neighborhood Map
Milwaukee Neighborhoods
Milwaukee Neighborhood Posters

Vocabulary:

citizen	urban renewal	election
governor	neighborhood	population
recession	demographics	growth
bankrupt	economy	immigration
census	foreclosure	refugee
blight	mayor	

The Next Chapter Overview

Overview:

Like all places, Milwaukee is a place that is always changing. There are new people, businesses, growth, and challenges.

Materials Needed:

The Making of Milwaukee student journals (digital or paper)
The Making of Milwaukee: The Next Chapter (8:30-29:40 min.)

Learning Activities Overview:

The activities in this section will help students develop some knowledge of the ethnic makeup of Milwaukee and understand major events that tie Milwaukee to the United States.

- These **learning activities** are not dependent on The Next Chapter video.
- A **video notetaking guide** encourages students to write, draw, and record images during their viewing of the video. The teacher should strategically stop the video to allow students to write and discuss.
- **My Milwaukee Journal** activates student thinking and background knowledge. It allows students to make connections to Milwaukee history while making connections to their own lives.
- **Meet a Milwaukeean:** You, the student.

Activities in this section are primarily focused on prompting student discussions and critical thinking.

- *Great Migration Milwaukee*. After watching *The Making of Milwaukee*, Video Chapter 16, students should be *My Milwaukee Neighborhoods*. Students focus on what Milwaukee looks like today. Using the UWM websites about neighborhoods or the John Gurda neighborhood book, students can research something that is meaningful to them. This activity can be used to start a bigger investigation of current issues and Milwaukee's future.
- *What happened to Milwaukee's Manufacturing?* Students look at two Milwaukee manufacturing timelines and engage in an inquiry about the positives and negatives of Milwaukee's industrial history. It is important to acknowledge changes in job availability and how that influenced Milwaukee's inner city population and their employment opportunities.
- *Milwaukee Census.* Students investigate current U.S. census data and find the page specific to Milwaukee. There are no specific questions. This activity primarily encourages student engagement and discussion. Encourage students to ask questions and find information from the census data.
- *My Milwaukee.* How do your students identify with Milwaukee? What is important to them or what is not important to them.



The Making of Milwaukee Video Notes
Chapter 19: The Next Chapter

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



The Making of Milwaukee Video Notes
Chapter 19: The Next Chapter

As time passes, we can continue to create the next chapter of Milwaukee's history. Every day, Milwaukee evolves and changes for the better and sometimes for the worse. What do you think should be included in the next video? What has happened in Milwaukee since 2016?



My Milwaukee Journal: My Milwaukee Neighborhood

Where do you live in Milwaukee? What does your Milwaukee neighborhood look like? Who are the people? What are the major features of your neighborhood? The street names? The businesses? Churches? Parks?

How will you contribute to Milwaukee's history? What kind of leadership can you provide? What kind of change can you influence for your city and/or neighborhood?

What does Milwaukee mean to you?

My Milwaukee Neighborhood

Use these websites about Milwaukee neighborhoods. You can choose a specific address on the UWM neighborhood site, or you can choose a random neighborhood to research.

UWM Neighborhood Website

Milwaukee Neighborhoods

What neighborhood did you choose?

Who settled first in that neighborhood?

What are some interesting facts you discovered about this neighborhood?



My Milwaukee Neighborhood

UWM Neighborhood Website Milwaukee Neighborhoods Milwaukee Neighborhood Posters

Go to the website of the Department of City Development. On the last link, find the neighborhood you are working on or another poster you find interesting. You may also use John Gurda's *City of Neighborhoods* book that can be found in your school library. Analyze your neighborhood poster using these questions to guide you.

What neighborhood did you choose?

_____

What is in your poster? Can you find specific landmarks?

_____

_____

_____

Why do you think the artist included those features on the poster?

_____

_____

_____

_____

_____

_____

What other features could be included on the poster?

_____

_____

_____

_____

_____

_____

_____

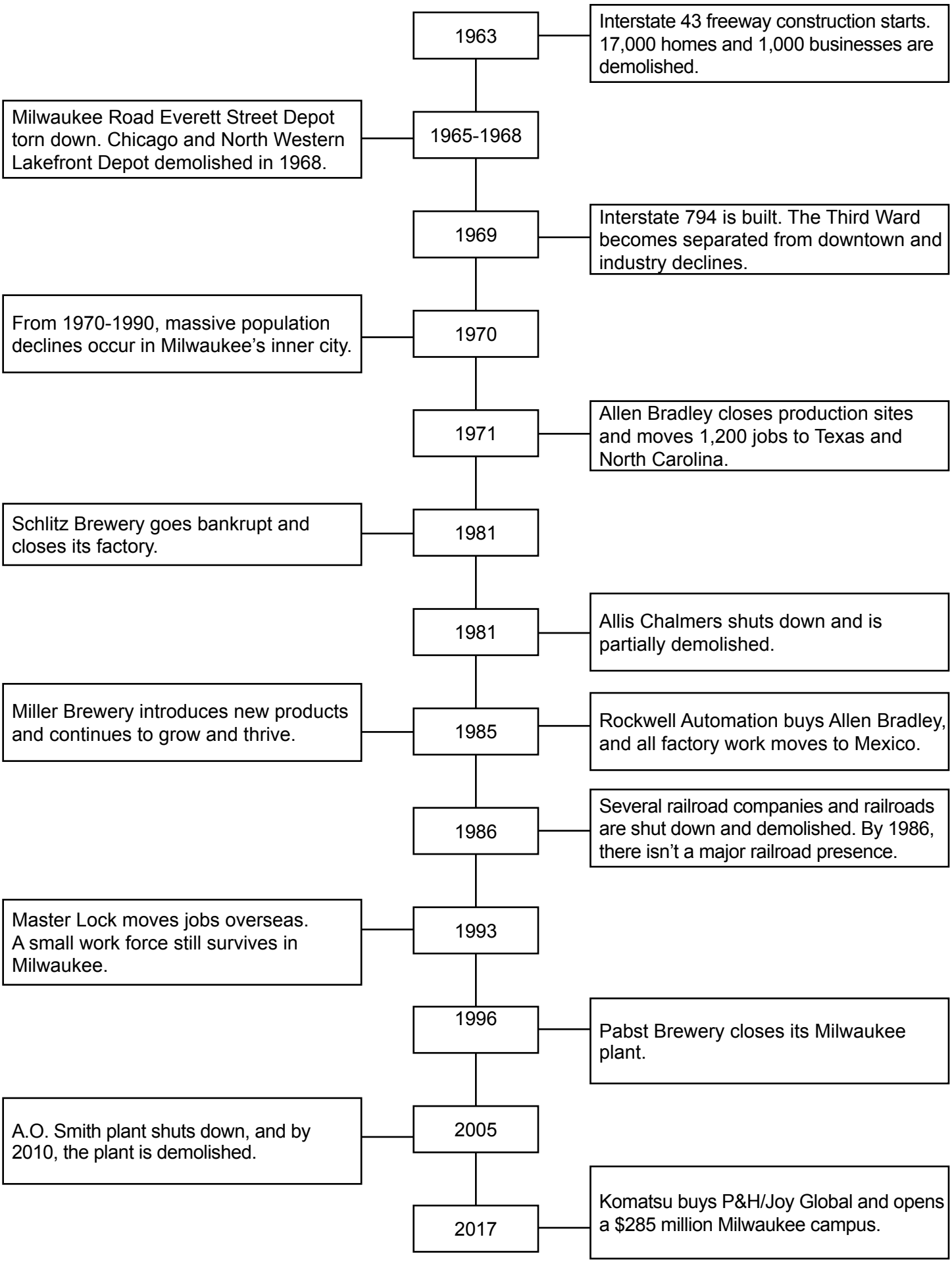
What do you think your neighborhood poster should look like? Design a draft of the poster here. Make sure you include the name of your neighborhood and anything interesting (people, places, landmarks, parks, churches, etc.) about your neighborhood that you feel should be featured. Be ready to explain and connect what you have drawn to the neighborhood.

The Making of Milwaukee

What happened to Milwaukee Manufacturing?

Analyze Milwaukee's industrial history illustrated on this timeline. The first page includes events from 1846 to 1949. The second page includes events from 1963 to today. Then think about and answer the questions on the next page.

	1846	Milwaukee becomes a city!
Milwaukee's first railroad is constructed to supplement maritime transportation.	1847	
	1849-1855	Schlitz, Pabst, and Miller Breweries are established.
Bay View Rolling Mill opened as Milwaukee's first major steel mill that added 1,500 more jobs.	1868	
	1884	Pawling and Harnischfeger open P & H Mining in Milwaukee and produced giant machines.
Milwaukee Road Everett Street Depot is built. This will become the main terminal for all railroads.	1886	
	1889	Milwaukee has 2,879 manufacturing businesses.
Allis Chalmers is opened. It becomes one of Milwaukee's largest employers. At one time, 35,000 people were employed.	1901	
	1904	A.O. Smith factory is built. A.O. Smith employs thousands of workers.
Master Lock factory opened. Hundreds of Milwaukee jobs are created.	1917	World War I begins, and Milwaukee factories get millions of dollars to make weapons and machines.
	1929	The Great Depression begins. Milwaukee loses 75% of jobs and there are many strikes in the city due to low pay and long hours.
America enters WWII, Milwaukee factory output is more than $1 billion. Milwaukee industry resurges after The Great Depression.	1941	
	1949	President Truman signs the 1949 Housing Act. This is the beginning of urban renewal. Many predominantly Black neighborhoods are demolished.


1963
Interstate 43 freeway construction starts. 17,000 homes and 1,000 businesses are demolished.
Milwaukee Road Everett Street Depot torn down. Chicago and North Western Lakefront Depot demolished in 1968.
1965-1968
1969
Interstate 794 is built. The Third Ward becomes separated from downtown and industry declines.
From 1970-1990, massive population declines occur in Milwaukee's inner city.
1970
1971
Allen Bradley closes production sites and moves 1,200 jobs to Texas and North Carolina.
Schlitz Brewery goes bankrupt and closes its factory.
1981
1981
Allis Chalmers shuts down and is partially demolished.
Miller Brewery introduces new products and continues to grow and thrive.
1985
Rockwell Automation buys Allen Bradley, and all factory work moves to Mexico.
1986
Several railroad companies and railroads are shut down and demolished. By 1986, there isn't a major railroad presence.
Master Lock moves jobs overseas. A small work force still survives in Milwaukee.
1993
1996
Pabst Brewery closes its Milwaukee plant.
A.O. Smith plant shuts down, and by 2010, the plant is demolished.
2005
2017
Komatsu buys P&H/Joy Global and opens a $285 million Milwaukee campus.

Read through the information on both timelines, and before answering the questions, do the following things:

- Circle in red the years that were not good for Milwaukee industry.
- Circle in green the years that were good for Milwaukee industry.
- Circle in blue the events that impacted industry or life for Milwaukee residents.

Using this story map website, Deindustrialization & Milwaukee, scroll through the timeline to the bottom of the page to look at images of the places in Milwaukee that changed the most in industry.

What events in history were a great benefit to Milwaukee industry?

When a factory closed, what often happened? Why do you think this was the reason?

What decades were not good for Milwaukee?

Using the State of Manufacturing report from the Metropolitan Milwaukee Association of Commerce, look at the graphs, charts, and information and write five things you learned.

**Based on 2023 employment levels, statistics indicate that Milwaukee is now rated third in the country for manufacturing industry employment. As of 2023, 13.4% of Milwaukee's workforce is employed in manufacturing jobs. The ranking is based on a study of the 50 largest metropolitan areas in the U.S.

What's Next for Milwaukee Manufacturing

What do you think should be made in Milwaukee?

Can Milwaukee manufacturing ever be as great as it once was? Why or Why not?



My Milwaukee Journal

What is your favorite thing about Milwaukee? Why?

What would you like to change about Milwaukee? Why?

In what ways is Milwaukee a good place to live?

Milwaukee Census

A census is a count of people who live in a country. The United States conducts a census every ten years. The government collects data on who lives in the United States. They want to know where people live, how old they are, and where a person works, as well as their religion, ethnic background, language, family, and education. The information helps the government provide resources for people. The government makes sure that people are represented in the government through Congress. They also use the information to send money to schools or to build new roads or airports. It is important to know who lives in the United States.

People and governments can look at the data in many ways. We can look at the data for just the City of Milwaukee. Go to the official website of the United States Census Bureau and find the page for Milwaukee.

What year does the data represent?

_____

List some facts from the Milwaukee Census page that you find interesting.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Interview Person Possibilities

The stories of our lives are important. We live in a big world with lots of different people and experiences. It is important for us to listen to each other, to consider what other people have experienced, and to appreciate all of our similarities and differences. Everyone around us has a story that the world wants to hear. Being good listeners and keepers of the world's stories makes us better people.

When you think about the next chapter of Milwaukee's history and Milwaukee's future, what are the stories you think everyone should hear? Think about a special Milwaukee person's story that you think should be a part of *The Making of Milwaukee*'s next chapter? How has this person helped to "make Milwaukee?" This person can be someone you know or know about: a family member, a neighbor, a friend, a community helper, or leader. ***Be sure to seek permission from your teacher and parents before contacting and interviewing this person.***

First, generate a list of interview questions you want to ask, questions that can be used to tell the person's Milwaukee story. (Review the list of Potential Questions on the following pages for reference.) Share the questions with your classmates to refine the questions. Make sure your questions are specific to the growth or history of Milwaukee. Practice conducting the interview. Contact your person and establish an interview appointment. Ask your questions, take notes, or record the interview so you can reference what they've said later. Ask permission to share their story. Based on the responses to questions you posed during the interview, write the next chapter of Milwaukee history.

Question Brainstorming:

How, when, and where will you conduct the interview?

_____

_____

_____

How will you explain your purpose to the person being interviewed?

_____

_____

_____

How will you introduce yourself?

_____

_____

Resources needed:

_____

Parent and Teacher Permission:

Reflection: Important People Share their Milwaukee Story	
Describe the person you interviewed; how did they tell their Milwaukee story? In what ways could you tell this story was important or meaningful to them? (Facial expression, voice tone, emotion, time spent on the topic, etc.)	
Plot or main point/s of their story.	
This is a memorable story because …	
This story should be included in Milwaukee's history because …	

Potential Question Bank

Questions posed depend on how well you know the person. Questions you might ask a family member are different than questions you'd ask a community leader that you don't know personally. (Choose a few questions. Stay focused.)

- What was the happiest moment of your life? The saddest?
- Who has been the biggest influence in your life? What lessons did you learn?
- How has your life been different from what you imagined?
- What is the hardest thing you have ever had to do?
- What are the proudest moments of your life? Why?
- Can you tell a story about any cultural traditions observed by your family and help us understand why they are important to you?
- Is there anything that you've never told anyone but want to tell me now?
- Do you have a favorite story you like to tell?
- What was it like where you grew up? What was your childhood like?
- If you could do anything again, what would you do differently?
- Can you tell me about your religious beliefs/spiritual beliefs?
- What are your best memories? Worst memories?
- What is your ethnic background? What do you know about your ethnic background?
- Who is your favorite relative and why?
- What are the most important lessons you've learned in life?
- How would you like to be remembered?
- Who has been the biggest influence on your life? What lessons did you learn?
- Why is your story important to share?
- How has Milwaukee been important to your story?
- What stories in Milwaukee do you want to hear more of?
- What is the future of Milwaukee?
- What do you want the city to be like for me?
- In what ways is Milwaukee a good city? Would you change anything to make the city better?

I Am Making Milwaukee

Draw a picture of yourself or paste a photo

You are an important part of Milwaukee's future. You, too, are "Making Milwaukee." What kind of influential person will you be? What will be your contribution to Milwaukee? Write this influential person section as yourself.



Meet…

The Making of Milwaukee has introduced you to many important people in Milwaukee History. We wanted to give you the opportunity to meet a few more! Have you wondered about the 11 faces at the top of the page? Can you figure out who these people are to Milwaukee history? Take a look at the clues and see if you can match up what they were famous for.

Names at the top of the page from left to right:

- Lloyd Barbee
- Christopher Sholes
- Golda Meir
- Ezekiel Gillespie
- Mildred Fish-Harnack
- Charlie Toy
- Ardie Halyard
- Rafael Baez
- Nand Singh
- Mabel Watson
- Daniel Hoan

I was born in 1819 in Pennsylvania. I moved to Wisconsin in 1837. I was a state legislator, the editor of the Milwaukee Journal, named customs collector at the Port of Milwaukee by President Abraham Lincoln, and I invented the typewriter. As a writer myself I wanted to invent a way to type fast. I also decided where to put the letters on the keyboard. You probably don't use a typewriter but if you look at your Chromebook the arrangement is all mine!

I was born in Pueblo, Mexico in 1863. I loved music, all I ever wanted to do was make beautiful music. I got a job with the CD Hess Opera company and traveled all around the USA. Milwaukee was my favorite city and so I decided to stay. I am Milwaukee's first recorded citizen from Mexico! I played the organ in many Milwaukee churches, but Gesu was my favorite. I was the first Mexican to be hired as a professor at Marquette University!

I was born in Milwaukee in 1902. I grew up on the west side and went to West Division High School. I went to college at the University of Wisconsin and worked at the Wisconsin State Journal. I met a German man and moved to Germany with him in 1929. I saw the rise of Hitler in the 1930s and I could not just stand by and watch. I joined resistance fighters in Germany fighting against oppression and standing up to justice and humanity. I did what was right because I knew what Hitler was doing was wrong.

I was born in Georgia in 1896 to a family of sharecroppers. Life was hard in Georgia for Black people after the Civil War. In 1923 I moved with my husband Wilbur to Milwaukee. We loved Milwaukee but there was a lot of racism, and it was impossible for Black people to get a loan to buy a house. My husband and I opened Columbia Savings and Loan, Milwaukee's First Black owned bank. I was the first woman president of the NAACP Milwaukee Chapter and I worked as a director for Goodwill for 20 years.

I was born in Waukesha, Wisconsin in 1881. I went to school to be a lawyer and was hired by the City of Milwaukee in 1910. I was a socialist. I wanted the citizens in Milwaukee to live safe and healthy. I ran for mayor of Milwaukee in 1916, and I won. I was the mayor of Milwaukee for 24 years. I cleaned up the corruption, the water, and the streets! I just wanted a fair and efficient government. The city named a bridge in Milwaukee after me, but I was never able to see it!

I was born in Kiev in 1898, it is Ukraine now but, it used to be the Russian Empire. My family moved to Milwaukee in 1905 after my father died. My mother ran a grocery store and I went to 4th Street School and North Division High School. I moved to Israel in the 1920s. I started becoming involved in Israeli politics and worked with many government agencies and with Jewish refugees. I was elected to many positions in the government but the highest was Prime Minister of Israel in 1969. I never lived in Milwaukee again, but I did come back when they renamed the school in honor of me.

I was born in Memphis, Tennessee in 1925. I moved to Wisconsin to attend the University of Wisconsin-Madison Law School. I graduated in 1955. In 1962, I moved to Milwaukee and was astonished by the racial discrimination I saw in Milwaukee. I knew I had to do something, so I started with the schools. I organized the M.U.S.I.C groups and challenged Milwaukee Public Schools. I ran for State Assembly and won for the 6th district where I worked hard to fight racism and oppression in Milwaukee. I even took the school district to court and I won!

I was born an enslaved man in Mississippi in 1819. I purchased my freedom for $800. I moved to Indiana and then Milwaukee. In Milwaukee, I worked in a grocery store and on the railroads. I also operated a stop on the Underground Railroad. I would do anything to save people. I even helped that young man Joshua Glover get out of jail. When I tried to vote in 1865, I was told I could not. I sued the Wisconsin Board of Elections and won. I was the first black man to vote in Wisconsin.

I was born in India in 1886. I received a scholarship to attend the University of California Berkley where I studied mechanical engineering. I moved to Milwaukee in 1919 for a job at International Harvester. I also enrolled at Marquette University to get my PHD in Philosophy. It was difficult for Asian Americans to live in Milwaukee at the time. There were very few Hindu people at the time. I have been told I am the first recorded South Asian in Milwaukee.

I was born in Canton (Guangzhou), China in 1860. I was told the dream was in the USA, so as soon as I had enough money I moved across the Pacific Ocean to San Francisco and then to Chicago and eventually to Milwaukee. I was told that Milwaukee was the place to be. I opened my first restaurant, Shanghai on Water Street. Then I built a grand building on Plankinton and decorated it with the finest of Chinese culture, art, and architecture. I loved Milwaukee and the people loved my food. I worked very hard to build a successful business in Milwaukee and made lots of friends!

I was born in Milwaukee in 1895. My ancestors were one of the first Black families to move to Milwaukee. I was the first Black woman to earn a bachelor's degree from the University of Wisconsin. My first job was in Milwaukee Public Schools but that didn't last long. I was fired because I was Black. I was admitted into Marquette's Law School, and I was the first woman to graduate too. It turns out I was the first Black woman in Wisconsin to practice law. That year was 1927. I served Milwaukee for 45 years.

Which of these people do you think contributed the most to Milwaukee's history?

Is there another person from Milwaukee history you would like to know more about?

My Milwaukee

What is your Milwaukee?

Write, draw, doodle – be expressive about what Milwaukee means to you.

Children's Literature Connections

Bonds, M. (2023). *The Destruction of Black Milwaukee: A History of Racial Inequality and Injustice.* Newman Springs Publishing. 977.595 B712DE (MPL)

Meyer, K. (2023). *Gust.* Orange Hat Publishing.
A climate conversation and renewable energy story from the Port of Milwaukee. PIC MEYER (MPL)

Gaines, J. (2020). *The World Needs Who You Were Made to Be.* Tommy Nelson.
This book illustrates how creativity and acceptance can come together in a bright and beautiful adventure. PIC GAINES (MPL)

MacLeod, E. (2023). *Get Out and Vote! How You can Shape the Future.* Orca Books.
Discover why voting is the most important thing a citizen can do. 324.6 M165 (MPL)