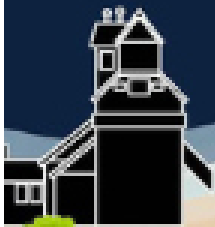
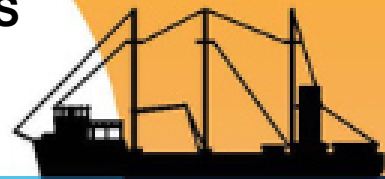


The Making of Milwaukee

Milwaukee is your city



UNIT 1: NATIVES & SETTLERS IN MILWAUKEE





The Making of Milwaukee

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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.

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

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

SS.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.

Large dotted grid area for taking notes.



**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.

Blank space for writing and drawing.

Blank space for writing and drawing.

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

The Making of Milwaukee

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?

The Making of Milwaukee

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.



The Making of Milwaukee

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?

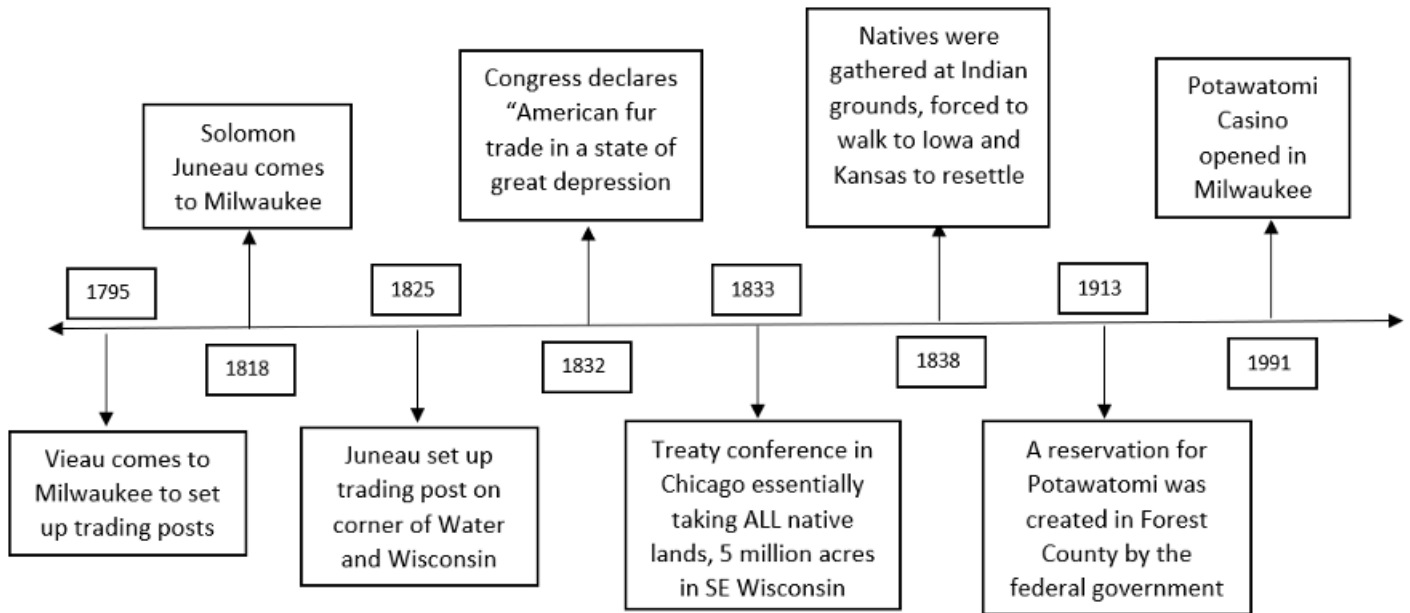
Do you think there could have been a better way for everyone to live together on the land without having to relocate Indigenous People? How?

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 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, Niswimishkodewin*. 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?



The Making of Milwaukee

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)



The Making of Milwaukee

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 landmarks 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.

The Making of Milwaukee

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:

The Making of Milwaukee

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.

Large dotted grid area for taking notes.

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 Making of Milwaukee

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 Making of Milwaukee

The Three Founders: George Walker



George H. Walker was born in Lynchburg, Virginia, in 1811. His family moved to Illinois when he was 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 Making of Milwaukee

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

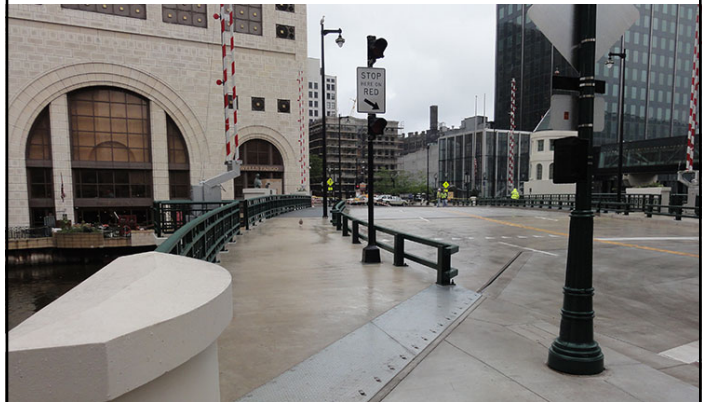
Let's pretend that the founders of Milwaukee have time traveled to present day. They set up a social media account and are still competing for the best side of the city. Look at these posts and decide which one of the founding fathers would have made that post and why!

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



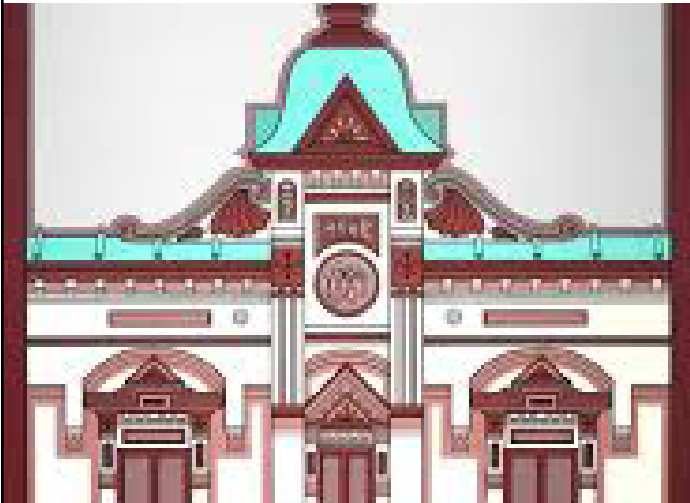
The Soldiers Home looks great! I hope it was used
to improve lives! #unionforever #asylumforsoldiers
#southside

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 #pointmeinthedirection

Instagram



A building named after me IN EAST TOWN! What is happening in Milwaukee in these crazy times? That is a tall building! #whyamlinJuneautown #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 Making of Milwaukee

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.

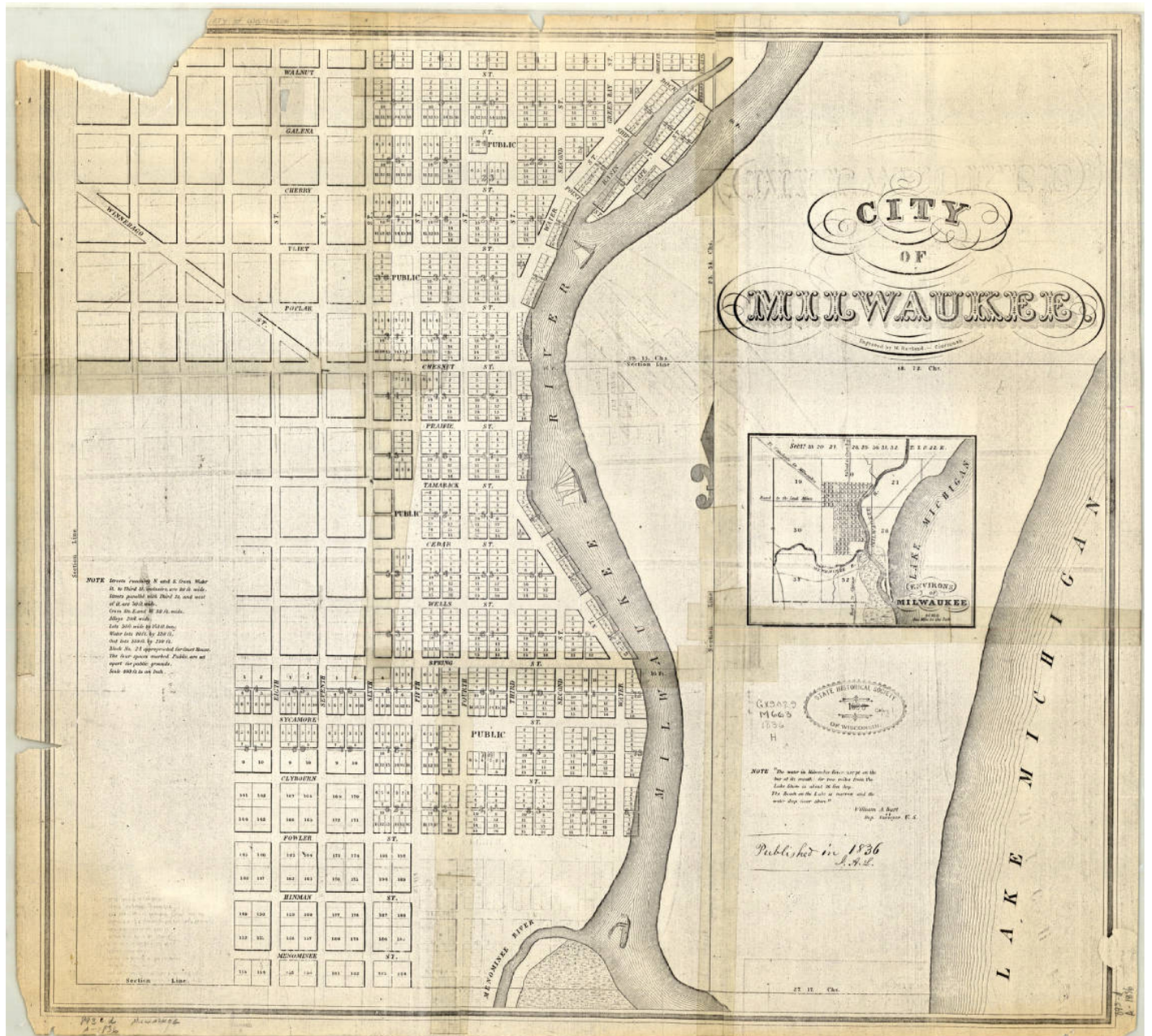
How do you think the city leaders could have solved their problems in better way?

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?



The Making of Milwaukee

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.



The Making of Milwaukee

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

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.

Large dotted grid area for taking notes.

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?

The Making of Milwaukee

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?

The Making of Milwaukee

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.

The Making of Milwaukee

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 its 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.

The Making of Milwaukee

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?

The Making of 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

The Making of Milwaukee

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?



The Making of Milwaukee

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.



The Making of Milwaukee

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)