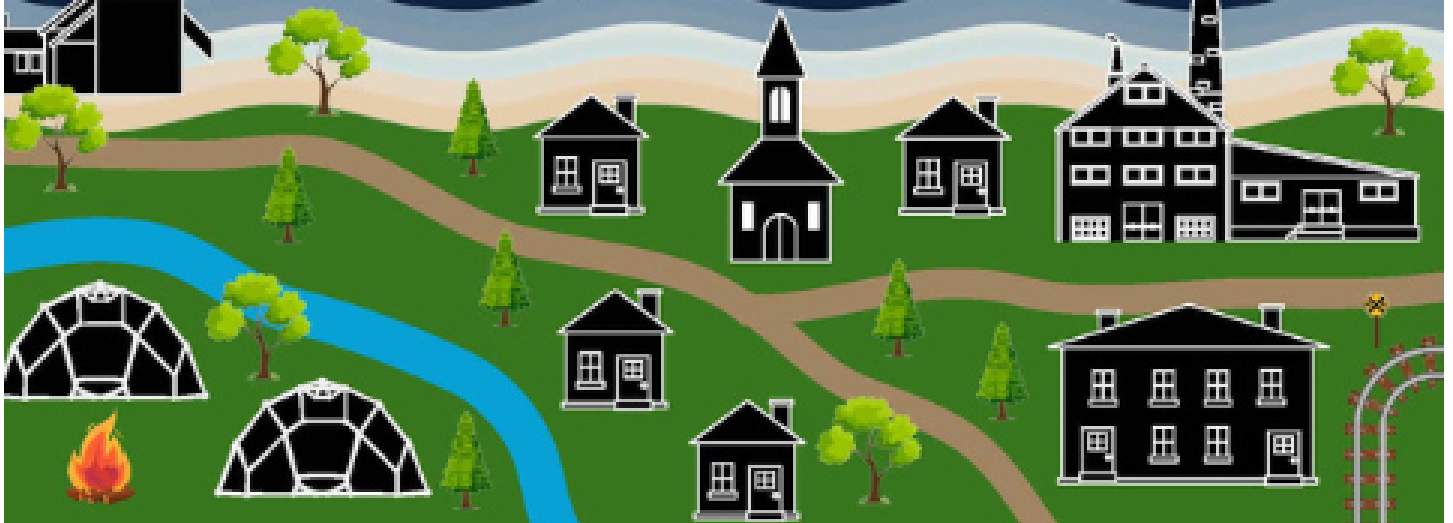
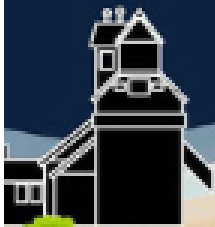
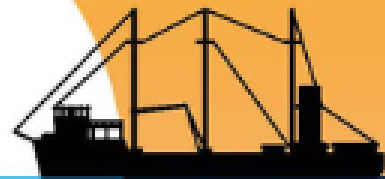


# The Making of Milwaukee

Milwaukee is your city

UNIT 7:  
THE NEXT  
CHAPTER





# The Making of Milwaukee

## *The Making of Milwaukee* Table of Contents – Unit 7

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# 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.

Large dotted grid area for taking notes.





## 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?

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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?

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What does Milwaukee mean to you?

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# The Making of Milwaukee

## 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?

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Who settled first in that neighborhood?

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What are some interesting facts you discovered about this neighborhood?

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# The Making of Milwaukee

## 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?

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What is in your poster? Can you find specific landmarks?

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Why do you think the artist included those features on the poster?

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What other features could be included on the poster?

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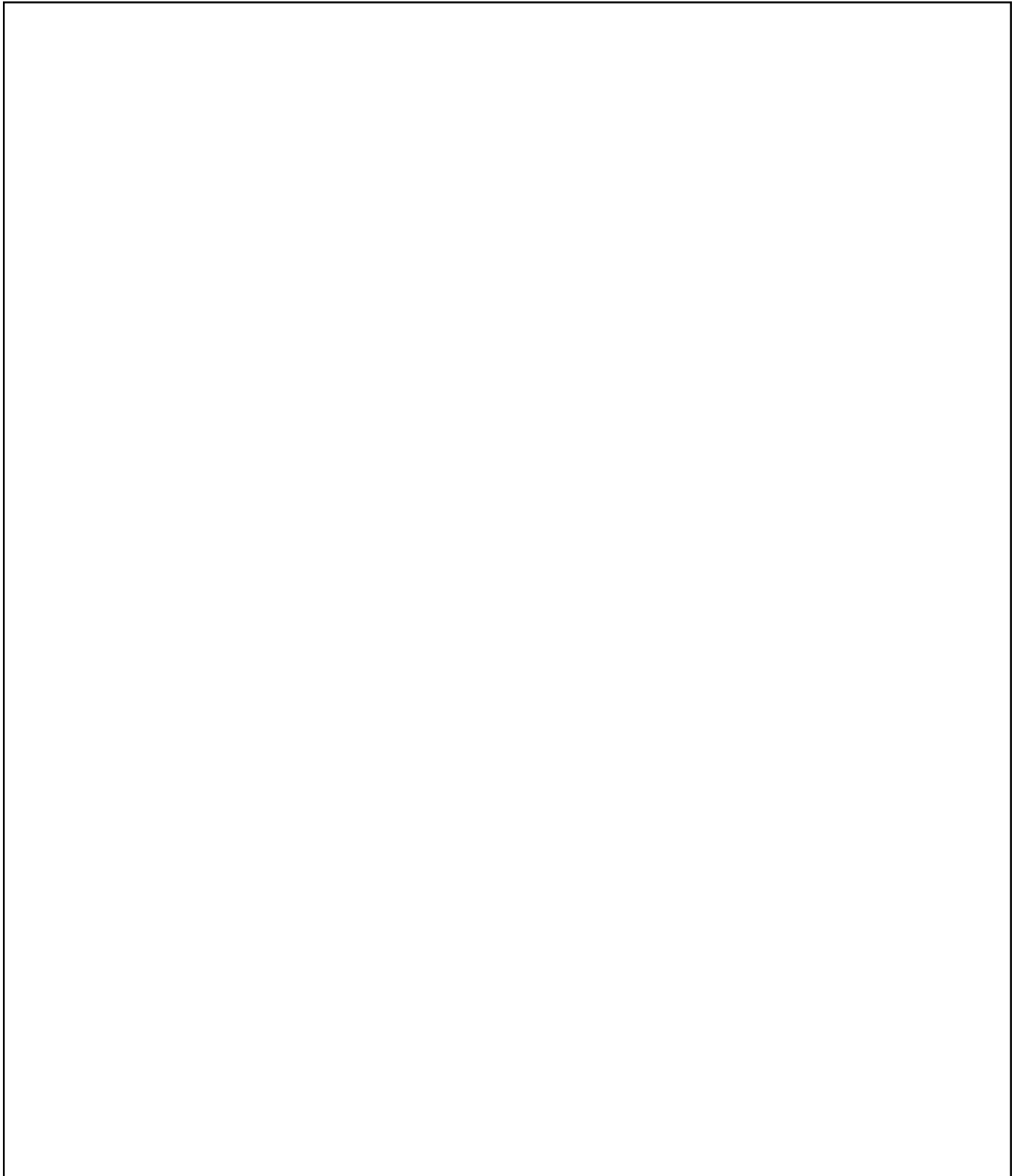
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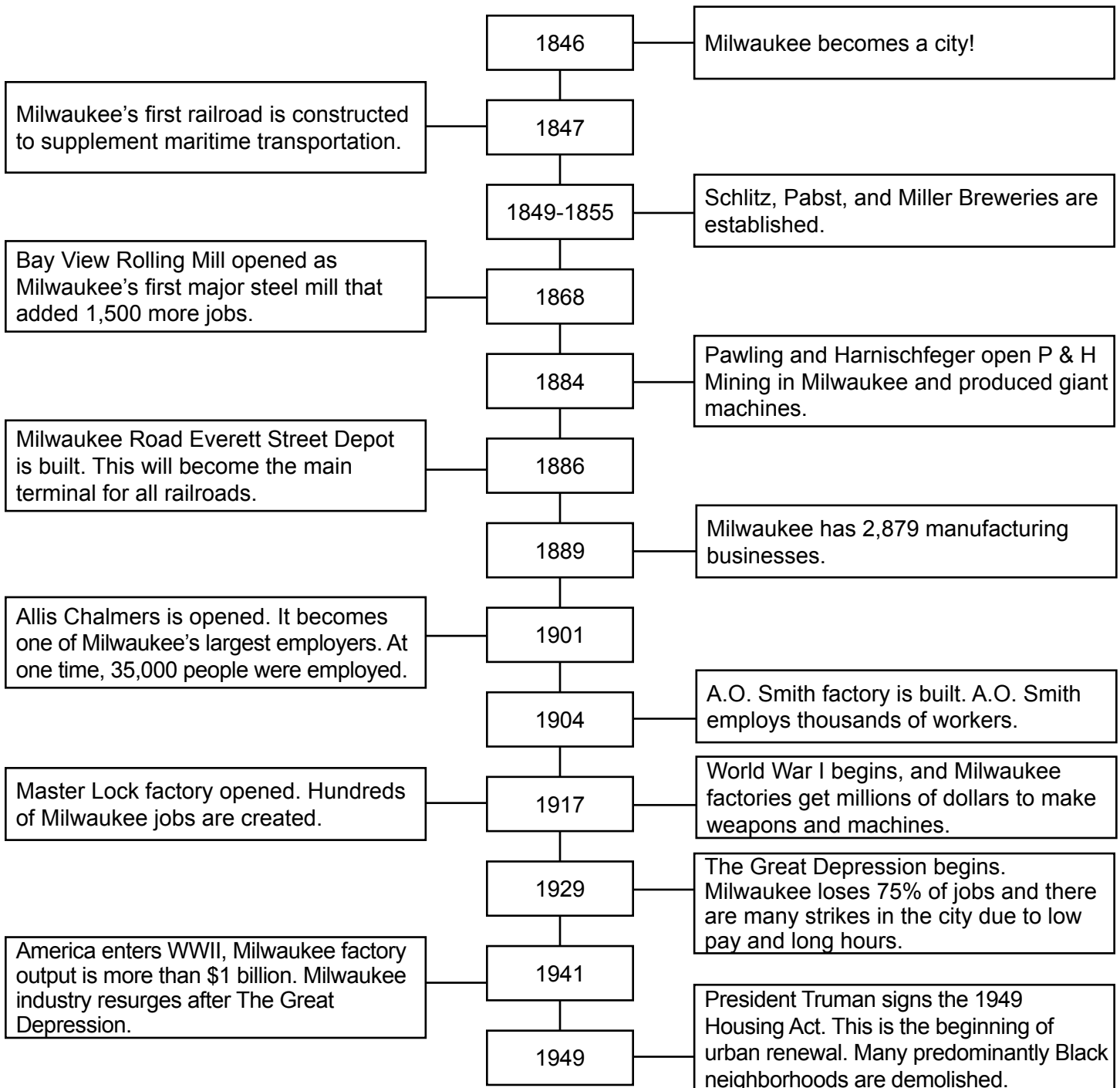
What do you think your neighborhood poster should look like? Design a draft of the poster here. Make sure you include the name of your neighborhood and anything interesting (people, places, landmarks, parks, churches, etc.) about your neighborhood that you feel should be featured. Be ready to explain and connect what you have drawn to the neighborhood.

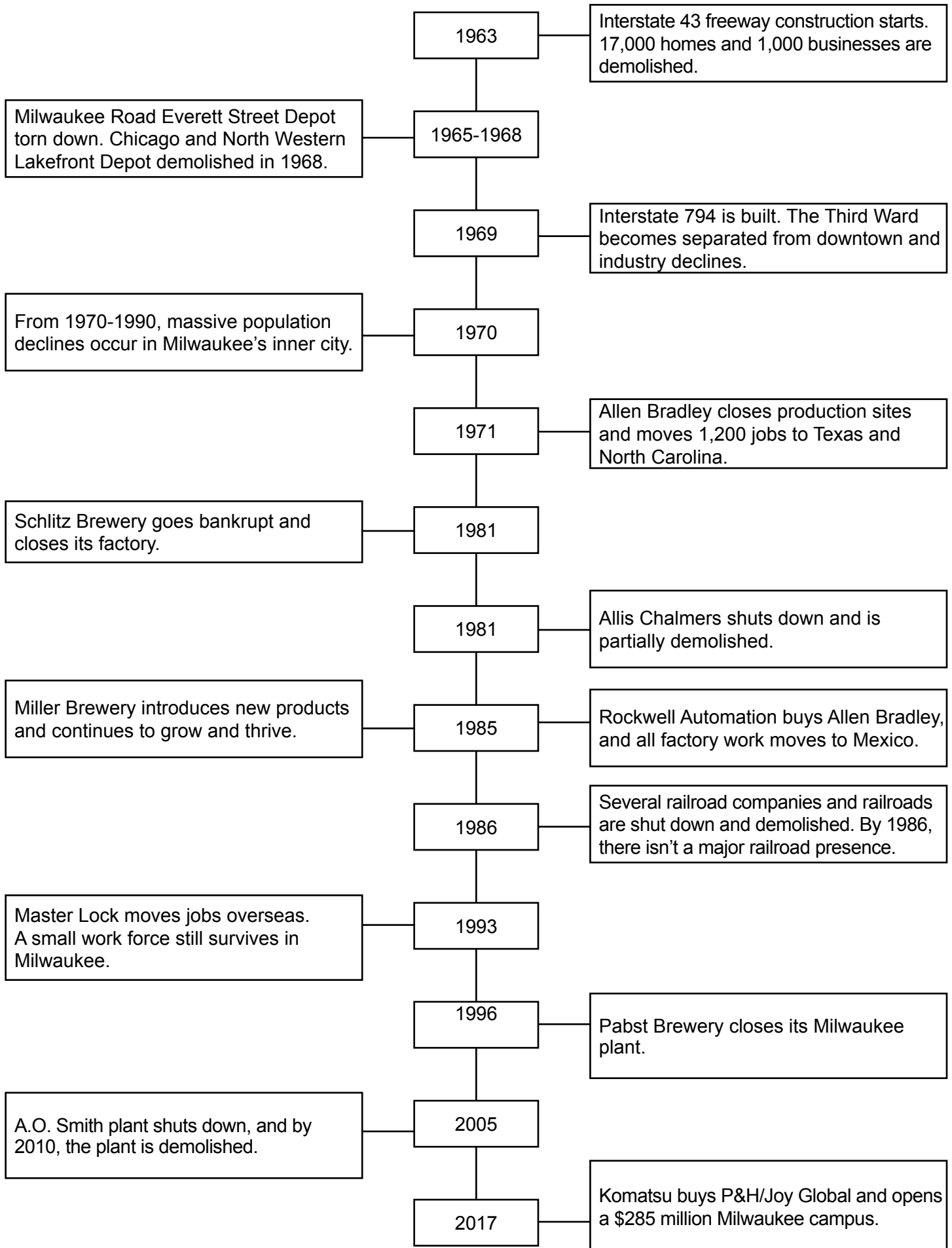


# The Making of Milwaukee

## 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.





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?

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When a factory closed, what often happened? Why do you think this was the reason?

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What decades were not good for Milwaukee?

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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.

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\*\*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.





## My Milwaukee Journal

What is your favorite thing about Milwaukee? Why?

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What would you like to change about Milwaukee? Why?

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In what ways is Milwaukee a good place to live?

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# The Making of Milwaukee

## 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.

# The Making of Milwaukee

## 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?

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How will you explain your purpose to the person being interviewed?

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How will you introduce yourself?

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Resources needed:

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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?





## 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 Berkeley 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?

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Is there another person from Milwaukee history you would like to know more about?

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# The Making of Milwaukee

## My Milwaukee

**What is your Milwaukee?**

Write, draw, doodle – be expressive about what Milwaukee means to you.



# The Making of Milwaukee

## 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)*