

APPENDIX B

**Table of Contents
Study Guide Resources
For
The Making of Milwaukee Curriculum, Grades 1-4**

Cultural Ethnic Study Guide pg. 2

Fieldtrip Study Guidelines pg. 4

Neighborhood Study Guide pg. 5

Population Study pg. 7

Milwaukee Business/Industry Study Guide pg. 8

A Cultural/Ethnic Study of Milwaukee

Milwaukee is known for its rich ethnic and cultural histories. It is a place that is well-suited for a study of various ethnic and cultural groups. “The Making of Milwaukee” and its corresponding on-line curriculum is primarily an historical survey of a developing city and its many ethnic and cultural groups. It is not a video series or on-line curriculum that actively investigates any one particular ethnic or cultural group but rather a video series and curriculum that helps students realize the rich history of a city that’s always in the “making”. However, we know that local histories are personal and cultural and that educators also desire to situate a study of Milwaukee in the personal and cultural histories of their particular student population. Here, we offer a set of essential questions as the framework for any ethnic/cultural study you may want to pursue. These questions are a way to help you and your students pursue the BIG ideas and enduring understandings of the ways that ethnic and cultural groups have impacted and been impacted by living in Milwaukee throughout its relatively short history. Each essential question also reflects a particular social studies discipline or thematic strand as reflected in the National Council for Social Studies National Standards.

Essential Questions to Guide a Cultural/Ethnic Study?

Essential Question to Understand the BIG Idea	Local Questions to Contextualize the Study
<p>Who were/are the _____?</p> <p>Why do people live in particular geographic places?</p> <p>Why do people move from one geographic place to another?</p> <p>When do people decide to move from one geographic place to another?</p> <p>How do people move from one geographic place to another?</p> <p>What do people want/need to live in a particular place?</p> <p>What do people do to “make” a new city/community?</p> <p>What work do people pursue? Why? How?</p> <p>What are people’s lifestyles? Ways of Life?</p> <p>What traditions do people give up, maintain, and create?</p> <p>How do people help to influence/ “make” a city? For Better? For Worse?</p> <p>How does a city influence/“make” a people/ culture? For Better? For Worse?</p>	<p>Who are the _____?</p> <p>Where did they live before coming to Milwaukee?</p> <p>Why did they decide to move to Milwaukee?</p> <p>When did they decide to move to Milwaukee? Why?</p> <p>What did they bring to Milwaukee?</p> <p>How did they get to Milwaukee?</p> <p>Where did they settle in Milwaukee?</p> <p>What did they want/need in order to live in Milwaukee?</p> <p>What did they do to help “make” a city?</p> <p>What work did they pursue when they reached Milwaukee?</p> <p>What were their lifestyles in Milwaukee?</p> <p>What traditions from the “old” country/place did/do they celebrate?</p> <p>How have they helped to “make” Milwaukee?</p> <p>How has Milwaukee influenced them?</p>

Then and Now: While these are basic essential questions be sure to always compare the “Then and Now” issues embedded within each question. History is not just a study of the past but a study of what’s happening in the current context as well.

Historical Inquiry: It is suggested that teachers help students engage in an historical inquiry process to explore and discover answers to the questions above and additional particular questions that may be important to students. The historical inquiry method of teaching and learning is an active process and requires adventurous “nosing around” so that students are able to collect, organize, analyze and exhibit the data collected. In general the historical inquiry follows this process:

- a. Teachers and Students Choose An Historical Issue, Person, Culture, Ethnic Background of Interest.
- b. Teachers and Students Develop Questions they want to Pursue and Deliberate on How those Questions can be Answered.
- c. Teachers and Students Gather Resources to Answer Questions (Books, Internet, Videos, Diaries, Ancestral Photographs, Personal Interviews, Fieldtrips to Ethnic/Cultural Centers)
- d. Teachers and Students Collect, Document, and Organize Data as Individuals or Groups
- e. Teachers and Students Share their On-Going Data Collection Efforts with Each Other
- f. Teachers and Students Analyze their Data and Draw Conclusions
- g. Teachers and Students Deliberate on Best Ways to Represent What they have Learned from the Data. (Written Reports, or Research Paper Displays, Skits, Newscasts, Museum Exhibit, Collage, Diorama, Mural, other art projects, technology, music, musical performances, Speeches, Food Fair, etc.)
- h. Teachers and Students Exhibit and Share what they've Learned with Fellow Students, Interviewees, Cultural Clubs, Schools, Parents/Families, etc.

Access to Historical Resources:

Currently, there are not vast amounts of local resources ready-made to support elementary teachers' and students' investigations of particular Milwaukee ethnic and cultural groups. However, a list has been provided of local resources where some materials and resources may be found. This list is not meant to be totally inclusive nor exclusive. It is a starting point to understand the kind of people and places that teachers and students can begin an historical study.

Community Centers: (places to visit as well as locate human and material resources.)

Italian Community Center	Milwaukee Public Museum
Polish Community Center	Black Holocaust Museum
Irish Community Center	Jewish Museum
German Community Center	United Community Center

Festivals:

African World Festival
 Arab World Festival
 Greek Fest
 Serbian Days
 Bastille Days
 Polish Fest
 Festa Italiana
 German Fest
 Irish Fest
 Mexican Fiesta
 Indian Summer Festival

Books:

Gurda, John. (1999). *The Making of Milwaukee*. Milwaukee: Milwaukee County Historical Society
 Gurda, John. (200). *Cream City Chronicles*.
 Images of America Book Series: Arcadia Publishing/ www.arcadiapublishing.com

Field Trip Study Guidelines

I. Before going on the Fieldtrip:

- Take the fieldtrip yourself so you know routes, resources, vocabulary possibilities, learning opportunities. (Take your family along for fun!)
- Make arrangements for buses, tours, lunches, extra chaperones
- Make instructional plans for learning: study guides, data collection options like: interviews, photos, note taking, rubbings, drawing, and samples when legal.
- Forecast with students “what” you will see, “where” and “why”...Begin to make a vocabulary list. Ask students to predict what they will see and why it is important or significant in Milwaukee.

II. After going on the Fieldtrip

Engage students in the following inquiry process by asking this series of questions and engaging students in appropriate critical thinking and inquiry activities:

**Note to Teachers: This inquiry process may take 2-3 days. Be sure to keep the initial recall list of remembrances so students have visible vocabulary for reference:*

- **What did you see? What do you remember?**
➤ *Activity: List/ record what students remember. Post the list.*
Critical Thinking Level: **RECALL**

- **Which of these seem to belong in same category? Which of these are alike in some way?**
Activity: group items from list that share similarities. Ask students to tell you how they are alike or why they would put them into the same group/category.
Critical Thinking Level: **CATEGORIZE**

- **What would you name this group/category?**
Activity: Have students label or name their groupings/categories.
Cognitive Thinking Level: **ANALYZE**

- **Are there some items in any of your groups that can form another group or category? Can you make any new groups?**
Activity: Have students form new groups? They may use any word in more than one category.
Critical Thinking Level: **SYNTHESIZE**

- **In looking at all of these groups what generalizable statement can you make about the place/places we visited? Or, in looking at all of these groups can you create a sentence that describes the nature of the place/places we visited?**
Activity: Have students create a sentence to describe the place they visited by drawing on the categories they have created.
Critical Thinking Level: **GENERALIZE**

- **Possible Extension!** If you have worked through the inquiry process to this point your students will be able to pose their own questions about what they have experienced. You can then engage students in the KWL process and begin an in-depth study of any of the phenomenon you have initially observed.

Neighborhood Study Guide: Essential Questions & Inquiry Process

History:

- What is the name of my neighborhood?
- Why does it have that name?
- When did my neighborhood begin?
- When did people, businesses, or industries move into my neighborhood?
- What historical landmarks are located in my neighborhood? Why?

Culture:

- Who are the people that have lived in my neighborhood? (then and now)
- Where did they come from?
- Why did they move here?
- What traditions did they bring to this neighborhood?

Geography:

- Where is my neighborhood located in Milwaukee?
- What are the geographical features of my neighborhood (land/water forms)?
- What are the major streets in my neighborhood? Why do they have those names?

Economics:

- What are the major businesses, industries in my neighborhood? (then and now)
- What are the major services available in my neighborhood?
- What jobs are available in my neighborhood?
- Who are the people who have worked in my neighborhood? (then and now)

Political Science:

- What are the laws in my neighborhood?
- Who makes the laws for my neighborhood?
- What other laws are needed for my neighborhood?
- Who are the citizens and workers that serve my neighborhood?
- How can I serve my neighborhood as a citizen?

Sociology:

- How is my neighborhood similar to other neighborhoods in Milwaukee?
- How is my neighborhood different than other neighborhoods in Milwaukee?
- What is my neighborhood known for?
- What do I like about my neighborhood?
- What would I like to change about my neighborhood?
- What can I do to make my neighborhood a good place to live?

Instructional Suggestions: Have your class actively investigate the answers to the questions above over time (6-8 Weeks) by using this Historical Inquiry Teaching/Learning Process:

Historical Inquiry Teaching/Learning Process: It is suggested that teachers help students engage in an historical inquiry process to explore and discover answers to the questions above and additional particular questions that may be important to students. The historical inquiry method of teaching and learning is an active process and requires adventurous “nosing around” so that students are able to collect, organize, analyze and exhibit the data collected. In general the historical inquiry follows this process:

- a. Teachers and Students Choose An Historical Issue, Person, Culture, Ethnic Background of Interest.
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- f. **Teachers and Students Analyze their Data and Draw Conclusions**
- g. **Teachers and Students Deliberate on Best Ways to Represent What they have Learned from the Data. (Written Reports, or Research Paper Displays, Skits, Newscasts, Museum Exhibit, Collage, Diorama, Mural, other art projects, technology, music, musical performances, Speeches, Food Fair, etc.)**
- h. **Teachers and Students Exhibit and Share what they've Learned with Fellow Students, Interviewees, Cultural Clubs, Schools, Parents/Families, etc.**

Teachers can also use a variety of the following learning activities:

- Watch video clips from “The Making of Milwaukee” Video Series
- Go to the Milwaukee Public Library
- Read Milwaukee History books (see List in Appendix A)
- GO TO the Internet
- Interview Neighborhood/City Leaders, Workers, Citizens, Families
- Take videos/digital photographs
- Secure Milwaukee Neighborhood Posters
- Invite Guest Speakers, City/Neighborhood Representatives
- Look at Milwaukee Maps through the ages -- www.themakingofmilwaukee.com
- Write Personal Reflections, Reports based on Information Collected
- Exhibit photographic displays, murals, dioramas, models
- Write and Deliver Speeches on what's good about my neighborhood, what I'd like to change
- Perform famous local historical events

(This historical inquiry can be accomplished by the whole class or within small inquiry groups assigned various topics. If the latter method is chosen be sure to have all students explore the “sociology” questions in addition to their own topic, so that personal connections to the investigation are supported.)

Video Response Activity 4: MILWAUKEE GROWS BY “LEAPS and BOUNDS”

*See full description of learning activity in “Coming to Milwaukee”
Video Response Activities*

Milwaukee’s Population from 1850 to 2000

Date	Rank Among All US Cities	Population
1850	35	20,061
1860	20	45,246
1870	19	71,440
1880	19	115,587
1890	16	204,468
1900	14	285,035
1910	12	373,857
1920	13	457,147
1930	12	578,241
1940	13	587,472
1950	13	637,392
1960	11	741,324
1970	12	717,099
1980	16	636,212
1990	17	628,088
2000	25	596,974
Current		
2010 prediction		

3. Ask students some of the following questions:

- What was Milwaukee’s population in _____? (choose about 3-5 dates)
- How much did Milwaukee’s population grow between 1850 and 1900?
- How much did Milwaukee’s population grow between 1900 and 1950?
- What was Milwaukee rank amongst all other US cities in _____? (choose about 3-5 dates)
- What was Milwaukee’s highest population? In what year was that recorded?
- Which year did Milwaukee’s population begin to decrease?
- How much did Milwaukee’s population decrease between 1960 and 2000?
- What is Milwaukee’s population now? How will we find out?
- What is Milwaukee’s rank amongst other US cities now? How will we find out?
- What do you think Milwaukee’s population might be in 2010? Why do you think that?

4. Have students make a graph of Milwaukee’s population from 1850 to 2000.

5. After the graphs are completed, ask students the following questions?

- Why does a city population grow? Why did Milwaukee’s population grow?
- Why does a city population decrease? Why did Milwaukee’s population decrease?

6. After this activity, you may choose to go directly into lessons that are related to discrimination and the civil rights movement in Milwaukee or you may choose to continue with the “Milwaukee Booms” lessons.

**STUDY GUIDE FOR LEARNING ABOUT MILWAUKEE
BUSINESS/INDUSTRY throughout HISTORY**

Date Business/ Industry Began	Resource Available	Industry/ Company	Product	Where is this Business/Industry NOW?
1600— Late 1600's 1795	Animals Animal Furs	Native American, French Fur Traders Solomon Juneau Fur Trading Company	Fur	
1830's	Land	Juneau, Kilbourn, Walker Land Offices	Land	
1800's	Fresh Water (Lake, Rivers)	Shipping Companies		
Early 1800's	Forests		Lumber	
1800's	Clay	Cream City Brick	Bricks	
1868	Iron	Milwaukee Iron Company	Steel	
1800's	Farms Grain Wheat	Daisy Flour Mill	Flour	
1800's	Farms Grain Barley & Hops	Breweries: Pabst, Schlitz, Blatz, Falk, Miller	Beer	
1800's	Farms Livestock Cattle, Hogs, ...	Plankinton Cudahy	Meat Packing	
1800's	Farms Livestock Cattle	Pfister & Vogel Trustel & Gallun	Leather	
1895	Steel	Falk Company	Gears	
1884	Steel	Harnischfeger	Cranes/Moving Equipment	
1889	Steel	Nordberg	Mine Hoists	
1892	Steel	Chain Belt	Chain belts	
1893	Steel	Allen Bradley	Motor Controls	
1847	Steel	Reliance Works	Mill Machinery Steam Engines	
1874	Steel	A.O. Smith	Car Frames	
1867	Steel	Allis Chalmers	Heavy Machinery	
1901	Steel	Harley Davidson	Motorized Bicycles	