

Social Studies Content Themes for Elementary/Middle School
From
“The Making of Milwaukee Curriculum”

Milwaukee Buildings and Architecture:

Teaching about Buildings and Architecture in Milwaukee

The following activities are from “The Making of Milwaukee” on-line curriculum.

- What’s In a Photo
- No Grain, Let’s Entertain (Fieldtrip)
- Touring Many Nations in Milwaukee (Fieldtrip)
- Ethnic Sightseeing (Fieldtrip)
- Brochure for Milwaukee Landmarks
- Landmark Tour
- Extending the Timeline
- Where Am I? (Trivia Activity)

WHAT’S IN A PHOTO

You can access these photos in *The Making of Milwaukee* book by John Gurda.

Photo of bridge at Chestnut Street in 1845 in Gurda’s 2nd book Chapter, “*City on the Swamp*”.

Photo of Hoan Bridge in Gurda’s 9th book Chapter, “*Shifting Currents*”.

These photos are also available as still images on The Making of Milwaukee website, www.themakingofmilwaukee.com. Go to the Image Library within the “In the Classroom” section and select “Transportation” from the pull-down menu. Be sure to use the “search” tool.

1. Discuss the following questions concerning the photographs of two distinct bridges in Milwaukee:
 - How are the two bridges different?
 - What similarities do you see between both bridges?
 - What contributing factors (societal, economical, political) do you think caused these differences?
 - How do the designs of these two bridges reflect the eras in which they were built (technology, city’s needs, resources, etc)?
 - What were the functions and purposes of both bridges?
 - What controversies surround the functions and purposes of these bridges being built? (Teacher may want to provide background on the Hoan bridge)
 - What types of bridges do you see being built in Milwaukee one hundred years from now? Give your reasoning for this design.

2. Challenge students to design and build a bridge of their own. Have them form groups of three or four to plan and discuss the features of the bridge. Share with students the following criteria:
 - a. Bridge must meet the needs of the people of Milwaukee in 2006. Brainstorm on ways that your bridge will make life better in Milwaukee.
 - b. Bridges can also be designed on paper. Students can provide a drawing or an original, computer-generated model.
 - c. Students can provide a written/oral summary that addresses the following questions:
 - What challenges do you foresee in creating this bridge?
 - Where in Milwaukee will this bridge be located? Why did you choose this location?
 - How will this bridge improve the quality of life in Milwaukee?
 - What sacrifices might the public have to endure as you build this bridge (street closures, pollution, noise, etc)?
 - What controversies may possibly surround the construction of your bridge? How might you tactfully resolve this negative association with your bridge?
 - d. Any material can be used to build the bridge (Toothpicks, tongue depressors, and glue are examples of the types of inexpensive materials that can be used to build bridges).
 - e. Bridges can be displayed in small groups or in a class viewing. Short presentations that incorporate responses to the previous questions may be performed by students.

NO GRAIN, LET'S ENTERTAIN!

1. Organize a trip to the Grain Exchange. Try to coordinate a tour of the building and its historical exterior, architecture, windows, woodwork and rooms.
2. As students tour the building, have them take notes and write 10 questions about the exchange, its formal and current functions, and its connections to the Milwaukee community.

Follow-up Learning Activities:

- Have students create a quiz about the field trip for their classmates to take. Administer the quizzes randomly to students upon return from the trip (Students should take the quiz of another student. They can be

multiple choice or short answer). Allow students to correct the quizzes and discuss the results with their peers.

- Openly discuss students' experiences at the Grain Exchange and how different the Exchange is from its trading days.

TOURING MANY NATIONS IN MILWAUKEE

1. Have students visit sites in Milwaukee like the Italian Community Center, Serb Hall, Turner Hall, the Polish Heritage Alliance, German Fest Milwaukee Inc., and the Irish Fest Center that are still dedicated to preserving the city's immigrant heritage. Students could talk to individuals associated with these places and interview them about how and why they preserve ethnic traditions. They might even find people associated with these places that would be willing to talk to the whole class about a particular ethnic group's experience in Milwaukee.
2. Students could report their findings to the rest of the class orally or in writing.

***Note to Teachers: The group, Historic Milwaukee, Inc. has a variety of tours that students can take as a class or with a parent or guardian. More information is available on their website at: <http://www/historicmilwaukee.org>*

ETHNIC SITESEEING

1. Have students visit or tour places that were significant aspects of the lives of different ethnic groups in Milwaukee (e.g. churches, landmarks, neighborhoods, parks, buildings, workplaces). Students could research the locations of some of these places. They could work to find people associated with these places to gain more information about any ways these places maintain an ethnic identity.
2. Students could write a report, create a PowerPoint presentation, create a postcard about these places, or create storyboards about their visit and findings or even make a video with their own narration that they could show to the rest of the class.

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BROCHURE FOR MILWAUKEE LANDMARKS

1. After viewing Video Chapter 9, *Greater Milwaukee*, the teacher should lead a discussion on the building boom that took place at the turn of the 20th Century in Milwaukee. In addition, focus part of the discussion on famous landmarks that were constructed during that time.

2. Next, the class should identify several current Milwaukee landmarks they believe deserve placement within a brochure for potential visitors to the city of Milwaukee. Pose these questions: What landmarks do you believe attract visitors to our city? Which landmarks do you believe deserve placement in a brochure that is designed to attract visitors to our city?
3. The teacher can provide examples of brochures and help students discover the nature of a brochure as well as provide a variety of brochures for students to examine. Students can also be encouraged to pick up brochures or bring their own collection of brochures to class as good brochures. Discuss why some brochures are better than others.
4. Individual students or a small student group will choose one landmark they believe attracts visitors to Milwaukee.
5. *Teachers and students are encouraged to access “The Making of Milwaukee” (MOM) website, www.themakingofmilwaukee.com and go to the “Image Library” of the “In the Classroom” section to view Milwaukee landmarks they may want to highlight. Use the “search” tool to locate images.*
6. Individual or small student groups will write a paragraph that describes why people would want to visit a particular landmark.
7. After writing the paragraph, students will compose one appropriate phrase from the words they’ve used for a caption to place under the picture of their landmark; a phrase they believe captures the essence of the landmark and that might entice a tourist. (If students are working in groups, they might each compose a phrase and then choose the one that best represents what they want to communicate to tourists.) For example, students might choose the Milwaukee Art Museum as a landmark and the caption might state: *“Discover Milwaukee’s Art Treasures”*.
8. Using their original descriptive paragraph, students will also write one or two phrases or sentences that might be placed in a brief text section of the brochure and that also might best persuade tourists to visit Milwaukee landmarks.
9. If time allows, students will compile their landmarks of choice into an actual brochure (or, several brochures each highlighting 6-8 landmarks can be completed depending on the number of students in a class) for Milwaukee tourists, using word processing tools of choice. If one brochure is developed, have the class vote on an appropriate title for the brochure. If several are developed, each group can decide their own title.
10. After finishing the brochures, place the brochures on display for students to assess the attractiveness and persuasiveness of the brochures.

11. Perhaps even contact Milwaukee Visitors Bureau (www.milwaukee.org) about displaying or distributing a young person's point of view brochure or, display the brochure on a family night for feedback.

LANDMARK TOUR

1. Arrange for students to take a city tour of famous Milwaukee Landmarks they, in collaboration with the teacher, have chosen. Perhaps arrange actual tours of 1 or 2 landmarks and drive or stop by several others so that students can get out briefly to gain up close and personal impressions. *If actual tours are not a reality at this time, take tours via The Making of Milwaukee website, www.themakingofmilwaukee.com. Go to the "Image Library" of the "In the Classroom" section. Choose Architecture and Outdoor Special Places from the pull down menu and use the "search" tool to locate landmarks. Or, take tours through any of the other following websites:*

www.wisconsinhistory.org
www.milwaukeecountyhistsoc.org
www.jsonline.com

2. At each site students collect and record data and their impressions using clipboards to draw, write descriptors, addresses, answers to interview questions, etc.
3. After the famous Milwaukee landmark tour, students will compose a report on a landmark of choice using their own data as well as information they have collected as a result of article searches on the Milwaukee Journal Sentinel website.

Follow-up Learning Activities:

- Students could share their reports with each other and then take a class vote on what they believe are the 10 Best Milwaukee Landmarks.
- Students could compare their ratings with the ratings completed in January 2006, by the Milwaukee Press Club.

www.milwaukeepressclub.org
www.gemsofmilwaukee.com

EXTENDING THE TIMELINE

1. The teacher should divide the class into groups or pairs and have them research what year various landmarks, constructed during the turn of the 20th century, were built and/or when the new suburbs were formed.
2. Students can use the following websites to complete their research:
www.jsonline.com

www.milwaukeehistsoc.com
www.wisconsinhistoricalsociety.com
www.themakingofmilwaukee.com

3. After completing the research, students will construct and title a timeline to represent the years various landmarks or suburbs appeared on the Milwaukee scene. Students may hand draw their timelines or use timeline software.

WHERE AM I?

1. The following places became a significant part of Milwaukee's landscape during the 1930's. See if students can locate each on a map of Milwaukee. The following website offers a printable map of Milwaukee:

<http://www.mapquest.com/>

- Greendale
- Parklawn Housing Project (Hint: 40 acres west of Sherman Boulevard at Lincoln Creek)
- The Linnwood Avenue Water Treatment Plant (Hint: it's very close to UWM)
- Whitnall Park
- The Milwaukee Quarry (Hint: It was located in Currie Park)
- The Milwaukee County Courthouse
- Borchert Field (Hint: It was on 8th and Chambers)