

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

Civics/Government:

Teaching about Civics/Government in Milwaukee

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

- **Trouble in Town (Discussing City Problems)**
- **Positive and Honest Leadership (Listing Leadership Traits)**
- **Exploring Political Leadership**
- **Milwaukee’s Claim to Fame: Better or Worse (Trivia Activity)**

TROUBLE IN TOWN

1. Say to students that every city has positive and negative attributes. Provide a couple of examples from cities you have visited. Describe the positive and negative attributes of those cities.
2. Ask students to identify one positive attribute and one negative attribute of Milwaukee either orally or in writing.
3. Make a T-Chart on the board or overhead of “Positive and Negative Attributes” of Milwaukee. Remind students that what may be a positive or negative attribute to one person may not be the same for another person.
4. Ask students to choose and describe in writing what they believe is one negative attribute of Milwaukee as well as make suggestions for changing that attribute. Give students 5-10 minutes for composing their thoughts.
5. Have students share their attributes and reasoning with the whole class or in small groups.
6. Direct students’ attention to Video Chapter 10, *Trouble in Town*. Tell students that after the video they will be expected to make a list of the problems faced by Milwaukee at the turn of the 20th century as well as describe pictorial evidence within the video that supports their claim. For example, ask students, “*What did you see in the video that makes you say that?*”

POSITIVE AND HONEST LEADERSHIP

1. Depending on grade level, ask students to imagine that they are chosen as the leader of their class, school, city, state, OR country.

2. Tell students to make two lists:
 - A list of the things they would do for their fellow citizens (their constituency) to make life better in their class, school, city, state, OR country.
 - A list describing the kind of personal attributes they would demonstrate as a positive and honest leader. Give students 5-10 minutes to identify at least 2-3 things within each list.
3. Have students share these lists with a neighbor, a small group, or the whole class.
4. Tell students that after viewing Video Chapter 11: “Socialists at Work”, they will be expected to list and discuss some accomplishments initiated by the Socialists for Milwaukee in the early 1900’s.

EXPLORING POLITICAL LEADERSHIP

After viewing Video Chapter 11, *Socialists at Work*, students will review leadership positions that were held by various members of the Socialist party in Milwaukee at the turn of the century. Students will explore what leadership positions they might aspire to, then develop a vision statement and action plan they might use when campaigning for a specific office in their class, school, city, state, or country. (The appropriate context will depend on the students’ age.)

1. Students take notes related to the types of leadership positions Socialists assumed as they view the Video Chapter 11, *Socialists at Work*.
2. Students write a sentence about what one particular leader was trying to accomplish by taking on this leadership role and share their ideas with the class.
3. Students will brainstorm leadership positions that are currently needed within their class, school, city, state, or country and explore the responsibilities of that particular position.
4. Students imagine that they have an opportunity to assume a leadership role within their class, school, city, state, or country.
5. Students choose a leadership role they are most interested in and write a vision statement about what they believe should be accomplished for their constituents.

Follow-Up Learning Activities:

- Students follow this belief statement by constructing an action plan for their chosen leadership position. What they will accomplish, when, how and for whom?
- Students campaign (mock or real) for a particular leadership office. (Posters, speeches, secret ballots, voting, acceptance speeches).

- Students give persuasive campaign speeches to their classmates, parents, or public officials who provide feedback and/or assessment.

MILWAUKEE’S CLAIM TO FAME: FOR BETTER AND WORSE

True or False: Students can earn one point for each correct response and one additional point for the correct answer if they believe the answer is false.

1. Milwaukee became the nation’s 12th largest city in the 1800’s. (T)
2. Milwaukee’s County Courthouse has always been at its present location, on 9th and Wells. (F) *It was originally located at the north end of Cathedral Square.*
3. Milwaukee’s city hall, completed in 1895, was built on a swamp. (T)
4. So many wealthy German’s lived in Milwaukee they built houses that looked like castles in various parts of the city. (T)
5. A Polish flat is a kind of bread that doesn’t rise during the baking process. (F) *A Polish flat is a small house that has been raised to accommodate a basement apartment.*
6. During the late 1800’s, eight suburbs developed, including Waukesha. (F) *The eight suburbs did not include Waukesha.*
7. It is said that Milwaukee had 1,300 saloons and only 100 churches in 1891. (T)
8. The average life expectancy in Milwaukee around 1890 was approximately 28 years. (T)
9. Pollution did not occur in Milwaukee until the 20th century. (F) *Various types of pollution were enormous problems during the late 1800’s.*
10. The Flushing Station was built in Milwaukee around the 1888 to help the flushing of toilets be more efficient in disposing of sewage. (F) *The Flushing Station, built in 1888, was designed to flush the dirty Milwaukee River with clean Lake Michigan water.)*
11. David Rose was an honest and ethical mayor in Milwaukee during the late 1800’s. (F) *Mayor Rose was corrupt and tolerated many vices within the city such as gambling and bribery.*
12. In 1903, 3,000 Milwaukee citizens jammed Turner Hall to complain about their corrupt city government. (T)
13. The Socialists gained popularity and power in Milwaukee because the working people wanted a shorter workday and an honest government. (T)
14. Victor Berger was Milwaukee’s first Socialist mayor. (F) *Emil Seidel was the first Socialist mayor, elected in 1910.*
15. The “Forty Eighters” were a group of middle-aged Milwaukee citizens who joined the Socialist Party. (F) *The “Forty Eighters” were German Socialists who encouraged free thinking.*
16. Daniel Hoan, Milwaukee’s 2nd Socialist mayor, was nicknamed, “Fighting Dan” because he had a bad temper. (F) *He was given the nickname because he was a persistent leader.*
17. Daniel Hoan established Jones Island as the place to process Milwaukee’s sewage. (T)

18. In order to establish Jones Island, the city had to convince the Kaszubs, Milwaukee's Polish fishing community, to vacate the island. (T)
19. Charles Whitnall established the Milwaukee County Park System, which eventually led to the design and construction of 145 parks. (T)
20. The Milwaukee County Zoo was originally in Lake Park on the East side of Milwaukee. (F) *The zoo was originally situated in Washington Park.*