

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

Early Milwaukeeans:

Teaching about Early Milwaukeeans in Milwaukee

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

- **Start Spreading the News (Writing a Newspaper Article)**
- **The Good In Grain (Creating a Commercial)**
- **Schooners in Milwaukee (Analyzing a Photograph)**
- **What’s in a Photo**
- **Names, Faces, & Places (Identifying Famous Early Milwaukeeans)**
- **Triple Timeline**

START SPREADING THE NEWS

1. Review with students the events surrounding the Bridge War between Solomon Juneau and Byron Kilbourn. Have students identify and explain the conflicts and disputes between both leaders.
2. Have students assume the role of a local newspaper reporter (not associated with either Juneau or Kilbourn). Students will gather information on the Bridge War and its effects on the city’s image, the citizens of Milwaukee, local businesses, the design of the city and other aspects of Milwaukee.

Note: Teacher may want to use a current article as a model in explaining the components of newspaper articles.

3. Using the Video Chapter 2, *New Frontiers*, and other resources such as library books, encyclopedias and Internet websites, motivate students to write a news article that explains the Bridge War in Milwaukee.

Please visit the “Interactive Lessons” section of “In the Classroom” on *The Making of Milwaukee Website*, www.themakingofmilwaukee.com and choose the *Interactive Newspaper Exercise*. To access this tool now, click here:

<http://www.themakingofmilwaukee.com/classroom/newspaper/index.cfm>

Images for this lesson can also be found by going to the *Image Library* of the “In the Classroom” section of *The Making of Milwaukee Website* and choosing “Lesson Activity Images” from the pull down menu. Be sure to use the “search” tool to locate the photos entitled “Bridge War Painting and West Siders Destroy Bridge”.

4. Suggest the following to students as they create their articles:

- Create an eye-catching title

- Report accurate details and facts (include names of actual people, dates and important incidents)
 - Incorporate a photo (if possible)
 - Type the article (consider a column-based/new article format)
 - The reporters' name and city reporting from (Milwaukee)
5. Students may read articles in front of the class, in pairs or small groups. Students may also work collaboratively to create a small newspaper or magazine, using the individual articles developed by each student.

THE GOOD IN GRAIN

1. After viewing Video Chapter 3, *King Wheat*, review the importance of wheat in Milwaukee. The review can also include a brief discussion of the following questions:
 - What allowed Milwaukee to have a global impact on the grain trade?
 - What were the effects of wheat on Milwaukee's economy and development?
 - What other industries were affected by the grain trade?

2. Have students create a commercial advertising the wonderful, unique wheat grown only in the state of Wisconsin. Students can form groups of 2 or 3 to create a commercial or work as individuals

Note to Teachers: First, you may want to give students the opportunity to research wheat (its uses, where its grown today in Wisconsin, price, appearance, etc).

3. Knowing the significance of wheat, have students create commercials that include the following criteria:
 - Created in the 1800's perspective
 - Background information on wheat (where it's grown, how it's grown, how it's used)
 - Description of wheat (color, size, weight, physical features)
 - Rationale for why potential customers should buy wheat
 - A price for customers to consider
 - Use of persuasive language
 - A catchy slogan
 - Props (actual stalk of wheat or replica)
 - 1 minute time limit
4. Give students planning time to create and rehearse commercials (Preparation time may vary according to class size, ability, scheduling, etc).

5. Upon completion of the preparation phase, students will then be given one minute to present their commercials to the class. Videotape the students' commercials and invite other grade levels, classes, schools and parents to attend a showing.

SCHOONERS IN MILWAUKEE

Wisconsin Historical Society Website (www.wisconsinhistory.org)

You can also see this picture in *The Making of Milwaukee* book by John Gurda.



1. Have students study the photograph of a schooner used in Milwaukee during the 1800s.

*Go to the "Image Library" of the "In the Classroom" section of *The Making of Milwaukee* website, www.themakingofmilwaukee.com to find a variety of images showcasing schooners. Choose "Lesson Activity Images" from the pull down menu and use the "search" tool to locate photos entitled: "Schooners in Downtown Milwaukee, Sidewheel Steamboat, and Dean Richmond Schooner".*

2. Discuss the following questions as a class or in small groups:
 - How might this schooner have been used in Milwaukee?
 - How do you think it changed the way goods were transported throughout the region?
 - What effect did schooners have on the economy and job market in Milwaukee?
 - What are the strengths/weaknesses of schooners?
 - How safe and reliable do you think schooners were in the 1800s? Explain.
 - What changes would you have made to the design of schooners?
 - What modes of transportation have replaced schooners?

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.

NAMES, FACES, & PLACES

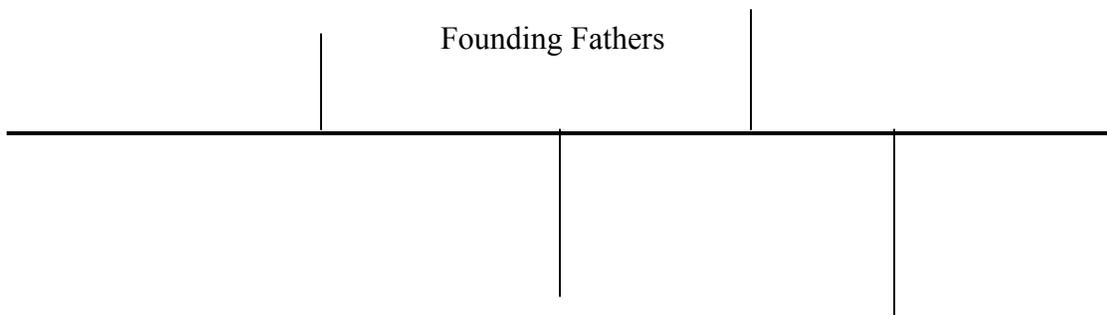
1. Research the Internet as well as the Making of Milwaukee website, www.themakingofmilwaukee.com to find photographs of the following individuals, groups or places. Go to the Image Library within the “In the Classroom” section of the website.

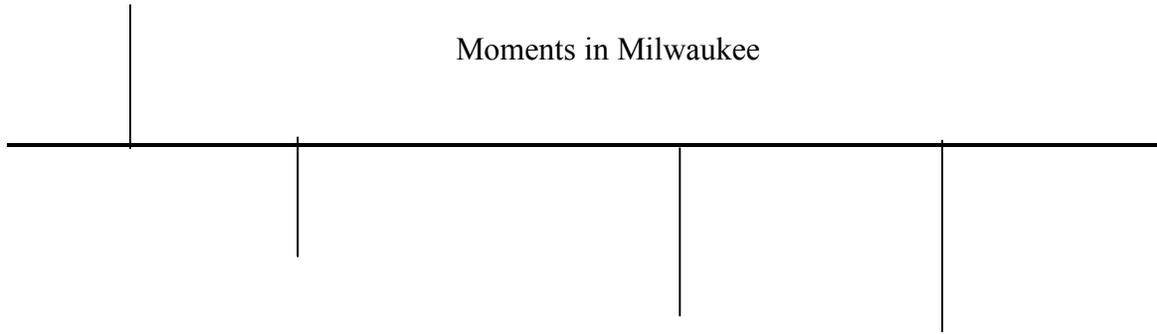
(Note: Teachers may make additions or deletions to the following list)

- Solomon Juneau
 - Byron Kilbourn
 - George Walker
 - Increase A. Lapham
 - Jacques Vieau
 - Alexander Mitchell
2. Place photographs on note cards, an overhead, poster board, chalkboard or a PowerPoint presentation.
 3. On a separate sheet of paper, provide the descriptions that properly identify these individuals. Challenge students to match the faces with the appropriate descriptions. Devise a point value for each correct match. This educational game can be played as a class or in small groups. Have students keep a running tally of team scores. Devise a point value for each correct match. Keep playing until one team has matched all photographs with their descriptions/biographies.

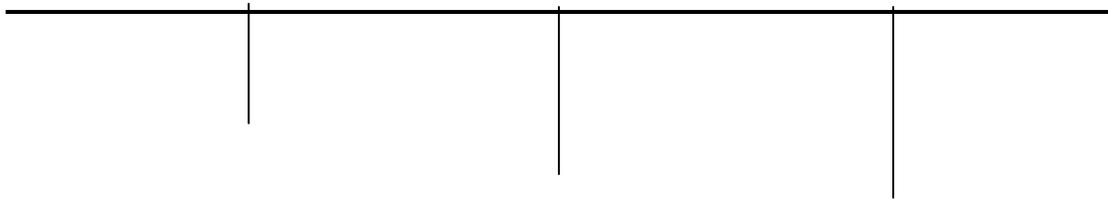
TRIPLE TIMELINE

Have students divide the timeline information into three categories (Natives, Explorers, Founding Fathers, Moments in Milwaukee, etc). Teachers may develop their own categories as they see fit. Students should create three separate timelines on one sheet of paper. For example:





Explorers



Students will place the appropriate date and event in the proper timeline. Events should be placed in chronological order with beginning and ending dates.