

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

Native Americans:

Teaching about Native Americans in Milwaukee

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

- **Making the Move (Discussing Moving in Native Milwaukee)**
- **Painting a Native Scene**
- **The Solomon Juneau Catalog**
- **Milwaukee History Quiz**
- **Triple Timeline**

MAKING THE MOVE

1. Have students recall a time in their lives when they moved into a new city or neighborhood. Ask students to write responses to the following questions:

- Why did you and your family move?
- What was the most challenging part of moving to another area?
- How did you adjust to your new city or neighborhood?
- What resources in the neighborhood helped you feel comfortable with your new surroundings?
- Did you ever feel like your family made the wrong decision to move? Why?
- What changes in your lifestyle did you or your family have to make after you moved to your new neighborhood?

2. Allow students to share their responses with another student or in small groups.

3. Using the responses to the invitational activity, discuss with students that moving to an unknown area can be extremely challenging. Explain to students that settlers who came to Milwaukee before it was a city shared the same types of experiences they recalled during this activity. These early Natives and settlers had to find ways to adjust to their new environments and survive in a time when technology was not as advanced as it is today. They used the resources around them and worked with others, sometimes strangers, to make the best of the land and opportunities around them. Furthermore, the perseverance, works and strength of these early settlers have helped pave a way for a new, vibrant and stable city such as Milwaukee.

Follow-up Learning Activity:

The following activity can be utilized as an extension of the previous activity:

- Challenge students to write a one-page poem that explains their moving experiences.
- Students' poems should incorporate the responses to the questions showcased above.
- Have students read these poems during an "open mic" in which students truly internalize and express their emotions associated with moving.

PAINTING A NATIVE SCENE

1. Have students recall some of the content from Video Chapter 1, *Natives and Traders*. Teacher records student responses for student reference. (Teacher may use all or some of the following list to generate discussion about the natural resources Natives used):
 - Marshy wetlands
 - Dense forests/woodlands
 - Bloodroot, trillium, acorns and wild grapes
 - Bear and deer
 - Dwellings made of tree bark
 - Plants for medicine and food
 - Variety of earthen and burial mounds
 - Native villages and campfires
 - Spear fishing, rice flail, corn hills
2. Have students imagine that they are among the first settlers to move in the early lands of Milwaukee. Motivate them to draw or paint a native scene that incorporates ideas from the list of resources Natives used. Encourage students to be creative and to include as many elements of early Native living as possible.
3. Once students' drawings or paintings have been completed, have students showcase their pictures in a Picture Gallery. Invite other classes, schools or parents to the picture showcase. While others are viewing the gallery, have students describe the scenes, images, and symbols they used to recreate the early Native scenes in Wisconsin.

Go to the "Image Library" of the "In the Classroom" section of *The Making of Milwaukee Website*, www.themakingofmilwaukee.com, and choose "Lesson Activity Images" from the pull down menu for images that can be used with this lesson. Be sure to use the "search" tool to locate the photos entitled, "Native American Shelters and Native American Rice Harvest Canoe".

THE SOLOMON JUNEAU CATALOG

Teachers may want to consider viewing the following websites with students before completing this activity:

<http://www.jcpenney.com/jcp/default.aspx>

http://www.sears.com/sr/javasr/home.do?BV_UseBVCookie=Yes&vertical=SEARS

<http://www.gandermountain.com/>
<http://www.eddiebauer.com/eb/default.asp>

1. After watching the Video Chapter 1, *Natives and Traders*, review with students the entrepreneurship of Solomon Juneau as a trader. Point out and describe the items he sold or traded (various furs, beads, blankets, axe heads, bells, etc) and how customers used them in their everyday lives.
2. Have students research the items Juneau sold at his trading post. Using resources such as textbooks, encyclopedias, library books or the Internet, have students take notes on the design, descriptions and uses of these items.
3. After thorough research has been conducted, have students create a product catalog for Juneau's trading post. The catalog should contain the following:
 - An enticing, attractive cover
 - Photographs or drawings of the products
 - Brief descriptions of the products and the advantages they offer to potential buyers

Follow-up Learning Activity:

Students may exchange catalogs and participate in a peer evaluation process during which they identify the strengths/weaknesses of the product catalogs.

MILWAUKEE HISTORY QUIZ

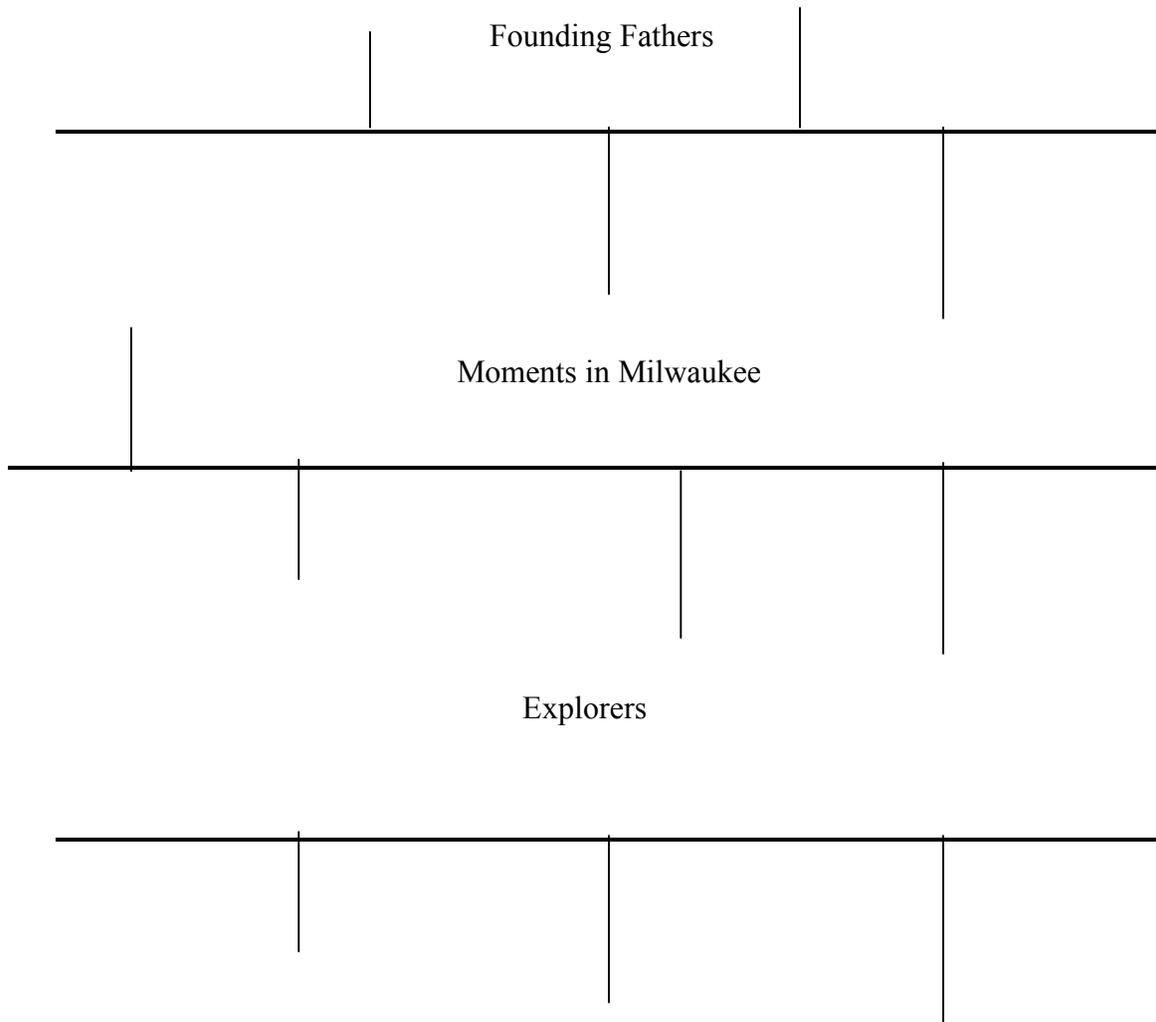
Use the following quiz to test students' general knowledge of Milwaukee, particularly in the 1800s:

1. Which university in Milwaukee was named after this first European to explore its region?
2. Which three settlements combined to create early Milwaukee?
3. Name the four famous brewers located in Milwaukee during the late 1800s.
4. What does the word *Milwaukee* mean?
5. In what year did Milwaukee officially become a city?
6. When was the *Sentinel* created in Milwaukee?
7. Which three rivers in Milwaukee meet near Lake Michigan?

8. In the 1820's, settlers moved to southwest Wisconsin to mine for which natural resource?
9. The first railroad created in Wisconsin connected which two cities?
10. What Frenchman began trading with Natives in Wisconsin in 1666?

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:



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