

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

**Sports/Leisure:**

**Teaching about Sports/Leisure in Milwaukee**

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

- **Back to the Future (Comparing Present and Past Pictures of Ethnic Milwaukee)**
- **Take Me Out and Back to the Ballpark (Discussing Photographs)**
- **Speaking of the Ballpark (Preparing a Speech)**
- **Bushville Wins! (Writing Journal Entries)**
- **Flyer For the Festivals (Creating a Flyer)**

**BACK TO THE FUTURE**

*This activity requires access to the accompanying book “The Making of Milwaukee” by John Gurda, or the accompanying website for the video, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com).*

Look for a photograph of a German beer garden scene in Gurda’s book or on the website.

AND

To see a photograph of a present day ethnic festival go to the following website:

<http://www.germanfest.com/2004full/Bandfromthesky.jpg>

*The Then and Now photographs for this activity can also be found by going to the homepage of The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Go to the “Image Library” within the “In the Classroom” section and choose “Events” from the pull down menu. Be sure to use the “search” tool.*

*\*\*Note to Teachers: In the following activity, students will be considering the role that beer played in Milwaukee’s history and leisure time in Milwaukee. This activity is not in any way designed to promote the use of alcohol or to suggest that drinking is necessary for leisure. Make sure to have several teaching strategies in mind as this issue may potentially come up in students’ discussion and work.*

1. Have students use the above photographs related to ethnic leisure time in Milwaukee to pretend that they are either a person from the older photograph who has had the chance to visit the event in the modern photograph or a person from the modern photograph who has had the chance to visit the event in the older photograph and write a story about your experience.

2. Have them use specific features from the photographs and descriptions of ethnic leisure activities from the video in their stories. Also, tell them to be creative in attempting to describe what they see, hear, and feel but at the same time analyze details from the photographs to realistically portray both situations.

*This activity requires access to the accompanying book *The Making of Milwaukee* or, the accompanying website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com).*

Photo of Borchert Field.....Present day photo of Miller Park  
(In “Hard Times and Wartime” Chapter) <http://www.ballparks.com/baseball/national/miller.htm>

*The Then and Now photographs for this activity can also be found by going to The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Select the “Image Library” of the “In the Classroom” section, and “Outdoor Places” from the pull-down menu.*

## **TAKE ME OUT AND BACK TO THE BALL PARK**

1. After viewing pictures of Borchert Field and Miller Park, have students imagine that they are at a present day Milwaukee Brewers game at Miller Park. Imagine that they happen to strike up a conversation with the person next to them. They find out that this person has lived in Milwaukee for years, and he or she begins telling them about a day at the ball park when it was called Borchert Field.
2. Have them analyze these two images and use their analysis to create a potential list of similarities and differences between the photographs. They should use as many details as possible in the photographs to make comparisons and contrasts.
3. Then have students use their lists to write a possible conversation between them and the person they meet at the ball game that compares the experience of a day at the ball park in Milwaukee during the 1930’s and a day at the ball park today. They should use these fictional conversations to think about the way the experience of watching a baseball game in Milwaukee has changed in some ways but possibly stayed the same in other ways.
4. Have students read or even act out their conversations with one another in front of the class.

### Follow-up Learning Activity:

- The teacher might want to discuss the different ways students interpreted the photographs and the different ideas that students focused on in their conversations.

## **SPEAKING OF THE BALL PARK...**

1. Have students imagine that they have lived in Milwaukee for over 80 years and have been invited to speak to a class of kids about baseball in Milwaukee. They decide to bring the two photographs from above to their guest speaking engagement to help the students understand changes in baseball that the city has seen over the years. Before passing these photographs to the students, the student, as the guest speaker, decides to explain each photograph in detail to make his or her point.
2. Have students write a speech that they would give to other students in this situation based on these two photographs. The speech should include a description of as many details as possible from these photographs and highlight any possible similarities or differences between the photographs.
3. Have students deliver their speeches to the class.

Follow-up Learning Activity:

- The teacher might want to discuss the different ways students interpreted the photographs and the different ideas that students focused on in the speeches.

**BUSHVILLE WINS!**

1. Have students view the following picture:  
(A similar photograph can be found in John Gurda's book, *The Making of Milwaukee*, chapter entitled, "The Exploding Metropolis".)  
  
*Or, go to the "Image Library" of the "In the Classroom" section of The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com), and choose "Lesson Activities Images" from the pull down menu to locate the proper image: "1957 Milwaukee Braves"*



2. The 1957 World Series was a tremendous victory for both the Braves and the citizens of Milwaukee. Imagine you were present during this glorious moment in Milwaukee's history. Write an entry in your personal journal that explains the atmosphere and celebrations that took place throughout the city. Refer to the following in your journal entry:
  - Celebrations that took place
  - Conversations in the local stores, workplaces, churches and communities
  - The effect of the victory on Milwaukeeans (spirit, pride, confidence, sense of community, etc.)
  - The impact sports had on a city that was developing, growing and experiencing both successes and growing pains in various aspects of city life.
3. Have students share their individual journal entries with the class, partner or small group.

## **FLYER FOR THE FESTIVALS**

Milwaukee has been synonymous with festivals, food and fun. There are several festivals in Milwaukee that show the true diversity and ethnic cultures that permeate throughout the city. Persuade students to recall the many festivals celebrated in Milwaukee and complete the following:

1. Have students create a flyer for any ethnic festival held in Milwaukee.
2. Flyers should include slogans, photographs and designs that will entice Milwaukeeans and visitors to take part in the festivities surrounding the event.

Flyers should make mention of the music, food and entertainment the event has to offer.

3. Just as the current Summerfest utilizes a logo to familiarize people with its event, have students design a logo that would symbolizes Milwaukee today. Incorporate this logo into the flyer.
4. Have students present their flyers to the class or small groups, explaining the images, slogans and logos and their reflection of Milwaukee during that particular time.