

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

**Milwaukee Buildings and Architecture: Teaching about
Milwaukee Buildings and Architecture in Milwaukee**

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

- **What’s In a Photo**
- **Picture This (Creating Models and Blueprints)**
- **Touring Many Nations In Milwaukee (Fieldtrip)**
- **Ethnic Sightseeing (Fieldtrip)**
- **Brochure for Milwaukee Landmarks**
- **Landmark Tour**
- **Architectural Assistance (Designing a Home)**

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.

PICTURE THIS

Note: The following activity requires access to *The Making Of Milwaukee* book by John Gurda, *The Making of Milwaukee* DVD set, or *The Making of Milwaukee* website, www.themakingofmilwaukee.com

Using *The Making of Milwaukee* book, show students the following pictures of the early development of Milwaukee:

- Cathedral in 1836
- The Milwaukee House
- West side of Water Street in 1844

Then and Now pictures of St. John's Cathedral and Water Street are also available in the "Then and Now" section on *The Making of Milwaukee* website, www.themakingofmilwaukee.com. Go to the "Milwaukee's History" section of the website and click on "Then and Now" photos. Or, to go directly to the Then and Now photos, click here now: http://www.themakingofmilwaukee.com/history/before_after.cfm

1. For each photograph, discuss the following questions:
 - What do you think was the purpose of this structure?
 - What is the architecture of the building? Why do you think it was built this way (resources, geography, etc)?
 - What materials, labor and technology were used to create this building?
 - How did this building contribute to the development of Milwaukee?
 - What do you think surrounded this building (home, factories, Lake Michigan, etc.)? What makes you think this was the case?
2. Have students work in pairs or triads to develop a building for a business that would have had a major impact on the development of Milwaukee during the 1800's. As a group, students will decide on a business that they feel was needed during Milwaukee's early growth.
3. Businesses should be given a name and significant purpose. Students should explain the product(s)/service(s) that the business will be providing to Milwaukee settlers that will contribute to the success of Milwaukee.
4. Business buildings can be created in the following ways:
 - a. **Mini-Model:** Groups can create an actual model of their building. They must reach a consensus on the materials that will be needed to make the building and assign tasks (material gathering, research, etc.). Class time can be given to groups to coordinate development efforts. Models can be presented by each group or displayed as a "business district" fair. Groups should include a one-page summary of the building, the product or services being offered to Milwaukeeans and its effect on the growth of Milwaukee.
 - b. **Blueprint:** Groups can create a blueprint drawing of what the building will look like once built. Blueprints should include measurements, material (wood, steel, etc), necessary labor and equipment. Class time can be given to groups to coordinate development efforts. Blueprints can be presented by each group or displayed as a "business district" fair. Groups should include a one- page summary of the building, the product or services being offered to Milwaukeeans and its effect on the growth of Milwaukee.

Teachers may want to consider viewing the following websites that explain the making of blueprints:

<http://www.clevelandart.org/kids/art/haveago/blueprint.html>

http://www.ehow.com/how_8384_design-own-house.html

http://andyshowto.com/preparing_blue_prints.htm

Follow-up Learning Activity:

After models/blueprints have been completed and presented, discuss the following questions with students as a class:

- What difficulties did your group face in developing a business?
- What were some limitations and risks that early business owners had to face in order to create a successful business?
- What experiences do you think your group and early business owners have in common as you developed your businesses?
- How important is location in developing a business? Explain. What are the most advantageous areas to create/build a business?
- What products/services do you think were the most important to early Milwaukee settlers? Why were these products/services so significant during the 1800s?

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.milwaukeeclub.org

www.gemsofmilwaukee.com

ARCHITECTURAL ASSISTANCE

1. As Video Chapter 15, *The Exploding Metropolis*, indicates, a tremendous increase in births nine months after the end of World War II sparked a need for housing in Milwaukee. There were various types of homes for veterans and their families. Many families had similar and differing needs as determined by the current size and future plans of the families.
2. You are an up and coming architect who has been asked to develop one affordable home that will meet the many needs of the families of the 1950s and 1960s. Design this house taking into consideration the incomes and needs of various family members, not just one traditional family.

(Teachers may want to consider viewing the following websites that explain the making of blueprints):

<http://www.clevelandart.org/kids/art/haveago/blueprint.html>

http://www.ehow.com/how_8384_design-own-house.html

http://andyshowto.com/preparing_blue_prints.htm

3. Create a housing advertisement that showcases the exterior of the home. Design a blueprint of the interior of the home and its rooms (bedroom, living room, bathroom, kitchen, etc). Note: Teacher may want to provide an example of a house listing to give students a visual for the assignment.
4. Write a one-page description of the home's attractions and accessories. Provide a detailed explanation of the rooms, their square footage, neighborhoods they exist in, local schools, durability and affordability.
5. Proposal: Present your newly designed home to contractors (the class or small group of students), persuading them to build your homes in Milwaukee neighborhoods.
6. Choose the top five designed homes based on (1) affordability, (2) durability, (3) function, (4) compatibility with family needs, and (5) attractiveness.