

Social Studies Content Themes for Middle/High 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.

- **Flyer For the Festivals (Creating a Flyer)**
- **TV Reigns Supreme (Class Analysis / Discussion)**

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.

TV REIGNS SUPREME

1. Draw students’ attention to the Timeline above related to Modern Milwaukee. Have students locate the year Milwaukee’s first TV station “Signed On the Air”.
2. Then have students note how many TV sets were in Milwaukee during the year 1948.
3. After those numbers are identified on the timeline, ask students to imagine that, by the year 1950, there may have been 15,000 TV’s in Milwaukee. Then after locating (on the timeline) how many people were living in Milwaukee in 1950,

ask students to compute the ratio of TV sets to people living in Milwaukee at that time.

4. Next ask students to think about how many TV sets might be operating in Milwaukee at the present time. Ask them if they think that the current ratio of TV's to people living in Milwaukee is same as it was in 1950. Do they think the ratio would be the same or would it be a higher or lower ratio? Ask students to justify their reasoning.
5. Then ask students how they might determine the current ratio of TV's to people living in Milwaukee at the current time. Ask them to figure out a reasonable process to determine this ratio. Give small student groups time to deliberate about the best way to determine such a ratio and then have them compute that ratio. Tell students they must be ready to share their problem solving process as well as their rationale for the problem solving process.

(If students struggle with this task, or if your students are not developmentally ready to tackle this learning activity, suggest that they figure out a way to most accurately determine the ratio of TV sets to people in their classroom).

Follow-up Learning Activities:

- After engaging in the mathematical problem solving activity, have students begin to think about why people are so attached to their televisions and if they believe it will always be such a popular form of entertainment. If they don't think it will maintain its popularity, then what forms of entertainment do they believe will take the place of TV and what is their rationale for this belief.
- Based on what students have read, seen on the Making of Milwaukee Video Chapters, heard from their family stories, or seen in family photograph albums, have students create a timeline of popular forms of entertainment in Milwaukee since its very beginnings.
- Have students conduct surveys as well as graph and analyze the findings related to the most popular:
 - TV shows
 - Viewing Times
 - TV Brandnames
 - TV Sizes
 - TV Commercials

Depending on developmental levels, students can represent the entire population they surveyed on their graphs or they can disaggregate the data set according to age groups, gender, etc.