

Teaching and Learning Strategies for Elementary/Middle School
From
“The Making of Milwaukee” Curriculum

Art and Design:
Teaching and Learning about Milwaukee
through Art and Design

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

- **Painting a Native Scene** (Paint Native American Scene in early Milwaukee)
- **The Solomon Juneau Catalog** (Design a catalog for early Milwaukee)
- **What’s in a Photo?** (Design your own bridge)
- **Advertising Milwaukee Company** (Design an Advertisement)
- **Illustrating a Timeline** (Illustrate People, Places, Events)
- **Brochure for Milwaukee Landmarks** (Create a Brochure)
- **Milwaukee Yesterday and Today** (Create an album, scrapbook or mural)
- **Creating our own Milwaukee Textbook** (Design a Text)
- **Women’s Wartime Contributions** (Design a Statue to Honor Women)
- **Flyer for the Festivals** (Design a Flyer)
- **Crisis in Milwaukee** (Create a Collage of Milwaukee Challenges)

PAINTING A NATIVE SCENE

1. Have students recall some of the content from The Making of Milwaukee 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

To understand the concept of a "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 Making of Milwaukee Video Chapter 1, Natives and Traders*, review 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, who he sold them to and what kind of trade exchange rates were used. 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
 - Trade Exchange Rates

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. Teachers may also use the items above in a rubric rating scale.

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 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.

ADVERTISING FOR A MILWAUKEE COMPANY

****Note to Teachers: One aspect of this lesson involves students creating an advertisement for Miller Brewing Company in Milwaukee. While Miller Brewing Company was a significant part Milwaukee's history, this activity is not intended in any way to promote the use of alcohol. Make sure you have several strategies to deal with any potential comments or issues related to students' work before using this activity.*

1. 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. Use the "search" tool to find the photos of advertisements for "Layton & Co., Pfister and Vogel, and Harley Davidson".

Then discuss the following questions with students:

- What is being used to attract customers to this product?
 - Do you think this was effective in attracting customers during this time? Why? Why not?
 - Do you think this would be effective in attracting customers today? Why? Why not?
 - Would you buy a product based on this ad? Why? Why not?
2. Now give students a product made by one of the following companies discussed in the video and have them use details from the video about these companies and their products to create an advertisement for the company's product. Students can use the chart from Activity 3, Labor Negotiations in Milwaukee, to help them see the products made by each company. Students could role play a television commercial, do an advertisement for a radio broadcast, or design a visual advertisement for a newspaper or magazine.
 - The Milwaukee Iron Company
 - Miller Brewing Company
 - Allis-Chalmers Company
 - Harley Davidson Motorcycles

- Allen-Bradley Company
 - A.O. Smith Company
 - Harnischfeger Company
 - Falk Company
 - Kearney and Trecker Company
 - Northwestern Mutual Life Insurance
3. Students should present their work to the class and be prepared to explain why they think people will buy their product based on their advertisement. You may have an outside party or even the class vote on the best advertisement and offer some type of prize. Students may work by themselves or in groups to complete this activity.

ILLUSTRATING THE TIMELINE

An interactive timeline can be found on The Making of Milwaukee website, www.themakingofmilwaukee.com . Go to the “Milwaukee’s History” section and click on “Timeline”. OR, to go directly to the timeline click here now: <http://themakingofmilwaukee.com/history/timeline.cfm>

1. Choose five different events on the timeline and draw pictures that would help other people understand the event, place, or person/s.

BROCHURE for MILWAUKEE LANDMARKS

After viewing Video Chapter 9, Greater Milwaukee, from The Making of Milwaukee video series, 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.

1. 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 Milwaukee?
 - Which landmarks do you believe deserve placement in a brochure that is designed to attract visitors to our city?
2. 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.

3. Individual students or a small student group will choose one landmark they believe attracts visitors to Milwaukee.
4. *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.*
5. Individual or small student groups will write a paragraph that describes why people would want to visit a particular landmark.
6. 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”*.
7. 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.
8. 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.
9. After finishing the brochures, place the brochures on display for students to assess the attractiveness and persuasiveness of the brochures.
10. 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.

MILWAUKEE YESTERDAY AND TODAY: AN ALBUM, SCRAPBOOK, OR MURAL

After viewing the segment, Greater Milwaukee, Video Chapter 9, students will construct an album, scrapbook, or mural of Milwaukee to represent Milwaukee: Then and Now (1890-1910 and 1990-2010).

1. Discuss the nature of a photograph album, scrapbook, or mural students will begin to compile a list of places and events they believe should go into one of the

visual representations listed previously for Milwaukee: Then and Now (1890-1910 and 1990-2010).

(This project can be done with the whole class, giving each person or small group responsibility for one particular topic related to Milwaukee Then and Now, such as: hotels, city hall, churches, theaters, museums, factories, streets, transportation, bridges, leaders, housing, recreations or landmarks.

2. Once the initial list is constructed, students choose one particular topic and begin to collect or sketch visual images that they believe best capture old AND new (Then and Now) Milwaukee related to their chosen topic.

Have students use photographs from newspapers, magazines, or brochures; or, direct students to go to The Making of Milwaukee website, www.themakingofmilwaukee.com, “In the Classroom” section and click on the “Image Library” and use the “search” tool to find accurate representations of specific images. Students can also go to these websites to collect then and now photos:

Milwaukee Journal Sentinel at www.jsonline.com

Wisconsin Historical Society at www.wisconsinhistory.org

If students want to use the “Scrapbook Exercise” on The Making of Milwaukee website, www.themakingofmilwaukee.com, go to the “Interactive Lessons” section of “In the Classroom” and select “Scrapbook Exercise”.

4. Students will need to order the photographic display or, in the case of a mural, organize the visual arrangements.
5. Students should also compose titles for each section of their scrapbook or album as well as brief captions for each visual image. In the case of a mural, students should title the mural and placed a brief written description of the visual images beside the mural.

Follow-up Learning Activities:

- After the album, scrapbook, or mural is constructed, have students write a poem, newspaper article, or essay describing the ways Milwaukee has changed and/or stayed the same between “Then and Now”.
- Display the album, scrapbook, or mural in a prominent place for other classes and families to view.
- If the class decides to create a scrapbook or album, allow students to “check-out” the album or scrapbook for one evening to share with family members.
- If the class decides to paint a mural, invite families, public officials, and local historians to view the mural. Ensure that all class members are able to act as guides or docents when people view the mural.

CREATING OUR OWN MILWAUKEE TEXTBOOK

*** Note to Teachers: You may want your students to view Video Chapters 12, 13, & 14 from The Making of Milwaukee Video Series before this activity.*

1. Imagine that your students have been asked by a local publishing company to write a textbook chapter or chapters explaining the history of Milwaukee from 1914 – 1945, which includes Milwaukee during World War I, the Roaring 20's, the Great Depression, and World War II (You may select any or all of these topics based on what video clips you show in this unit. You may also assign different topics to different groups). Students will use information from the video or other sources to create a textbook for other students on these topics. However, just as the people who make textbooks have limited space to describe events, students will only get to create a limited number of pages. (Use your own discretion based on the topic(s) for each chapter. For example, 3 might be a good limit).
2. Divide the students into groups (or you may assign students to do this individually) and ask them to discuss the following questions first:
 - Which individuals, groups, or events should be included in the textbook chapter(s)?
 - Why should these individuals, groups, or events be included?
 - Which individuals, groups, or events should receive the most attention and focus?
 - Why should these individuals, groups, or events receive the most focus?
 - What makes some information more important than other information?
3. If students cannot come to some agreement on the general content of the textbook chapter(s), this might be a good time for a class discussion on these same questions.
4. After students have discussed these questions have them list specific individuals, events, groups, and information related to these topics that they will include in their textbook page(s). They should also discuss where and how they will place any text, photographs, captions, graphs, quotes from primary sources, or other elements of a textbook page. If students are working in groups, they might want to assign roles like text writer, graphic designer, editor, and an individual to select photographs (see archives).

Students can find images for their textbook pages by going to the “Image Library” of the “In the Classroom” section of The Making of Milwaukee website, www.themakingofmilwaukee.com. Use the “search” tool to locate images and photographs under the various pull down categories.

5. After students have completed their pages, have each group or individual present their textbook pages.

6. Then, return to the discussion questions listed above and have individuals or groups compare how their newly created textbook pages answered those questions.
7. Finally, this is a great opportunity to discuss how textbooks contain limited and missing perspectives from the past and the way some perspectives get attention over others. The activity should end with a discussion about the perspectives missing from the textbook pages. In fact, the teacher might have each group (or student if they are working on this individually) include a note with their textbook pages describing the missing perspectives and defending why these perspectives are missing.

Follow-up Learning Activity:

The teacher could ask students to look at their own textbooks that they use for the class and discuss the same issues about representation and which individuals, groups, and events get the most attention in relationship to the people, events, and ideas that are left out of the textbook.

WOMEN'S WARTIME CONTRIBUTIONS

***Note to teachers: You may want to view Video Chapter 14, "Hard Times and War Times" before this activity.*

Throughout the nation women answered the call to work in factories during World War II. By the end of 1943 women filled more than one-fourth of Milwaukee County's industrial jobs. "Rosie the Riveter" was the nickname given nationally to women who served this role during the war and Milwaukee's women also made extremely significant contributions to the war effort. The following quote from John Gurda's *The Making of Milwaukee* book, originally printed in *Fortune* magazine, specifically described women working at a Milwaukee company called Cutler-Hammer, which produced electronic controls during this time.

The company is up against the fact that women frequently make better assemblers than men, and there will be every reason to keep them on when the men return.... (from "The Making of Milwaukee", chapter entitled, "Hard Times and Wartime")

1. After students read this quote have them answer the following questions:

- How does this quote affect your understanding of women’s contributions to the war effort during World War II?
- Why do you think that in spite of observations of like this, women were still paid less than men for the same work during World War II?
- Why do you think that in spite of observations like this, women were encouraged to leave the factories and return to lives in the home after World War II ended?
- What might have caused this magazine to make this observation during the War?
- Do you think the situation described in this quote only applied to this particular company or do you think there were other companies or jobs where this might have also been the case during World War II?
- What might have motivated women to work so hard and make so many sacrifices during World War II in spite of not being treated fully equal to men at this time?
- If women made such important contributions during World War II as described in this quote, why do you think Milwaukee has no public memorials or monuments to these women who worked in factories during World War II?

Follow-up Learning Activity:

The teacher might want to have students discuss or actually draw up design ideas for a possible memorial or monument to women like the ones described in the quote, and talk about where this memorial should be placed in Milwaukee. If students want an idea for a monument they might access the following:

Go to the photograph of the woman factory worker from the accompanying book, “The Making of Milwaukee” by John Gurda, in the chapter entitled, “Hard Times and Wartime”.

Or, 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. Use the “search” tool to find photos of the “woman factory worker”.

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.

CRISIS IN MILWAUKEE

In the Video Chapter 16, *City Under Siege*, the many challenges and struggles Milwaukee faced during the 1960s are identified.

1. Organize students in groups and have them create a pictorial collage that depicts these struggles.
2. Students should locate pictures on the Internet, in encyclopedias, textbooks, magazines, create their own photos, or a combination of all these to create the collage. (Refer to www.wisconsinhistory.org for a variety of photographs.)

A variety of photos related to the following topics are also available by going to the “Image Library” of the “In the Classroom” section of The Making of Milwaukee website, www.themakingofmilwaukee.com, and selecting “Lesson Activity Images”.

3. Collages should contain photographs that depict the following events/occurrences:
 - The extinction of the streetcar
 - The loss of neighborhood shopping districts
 - The dingy, dirty look of Milwaukee
 - Redevelopment claiming old neighborhoods
 - Freeway system claim land in the heart of the town
 - The destruction of landmarks (Our Lady of Pompeii)
 - Dutch elm disease
 - Loss of Alewives (ocean fish)
 - Relocation of the Milwaukee Braves to Atlanta
4. Have groups present their collages to the rest of the class, emphasizing and describing the images and how they symbolize the challenges in Milwaukee during the 1960s.
5. Discuss with students the struggles of today that have occurred in Milwaukee

over the past 5-10 years. Address the following questions with students:

- What losses has Milwaukee experienced over the past 10 years?
- Why did these losses take place?
- What effect did these losses have on Milwaukee's economy, communities, culture, relationships, etc.?
- What could have been done to prevent these losses from occurring in Milwaukee?
- Do you think Milwaukee's struggles are over? Explain.