

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

**Drama:  
Teaching and Learning about Milwaukee through Drama**

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

- **The Good in Grain** (Acting out an Advertisement)
- **Advertising for a Milwaukee Company** (Acting out a Commercial)
- **Old and New News** (Acting out a Newscast)
- **Acting in Time** (Acting out an Historic Event)
- **Take Me Out and Back to the Ball Park** (Acting out a Dialogue)
- **Acting out Missing Events** (Acting out an Historic Event)

**THE GOOD IN GRAIN**

1. After viewing Video Chapter 3, *King Wheat*, review the importance of wheat in Milwaukee. The review can also include a brief discussion of the following questions:
  - What allowed Milwaukee to have a global impact on the grain trade?
  - What were the effects of wheat on Milwaukee’s economy and development?
  - What other industries were affected by the grain trade?
2. Have students create a commercial advertising the wonderful, unique wheat grown only in the state of Wisconsin. Students can form groups of 2 or 3 to create a commercial or work as individuals

*Note to Teachers: First, you may want to give students the opportunity to research wheat (its uses, where its grown today in Wisconsin, price, appearance, etc).*

3. Knowing the significance of wheat, have students create commercials that include the following criteria:
  - Created in the 1800’s perspective
  - Background information on wheat (where it’s grown, how it’s grown, how it’s used)
  - Description of wheat (color, size, weight, physical features)
  - Rationale for why potential customers should buy wheat

- A price for customers to consider
  - Use of persuasive language
  - A catchy slogan
  - Props (actual stalk of wheat or replica)
  - 1 minute time limit
4. Give students planning time to create and rehearse commercials (Preparation time may vary according to class size, ability, scheduling, etc).
  5. Upon completion of the preparation phase, students will then be given one minute to present their commercials to the class. Videotape the students' commercials and invite other grade levels, classes, schools and parents to attend a showing.

## 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](http://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.

## OLD AND NEW NEWS

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

Photo Inside E.P. Allis Reliance Works.....Present day photo of Allis-Chalmers site  
(Photo in “Triumph of the Workingman” Chapter)      (Photo in the “Shifting Currents” Chapter)

*Then and now photographs for this activity can also be found by going to the “Image Library” of the “In the Classroom” section of *The Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Then choose “Business and Industry” from the pull down menu and use the “search” tool to find the Allis-Chalmers photos above.*

1. Have students examine the two photographs from above and pretend they are newspaper reporters at the opening of the strip mall where the Allis-Chalmers factory used to be in Milwaukee.
2. Have students write a news article that includes a detailed description of what the inside of the mall used to look like based on the photo of the factory from 1894 and the changes that have taken place in the present day. They should include realistic quotes and observations based on the photographs and speculate on the reasons why the changes took place and how this place evolved over time. As an alternative to this assignment, the teacher might want to allow students to act out a news program in front of the class that includes a detailed description of what the inside of the mall used to look like based on the photo of the factory from 1894 and the changes that took place over time. Perhaps they might want to include mock interviews with former workers or owners of the factory to help the audience understand the transformations that were made in this building.
3. Have students share any work with the rest of the class.

## ACTING IN TIME

*\*\*Note to Teachers: An interactive timeline with photographs can also be found on The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Go to the “Milwaukee’s History,” section and then click on “Timeline”. Or, to go directly to the timeline, click here now: <http://www.themakingofmilwaukee.com/history/timeline.cfm>*

*Teachers can also reference a timeline representing a particular historic era at the end of each historic theme in “The Making of Milwaukee” on-line curriculum found “In the Classroom” section of [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com)*

1. The teacher should divide the class into groups or pairs and have them act out one event in the timeline.
2. After the skit is over, the group should discuss the long-term impact of this event on Milwaukee’s history.

## TAKE ME OUT AND BACK TO THE BALL PARK

*For this activity, access photographs from the “Image Library” within the “In the Classroom” section of The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com).*

*Use the search tool in the “Image Library” to locate:*

- a. Borchert Field during Baseball Game
- b. Borchert Field with Stands Filled with People
- c. For pictures of Miller Park go to [www.ballparks.com/baseball/national/miller.htm](http://www.ballparks.com/baseball/national/miller.htm)

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.

## **ACTING OUT MISSING EVENTS**

*\*\*Note to Teachers: An interactive timeline with photographs can be found on “The Making of Milwaukee” website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Go to the “Milwaukee’s History,” section and then click on “Timeline”. Or, to go directly to the timeline, click here now: <http://www.themakingofmilwaukee.com/history/timeline.cfm>*

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1. The teacher should divide the class into groups or pairs and have them act out one event that they think is missing from the timeline.
1. After the skit is over, the group should try to identify the event and discuss why this is important to include on the timeline.