

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

**Learning in the Community:
Teaching and Learning about Milwaukee**

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

- **No Grain, Let’s Entertain!** (*Fieldtrip to Grain Exchange*)
- **Touring Many Nations in Milwaukee** (*Fieldtrip to Ethnic Community Centers*)
- **Ethnic Sightseeing** (*Tour Ethnic Churches, Landmarks*)
- **Community Tour** (*Tour Miller or Sprecher Brewery*)

***Note to Teachers: The organization, 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>*

If money and/or time are issues, try a virtual fieldtrip. Many companies, museums, have virtual tours. For example, go to www.milwaukee.gov/TheHistoryofMilwaukee2833.htm At the bottom of this historical account is a link to 360 Degrees Virtual Tours of historic places in Milwaukee.

NO GRAIN, LET’S ENTERTAIN!

***Note to Teachers: Video Chapter 3, King Wheat, complements this lesson activity.*

1. Organize a trip to the Grain Exchange. Try to coordinate a tour of the building and its historical exterior, architecture, windows, woodwork and rooms.
2. As students tour the building, have them take notes and write 10 questions about the exchange, its formal and current functions, and its connections to the Milwaukee community.

Follow-up Learning Activities:

- Have students create a quiz about the field trip for their classmates to take. Administer the quizzes randomly to students upon return from the trip (Students should take the quiz of another student. They can be multiple choice or short answer). Allow students to correct the quizzes and discuss the results with their peers.
- Openly discuss students’ experiences at the Grain Exchange and how different the Exchange is from its trading days.

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.

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ETHNIC SIGHTSEEING

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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COMMUNITY TOUR

***Note to teachers: One aspect of this lesson involves possibly having students tour Miller or Sprecher Breweries in Milwaukee. While these companies have had and continue to have a significant role in Milwaukee's economy, 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 this activity.*

1. Have students take a tour of companies still located in Milwaukee. For example Harley Davidson and Miller or Sprecher Breweries offer tours. Students should write a report about their observations and any information given on the tour.
2. As part of their report they could discuss how their impressions of these companies compare with the descriptions of the companies and working conditions described in the video.
3. Students should share their findings with the class.