

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

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

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

- **Celebration of Wisconsin Native Tribes (Researching and Presenting)**
- **Milwaukeeans by the Numbers (Researching the 1905 Census)**
- **Designing Your Own Census Survey (Collecting Census Data)**
- **Were they Really the Good Old Days? (Interviewing Family Members)**

**CELEBRATION OF WISCONSIN NATIVE TRIBES**

*\*\*Note to Teachers: Video Chapter 1 complements this lesson activity.*

1. In this activity, students will create a presentation that describes various aspects of the Wisconsin Native groups that lived in Wisconsin and were eventually forced to leave their lands in the 1800s.
2. Students will be divided into groups of five. Each group of students will be responsible for planning a presentation about one of the following Native American tribes. (List may be adjusted to class size.)

*Note to Teachers: You might assign each group a Native group or develop a random selection process.*

- Mound Builders of eastern Wisconsin
- Menominee
- Ho-Chunk
- Winnebago
- Sauk
- Fox
- Ojibwe
- Odawa
- Huron
- Potawatomi

3. Have each group conduct research about their assigned Native groups. This can be done in the school or local libraries, computer labs or any combination of outside resources. The following content areas should be present in all presentations:

- Background Information of Native group (history of the group)
- Location of the group and influence of location on the group
- Shelter, clothing and food within the tribe
- Traditions and celebrations
- Present status in the United States (Where are they now? How are they different/similar than their ancestors of the 1800s?)

4. Students may present their information of the Natives groups in the following ways:

- PowerPoint**: Students can create slides that display the required content. Groups may customize the presentation, include clipart and animation while displaying their research.
- Tri-board**: Groups can use a tri-board presentation board to display the required content. The board may include headings (background, location, etc), photographs, summaries and reports on the assigned tribe.
- Collage Poster**: Use photographs to showcase the content areas. Images should reflect the lives of Natives. Each group member would be responsible for explaining the pictures relevant to their assigned content area.
- Documentary**: Create a presentation in which students present their information through a series of scenes and skits. Students will narrate their developed scenes based on the research information they have collected. The use of props, clothing and “extras” can be encouraged.

*Please visit the “Image Library” of the “In the Classroom” section on The Making of Milwaukee Website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com), and choose “Lesson Activity Images” from the pull down menu for additional images that can be used with this lesson. Be sure to use the “search” tool to locate the photos entitled, “Potawatomi Portrait, Native American Shelters, Native American Rice Harvest Canoe”.*

## **MILWAUKEEANS BY THE NUMBERS**

*\*\*Note to Teachers: Video Chapters 4, 5, & 7 complement this lesson activity.*

The following table is taken from the 1905 U.S. Census. It lists the number of people born in different foreign countries living in Milwaukee County during this year. The percentages were not part of the census and have been calculated as approximate estimates to offer further insight. When viewing this table, keep in mind that these are the number of people living in Milwaukee County who were born in these foreign countries. Therefore, there would have been more people with ethnic backgrounds from each of these foreign countries (but not necessarily born there) living in Milwaukee County in 1905 than the numbers depicted in the chart.

<b>Country of Origin</b>	<b>Number of Foreign Born in Milwaukee County in 1905</b>	<b>Percentage of Total Foreign Born Living in Milwaukee County</b>
Austria	2,952	2.8%
Belgium	80	0.08%
Bohemia	2,028	1.9%
Canada	2,040	1.9%
Denmark	569	0.54%
England	2,227	2.12%
Finland	96	0.09%
France	272	0.26%
Germany	61,523	58.6%
Greece	413	0.4%
Holland	736	0.7%
Hungary	1,637	1.6%
Ireland	2,662	2.5%
Italy	1,270	1.2%
Norway	2,431	2.3%
Poland	18,527	17.6%
Russia	2,423	2.3%
Scotland	738	0.7%
Sweden	698	0.7%
Denmark	764	0.7%
Wales	317	0.3%

1. Use the statistics from the 1905 Census above to discuss the following questions that are designed to help students explore this source:

- What do these numbers suggest about the diversity of Milwaukee during this time?
- Do you think Milwaukee has the same type of diversity today? How is it similar or different?
- How do you think these numbers were gathered?
- What evidence is there in Milwaukee today that the city had such ethnic diversity and a large foreign born population at one time?
- How does this source only provide a limited understanding of Milwaukee's ethnic diversity during this time?

## **DESIGNING YOUR OWN CENSUS SURVEY**

Explain to students that a census is taken every 10 years in the United States to gain vital information about our country's population. In addition to counting the number of people in the country and various communities like Milwaukee, census statistics also contain important information like income, family size, and the ethnic and racial composition of our country as displayed in the source from 1905. Over the past few decades, individuals fill out and send in a form from the government to help collect this data. Many years ago, a census taker went door to door to gather this data.

1. Students should imagine that they are a census taker or a designer of a modern day census survey for the city of Milwaukee. They should be given individual time to create between 5 and 10 important questions that they would like to know about the residents of the city of Milwaukee.
2. Students should share these questions with the rest of the class and the teacher should take a vote on the 10 most important questions that they would ask Milwaukee residents and lead a discussion on why students chose these questions. These questions will create the class' census survey or census taker questionnaire.
3. The teacher should have students find 3-5 different adults that they know to take the survey and use the data students collect to engage them in a class discussion comparing it to actual census data for Milwaukee found at (<http://www.census.gov/>).
4. The following questions could serve as a guide to facilitate a discussion comparing students' data to the actual data from the federal government:
  - In what ways is the class' census data similar to the official census data from the U.S. government?
  - In what ways is the class' census data different from the official census data from the U.S. government?
  - Why do you think there were differences?
  - What was the most challenging part of this activity? Why?
  - What was the most enjoyable part of this activity? Why?
  - What does the class data suggest about the way people are categorized in the United States? Include a discussion of the limited perspectives/understandings of Milwaukeeans offered by the students' data and the limited perspectives/understandings of Americans offered by the U.S. government's data.

## **WERE THEY REALLY "THE GOOD OLD DAYS"?**

1. This optional learning activity relates to Video Chapters 9, 10, & 11 in which both the good old days and the troubled days of early Milwaukee are depicted. In this activity, students will explore the often-used phrase: “The Good Old Days”. What does it mean? What does it mean to different people? Has this phrase been used for a long time? Were “The Good Old Days” always good?
2. Before watching Video Chapters 9, 10, & 11 direct students to take notes on the positive and negative aspects of living in Milwaukee at the turn of the 20<sup>th</sup> century while viewing the chapters.
3. After watching these Video Chapters, have students look over their notes and then write summary statements regarding the positive and negative aspects.
4. Reflect with students about why people often describe their personal past with glowing and enthusiastic terms and at times use the phrase, “The Good Old Days” even when there were hard times and many setbacks and challenges.
5. As a teacher, retell a “Good Old Days” story of your own childhood that describes something you loved about your childhood and something that you miss. And/or tell a brief story of your adult life that depicts something you remember with great fondness.

#### Follow-up Learning Activities:

- Students are encouraged to tell or write their own stories about some thing or some event from their past that they fondly remember. The speech/story telling event or written essay could be introduced to students in this manner: *“Many people talk glowingly about “The Good Old Days” in Milwaukee. Based on your own experiences so far, talk about or write a story or speech that richly describes a part of your life that was very happy or exciting and tell why you have fond memories of it.”*
- Prepare students to write a newspaper article in a section devoted to the “Good Old Days”. Have students interview an older member of their family or a close family friend regarding what his/her life was like when they were the student’s age. In general, the students’ interviews should focus on what was good and what was difficult during that time. As part of their interview questions, students should ask their interviewee if they would describe that time in their life as “The Good Old Days” and why or why not. *(Depending on how many components of this activity you choose to incorporate into your instructional calendar, this learning activity could take several days, so plan accordingly.)*
  - a. To begin, students construct a set of interview questions. This may be completed individually or as a whole class.

- b. Students brainstorm and then work with their family to choose an appropriate person to interview.
- c. Students contact their interviewee and set a time for the interview. (Set a reasonable deadline for this activity.)
- d. During the interview, students take notes (collect data) on the answers to each question they pose. Work with students ahead of time on how to take notes during an interview. Stress that they should not try to write every word at the time of the interview but just enough information that immediately following the interview the details of the conversation can be filled in. Of course, students could use a tape recorder or even videotape the interview, but this is a teacher, family, and/or interviewer/interviewee decision.
- e. Have students write an article and compose a title for a proposed section of the Milwaukee Journal Sentinel, entitled, “The Good Old Days”. Use a newspaper article framework: the who, what, where, why, and when.

*Teachers and students are encouraged to use the interactive “Newspaper Exercise” within The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Go to the “In the Classroom” section of the website and click on “Interactive Lessons” or, to go directly to the on-line activity click here now:*

*<http://www.themakingofmilwaukee.com/classroom/newspaper>*

- f. Consider sending finished articles to the Milwaukee Journal Sentinel for publication in a Milwaukee History Section.