

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

Speaking/Debate:
Teaching and Learning about Milwaukee
through Speaking and Debate

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

- **Making the Move** (Recalling a Move)
- **Far From Home** (Talking about being away from Home)
- **Arriving in Milwaukee** (Discuss and Debate Coming to a new Land)
- **I Regret I Didn’t Come Sooner** (Discuss an Immigrants Perspective)
- **Touring Many Nations in Milwaukee** (Talking to Immigrants)
- **Advertising for a Milwaukee Company** (Discuss Advertising)
- **Exploring Political Leadership** (Discussing Leadership Possibilities)
- **Speaking of the Ball Park** (Writing a Speech)
- **The Role of Protest During the Civil Rights Movement** (Brainstorm Civil Rights)
- **The Mighty Migration** (Writing Speeches)
- **Governing Milwaukee** (Speaking as a Leader)
- **Flyer for the Festivals** (Presenting a Speech)

MAKING THE MOVE

***Note to Teachers: You may want to view Video Chapters 4, 5, & 7 after this activity.*

1. Have students recall a time in their lives when they moved into a new city or neighborhood. Ask students to write responses to the following questions:

- Why did you and your family move?
- What was the most challenging part of moving to another area?
- How did you adjust to your new city or neighborhood?
- What resources in the neighborhood helped you feel comfortable with your new surroundings?
- Did you ever feel like your family made the wrong decision to move? Why?
- What changes in your lifestyle did you or your family have to make after you moved to your new neighborhood?

2. Allow students to share their responses with another student or in small groups.

3. Using the responses to the invitational activity, discuss with students that moving to an unknown area can be extremely challenging. Explain to students that settlers who

came to Milwaukee before it was a city shared the same types of experiences they recalled during this activity. These early Natives and settlers had to find ways to adjust to their new environments and survive in a time when technology was not as advanced as it is today. They used the resources around them and worked with others, sometimes strangers, to make the best of the land and opportunities around them. Furthermore, the perseverance, works and strength of these early settlers have helped pave a way for a new, vibrant and stable city such as Milwaukee.

Follow-up Learning Activity:

The following activity can be utilized as an extension of the previous activity:

- Challenge students to write a one-page poem that explains their moving experiences.
- Students' poems should incorporate the responses to the questions showcased above.
- Have students read these poems during an "open mic" in which students truly internalize and express their emotions associated with moving.

FAR FROM HOME

***Note to Teachers: You may want to view Video Chapters 4, 5, & 7 after this activity.*

Ask students to think about an occasion when they have spent time the farthest place away from their home. Then have the students individually write answers to the following questions. These questions could also be used to have students write a story, script for a play, poem, or children's book about their personal experiences of a time spent farthest away from home.

- What was your journey to this place like?
 - How did you feel when you arrived at this place?
 - Did anything seem strange to you? If yes, explain.
 - What were the people like?
 - How do you think you would have felt if you were there all by yourself?
 - How do you think you would have felt if you couldn't speak the same language as the people who were around you?
 - How do you think you would have felt if you had to stay at this place for a long time?
1. Using the think-pair-share teaching strategy, have students share and compare their answers with another student. Then ask some of them to share their answers with the rest of the class.
 2. Use their responses to explain to students that people who came to Milwaukee likely had a wide range of feelings about coming to this new place. While some may have been excited about the chance for a new opportunity away from their homeland, others were likely afraid of being in a strange place. While some were

able to rely on the support of family and friends, others came to Milwaukee alone and had to rely very heavily on themselves. While some may have enjoyed the challenge of learning about a new language and culture, others were nervous about this task.

ARRIVING IN MILWAUKEE

***Note to Teachers: You may want to view Video Chapters 4, 5, & 6 before this activity.*

*This activity requires access to the accompanying book, *The Making of Milwaukee*, by John Gurda, or the accompanying *Making of Milwaukee* website, www.themakingofmilwaukee.com.*

In this activity students will discuss and debate the experience of coming to a new homeland like Milwaukee.

1. Have students study the photograph of the Polish Immigrant Family in Chapter 4, *Wheat, Iron, Beer, and Bloodshed*, of the Gurda book .

*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 the photo of the “Polish Immigrant Family”.*

2. Have students answer the following questions:
 - Where do you think these people might have come from? What causes you to think this?
 - What do you think their attitude is towards being in Milwaukee?
 - What do you think they brought with them when they came to Milwaukee?
 - What do you think they have left behind?
 - What will it take for these people to be able to call themselves “Americans”?
3. After students have written their responses, discuss students’ ideas as a group to see the possible wide range of ideas generated by the photograph.
4. Then tell students that this is a photograph of Polish immigrants who came to Milwaukee. Although it would be difficult for them to tell solely from the photograph that these were Polish immigrants, Polish immigrants tended to have large families like the one depicted here. Answers to the other questions are wide open to interpretation from the photograph.

5. Explain to students that they will learn many more specific details about people who arrived in Milwaukee from different countries like the individuals in this photograph.

I REGRET I DID NOT COME SOONER

According to the Video Chapter 5, *Neighbors and Strangers*, a German immigrant wrote the following line in a letter home:

“I thank the Lord that I am here, and I regret I did not come sooner”

1. Read this quote to students or write it on the board and discuss the following questions with this perspective on “Coming to Milwaukee”:
 - What might have caused this immigrant to feel this way about Milwaukee?
 - Why might other German immigrants have agreed with the idea expressed in the letter?
 - Do you think there were Germans who may have disagreed with the idea expressed here? Explain why some may have not felt this way.
 - Do you think members of the other groups who came to Milwaukee felt the same way as the idea expressed in this letter? In what ways might they have shared this perspective? In what ways might they have not shared this perspective?
 - Based on your experiences with Milwaukee today, do you think you would feel the same way as this immigrant after living here? Why? Why not?

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.

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

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.

EXPLORING POLITICAL LEADERSHIP

After viewing Video Chapter 11, *Socialists at Work*, students will review leadership positions that were held by various members of the Socialist party in Milwaukee at the turn of the century. Students will explore what leadership positions they might aspire to, then develop a vision statement and action plan they might use when campaigning for a specific office in their class, school, city, state, or country. (The appropriate context will depend on the students' age.)

1. Students take notes related to the types of leadership positions Socialists assumed as they view the Video Chapter 11, *Socialists at Work*.
2. Students write a sentence about what one particular leader was trying to accomplish by taking on this leadership role and share their ideas with the class.
3. Students will brainstorm leadership positions that are currently needed within their class, school, city, state, or country and explore the responsibilities of that particular position.
4. Students imagine that they have an opportunity to assume a leadership role within their class, school, city, state, or country.
5. Students choose a leadership role they are most interested in and write a vision statement about what they believe should be accomplished for their constituents.

Follow-Up Learning Activities:

- Students follow this belief statement by constructing an action plan for their chosen leadership position. What they will accomplish, when, how and for whom?
- Students campaign (mock or real) for a particular leadership office. (Posters, speeches, secret ballots, voting, acceptance speeches).
- Students give persuasive campaign speeches to their classmates, parents, or public officials who provide feedback and/or assessment.

SPEAKING OF 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. 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

Have students imagine that they have lived in Milwaukee for over 80 years and have been invited to speak to a class of kids about baseball in Milwaukee. They decide to bring the two photographs from above to their guest speaking engagement to help the students understand changes in baseball that the city has seen over the years. Before passing these photographs to the students, the student, as the guest speaker, decides to explain each photograph in detail to make his or her point.

1. Have students write a speech that they would give to other students in this situation based on these two photographs. The speech should include a description of as many details as possible from these photographs and highlight any possible similarities or differences between the photographs.
2. Have students deliver their speeches to 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 the speeches.

THE ROLE OF PROTESTS DURING THE CIVIL RIGHTS MOVEMENT AND NOW

During the 1950’s and 1960’s, and following the Brown vs. Board Supreme Court decision, a cross-section of people throughout the U.S. engaged in various kinds of protests to demonstrate their frustration with the inequities in educational, housing, and economic opportunities. Milwaukee was no exception, as protests to secure the basic rights of all American citizens regardless of race, class or gender, became a recurring event. This age was called the “Civil Rights Movement”. Some protests seeking to ensure equal rights for all Americans were peaceful or non-violent and some were violent.

1. After viewing Video Chapter 16, *City Under Siege*, have students recall what they learned about the Civil Rights Movement in Milwaukee. Specifically ask them to describe what civil rights issues seemed to be most prominent in Milwaukee, as well as who protested those issues, and the various ways in which they protested.

Suggest an organizer with 3 columns for students to represent the descriptors: civil rights issues, people who protested, and type of protest.

Follow-up Learning Activities:

- Have students explore the term “civil rights”. What rights do students believe they have as an American citizen? What is a civil right? Research how rights are protected within our country. Students then compose a brief descriptive or persuasive essay in which they explain what rights they most cherish, why they believe this right should be guaranteed to all American citizens, and what social action they would take to ensure that everyone is benefiting from this right.
- Have individual or small groups of students explore and create a continuum of descriptors (synonyms in varying degrees) between the terms “non-violent” and “violent” as possible responses to perceived injustices. What are the points or various degrees in-between “non-violent” and “violent”? Have students share their thinking with the whole class. After sharing, pose these questions: Does a protest have to be one way or another? What options are available to American citizens when they want to protest a perceived injustice?
- Have students brainstorm current civil rights issues in Milwaukee, the U.S., or any other country that concern people. Suggest that the class hold a rally in which individual or small groups of students will be allowed to peacefully, yet persuasively, protest a social justice issue with speeches, posters, and/or written communications with appropriate public leaders. The teacher may decide to let students choose their own issue or one particular issue that is of concern to the majority of the class. The rally may be held in-class or as part of an all-school assembly. (****Be sure to inform the students’ parents and your building administrators about this “peaceful” protest so that personal and professional decisions can be made about the issues of choice and the medium and space used to express the protests.*)

THE MIGHTY MIGRATION

***Note to Teachers. You may want to view Video Chapter 16 before these activities.*

1. Migration Map

(Note: Teachers and/or students may want to visit the following sites to gather background information for this activity):

<http://www.loc.gov/exhibits/african/intro.html>

<http://northbysouth.kenyon.edu/>

http://www.nebraskastudies.org/0700/frameset_reset.html?http://www.nebraskastudies.org/0700/stories/0701_0131.html

<http://www.inmotionaame.org/home.cfm>

- a. On a blank map of the United States, have students show the migration of African Americans from the South to northern cities such as Chicago and Milwaukee.
- b. Students should use a variety of colors, lines and arrows to show the various routes taken from southern states.
- c. Discuss with students the following questions concerning the migration of blacks to northern cities:
 - Why did blacks leave the South?
 - What did blacks leave behind as they migrated north (traditions, family, jobs, homes, culture, etc)?
 - What types of challenges did blacks face as they migrated (segregated facilities, safety risks, uncharted territories, long trips, etc.)?

2. Dear Diary...

Photos of the following topics are available in the “Image Library” of the “In the Classroom” section on The Making of Milwaukee website, www.themakingofmilwaukee.com. Choose “Lesson Activities Photos” from the pull down menu and use the “search” tool to locate the photos related to the topics below:

- a. Have students consider the movement of African Americans from the South to the North. They should reflect on the challenges blacks faced once they settled in Milwaukee. Briefly discuss the following issues with students:
 - North Side blight
 - Hillside housing project/low income housing
 - Hostility with whites
 - Resistance to diversity in neighborhoods/communities
 - Poverty and prejudice
 - Acquiring jobs in a new city
 - Milwaukeeans United for School Integration Committee (MUSIC)
 - Protests
 - Father Groppi marches
 - The riot of July 30, 1967
- b. Students will take on the perspective of an African American who has migrated to Milwaukee during this time period. Using the topics of the reflective activity, students will write 1-3 diary entries explaining their experiences in Milwaukee. They should bring to light the difficulties that were explained Video Chapter 16, *City Under Siege*.
- c. Students may also consider interviewing someone who lived in Milwaukee

during these difficult times. They should use the information in the interview to create a journal or diary for that particular person based on the information they gathered. These diary or journal entries can cover several days or weeks in which these events took place. Students should draw on the interviewee's experiences to bring about a passionate, realistic account of what it was like to live in Milwaukee during this era.

Follow-up Learning Activities:

- Students may exchange diaries with a partner, read a day's entry to a small group or select a passage to read to the class.
- Have students respond to the following questions in written form or group discussion:
 - What were the experiences of new blacks arriving in Milwaukee from the South?
 - What fears did whites have about an increasing black population in Milwaukee?
 - How does the "inner core" (North Side of Milwaukee) in the 1960s compare with the "inner core" of 2006?

3. Rising Above Racism...A Message for Milwaukee

- a. Allow students to reflect on the events surrounding the racial tensions in Milwaukee.
- b. Encourage students to write a persuasive speech that will be presented in a local Milwaukee church. The speech's message should focus on the following:
 - The racial tensions of Milwaukee in the 1960s
 - How blacks have faced and struggled through racial animosity
 - What needs to be done in Milwaukee to make it a great place for ALL people to live, regardless of color, race, religion and socio-economic status?
- c. Speeches should be written in the context of the 1960s. Limit speeches to 1-2 minutes to ensure that all students will be afforded the opportunity to present and promote their ideas.
- d. After listening to speeches, discuss the following questions with students or have students discuss them in small groups:
 - What are the benefits and consequences of a diverse city?
 - How can racial equality be obtained in cities that contain an assortment of ethnic groups?

- Does violent behavior lead to progress towards racial equality? Why or why not?
 - Have race relations improved today in comparison to what Milwaukee experienced throughout the 1960s? Explain by incorporating specific examples.
- e. Students may also contact local churches to present their speeches. Assist students in making contacts and organizing a visit to local churches and their congregations to deliver their powerful messages. Encourage community leaders to work with students in delivering informative and passionate speeches that help uplift individuals during difficult times.

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 symbolize 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.

GOVERNING MILWAUKEE

***Note to Teachers: For one of the rules in the following activity, students will be considering the role that beer played in Milwaukee's history and leisure time. This activity is not in any way designed to promote the use of alcohol or to suggest that drinking is necessary for leisure. Make sure you have several strategies to deal with any potential comments or issues related to this topic before using this activity.*

In this activity, the class will serve as the governing body of Milwaukee County and will work together to create laws or rules for Milwaukee County. Each group will have its

own interest in trying to pass laws that benefit their entire ethnic group. At the same time, they will have to learn to compromise and strike deals with other groups to get laws passed.

1. Divide students into groups based on the percentage of different racial and ethnic groups in Milwaukee County. (**Note: You may want to use the census data following this activity from *Milwaukee By The Numbers* as a guide. However, explain to students that these are not precise numbers for each group either from 1905 or today. Furthermore, you may want to limit the ethnic groups to those discussed in the video chapters since students will have more background information about these groups to guide them during this activity. Finally, keep in mind that Jewish immigrants to Milwaukee came from various countries with Russia and Poland serving as two of their main homelands.).
2. The teacher or a member of the class selected by the rest of the class will enforce the following rules during the activity:
 - The activity begins with the teacher reading a proposed rule. The teacher may select from the rules listed below to help the class get started or ask each group to write and submit one rule.
 - Students select a leader from their group to discuss the rule with the leader of the other groups in the middle of the room for 5 - 10 minutes.
 - The teacher allows any student time to speak in favor or against the rule in front of the class. Limit this time to a total of 5 - 10 minutes.
 - A vote is taken on the rule with a majority of students needed to pass the rule.
 - The whole process starts over again with #1.
3. Use the following rules to help the students get started:
 - **Rule #1:** No one can attend the German (beer) gardens on a Sunday.
 - **Rule #2:** Any religious events associated with the city should be held at St. John's Cathedral, a Catholic Church.
 - **Rule #3:** A new library in Milwaukee will be named after Golda Meir, the city's most famous Jewish immigrant.
 - **Rule # 4:** In order to build a new road through the center of the city that is important for all travelers coming into Milwaukee, the Italian community's Church, Madonna di Pompeii Church, will have to be torn down.
 - **Rule #5:** Every citizen should pay higher taxes to help the Irish people rebuild their homes that were ruined in the Third Ward fire.

4. After the activity is over, the teacher should lead a class discussion addressing the following questions:

- What did this activity suggest about compromising to pass rules?
- What was easy or difficult about agreeing on rules for the city?
- How might this activity have been different if you would have been personally affected by any of these issues or rules (for example, a rule limiting the amount of time kids can watch television)
- Do you think debates on rules like these made Milwaukee a more unified or divided community during this period of time?
- What does this activity suggest about the benefits and challenges to living in a culturally diverse community?

****Census Data**

Country of Origin	Number of Foreign Born in Milwaukee County in 1905	Percentage of Total Foreign Born Living in Milwaukee County
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%

