

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

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

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

- **Start Spreading the News** (Write a Newspaper Report)
- **Far from Home** (Write Answers)
- **Letters Home From Milwaukee** (Write Letters)
- **Back to the Future** (Write a Report)
- **Ethnic Sightseeing** (Write a Report/Presentation)
- **Old and New News** (Write an Article)
- **Brochure for Milwaukee** (Write for Brochure Descriptions)
- **Milwaukee Yesterday and Today** (Write Poem, Article, or Essay)
- **Landmark Tour** (Write Report)
- **Connecting with the Public** (Write Interview Questions/Article)
- **Days of Our Lives** (Write Diary or Journal Entries)
- **Take Me Out and Back to the Ball Game** (Write Dialogue)
- **Exploring Milwaukee’s Legacy of War** (Write Report)
- **The Role of Protests During the Civil Rights Movement** (Write Persuasive Essay)
- **The Mighty Migration** (Write Diary or Journal Entries)

START SPREADING THE NEWS

***Note to Teachers: Video Chapter 2 Complements this lesson activity.*

1. Review with students the events surrounding the Bridge War between Solomon Juneau and Byron Kilbourn. Have students identify and explain the conflicts and disputes between both leaders.
2. Have students assume the role of a local newspaper reporter (not associated with either Juneau or Kilbourn). Students will gather information on the Bridge War and its effects on the city’s image, the citizens of Milwaukee, local businesses, the design of the city and other aspects of Milwaukee.

Note: Teacher may want to use a current article as a model in explaining the components of newspaper articles.

3. Using the Video Chapter 2, *New Frontiers*, and other resources such as library books,

encyclopedias and Internet websites, motivate students to write a news article that explains the Bridge War in Milwaukee.

Please visit the “Interactive Lessons” section of “In the Classroom” on The Making of Milwaukee Website, www.themakingofmilwaukee.com and choose the Interactive Newspaper Exercise. To access this tool now, click here:

<http://www.themakingofmilwaukee.com/classroom/newspaper/index.cfm>

Images for this lesson can also be found by going to the Image Library of the “In the Classroom” section of The Making of Milwaukee Website and choosing “Lesson Activity Images” from the pull down menu. Be sure to use the “search” tool to locate the photos entitled “Bridge War Painting and West Siders Destroy Bridge”.

4. Suggest the following to students as they create their articles:

- Create an eye-catching title
- Report accurate details and facts (include names of actual people, dates and important incidents)
- Incorporate a photo (if possible)
- Type the article (consider a column-based/new article format)
- The reporters’ name and city reporting from (Milwaukee)

5. Students may read articles in front of the class, in pairs or small groups. Students may also work collaboratively to create a small newspaper or magazine, using the individual articles developed by each student.

FAR FROM HOME

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

1. 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?

2. 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.
3. 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.

LETTERS HOME FROM MILWAUKEE

***Note to Teachers: You may choose to view Video Chapters 4, 5, & 7 before this lesson.*

Have students pretend to be immigrants from any nation where many people came to Milwaukee. They can either choose from a group that was presented in the video or the teacher can assign them a particular ethnic group.

1. Have the students write their own letters home about their experiences in Milwaukee using details from the video chapters to discuss some of the main events that affected individuals from their ethnic group in Milwaukee. Students should also use the videos to speculate on the opportunities and obstacles that someone from the ethnic group they are writing about would have faced in Milwaukee.
2. Like the phrase *“I Regret I Did Not Come Sooner”*, each student should finish his or her letter with a phrase that summarizes his or her overall attitude towards *“Coming to Milwaukee.”* This activity could also be adapted to having students write a letter as partners or as a group and share their letters with the rest of the class.

Follow-up Learning Activities:

- Students could share their letters with the rest of the class and the teacher could lead a discussion about similarities and differences that students notice in the letters.
- *Students could also add images to their letters by going to The Making of Milwaukee website, www.themakingofmilwaukee.com Go to the “Image Library”, within the “In the Classroom” section and use the “search” tool to locate photographs under the various pull down categories that match ideas from their letters.*

BACK TO THE FUTURE

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

****Note to Teachers: In the following activity, students will be considering the role that beer played in Milwaukee's history and leisure time in Milwaukee. 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 to have several teaching strategies in mind as this issue may potentially come up in students' discussion and work.*

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

Look for a photograph of a German beer garden scene in Gurda's book or on the website.

AND

To see a photograph of a present day ethnic festival go to the following website:

<http://www.germanfest.com/2004full/Bandfromthesky.jpg>

The Then and Now photographs for this activity can also be found by going to the homepage of The Making of Milwaukee website, www.themakingofmilwaukee.com. Go to the "Image Library" within the "In the Classroom" section and choose "Events" from the pull down menu. Be sure to use the "search" tool.

1. Have students use the above photographs related to ethnic leisure time in Milwaukee to pretend that they are either a person from the older photograph who has had the chance to visit the event in the modern photograph or a person from the modern photograph who has had the chance to visit the event in the older photograph and write a story about your experience.
2. Have them use specific features from the photographs and descriptions of ethnic leisure activities from the videos in their stories. Also, tell them to be creative in attempting to describe what they see, hear, and feel but at the same time analyze details from the photographs to realistically portray both situations.

ETHNIC SIGHTSEEING

***Note to Teachers: You may choose to view Video Chapters 4, 5, & 7 before this lesson.*

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.

***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>*

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*

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. 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.

BROCHURE FOR MILWAUKEE LANDMARKS

1. After viewing Video Chapter 9, *Greater Milwaukee*, 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.
2. Next, 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 our city? Which landmarks do you believe deserve placement in a brochure that is designed to attract visitors to our city?
3. 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.
4. Individual students or a small student group will choose one landmark they believe attracts visitors to Milwaukee.
5. *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.*
6. Individual or small student groups will write a paragraph that describes why people would want to visit a particular landmark.
7. 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”*.
8. 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.
9. 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.

10. After finishing the brochures, place the brochures on display for students to assess the attractiveness and persuasiveness of the brochures.
11. 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

1. 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).
2. After a discussion of 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.
3. 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.

LANDMARK TOUR

***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.

1. Arrange for students to take a city tour of famous Milwaukee Landmarks they, in collaboration with the teacher, have chosen. Perhaps arrange actual tours of 1 or 2 landmarks and drive or stop by several others so that students can get out briefly to gain up close and personal impressions. *If actual tours are not a reality at this time, take tours via The Making of Milwaukee website, www.themakingofmilwaukee.com. Go to the “Image Library” of the “In the Classroom” section. Choose Architecture and Outdoor Special Places from the pull down menu and use the “search” tool to locate landmarks. Or, take tours through any of the other following websites:*

www.wisconsinhistory.org

www.milwaukeecountyhistsoc.org

www.jsonline.com

2. At each site students collect and record data and their impressions using clipboards to draw, write descriptors, addresses, answers to interview questions, etc.

3. After the famous Milwaukee landmark tour, students will compose a report on a landmark of choice using their own data as well as information they have collected as a result of article searches on the Milwaukee Journal Sentinel website.

Follow-up Learning Activities:

- Students could share their reports with each other and then take a class vote on what they believe are the 10 Best Milwaukee Landmarks.
- Students could compare their ratings with the ratings completed in January 2006, by the Milwaukee Press Club.
www.milwaukeeclub.org
www.gemsofmilwaukee.com

CONNECTING WITH PUBLIC OFFICIALS

***Note to Teachers: Video Chapters 10 & 11 complement this lesson activity.*

To support the study of political leadership, visit the office of a city council member, a state legislator, or county supervisor. Or, invite the political leader to the school or class. Ask the public official to speak briefly about a.) Beliefs about the kind of community leaders people want, b.) Decision process to become a public official, and, c.) Current community/regional visions and legislative priorities.

1. Students prepare to interview the public official by constructing questions related to their own beliefs about serving the public, their aspirations, and the leadership style and ethics they feel are necessary to accomplish the job.
2. Students share and critique each other's questions.
3. Students decide on the format of the presentation including the introduction, the question and answer session, and the closing thank you and/or presentation of a small memento or gift to the speaker. Choose students to take the lead on various parts of the presentation. Make it a grand occasion with students performing leadership positions.
4. Before the public leader/official arrives don't forget to work with students on how to collect and report the data collected, as well as how to pose questions to a public official during a press conference. For example: "Good Afternoon, mayor..... My name is..... My question for this morning is..... I ask this question because....."
5. After the speaker, work with students to write one of the following:
 - A newspaper article describing the highlights of the presentation such as the who, what, where, when, and why.

- A thank you to the public official describing what they learned from the presentation and new questions that emerged after the presentation.
- An essay on what they learned from the presentation.

DAYS OF OUR LIVES

Between 1914 and 1945 Milwaukeeans witnessed a wide range of events, experiences and emotions as war, peace, economic depression and war once again shaped the city and its people. Consider the following true story about a man named Les Greget adapted from the accompanying book, *The Making of Milwaukee*, at the beginning of the chapter entitled, *Hard Times and Wartime*. (The teacher may want to read or print this adapted story for the class before doing this activity or summarize the story for students). Or, use Video Chapter 14, *Hard Times and War Time*.

Les Greget came to Milwaukee in 1922. He was good at working with his hands and with machinery. He was also looking for opportunities that he could not find in his hometown of Mayville, Wisconsin. He was able to get a good job at Falk Company in Milwaukee and began working on machines. After four years of hard work and studying, he advanced to working at a job where he drilled holes in gears that could be used on ships. "I thought I had it made," he recalled. Les and his wife purchased a \$12,500 brick home on Milwaukee's Northwest Side and proceeded to live in a comfortable lifestyle during the 1920's.

The Great Depression rudely interrupted this good life for them. As the company did poorly, Les Greget lost his job, his savings, and finally his home. He and his wife were eventually forced to move into the top of a flat for \$45 a month. As the bad times got even worse, they asked their landlord to lower the rent to just \$20.

Then came World War II. Les Greget went back to his job even before the United States entered the war, turning out equipment for the Navy which was trying to build more ships. The Falk Company was swamped with orders for the rest of the war. As the fighting intensified, Les found himself working ten hours a day, seven days a week, for four-and-a half years, more than 1600 consecutive days without a single break!

1. Have students create scenarios like this one between 1914 to 1945 and write a series of diary or journal entries from the perspective of a Milwaukeean describing the changes this person has experienced over the years. To create their diary or journal entries, students should choose a gender, race / ethnicity, age, social class, job or role, and a few years between 1914 and 1945 that show changes in the person's life. (As an alternative, the teacher may also want to assign certain roles from these categories to students in order to have a wide range of experiences represented in the class. For example, a student could be assigned to be a white working class teenage female going to high school in 1927, then getting married, having a family struggling to survive the Depression in 1935, and then working in a war factory by 1943). Students can use any of the video clips from this unit to consider how individuals from different groups may have been

affected by the rapid changes taking place during this period of time. It is up to the teacher's discretion to decide how many diary or journal entries each student should write. The following questions can assist students with thinking about what to write in their diary or journal entries:

- What might happen during a typical day in the life of this person?
 - What experiences might this person have that would be similar to the experiences of other Milwaukeeans during this period of time?
 - What experiences might this person have that would be different from the experiences of other Milwaukeeans during this period of time?
 - How might this person's race, class, gender, age, or work affect this person's experiences and the way he or she responded to those experiences during this period of time?
 - What might be the benefits and drawbacks to this individual for living in Milwaukee during this period of time?
 - How might this person's life impact the lives of other people during this time?
 - How did this person somehow affect the way Milwaukee is today?
2. After the students write their diary or journal entries the teacher could select students who chose differing scenarios and have them share their diary entries with the rest of the class. Or, the teacher might want to have students get into groups of 3 or 4 to share their diary entries with each other and report what they have learned to the rest of the class.
3. The following questions might serve as a good way to wrap up this activity:
- What were the most significant factors that affected the lives of individual Milwaukeeans during this time?
 - What were the various ways that Milwaukeeans responded to the challenges that they faced during this period of time?
 - How did people's race, class, gender, age, and work experiences affect the experiences that individuals had in Milwaukee during this period of time?
 - How were the experiences of Milwaukeeans similar and different during this period of time?
 - What impact did the experiences of these individuals as a whole have on the way Milwaukee is today?

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.

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

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.

EXPLORING MILWAUKEE'S LEGACY OF WAR

***Note to Teachers: Video Chapters 12, 13, & 14 complement this lesson activity.*

1. Have students visit Milwaukee's War Memorial Center and any other monument or memorial dedicated to the men and women from Milwaukee who have served their country in war. Other sites could include the exhibit dedicated to Billy Mitchell at Milwaukee's Mitchell Field, Milwaukee's Vietnam Veterans Memorial, Red Arrow Park and monument, Veteran's Park, Statues dedicated to Spanish American War and Civil War veterans near the Milwaukee Public Library, the Civil War Soldiers and Sailors Monument at Wood National Cemetery, and the memorial to all "Women of the Sea Services" during World War II on the Avenue of Flags at Wood National Cemetery. Students could research other sites as well.

2. Have students write a report or a description that is accessible to other students about their experiences and share them with the class.
3. Engage students in a discussion about the significance of these monuments. Also discuss what it means to honor Milwaukeeans who served our country in war and made sacrifices for our nation.

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: Video Chapter 16, City Under Siege, complements 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.