

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

**Art and Design:**  
**Teaching and Learning about Milwaukee**  
**through Art and Design**

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

- **What’s in a Photo?** (Design a Bridge)
- **Picture This** (Design a New Business Building for Milwaukee)
- **Create Your Own Seal/Logo** (Design an Organization’s Seal/Logo)
- **Brochure for Milwaukee Landmarks** (Create a Brochure)
- **Designing a Political Party** (Create a Party Symbol & Poster)
- **Designing a New City** (Design a City)
- **Designing Your Own Textbook** (Design a Textbook)
- **A Travel Guide to Fun in Milwaukee** (Create a Travel Guide)
- **Women’s Wartime Contributions** (Design a Woman’s Monument/Memorial)
- **Exploring Milwaukee’s Legacy of Peace** (Design a Monument to Peace)
- **Architectural Assistance** (Design an Affordable Home)
- **Flyer for the Festivals** (Create a Flyer)
- **Ethnic Sightseeing** (Create a Postcard)

## WHAT’S IN A PHOTO?

You can access these photos in *The Making of Milwaukee* book by John Gurda.

- Photo of bridge at Chestnut Street in 1845 in Gurda’s 2<sup>nd</sup> book Chapter, “*City on the Swamp*”.
- Photo of Hoan Bridge in Gurda’s 9<sup>th</sup> book Chapter, “*Shifting Currents*”.

*These photos are also available as still images on The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Go to the Image Library within the “In the Classroom” section and select “Transportation” from the pull-down menu. Be sure to use the “search” tool.*

1. Discuss the following questions concerning the photographs of two distinct bridges in Milwaukee:
  - How are the two bridges different?
  - What similarities do you see between both bridges?
  - What contributing factors (societal, economical, political) do you think caused these differences?

- How do the designs of these two bridges reflect the eras in which they were built (technology, city's needs, resources, etc)?
  - What were the functions and purposes of both bridges?
  - What controversies surround the functions and purposes of these bridges being built? (Teacher may want to provide background on the Hoan bridge)
  - What types of bridges do you see being built in Milwaukee one hundred years from now? Give your reasoning for this design.
2. Challenge students to design and build a bridge of their own. Have them form groups of three or four to plan and discuss the features of the bridge. Share with students the following criteria:
- a. Bridge must meet the needs of the people of Milwaukee in 2006. Brainstorm on ways that your bridge will make life better in Milwaukee.
  - b. Bridges can also be designed on paper. Students can provide a drawing or an original, computer-generated model.
  - c. Students can provide a written/oral summary that addresses the following questions:
    - What challenges do you foresee in creating this bridge?
    - Where in Milwaukee will this bridge be located? Why did you choose this location?
    - How will this bridge improve the quality of life in Milwaukee?
    - What sacrifices might the public have to endure as you build this bridge (street closures, pollution, noise, etc)?
    - What controversies may possibly surround the construction of your bridge? How might you tactfully resolve this negative association with your bridge?
  - d. Any material can be used to build the bridge (Toothpicks, tongue depressors, and glue are examples of the types of inexpensive materials that can be used to build bridges).
  - e. Bridges can be displayed in small groups or in a class viewing. Short presentations that incorporate responses to the previous questions may be performed by students.

## **PICTURE THIS**

Note: The following activity requires access to *The Making Of Milwaukee* book by John Gurda, *The Making of Milwaukee* DVD set, or *The Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com)

Using *The Making of Milwaukee* book, show students the following pictures of the early development of Milwaukee:

- Cathedral in 1836
- The Milwaukee House
- West side of Water Street in 1844

*Then and Now* pictures of St. John's Cathedral and Water Street are also available in the "Then and Now" section on *The Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Go to the "Milwaukee's History" section of the website and click on "Then and Now" photos. Or, to go directly to the Then and Now photos, click here now:

[http://www.themakingofmilwaukee.com/history/before\\_after.cfm](http://www.themakingofmilwaukee.com/history/before_after.cfm)

1. For each photograph, discuss the following questions:

- What do you think was the purpose of this structure?
- What is the architecture of the building? Why do you think it was built this way (resources, geography, etc)?
- What materials, labor and technology were used to create this building?
- How did this building contribute to the development of Milwaukee?
- What do you think surrounded this building (home, factories, Lake Michigan, etc.)? What makes you think this was the case?

2. Have students work in pairs or triads to develop a building for a business that would have had a major impact on the development of Milwaukee during the 1800's. As a group, students will decide on a business that they feel was needed during Milwaukee's early growth.

3. Businesses should be given a name and significant purpose. Students should explain the product(s)/service(s) that the business will be providing to Milwaukee settlers that will contribute to the success of Milwaukee.

4. Business buildings can be created in the following ways:

a. **Mini-Model:** Groups can create an actual model of their building. They must reach a consensus on the materials that will be needed to make the building and assign tasks (material gathering, research, etc.). Class time can be given to groups to coordinate development efforts. Models can be presented by each group or displayed as a "business district" fair. Groups should include a one-page summary of the building, the product or services being offered to Milwaukeeans and its effect on the growth of Milwaukee.

b. **Blueprint:** Groups can create a blueprint drawing of what the building will look like once built. Blueprints should include measurements, material (wood, steel, etc), necessary labor and equipment. Class time can be given to

groups to coordinate development efforts. Blueprints can be presented by each group or displayed as a “business district” fair. Groups should include a one-page summary of the building, the product or services being offered to Milwaukeeans and its effect on the growth of Milwaukee.

*Teachers may want to consider viewing the following websites that explain the making of blueprints:*

<http://www.clevelandart.org/kids/art/haveago/blueprint.html>

[http://www.ehow.com/how\\_8384\\_design-own-house.html](http://www.ehow.com/how_8384_design-own-house.html)

[http://andyshowto.com/preparing\\_blue\\_prints.htm](http://andyshowto.com/preparing_blue_prints.htm)

### Follow-up Learning Activity:

After models/blueprints have been completed and presented, discuss the following questions with students as a class:

- What difficulties did your group face in developing a business?
- What were some limitations and risks that early business owners had to face in order to create a successful business?
- What experiences do you think your group and early business owners have in common as you developed your businesses?
- How important is location in developing a business? Explain. What are the most advantageous areas to create/build a business?
- What products/services do you think were the most important to early Milwaukee settlers? Why were these products/services so significant during the 1800s?

## **CREATING YOUR OWN SEAL/LOGO**

*\*\*Note to teachers: One aspect of this lesson involves students creating a seal or logo for brewery workers in Milwaukee. While working at a brewery 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 this topic before using this activity.*

1. The seal of the Knights of Labor represents a broad effort to gather laborers in various industries together and demand change. Imagine the workers in one of the specific industries of Milwaukee listed below hired your students to design and create a seal or logo that represents their labor demands and efforts. Have them draw a seal or logo that represents the organization.

- Brewers
- Iron workers
- Motorcycle workers

- Gear makers
  - Meat Packers
  - Tannery workers
2. Students should write a brief description of what they tried to represent in their seal or logo and share their designs 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 20<sup>th</sup> 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](http://www.themakingofmilwaukee.com) and go to the “Image Library” of the “In the Classroom” section to view Milwaukee landmarks they may want to highlight. Use the “search” tool to locate images.*
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](http://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.

## **DESIGNING A POLITICAL PARTY**

After viewing Video Chapter 11, *Socialists at Work*, have students describe the nature and goals of the Socialist Party at the end of the 19<sup>th</sup> century. After sharing these descriptions students will explore the nature and goals or platforms of the current major political parties: Democratic Party, Independent Party, Libertarian Party, Republican Party, and Socialist Party.

1. Students will investigate the beliefs, symbol, and goals or platforms of the major political parties as individuals or small groups by going to the national website of each party.
  - a. The Democratic National Party: [www.democrats.org](http://www.democrats.org)
  - b. The Independent American Party: [www.usiap.org](http://www.usiap.org)
  - a. The Libertarian Party: [www.lp.org](http://www.lp.org)
  - b. The Republican National Party: [www.rnc.org](http://www.rnc.org)
  - c. The Socialist Party: [www.sp-usa.org](http://www.sp-usa.org)
2. Students will report their findings on a mini-poster in a consistent format such as, a titled T-Chart with the name and symbol of the party at the top of the chart and the beliefs and goals within specific sides of the T-Chart.
3. Students will display their finished posters within their class.
4. Students will draw conclusions about the nature of political parties, and their symbols and goals.

Follow-up Learning Activity:

Based on what they have learned from their investigations, students will design their own political party, including a name, a symbol and goals. Students unveil their new parties during a ceremony for classmates using full size poster boards to display their ideas.

## DESIGNING A NEW CITY

1. Have students describe various ways the city of Milwaukee has changed since its beginning.
2. Then ask students: *“What aspects of Milwaukee have not changed over long periods of time?”* Direct student to the idea that history represents both change and continuity.
3. Have students imagine that there is a huge tract of land that has just been donated to the State of Wisconsin a few miles from Milwaukee on Lake Michigan. The person donating the land has stated that this land must be used for a new city in which a diverse group of Wisconsin citizens can begin new lives and work together to build their new city. The benefactor has also set aside a one million dollar prize for the winner/s of the best city design. The contest may be entered by a design group including up to 4 members with individual group members receiving a prize piece of land and new home if they win the contest.
4. After a discussion on why the Socialists established zoning ordinances in 1920 and why cities still have zoning ordinances, instruct students that they get to enter the contest and submit a design “lay-out” or map of a new city, paying close attention to where they will place neighborhoods, main streets, businesses, industry, government services, schools, parks, entertainments etc.
5. First, brainstorm with the class what kinds of features they might like in a new city. Then have the class decide on symbols for a map key that will be used in the construction of their maps so that everyone in the class is able to interpret each other’s city designs. Keep this listing of possible city features and map symbols on a chart so that all students use it for a consistent reference.
6. Now students can meet within their groups and list specific features they want in their new city.
7. In order to keep every member of the group actively involved, after students have made decisions about what to include in their city, each student in the group can begin to draft a particular part of their city on an 8 ½ x 11” piece of paper.
8. These pieces can then be moved around and put together like pieces of a puzzle once all their sections are complete. Make it clear to students that it is in their

best interest to try various configurations or designs. Help them think about where they might want their parks, schools, housing developments, businesses, industries, major roads, etc. Then let students make the final decision related to the design of the new city.

9. After students have what they feel is a winning design, have them individually or as a group, think of a name for their new city.
10. Be sure to follow up this activity with time for student groups to share their designs and rationales with each other, as well as time to process what agreements and disagreements they had within their group regarding final decisions on how to design a new city.
11. After sharing designs, rationales, agreements, and disagreements, ask students what they have learned about city planning/zoning.
12. Students can exhibit their winning designs in the school hallways. The designs can also be judged by classmates, teachers, city planning officials, or city/urban planning professors from local universities.

Follow-up Learning Activity:

Contact a city planning or zoning official to be a guest speaker and/or to be a judge for the city design contest.

## **CREATING OUR OWN MILWAUKEE TEXTBOOK**

1. Imagine that your students have been asked by a local publishing company to write a textbook chapter or chapters explaining the history of Milwaukee from 1914 – 1945, which includes Milwaukee during World War I, the Roaring 20's, the Great Depression, and World War II (You may select any or all of these topics based on what video clips you show in this unit. You may also assign different topics to different groups). Students will use information from the video or other sources to create a textbook for other students on these topics. However, just as the people who make textbooks have limited space to describe events, students will only get to create a limited number of pages. (Use your own discretion based on the topic(s) for each chapter. For example, 3 might be a good limit).
2. Divide the students into groups (or you may assign students to do this individually) and ask them to discuss the following questions first:
  - Which individuals, groups, or events should be included in the textbook chapter(s)?
  - Why should these individuals, groups, or events be included?

- Which individuals, groups, or events should receive the most attention and focus?
  - Why should these individuals, groups, or events receive the most focus?
  - What makes some information more important than other information?
3. If students cannot come to some agreement on the general content of the textbook chapter(s), this might be a good time for a class discussion on these same questions.
  4. After students have discussed these questions have them list specific individuals, events, groups, and information related to these topics that they will include in their textbook page(s). They should also discuss where and how they will place any text, photographs, captions, graphs, quotes from primary sources, or other elements of a textbook page. If students are working in groups, they might want to assign roles like text writer, graphic designer, editor, and an individual to select photographs (see archives).

*Students can find images for their textbook pages 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). Use the “search” tool to locate images and photographs under the various pull down categories.*

5. After students have completed their pages, have each group or individual present their textbook pages.
6. Then, return to the discussion questions listed above and have individuals or groups compare how their newly created textbook pages answered those questions.
7. Finally, this is a great opportunity to discuss how textbooks contain limited and missing perspectives from the past and the way some perspectives get attention over others. The activity should end with a discussion about the perspectives missing from the textbook pages. In fact, the teacher might have each group (or student if they are working on this individually) include a note with their textbook pages describing the missing perspectives and defending why these perspectives are missing.

Follow-up Learning Activity:

The teacher could ask students to look at their own textbooks that they use for the class and discuss the same issues about representation and which individuals, groups, and events get the most attention in relationship to the people, events, and ideas that are left out of the textbook.

**A TRAVEL GUIDE TO FUN IN MILWAUKEE**

*\*\*Note to Teachers. You may want to view Video Chapters 13 & 14 before this activity.*

Milwaukee has its share of fun filled places for people to visit that have developed and expanded over the course of its history. During the Roaring 20's, movie theaters, dance clubs, and parks were places where people could enjoy spending their time in the city. During the 1930's and 1940's, in spite of Depression and war, people also found places and ways to have a good time in Milwaukee.

1. Have students select places and activities related to spending leisure time in Milwaukee in the video chapters from this unit. Students will probably find the majority of descriptions of leisure in Chapter 13, *The Roaring Twenties*, and Video Chapter 14, *Hard Times and War Times*. Chapter 6 and Chapter 7 of the accompanying book, *The Making of Milwaukee*, by John Gurda, also offer ideas for this activity as well.
2. Then have them create a travel guide dedicated to having fun in Milwaukee during this period of time. Before they begin, the teacher might want to have them answer the following questions:
  - What places allowed people to relax, spend leisure time, and have fun in Milwaukee during this period of time?
  - What was fun, entertaining, or relaxing about these places?
  - How and why might these places appeal to a person who already lives in Milwaukee? To a person who lives near Milwaukee but only visits the city on occasion? To a person who has never been to Milwaukee?
  - How might these places appeal to people of different ages and with different interests?
  - Is there a particular time of year or day when it might be best to visit these locations?
3. After students have answered these questions have them select places or sites they want to include in their travel guide and think of ways they want to attract people to visit these places. Students could design their guides by including a 3-5 day itinerary for people to follow to have fun in Milwaukee. They could also design the guide thematically by various locations (e.g. Fun Indoors vs. Fun Outdoors.) Students might even want to design their guides on a seasonal basis highlighting locations that can be enjoyed during each season of the year. They could also design a guide book that includes tours for children in Milwaukee led by children from Milwaukee.
4. Once students have decided on a format, they can create the guide using images, text, charts, or other elements that would interest people in traveling to Milwaukee for fun during the 1920's, 30's, and/or 40's.

*Students can find images for their travel guides 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) . Use the “search” tool to locate images and photographs under the various pull down categories.

5. The following websites offer ideas from commonly used travel guides that even include current guides to Milwaukee. These might serve as references for students to create their own guides:

<http://www.fodors.com/>

<http://www.frommers.com/>

## **WOMEN’S WARTIME CONTRIBUTIONS**

*\*\*Note to Teachers: You may want to view Video Chapter 14 before this activity.*

Throughout the nation women answered the call to work in factories during World War II. By the end of 1943 women filled more than one-fourth of Milwaukee County’s industrial jobs. “Rosie the Riveter” was the nickname given nationally to women who served this role during the war and Milwaukee’s women also made extremely significant contributions to the war effort. The following quote from John Gurda’s *The Making of Milwaukee* book, originally printed in *Fortune* magazine, specifically described women working at a Milwaukee company called Cutler-Hammer, which produced electronic controls during this time.

*The company is up against the fact that women frequently make better assemblers than men, and there will be every reason to keep them on when the men return.... (from “The Making of Milwaukee”, chapter entitled, “Hard Times and Wartime”)*

1. After students read this quote have them answer the following questions:
  - How does this quote affect your understanding of women’s contributions to the war effort during World War II?
  - Why do you think that in spite of observations of like this, women were still paid less than men for the same work during World War II?
  - Why do you think that in spite of observations like this, women were encouraged to leave the factories and return to lives in the home after World War II ended?
  - What might have caused this magazine to make this observation during the War?

- Do you think the situation described in this quote only applied to this particular company or do you think there were other companies or jobs where this might have also been the case during World War II?
- What might have motivated women to work so hard and make so many sacrifices during World War II in spite of not being treated fully equal to men at this time?
- If women made such important contributions during World War II as described in this quote, why do you think Milwaukee has no public memorials or monuments to these women who worked in factories during World War II?

### Follow-up Learning Activity:

The teacher might want to have students discuss or actually draw up design ideas for a possible memorial or monument to women like the ones described in the quote, and talk about where this memorial should be placed in Milwaukee. If students want an idea for a monument they might access the following:

*Go to the photograph of the woman factory worker from the accompanying book, “The Making of Milwaukee” by John Gurda, in the chapter entitled, “Hard Times and Wartime”.*

*Or, 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 photos of the “woman factory worker”.*

## **EXPLORING MILWAUKEE’S LEGACY OF PEACE**

1. Have students do research on activities, events, and groups in Milwaukee dedicated to peace. The following websites might offer a good place for students to begin their research.

<http://www.peaceactionwi.org/index.html>

<http://www.uwm.edu/Dept/Peace/index.html>

*\*\*Note to Teachers: Please check-out the content of the preceding websites before referring students to them in case there are any controversial issues highlighted that may not be appropriate for the students you teach.*

2. Have students contact members of these groups and ask them about their goals, reasons for belonging to the organization or why they participate in the events, the types of events sponsored by the group and anything they know about the history of this organization in Milwaukee.

3. Have students write a report or a description accessible to kids about their findings and share them with the rest of the class.

#### Follow-up Learning Activity:

- Have students discuss and even design a monument or memorial to those who have been dedicated to peace in Milwaukee. Questions like: “What would such a memorial or monument look like?” and “Where would it be located?” might serve as a starting point for this discussion or activity. Have students select the best idea or best few ideas and have them write letters to local political leaders (City Council or County Board members) urging them to create such a monument in the city.

## **ARCHITECTURAL ASSISTANCE**

1. As Video Chapter 15, *The Exploding Metropolis*, indicates, a tremendous increase in births nine months after the end of World War II sparked a need for housing in Milwaukee. There were various types of homes for veterans and their families. Many families had similar and differing needs as determined by the current size and future plans of the families.
2. You are an up and coming architect who has been asked to develop one affordable home that will meet the many needs of the families of the 1950s and 1960s. Design this house taking into consideration the incomes and needs of various family members, not just one traditional family.

(Teachers may want to consider viewing the following websites that explain the making of blueprints):

<http://www.clevelandart.org/kids/art/haveago/blueprint.html>

[http://www.ehow.com/how\\_8384\\_design-own-house.html](http://www.ehow.com/how_8384_design-own-house.html)

[http://andyshowto.com/preparing\\_blue\\_prints.htm](http://andyshowto.com/preparing_blue_prints.htm)

3. Create a housing advertisement that showcases the exterior of the home. Design a blueprint of the interior of the home and its rooms (bedroom, living room, bathroom, kitchen, etc). Note: Teacher may want to provide an example of a house listing to give students a visual for the assignment.
4. Write a one-page description of the home’s attractions and accessories. Provide a detailed explanation of the rooms, their square footage, neighborhoods they exist in, local schools, durability and affordability.
5. Proposal: Present your newly designed home to contractors (the class or small group of students), persuading them to build your homes in Milwaukee neighborhoods.

6. Choose the top five designed homes based on (1) affordability, (2) durability, (3) function, (4) compatibility with family needs, and (5) attractiveness.

### **ACTIVITY 13: 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.

### **ETHNIC SIGHTSEEING**

*\*\* Note to Teachers: Video Chapters 4, 5, & 6 complement this lesson activity.*

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>*