

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

Discussion:
Teaching and Learning about Milwaukee through Discussion

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

- **Milwaukee’s Early Leaders** (Discuss Leadership Styles)
- **What If ... Milwaukee?** (Discuss Links between Past/Present & Cause/Effect)
- **Resistance, Resentment, and Racism** (Discuss Prejudice and Racism)
- **Words of Wisdom** (Discuss Participation in Government)
- **Boom Boom and Lifestyle Changes** (Discuss Inventions and Progress)
- **The Mighty Migration** (Discuss African American Challenges)
- **Crisis in Milwaukee** (Discuss Civil Rights Movement in Milwaukee)
- **America’s Black Holocaust Museum** (Discuss Purpose of Museum)

MILWAUKEE’S EARLY LEADERS

1. Video Chapter 2, *New Frontiers*, explains the lives, leadership and competitive-ness of Milwaukee’s founding fathers. Discuss the lives of Solomon Juneau, Byron Kilbourn and George Walker as portrayed in the video chapter. Students may also find additional information on these three early leaders from resources in the library or Internet.

Show your students images of Milwaukee’s early leaders by visiting The Making of Milwaukee website, www.themakingofmilwaukee.com. Go to the “Image Library” within either the “In the Classroom” or “Milwaukee’s History” section. Use the “search” tool.

2. Have students make distinct comparisons of the three individuals based on the video chapter and additional research (optional). Using a venn triagram, allow students to point out the similarities and differences between the three leaders. Students should take into consideration the following:
 - Backgrounds of the individuals
 - Personalities
 - Business experience/tactics
 - Accomplishments
3. Students may work individually or in pairs to complete the venn triagrams.
4. After students have completed their venn triagrams, have a class discussion using the following questions:

- What differences did you identify between Juneau, Kilbourn and Walker?
- What similarities do all three men have in common?
- Which of the three men do you feel was the most effective leader? Why?
- Does competition make things better for citizens?
- What might Milwaukee look like today if all three leaders combined their resources, experiences and talent?
- If you were one of the first leaders, what necessary decisions would you make that these three men may have overlooked in developing and improving Milwaukee?

Please visit the “Image Library” of the “In the Classroom” section on *The Making of Milwaukee Website*, www.themakingofmilwaukee.com and choose “Lesson Activity Images” from the pull down menu for images that can be used with this lesson. Be sure to use the “search” tool to locate separate photos entitled, “Juneau, Kilbourn, and Walker”.

“WHAT IF”...MILWAUKEE

1. Consider the following list of topics from the Video Chapters 1-3, *Natives and Traders*, *New Frontiers* and *King Wheat*:
 - Early Natives and their way of life in Milwaukee
 - Trading posts in Milwaukee
 - The leadership of Juneau, Kilbourn and Walker
 - The attractiveness of Milwaukee (resources/location)
 - Early challenges (clearing swamps, farming, creating businesses)
 - Newspapers
 - Bridge wars
 - Railroads
2. To make students comfortable with the following activity, formulate three “what-if” questions that challenge students to predict or consider how Milwaukee would be different based on a different set of facts. See the following example to use for help in designing questions:
 - a. Start the activity by explaining to students that Milwaukee is the way it is today because of the historical events that have taken place more than 200 years ago. Explain to them that the past truly influences the present. For example, many of the businesses, such as the Milwaukee Journal Sentinel, were started years ago for different purposes. The newspaper is still a business that inspires to inform the public, but in the 1800’s it was two separate newspapers each started by a competing founder. The Sentinel was founded by Kilbourn and the Milwaukee Journal was started by Solomon Juneau. Both leaders were trying to influence early settlers to side with their viewpoints.

- b. Ask students to respond to the following question:

“What if Milwaukee had no major, local newspaper?”

- c. Allow students time to respond to the question by writing a brief paragraph, developing a short poster or creating a flowchart or diagram.
- d. Select three students to respond to the question. Explain to them that they will be given no more than one minute to describe what Milwaukee might be like today if it had no newspaper. As students respond to the question, write their responses on the board.

(Show video chapters 1, 2, & 3)

3. After watching all or one of the video chapters, allow students to formulate their own “what if” questions about how Milwaukee might look, function or operate as a city under different circumstances. Some possible questions might be:
- What if Milwaukee’s early settlers were able to coexist with the Native tribes of Wisconsin?
 - What if Juneau, Kilbourn and Walker combined their resources, experiences and talents to develop Milwaukee?
 - What if early settlers were unable to convert the swamps of Milwaukee into stable, manageable lands?
4. Have students exchange their questions with a partner or small group. As they pose questions to each other, have them generate a list of responses.
5. Students can then create a poster that lists the responses/or share their findings with the class. They should identify what they feel are the most intriguing/interesting responses as well as their own personal response to their individual question.

RESISTANCE, RESENTMENT, AND RACISM

As depicted in Video Chapter 16, *City Under Siege*, Milwaukee, like many major cities in the U.S., experienced much turmoil and growth during 1960’s and the Civil Rights Movement. The crisis was rooted in issues of poverty and race. Unlike many other big cities in the U.S., Milwaukee’s African American population had remained very small, barely two percent, as late as 1945. However, after World War II, the booming Milwaukee economy attracted newcomers by the droves and the African American population soared to 15 percent by 1970. Sadly, African Americans were faced with resistance, resentment, and often racism when they arrived.

1. After viewing Video Chapter 16, *City Under Siege*, engage students in a discussion about what life was like for African American families during this

- time. Ask the students to describe ways in which the various African American family members might have faced resistance, resentment, and racism when they moved to Milwaukee.
2. After this initial discussion, ask individual or small groups of students to think about, record descriptors, and share the meaning of the following terms: resistance, resentment, and racism? If deliberating in small groups, provide individual think time before placing them into their cooperative groups and then have students number off “1,2,3,4” as soon as they get into their groups. Explain that at the end of their recording session you will choose a specific number within each of the groups to report the groups’ thinking so that all students know they might be called upon to share their thoughts.
 3. Have students share their thinking about the terms resistance, resentment, and racism with the whole class.
 - (After this discussion, if you determine that students are not capturing the essence of racism, show students portions of these PBS Video Series: “*The Power of an Illusion*” or “*Eyes on the Prize*”. Go to the PBS websites: www.pbs.org or www.pbs.org/teachersource for information and learning activities related to each video series.
 - Or, use the book, **“*Children in the Civil Rights Era*” by Catherine A. Welch as a reference.) **Welch, Catherine. (2001). Children in the Civil Rights Era. Minneapolis: Carolrhoda Books.
 - Other valuable social justice resources can be accessed from the Southern Poverty Law Center that publishes the *Teaching Tolerance* magazine for teachers. This organization also provides other free teaching materials focused on issues of social justice. Their website is: www.tolerance.org
 4. Finally, pose the following questions for groups to analyze:
 - In what ways are resistance and resentment different than and similar to racism?
 - In what ways is racism in a class by itself?

Follow-up Learning Activities:

- Just before class ends and after the above discussion, have students use the words “resentment, resistance and racism” within one written sentence as a way to demonstrate how they have begun to think about the terms. Have students hand in this sentence synthesis for feedback and/or assessment.
- As a homework or in-class writing assignment have students imagine what it would have been like to be a new African American moving into a predominant European Milwaukee culture. Assign or let students choose a specific role or voice to represent in their writing: such as, mother, father, worker, or young adult. The teacher or student may also choose a format and audience, such as: a descriptive or persuasive essay, poem, or letter to a family member or newspaper editorial in which to represent their thoughts.

WORDS OF WISDOM

1. In the Video Chapter 15, *The Exploding Metropolis*, Frank Ziedler (Mayor of Milwaukee, 1948) was quoted as saying:

“We participate in local government...in order that by our participation there may emerge nobler beings with enlarged concepts of liberty, truth, justice, co-operation, peace and righteousness.”

2. Discuss the following questions:

- What was the underlying theme of Ziedler’s quote?
- How do you think Milwaukeeans reacted to Ziedler’s words of wisdom?
- What were Ziedler’s motives/intentions in delivering such words to his citizens?
- Do you believe Ziedler, a politician, was sincere and truly believed in these words? Explain.
- Do you think Ziedler’s words were an effective tool in motivating Milwaukeeans to embrace change in their city? Explain.

BOOM BOOM & LIFESTYLE CHANGES

Show the following pictures to students from *The Making of Milwaukee* book by John Gurda:

Photo of television set.....Photos of automobiles
(Both photos found in “The Exploding Metropolis” chapter.)

Or, go to the “Image Library” of the “In the Classroom” section on The Making of Milwaukee website, www.themakingofmilwaukee.com and use the “search” tool to find the images that can be used for this lesson.

1. Allow students to discuss the following questions:
 - How did these inventions change society?
 - How did families change their lifestyles as they purchased these two items?
 - What do you think were the pros and cons of introducing these new items in American homes?
 - Compare today’s televisions and automobiles with those of the 1950s. What do you think contributed to the different designs over the past 50 years?
 - Have the use and functions of today’s televisions and automobiles changed over the past five decades? Explain.

THE MIGHTY MIGRATION

***Note to Teachers: You may want to view Video Chapter 16 before this lesson.*

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.

CRISIS IN MILWAUKEE

In the Video Chapter 16, *City Under Siege*, the many challenges and struggles Milwaukee faced during the 1960s are identified.

1. Organize students in groups and have them create a pictorial collage that depicts these struggles.
2. Students should locate pictures on the Internet, in encyclopedias, textbooks, magazines, create their own photos, or a combination of all these to create the collage. (Refer to www.wisconsinhistory.org for a variety of photographs.)

A variety of photos related to the following topics are also available by going to the “Image Library” of the “In the Classroom” section of The Making of Milwaukee website, www.themakingofmilwaukee.com, and selecting “Lesson Activity Images”.

3. Collages should contain photographs that depict the following events/occurrences:
 - The extinction of the streetcar
 - The loss of neighborhood shopping districts
 - The dingy, dirty look of Milwaukee
 - Redevelopment claiming old neighborhoods
 - Freeway system claim land in the heart of the town
 - The destruction of landmarks (Our Lady of Pompeii)

- Dutch elm disease
 - Loss of Alewives (ocean fish)
 - Relocation of the Milwaukee Braves to Atlanta
4. Have groups present their collages to the rest of the class, emphasizing and describing the images and how they symbolize the challenges in Milwaukee during the 1960s.
 5. Discuss with students the struggles of today that have occurred in Milwaukee over the past 5-10 years. Address the following questions with students:
 - What losses has Milwaukee experienced over the past 10 years?
 - Why did these losses take place?
 - What effect did these losses have on Milwaukee's economy, communities, culture, relationships, etc.?
 - What could have been done to prevent these losses from occurring in Milwaukee?
 - Do you think Milwaukee's struggles are over? Explain.

AMERICA'S BLACK HOLOCAUST MUSEUM

***Note to Teachers: You may want to view Video Chapter 16 before this lesson.*

1. Organize a trip to America's Black Holocaust Museum in downtown Milwaukee. Prepare students by covering content about the African culture, the African Slave Trade, the Middle Passage, Colonization, Plantation Life and the Underground Railroad.
2. Show portions of the critically acclaimed television miniseries, "Roots", to give students a different perspective on African traditions and customs.
3. Have students develop at least five questions that they would like to ask tour guides on the trip.
4. As a follow-up, have students participate in an open forum where they discuss their experiences at the museum, the artifacts and documents displayed and the information delivered by tour guides. Teacher may develop a series of questions pertaining to the content delivered at the museum as an additional assessment. For further information contact:

America's Black Holocaust Museum, Inc.

2233 N. Fourth Street
 Milwaukee, Wisconsin USA 53212
 Phone: 414-264-2500