

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

Primary Sources:
Teaching and Learning about Milwaukee
through Primary Source Analysis

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

- **Celebration of Wisconsin Native Tribes (Photo Research/Presentation)**
- **Milwaukee’s Early Leaders (Photo Research)**
- **What’s in a Photo? (Photo Research on Milwaukee Bridges)**
- **Trying on Perspectives (Newspaper Quotes about Bay View Strike)**
- **Down and Out in Milwaukee (Photo Research on Hooverville)**
- **Women’s Wartime Contributions (Magazine Quotes on Women Workers)**
- **Why has Milwaukee’s Population Decreased? (Milwaukee Data)**
- **TV Reigns Supreme (Milwaukee Data)**

CELEBRATION OF WISCONSIN NATIVE TRIBES

***Note to teachers: You may want students to view The Making of Milwaukee Video Chapter 1 before this activity.*

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

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

3. Have each group conduct research about their assigned Native groups. This can be

done in the school or local libraries, computer labs or any combination of outside resources. The following content areas should be present in all presentations:

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

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

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

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

MILWAUKEE’S EARLY LEADERS

1. The Making of Milwaukee Video Chapter 2, *New Frontiers*, explains the lives, leadership and competitive nature of Milwaukee’s founding fathers. Discuss the lives of Solomon Juneau, Byron Kilbourn and George Walker as portrayed in Video Chapter 2. *Students may also find additional information on these three early leaders in the “People of Milwaukee” section of The Making of Milwaukee website. Click on the “Historical Figures” category.*

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 Video Chapter 2 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'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 2nd book Chapter, "City on the Swamp".

Photo of Hoan Bridge in Gurda's 9th book Chapter, "Shifting Currents".

These photos are also available as on *The Making of Milwaukee* website, 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 and type in Hoan Bridge and Chestnut St Bridge in 1845

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.

TRYING ON PERSPECTIVES

1. After watching the video clip on the Bay View strike in Video Chapter 8, *Machine Shop of the World*, ask students the following questions:
 - What kinds of sources do you think were used to re-create this incident in Milwaukee's history?
 - How do historians know what happened at an event like this?
2. After discussing the way a historian might use sources like newspaper articles, interviews with people who were there, photographs, company records, and hospital records to retell the event, ask students to think about and discuss the following:
 - According to the newspaper *The Sunday Telegraph* the workers who marched to the mill were “a vicious, lawless mob, bent on blood, robbery and destruction.”
 - According to Robert Schilling head of the union representing the strikers, the actions of the guards were “cowardly, premeditated murder.”

*** Both of the above quotes were taken from John Gurda's 1995 book, The Making of Milwaukee, published by the Milwaukee County Historical Society. The quotes are found on the last two pages of the chapter entitled, "Wheat, Iron, Beer, and Bloodshed"*
3. After helping students understand the meaning of the word “premeditated,” discuss the following questions with them:
 - What challenges might a historian face if he or she had to explain what happened at the Bay View strike from these two sources?
 - How do both of these sources show bias?
 - Why might the newspaper present such a negative view of the strikers?
 - Why might the union leader present such a negative view of the guards?
 - What does this suggest about the importance for historians to examine multiple pieces of evidence before they describe an event?
 - What perspectives might be missing from the video's retelling of the strike and how might this add to or possibly change the way the event was described?
4. Add missing perspectives by having students choose or assign one of the following perspectives that wasn't discussed in the video's description of the Bay View strike:

- A close relative (e.g. parent, spouse, child) of one of the strikers killed
 - A close relative (e.g. parent, spouse, child) of one of the strikers who was not killed
 - The owner of the Iron Mill
 - A close relative (e.g. parent, spouse, child) of one of the guardsmen
 - The mayor of Milwaukee, Emil Siedel
5. Then have students create an imaginary primary source (e.g. letter, diary entry, interview) that discusses their view of the strike and the events surrounding the strike. Let students be creative with deciding where this person was when the shots were fired and how this person might react to the event but hold them accountable for defending their reasoning behind the ideas expressed in the primary source.
 6. Have students share the missing perspectives with the class. Debate and discuss if their sources might accurately represent the missing perspectives and how these missing perspectives add to or even change the description of the strike from the video. A number of actual primary sources representing different points of view from the Bay View strike can be found on the Wisconsin State Historical Society's webpage at: www.wisconsinhistory.org
 7. End the discussion by explaining to students that history is very challenging to write because it can never take into account every perspective involved in an event. However, good historians do their best to describe an event from multiple perspectives.

DOWN AND OUT IN MILWAUKEE

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

1. Show students the “Hooverville” photograph in Gurda’s book chapter, *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, and choose “Lesson Activity Images” from the pull down menu to find the photo of “Hooverville”. Or type in “Hooverville” in the search function.*

2. Ask students to answer the following questions about the photograph. If time permits, the teacher could ask students to act out a scenario as if they were people in the photograph and then experiencing this environment use the following questions:
 - What is going on in this photograph?

- Describe the objects you see in the photograph.
 - Explain what any of these objects might be used for and why they are in this photograph.
 - Where do you think this photograph was taken?
 - What type of people might be found in this environment?
 - What other types of living conditions could be found in the same location?
 - Do you think people live like this today in the United States? Explain.
3. Explain to students that this photograph was taken during the Great Depression in Milwaukee's Lincoln Park where massive unemployment and homelessness caused people to live in squalid conditions. Small communities like this one showed up across the nation. They were often called "Hooverilles" to criticize the way President Herbert Hoover was handling the Depression. This particular one in Milwaukee shows one example of how people in the community struggled to survive during the Depression. At the same time, it is important to remind students that most other Milwaukeeans were not necessarily living in these conditions during the Depression. In fact, some Milwaukeeans were still living in mansions along the lake and not having great economic difficulty during this period of time.

Follow-up Learning Activity:

- This photograph could lead to a great opportunity to discuss poverty and homelessness in Milwaukee today. The teacher could discuss how people who are homeless or in poverty struggle in our city and compare this with the lifestyles of other people who live in the community who do not face these challenges. The teacher might even find photographs of poverty in Milwaukee, the United States, or the world today or use statistics from the following source <http://www.census.gov/hhes/www/poverty/poverty.html>. The teacher could then ask students to make comparisons between this period of time in history and the present. The teacher could also consider discussing ways this problem was addressed during this period of time in Milwaukee's history and ways we can address this problem today.

WOMEN'S WARTIME CONTRIBUTIONS

***Note to Teachers: You may want to view Video Chapter 14, Hard Times and War Times, before doing 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 and choose “Lesson Activity Images” from the pull down menu. Use the “search” tool to find photos of the “woman factory worker”.

WHY HAS MILWAUKEE’S POPULATION DECREASED? WHY IS MILWAUKEE’S POPULATION CONTINUING TO DECREASE?

1. Direct students’ attention to the timeline provided at the end of this **HOT Links Section** related to Modern Milwaukee and have them think about reasons why Milwaukee’s population has decreased from the 1960’s to the present. First have students visualize the information in the following manner:
 - Have students specifically look at the years 1960, 1970, 1980, 1990, 2000, and 2004. Have students compute the population declines between decades in terms of number difference and percentage. Have students graph the decline.
 - Have students look up Milwaukee’s population during the last century and compute the differences in terms of numbers and percentages. Have students graph the increases and decreases during the past century. This information is readily available on-line through the U.S. Census Data.
2. After investigating and representing specific population data ask students the following questions:
 - Why do you think Milwaukee was the 11th largest city in the U.S. in 1960 and is currently the 22nd largest city in the U.S.?
 - What has happened to the people of Milwaukee? Where have they gone and why?
 - Is a population decrease a negative phenomenon?
3. Further ask students to share any questions they might have about the population decrease.
4. Ask students to think about how they could find out answers to these questions.
5. Arrange for students to interview their Common Council Representatives regarding why they think Milwaukee’s population has decreased in the last 45 years.

TV REIGNS SUPREME

1. Draw students' attention to the Timeline that follows related to Modern Milwaukee. Have students locate the year Milwaukee's first TV station "Signed On the Air".
2. Then have students note how many TV sets were in Milwaukee during the year 1948.
3. After those numbers are identified on the timeline, ask students to imagine that, by the year 1950, there may have been 15,000 TV's in Milwaukee. Then after locating (on the timeline) how many people were living in Milwaukee in 1950, ask students to compute the ratio of TV sets to people living in Milwaukee at that time.
4. Next ask students to think about how many TV sets might be operating in Milwaukee at the present time. Ask them if they think that the current ratio of TV's to people living in Milwaukee is same as it was in 1950. Do they think the ratio would be the same or would it be a higher or lower ratio? Ask students to justify their reasoning.
5. Then ask students how they might determine the current ratio of TV's to people living in Milwaukee at the current time. Ask them to figure out a reasonable process to determine this ratio. Give small student groups time to deliberate about the best way to determine such a ratio and then have them compute that ratio. Tell students they must be ready to share their problem solving process as well as their rationale for the problem solving process.

(If students struggle with this task, or if your students are not developmentally ready to tackle this learning activity, suggest that they figure out a way to most accurately determine the ratio of TV sets to people in their classroom).

Follow-up Learning Activities:

- After engaging in the mathematical problem solving activity, have students begin to think about why people are so attached to their televisions and if they believe it will always be such a popular form of entertainment. If they don't think it will maintain its popularity, then what forms of entertainment do they believe will take the place of TV and what is their rationale for this belief.
- Based on what students have read, seen on the Making of Milwaukee Video Chapters, heard from their family stories, or seen in family photograph albums, have students create a timeline of popular forms of entertainment in Milwaukee since its very beginnings.
- Have students conduct surveys as well as graph and analyze the findings related to the most popular:
 - TV shows
 - Viewing Times

- TV Brandnames
- TV Sizes
- TV Commercials

Depending on developmental levels, students can represent the entire population they surveyed on their graphs or they can disaggregate the data set according to age groups, gender, etc.

****Timeline Information on Modern Milwaukee**

A more general and interactive timeline of the Modern Milwaukee era with photographs can also be found on The Making of Milwaukee website, www.themakingofmilwaukee.com. Go to the “Milwaukee’s History,” section and then click on “Timeline”. Or, to go directly to the interactive timeline, click here now: <http://www.themakingofmilwaukee.com/history/timeline.cfm>

The information that follows is relevant to the particular time period of Modern Milwaukee as seen in Video Chapters 15, 16, & 17.

- 1945- World War II (WWII) ends.
- 1945- 2% of Milwaukee population is African American.
- 1946- Baby Boom Begins.
- 1946- Housing Boom begins; Cape Cod houses sell for \$5,600.
- 1946- Milwaukee adopts its first freeway plan.
- 1947- Milwaukee’s first TV station (WTMJ-TV) signs on.
- 1948- 10,000 TV sets are operating in Milwaukee.
- 1949- Breweries account for only 2 percent of the area’s employment.
- 1948- Frank Zeidler, a Socialist, succeeds John Bohn as Mayor.
- 1950- Milwaukee becomes the 15th largest city in the U.S.: population 637,392.
- 1950- Modern Household appliances and other conveniences become popular.
 - Transistor Radios
 - Hi-Fi Systems
 - Air Conditioners
 - Refrigerator/Freezers
 - Power Mowers
 - More and Faster Cars
- 1950- 20,000 African Americans live in Milwaukee.
- 1950-1957- Eight new Milwaukee suburbs appear.
- 1951- Milwaukee’s first shopping center, Southgate, opens.
- 1951- Milwaukee County’s industrial output doubles since the end of WWII.
- 1952- Construction begins on freeway.
- 1953- County Stadium is built to entice a professional baseball team.
- 1953- Professional baseball comes to Milwaukee.
 - Boston Braves move to Milwaukee and are renamed the Milwaukee Braves.
- 1956- UWM emerges from the old State Teachers College.
- 1957- Milwaukee Braves win the World Series.
- 1957- Village of Greenfield incorporates.

- 1957- Milwaukee County now has 10 cities and 9 villages.
- 1957- 97% of all households in the area have TV's.
- 1957- War Memorial Center is completed.
- 1958- Interstate 94 opens first segment in Waukesha County.
- 1958- Last streetcar runs.
- 1958- Milwaukee County Zoo moves to present location with "habitat" enclosures.
- 1959- Mitchell Park Domes construction begins.
- 1960- Milwaukee becomes the 11th largest city in the U.S.: population 741,324.
- 1960- Henry Maier, a Democrat, becomes Milwaukee's mayor.
- 1960- John Doyne becomes Milwaukee's first county executive.
- 1960's- Milwaukee's blights appear.
 - Central Milwaukee loses much of its mass due to freeway clearance.
 - Cherished landmarks are destroyed due to freeway clearance.
 - Dutch Elm disease destroys thousands of trees.
 - Alewives, an ocean fish, come through the St. Lawrence seaway and die on Lake Michigan beaches by the 1,000's.
 - Milwaukee Pub. Schools charged with illegal and intentional segregation.
- 1960's- Lloyd Barbee leads charge against Milwaukee Public Schools.
- 1960's- Father Groppi leads a series of demonstrations against segregation and for civil rights.
- 1960's- Numerous non-violent civil rights protests occur.
- 1960's-1970's- White flight becomes a common response when African Americans move into a community.
- 1963- Annual Great Circus Parade begins.
- 1965- Milwaukee Braves' owner moves the team to Atlanta, Georgia.
- 1967- Mitchell Park Domes construction is completed.
- 1867- A local chapter of the National Organization for Women (NOW) is formed.
- 1967- The National Guard is called to duty and the city is shut down when a riot occurs on July 30, 1967.
- 1967- Dan Hoan Bridge, the bridge to nowhere, is connected to surface streets.
- 1968- The freeway system was completed, including the Marquette Interchange.
- 1968- Summerfest begins.
- 1968- The grand old Northwestern Railroad Depot on the lakefront is demolished.
- 1968- Milwaukee Bucks come to town.
- 1969- The Milwaukee 14, five of whom are Catholic priests, are jailed for burning draft records.
- 1970- Milwaukee is the 12th largest U.S. city: population 717, 372.
- 1970- The Marcus Center for the Performing Arts is dedicated.
- 1970- 105,000 African Americans live in Milwaukee.
- 1970's- Milwaukee reconnects with its ethnic, ancestral, and cultural roots and Traditions.
- 1970's Latino community spreads south and west.
- 1970's African-American community spreads north and west.
- 1971- The Seattle Pilots become the Milwaukee Brewers.
- 1971- Milwaukee Bucks win the National Basketball Championship.
- 1978- Festa Italiana becomes the first lakefront ethnic festival.

Other festivals follow later:

- Mexican
- German
- Irish
- Polish
- African-American
- Indian
- Asian
- Arabian

1979-1983- Milwaukee loses more than a quarter of its industrial jobs in 4 years.

1980- Milwaukee is the 16th largest city in the U.S.: population 636, 212.

1980's- Milwaukee's manufacturing sector is ripped by a savage recession.

1980's- African-American poverty increases sharply.

1982- Schlitz brewery closes.

1982- Milwaukee Brewers win the American League Pennant.

1982- Grand Avenue Mall opens.

1987- Allis Chalmers goes bankrupt.

1980's-1990's Southeast Asians become fastest-growing ethnic group.

1980's-1990's Russian Jews settle in Milwaukee.

1980's-1990's Arabs settle in Milwaukee.

1990- Milwaukee is the 17th largest city in the U.S.: population, 628,088.

1990's- Milwaukee becomes a "majority minority" city.

1990's- The gap between the suburban haves and the urban have-nots widen.

1990's The Milwaukee economy bounces back and new industries emerge.

- Quad Graphics
- GE Marquette Medical
- Manpower
- Data processing for banks: Fiserv & Metavante
- Mutual funds
- Kohl's
- Aurora Health Care

1990's- Traditional companies prosper and embrace new technologies.

- Northwestern Mutual
- Miller Brewing Company
- Rockwell automation
- Johnson Controls
- Harley-Davidson

1988- Henry Maier's reign as mayor ends after 28 years.

1988- John Norquist elected mayor.

1980's- present- Revitalization of Milwaukee's Downtown occurs.

- Water Street
- Park East Freeway Demolition
- 6th Street Bridge
- Marquette Athletic Field
- Third and Fifth Wards
- New theatres
- Galleries
- Loft Apartments
- Restaurants
- Riverwalk
- Potawatomi Casino
- Downtown Housing

Library Hill
Third Ward
Commerce Street
Miller Park
Midwest Express Center
Art Museum's Calatrava addition

- 1989- Milwaukee is 17th largest U.S. city: population 628,088.
- 2000- Milwaukee is 19th largest U.S. city: population 596,974.
- 2003- Harley Davidson celebrates 100 years
- 2004- Milwaukee is 22nd largest U.S. city: population 583,624
- 2004- Tom Barrett elected mayor
- 2008- Harley Davidson opens museum and celebrates 105 years