

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

Research:

Teaching and Learning about Milwaukee through Research

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

- **Celebration of Wisconsin Native Tribes (Exhibition)**
- **Milwaukeeans by the Number (Census Data)**
- **Designing Your Own Census Survey (Census Data)**
- **Coming to Milwaukee: Past and Present (Research on Immigration)**
- **Were they Really the Good Old Days? (Personal/Family Research)**
- **Public Health Issues (Research on Public Health Data)**
- **Why has Milwaukee’s Population Decreased? (Timeline Research)**
- **TV Reigns Supreme (Timeline Research)**

CELEBRATION OF WISCONSIN NATIVE TRIBES

***Note to Teachers: Video Chapter 1 complements this lesson 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.)

Note to Teachers: You might assign each group a Native group or develop a random selection process.

- 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”.

MILWAUKEEANS BY THE NUMBERS

The following table is taken from the 1905 U.S. Census. It lists the number of people born in different foreign countries living in Milwaukee County during this year. The percentages were not part of the census and have been calculated as approximate estimates to offer further insight. When viewing this table, keep in mind that these are the number of people living in Milwaukee County who were born in these foreign countries. Therefore, there would have been more people with ethnic backgrounds from

each of these foreign countries (but not necessarily born there) living in Milwaukee County in 1905 than the numbers depicted in the chart.

Country of Origin	Number of Foreign Born in Milwaukee County in 1905	Percentage of Total Foreign Born Living in Milwaukee County
Austria	2,952	2.8%
Belgium	80	0.08%
Bohemia	2,028	1.9%
Canada	2,040	1.9%
Denmark	569	0.54%
England	2,227	2.12%
Finland	96	0.09%
France	272	0.26%
Germany	61,523	58.6%
Greece	413	0.4%
Holland	736	0.7%
Hungary	1,637	1.6%
Ireland	2,662	2.5%
Italy	1,270	1.2%
Norway	2,431	2.3%
Poland	18,527	17.6%
Russia	2,423	2.3%
Scotland	738	0.7%
Sweden	698	0.7%
Denmark	764	0.7%
Wales	317	0.3%

1. Use the statistics from the 1905 Census above to discuss the following questions that are designed to help students explore this source:

- What do these numbers suggest about the diversity of Milwaukee during this time?
- Do you think Milwaukee has the same type of diversity today? How is it similar or different?
- How do you think these numbers were gathered?
- What evidence is there in Milwaukee today that the city had such ethnic diversity and a large foreign born population at one time?

- How does this source only provide a limited understanding of Milwaukee's ethnic diversity during this time?

DESIGNING YOUR OWN CENSUS SURVEY

1. Explain to students that a census is taken every 10 years in the United States to gain vital information about our country's population. In addition to counting the number of people in the country and various communities like Milwaukee, census statistics also contain important information like income, family size, and the ethnic and racial composition of our country as displayed in the source from 1905. Over the past few decades, individuals fill out and send in a form from the government to help collect this data. Many years ago, a census taker went door to door to gather this data.
2. Students should imagine that they are a census taker or a designer of a modern day census survey for the city of Milwaukee. They should be given individual time to create between 5 and 10 important questions that they would like to know about the residents of the city of Milwaukee.
3. Students should share these questions with the rest of the class and the teacher should take a vote on the 10 most important questions that they would ask Milwaukee residents and lead a discussion on why students chose these questions. These questions will create the class' census survey or census taker questionnaire.
4. The teacher should have students find 3-5 different adults that they know to take the survey and use the data students collect to engage them in a class discussion comparing it to actual census data for Milwaukee found at (<http://www.census.gov/>).
5. The following questions could serve as a guide to facilitate a discussion comparing students' data to the actual data from the federal government:
 - In what ways is the class' census data similar to the official census data from the U.S. government?
 - In what ways is the class' census data different from the official census data from the U.S. government?
 - Why do you think there were differences?
 - What was the most challenging part of this activity? Why?
 - What was the most enjoyable part of this activity? Why?
 - What does the class data suggest about the way people are categorized in the United States? Include a discussion of the limited perspectives/understandings of Milwaukeeans offered by the students' data and the limited perspectives/understandings of Americans offered by the U.S. government's data.

COMING TO MILWAUKEE: PAST AND PRESENT

1. Have students do research on modern day immigration to Milwaukee or Wisconsin and compare it to the immigration to Milwaukee discussed in this portion of the video. Students might access census data from the federal government's census website (<http://www.census.gov/>) to research the racial and ethnic composition of Milwaukee today and find out where foreign born residents of Milwaukee come from today.
2. Students could do presentations creating charts or a report that compares and contrasts immigrant Milwaukee today with immigrant Milwaukee in the past.

WERE THEY REALLY "THE GOOD OLD DAYS"?

This optional learning activity relates to Video Chapters 9, 10, & 11 in which both the good old days and the troubled days of early Milwaukee are depicted. In this activity, students will explore the often-used phrase: "The Good Old Days". What does it mean? What does it mean to different people? Has this phrase been used for a long time? Were "The Good Old Days" always good?

1. Before watching Video Chapters 9, 10, & 11 direct students to take notes during the video on the positive and negative aspects of living in Milwaukee at the turn of the 20th century while viewing the chapters.
2. After watching these Video Chapters, have students look over their notes and then write summary statements regarding the positive and negative aspects.
3. Reflect with students about why people often describe their personal past with glowing and enthusiastic terms and at times use the phrase, "The Good Old Days" even when there were hard times and many setbacks and challenges.
4. As a teacher, retell a "Good Old Days" story of your own childhood that describes something you loved about your childhood and something that you miss. And/or tell a brief story of your adult life that depicts something you remember with great fondness.

Follow-up Learning Activities:

- Students are encouraged to tell or write their own stories about some thing or some event from their past that they fondly remember. The speech/story telling event or written essay could be introduced to students in this manner: *"Many people talk glowingly about "The Good Old Days" in Milwaukee. Based on your own experiences so far, talk about or*

write a story or speech that richly describes a part of your life that was very happy or exciting and tell why you have fond memories of it.”

- Prepare students to write a newspaper article in a section devoted to the “Good Old Days”. Have students interview an older member of their family or a close family friend regarding what his/her life was like when they were the student’s age. In general, the students’ interviews should focus on what was good and what was difficult during that time. As part of their interview questions, students should ask their interviewee if they would describe that time in their life as “The Good Old Days” and why or why not. *(Depending on how many components of this activity you choose to incorporate into your instructional calendar, this learning activity could take several days, so plan accordingly.)*
 - a. To begin, students construct a set of interview questions. This may be completed individually or as a whole class.
 - b. Students brainstorm and then work with their family to choose an appropriate person to interview.
 - c. Students contact their interviewee and set a time for the interview. (Set a reasonable deadline for this activity.)
 - d. During the interview, students take notes (collect data) on the answers to each question they pose. Work with students ahead of time on how to take notes during an interview. Stress that they should not try to write every word at the time of the interview but just enough information that immediately following the interview the details of the conversation can be filled in. Of course, students could use a tape recorder or even videotape the interview, but this is a teacher, family, and/or interviewer/interviewee decision.
 - e. Have students write an article and compose a title for a proposed section of the Milwaukee Journal Sentinel, entitled, “The Good Old Days”. Use a newspaper article framework: the who, what, where, why, and when.

Teachers and students are encouraged to use the interactive “Newspaper Exercise” within The Making of Milwaukee website, www.themakingofmilwaukee.com. Go to the “In the Classroom” section of the website and click on “Interactive Lessons” or, to go directly to the on-line activity click here now:

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

- f. Consider sending finished articles to the Milwaukee Journal Sentinel for publication in a Milwaukee History Section.

PUBLIC HEALTH ISSUES

1. After viewing the Video Chapter 10, *Trouble in Town*, students will compare and contrast the public health issues that existed for the city and people of Milwaukee around the turn of the 20th century and those that existed around the turn of the 21st century.
2. First, ask students to list public health issues that existed for Milwaukee around the turn of the 20th century in one column and brief descriptors of that problem in another parallel column.
3. After students have shared various problems, have a class discussion on what they think life would have been like if they had been living in the late 1800's/early 1900's. After the discussion, and on the back of their original list, have students pose 1 or 2 questions about health and life concerns they are curious about regarding that time in our history. Or, have students write 1-2 "I Wonder" sentences. Ex: *"I wonder why so many children under five died during that time."* Or, *"I wonder who collected the garbage in the 1800's and how they accomplished it."*

Follow-up Learning Activity:

- Students will go to the website of the city, county and/or state health department to discover what current public health problems are being addressed by their city, county and/or state. After locating the home page of the governmental agency, look under the "department" heading to locate the health department section.
City of Milwaukee: www.ci.mil.wi.us
Milwaukee County: www.milwaukeecounty.org
State of Wisconsin: www.dhfs.state.wi.us
- After listing 5 public health issues they are most interested in and sharing those lists with the class, students will choose one health issue and investigate how the city; county, and/ or state describes that issue and what they are doing to address it.
- Students will prepare a short speech or write a descriptive essay on the nature and challenges of the health issue and what is being done to address it.
- Students will present their speech or essay during a class meeting, a school assembly, a PTA meeting, or even at the Health Education Center in downtown Milwaukee.
- Students will close the speech or essay with new questions and/or statements of concern they have as a result of their initial investigation. It is possible that these emerging questions could serve as the basis for further research.

INTERVIEWS WITH MILWAUKEEANS WHO LIVED DURING WAR AND PEACE

***Note to Teachers: You may want to view Video Chapters 12, 13, & 14 before this lesson.*

1. Have students find people who grew up in Milwaukee during this time period (1914 – 1945) and do an interview with them about their experiences of growing up in Milwaukee. Students might want to ask questions specifically related to topics discussed in the video such as the Roaring 20's, Great Depression, World War I, or World War II. Although it is increasingly difficult to find people who lived in Milwaukee during this time, nursing homes, VFW Posts and organizations, and even relatives or neighbors might be a place for students to begin searching.
2. Have students use their interviews to write up brief biographies of these people and share them with the rest of the class. (Note: Students should get permission from the people they interview before sharing their biographies with the rest of the class.)
3. After listening to these stories, have a class discussion on topics like: 1) why people made such sacrifices for their city and country during this period of time 2) the similarities and differences between the challenges that different generations in Milwaukee and America have faced over time 3) how the lives of “ordinary” Americans who lived through time periods like this sometimes receive little attention in history books and 4) the need to record and remember the stories of all people, not just famous ones, who lived through our city's past.

Follow-up Learning Activity:

- Invite people who students interview to class and have them share their stories in person in addition to having students read the biographies. Invite other classes, the whole school, community members, and/or parents to the event to honor those who made sacrifices for their country during this time in history.

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

1. Direct students' attention to the timeline on Modern Milwaukee that follows at the end of this **HOT LINK section** 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 Modern Milwaukee Timeline at the end of this **HOT LINK section**. 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**

An 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 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 came 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