

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

Technology:
Teaching and Learning about Milwaukee through Technology

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

- **Celebration of Wisconsin Native Tribes (Power Point Presentation)**
- **Taking it to the Streets (Digital Camera, Power Point Presentation)**
- **Ethnic Sightseeing (Power Point Presentation)**
- **Leading Industries in the City (Power Point Presentation)**

CELEBRATION OF WISCONSIN NATIVE TRIBES

***Note to Teachers: You may want to view Video Chapter 1 before 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”.

TAKING IT TO THE STREETS

1. Have students study and analyze photographs of Old Milwaukee. Visit websites such as www.wisconsinhistory.org and *The Making of Milwaukee* website, www.themakingofmilwaukee.com to find photos of Milwaukee in its early years. Try to find pictures that show businesses and markets residents used to obtain goods and services (See *Milwaukee Streets: The Stories Behind Their Names* by Carl Baehr, published in 1995 by Cream City Press, as an additional resource for this activity).
2. Encourage students to describe the buildings, people or landscapes in the photographs and discuss the importance of businesses in Milwaukee’s developing years.
3. Plan a trip to downtown Milwaukee. Set an interview with a local business owner.

These interviews should focus on the following:

- Why owners chose to establish businesses
 - The location of the business in the downtown Milwaukee area
 - How its products/services help Milwaukeeans
 - How long its been in operation
 - Revenues and expenses
 - The types of people it serves
4. During the trip, allow students to take photographs of the buildings, bridges and monuments and restaurants located in the downtown area.
 5. After photos have been developed, scan or project digital images onto a screen utilizing PowerPoint. Students may also create a picture board. Have students present their photographs and explain how Milwaukee has changed since the early 1800s.
 6. Encourage students to analyze the pictures to find comparisons and differences in the buildings, business and landscapes from both eras.

ETHNIC SIGHTSEEING

***Note to Teachers: Video Chapters 4, 5 & 7 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>*

LEADING INDUSTRIES IN THE CITY

***Note to Teachers: Video Chapters 6 & 8 complement this lesson activity.*

1. Although the manufacturing of a number of goods have left Milwaukee, the headquarters of a number of companies remain. Have students visit websites, write letters or e-mails, or even visit the headquarters of some of these companies

(e.g. Milwaukee Tools, A.O. Smith, Falk Company) to gain more detailed histories of these companies.

2. In particular, students should also gather information about why some of the companies no longer make products in Milwaukee and how their absence has affected the city's economy.
3. Students should then create a PowerPoint or write a speech to deliver to the class about the company's contributions to making Milwaukee a "Machine Shop of the World."