

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

Writing:
Teaching and Learning about Milwaukee through Writing

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

- **Back to the Future** (Write a Story)
- **Ethnic Sightseeing** (Write a Report/Presentation)
- **Trying on Perspectives** (Create Primary Source/News Article)
- **Old and New News** (Write a News Article)
- **Laboring in the City** (Write an Essay)
- **Brochure for Milwaukee Landmarks** (Describe Landmarks)
- **Were they Really the Good Old Days?** (Interview and Write Personal Stories)
- **Public Health Issues** (Write Speeches or Essay)
- **Landmark Tour** (Note taking and Write Report)
- **Connecting with the Public** (Interview, Note Taking, Write Article/Presentation)
- **Creating our Own Milwaukee Textbook** (Write Chapter Content)
- **A Travel Guide to Fun in Milwaukee** (Write Travel Guide)
- **Days of Our Lives** (Write Diary, Journal Entries)
- **Take Me Out and Back to the Ball Game** (Write Dialogue)
- **Exploring Milwaukee’s Legacy of War** (Write Report)
- **Exploring Milwaukee’s Legacy of Peace** (Write Report)
- **Interviews with Milwaukeeans who Lived During War & Peace** (Write Biographies)

BACK TO THE FUTURE

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

Look for a photograph of a German beer garden scene in Gurda’s book or on the website.

AND

To see a photograph of a present day ethnic festival go to the following website:
<http://www.germanfest.com/2004full/Bandfromthesky.jpg>

The Then and Now photographs for this activity can also be found by going to the homepage of The Making of Milwaukee website, www.themakingofmilwaukee.com. Go to

the “Image Library” within the “In the Classroom” section and choose “Events” from the pull down menu. Be sure to use the “search” tool.

***Note to Teachers: In the following activity, students will be considering the role that beer played in Milwaukee’s history and leisure time in Milwaukee. This activity is not in any way designed to promote the use of alcohol or to suggest that drinking is necessary for leisure. Make sure to have several teaching strategies in mind as this issue may potentially come up in students’ discussion and work.*

1. Have students use the above photographs related to ethnic leisure time in Milwaukee to pretend that they are either a person from the older photograph who has had the chance to visit the event in the modern photograph or a person from the modern photograph who has had the chance to visit the event in the older photograph and write a story about your experience.
2. Have them use specific features from the photographs and descriptions of ethnic leisure activities from the video in their stories. Also, tell them to be creative in attempting to describe what they see, hear, and feel but at the same time analyze details from the photographs to realistically portray both situations.

ETHNIC SITESEEING

*** 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>*

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 Wallber
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.

OLD AND NEW NEWS

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

Photo Inside E.P. Allis Reliance Works.....Present day photo of Allis-Chalmers site
(Photo in "Triumph of the Workingman" Chapter) (Photo in the "Shifting Currents" Chapter)

*Then and now photographs for this activity can also be found by going to the "Image Library" of the "In the Classroom" section of *The Making of Milwaukee* website, www.themakingofmilwaukee.com. Then choose "Business and Industry" from the pull down menu and use the "search" tool to find the Allis-Chalmers listed photos above.*

1. Have students examine the two photographs from above and pretend they are newspaper reporters at the opening of the strip mall where the Allis-Chalmers factory used to be in Milwaukee.
2. Have students write a news article that includes a detailed description of what the inside of the mall used to look like based on the photo of the factory from 1894 and the changes that have taken place in the present day. They should include realistic quotes and observations based on the photographs and speculate on the reasons why the changes took place and how this place evolved over time. As an alternative to this assignment, the teacher might want to allow students to act out a news program in front of the class that includes a detailed description of what the inside of the mall used to look like based on the photo of the factory from 1894 and the changes that took place over time. Perhaps they might want to include mock interviews with former workers or owners of the factory to help the audience understand the transformations that were made in this building.

LABORING IN THE CITY

1. Have students research articles about modern day labor unions or labor issues in Milwaukee. (The article search on the Milwaukee Journal Sentinel website offers easy access to such articles. Go to www.jsonline.com).
2. After students read one or more articles related to a labor situation in Milwaukee they should write an essay comparing and contrasting the present-day labor situation to past labor situations described in the video focusing on the similarities and differences between the demands of the laborers involved.

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 20th 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 and go to the “Image Library” of the “In the Classroom” section to view Milwaukee landmarks they may want to highlight.*
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) about displaying or distributing a young person’s point of view brochure or, display the brochure on a family night for feedback.

WERE THEY REALLY “THE GOOD OLD DAYS”?

1. 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?
2. Before watching Video Chapters 9, 10, & 11 direct students to take notes on the positive and negative aspects of living in Milwaukee at the turn of the 20th century while viewing the chapters.
3. After watching these Video Chapters, have students look over their notes and then write summary statements regarding the positive and negative aspects.
4. 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.
5. 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.

LANDMARK TOUR

1. Arrange for students to take a city tour of famous Milwaukee Landmarks they, in collaboration with the teacher, have chosen. Perhaps arrange actual tours of 1 or 2 landmarks and drive or stop by several others so that students can get out briefly to gain up close and personal impressions.

Milwaukee Tours can be arranged through Historic Milwaukee, Inc. Go to www.historicmilwaukee.com for tour arrangements.

If actual tours are not a reality at this time, take tours via The Making of Milwaukee website, www.themakingofmilwaukee.com, go to the “Image Library” of the “In the Classroom” section. Choose Architecture and Outdoor Special Places from the pull down menu and use the “search” tool to locate landmarks. Or, take tours through any of the other following websites:

www.wisconsinhistory.org

www.milwaukeecountyhistsoc.org

www.jsonline.com

www.bigeyeinthesky.com

www.milwaukee.gov/TheHistoryofMilwaukee2833.htm

at bottom of page click on 360 degrees for virtual tours of historic Milwaukee

2. At each site students collect and record data and their impressions using clipboards to draw, write descriptors, addresses, answers to interview questions, etc.
3. After the famous Milwaukee landmark tour, students will compose a report on a landmark of choice using their own data as well as information they have collected as a result of article searches on the Milwaukee Journal Sentinel website.

Follow-up Learning Activities:

- Students could share their reports with each other and then take a class vote on what they believe are the 10 Best Milwaukee Landmarks.
- Students could compare their ratings with the ratings completed in January 2006, by the Milwaukee Press Club.

www.milwaukeeclub.org

www.gemsofmilwaukee.com

CONNECTING WITH PUBLIC

**** Note to Teachers:** *Video Chapters 9, 10, 11 Complement this lesson activity.*

To support the study of political leadership, visit the office of a city council member, a state legislator, or county supervisor. Or, invite the political leader to the school or class. Ask the public official to speak briefly about a.) Their beliefs about the kind of community leaders people want, b.) How they made the decision to become a public official, and, c.) Their current community/regional visions and legislative priorities.

1. Students prepare to interview the public official by constructing questions related to their own beliefs about serving the public, their aspirations, and the leadership style and ethics they feel are necessary to accomplish the job.
2. Students share and critique each other's questions.
3. Students decide on the format of the presentation including the introduction, the question and answer session, and the closing thank you and/or presentation of a small memento or gift to the speaker. Choose students to take the lead on various parts of the presentation. Make it a grand occasion with students performing leadership positions.
4. Before the public leader/official arrives don't forget to work with students on how to collect and report the data collected, as well as how to pose questions to a public official during a press conference. For example: *"Good Afternoon, mayor..... My name is..... My question for this morning is..... I ask this question because....."*
5. After the speaker, work with students to write one of the following:
 - A newspaper article describing the highlights of the presentation such as the who, what, where, when, and why.
 - A thank you to the public official describing what they learned from the presentation and new questions that emerged after the presentation.
 - An essay on what they learned from the presentation.

CREATING OUR OWN MILWAUKEE TEXTBOOK

**** Note to Teachers:** *Video Chapters 12, 13, & 14 complement this lesson activity.*

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. 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: Video Chapter 13 complements this lesson 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. 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/>

DAYS OF OUR LIVES

***Note to Teachers: Video Chapter 14, Hard Times and War Time, complements this lesson activity.*

Between 1914 and 1945 Milwaukeeans witnessed a wide range of events, experiences and emotions as war, peace, economic depression and war once again shaped the city and its people. Consider the following true story about a man named Les Greget adapted from the accompanying book, *The Making of Milwaukee*, at the beginning of the chapter entitled, *Hard Times and Wartime*. (The teacher may want to read or print this adapted story for the class before doing this activity or summarize the story for students).

Les Greget came to Milwaukee in 1922. He was good at working with his hands and with machinery. He was also looking for opportunities that he could not find in his hometown of Mayville, Wisconsin. He was able to get a good job at Falk Company in Milwaukee and began working on machines. After four years of hard work and studying,

he advanced to working at a job where he drilled holes in gears that could be used on ships. "I thought I had it made," he recalled. Les and his wife purchased a \$12,500 brick home on Milwaukee's Northwest Side and proceeded to live in a comfortable lifestyle during the 1920's.

The Great Depression rudely interrupted this good life for them. As the company did poorly, Les Greget lost his job, his savings, and finally his home. He and his wife were eventually forced to move into the top of a flat for \$45 a month. As the bad times got even worse, they asked their landlord to lower the rent to just \$20.

Then came World War II. Les Greget went back to his job even before the United States entered the war, turning out equipment for the Navy which was trying to build more ships. The Falk Company was swamped with orders for the rest of the war. As the fighting intensified, Les found himself working ten hours a day, seven days a week, for four-and-a half years, more than 1600 consecutive days without a single break!

1. Have students create scenarios like this one between 1914 to 1945 and write a series of diary or journal entries from the perspective of a Milwaukeean describing the changes this person has experienced over the years. To create their diary or journal entries, students should choose a gender, race / ethnicity, age, social class, job or role, and a few years between 1914 and 1945 that show changes in the person's life. (As an alternative, the teacher may also want to assign certain roles from these categories to students in order to have a wide range of experiences represented in the class. For example, a student could be assigned to be a white working class teenage female going to high school in 1927, then getting married, having a family struggling to survive the Depression in 1935, and then working in a war factory by 1943). Students can use any of the video clips from this unit to consider how individuals from different groups may have been affected by the rapid changes taking place during this period of time. It is up to the teacher's discretion to decide how many diary or journal entries each student should write. The following questions can assist students with thinking about what to write in their diary or journal entries:

- What might happen during a typical day in the life of this person?
- What experiences might this person have that would be similar to the experiences of other Milwaukeean during this period of time?
- What experiences might this person have that would be different from the experiences of other Milwaukeean during this period of time?
- How might this person's race, class, gender, age, or work affect this person's experiences and the way he or she responded to those experiences during this period of time?
- What might be the benefits and drawbacks to this individual for living in Milwaukee during this period of time?
- How might this person's life impact the lives of other people during this time?
- How did this person somehow affect the way Milwaukee is today?

2. After the students write their diary or journal entries the teacher could select students who chose differing scenarios and have them share their diary entries with the rest of the class. Or, the teacher might want to have students get into groups of 3 or 4 to share their diary entries with each other and report what they have learned to the rest of the class.
3. The following questions might serve as a good way to wrap up this activity:
 - What were the most significant factors that affected the lives of individual Milwaukeeans during this time?
 - What were the various ways that Milwaukeeans responded to the challenges that they faced during this period of time?
 - How did people's race, class, gender, age, and work experiences affect the experiences that individuals had in Milwaukee during this period of time?
 - How were the experiences of Milwaukeeans similar and different during this period of time?
 - What impact did the experiences of these individuals as a whole have on the way Milwaukee is today?

TAKE ME OUT AND BACK TO THE BALL PARK

For this activity, access photographs from the “Image Library” within the “In the Classroom” section of The Making of Milwaukee website, www.themakingofmilwaukee.com. Use the search tool in the “Image Library” to locate:

- a. *Borchert Field during Baseball Game*
- b. *Borchert Field with Stands Filled with People*
- c. *For pictures of Miller Park go to www.ballparks.com/baseball/national/miller.htm*

1. After viewing pictures of Borchert Field and Miller Park, have students imagine that they are at a present day Milwaukee Brewers game at Miller Park. Imagine that they happen to strike up a conversation with the person next to them. They find out that this person has lived in Milwaukee for years, and he or she begins telling them about a day at the ball park when it was called Borchert Field.
2. Have them analyze these images and use their analysis to create a potential list of similarities and differences between the photographs. They should use as many details as possible in the photographs to make comparisons and contrasts.
3. Then have students use their lists to write a possible conversation between them and the person they meet at the ball game that compares the experience of a day at the ball park in Milwaukee during the 1930's and a day at the ball park today. They should use these fictional conversations to think about the way the

experience of watching a baseball game in Milwaukee has changed in some ways but possibly stayed the same in other ways.

4. Have students read or even act out their conversations with one another in front of the class.

Follow-up Learning Activity:

- The teacher might want to discuss the different ways students interpreted the photographs and the different ideas that students focused on in their conversations.

EXPLORING MILWAUKEE'S LEGACY OF WAR

***Note to Teachers. Video Chapters 12, 13, & 14 complement this lesson activity.*

1. Have students visit Milwaukee's War Memorial Center and any other monument or memorial dedicated to the men and women from Milwaukee who have served their country in war. Other sites could include the exhibit dedicated to Billy Mitchell at Milwaukee's Mitchell Field, Milwaukee's Vietnam Veterans Memorial, Red Arrow Park and monument, Veteran's Park, Statues dedicated to Spanish American War and Civil War veterans near the Milwaukee Public Library, the Civil War Soldiers and Sailors Monument at Wood National Cemetery, and the memorial to all "Women of the Sea Services" during World War II on the Avenue of Flags at Wood National Cemetery. Students could research other sites as well.
2. Have students write a report or a description that is accessible to other students about their experiences and share them with the class.
3. Engage students in a discussion about the significance of these monuments. Also discuss what it means to honor Milwaukeeans who served our country in war and made sacrifices for our nation.

EXPLORING MILWAUKEE'S LEGACY OF PEACE

***Note to Teachers. Video Chapters 12, 13, & 14 complement this lesson activity.*

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.

INTERVIEWS WITH MILWAUKEEANS WHO LIVED DURING WAR AND PEACE

***Note to Teachers. Video Chapters 12, 13, & 14 complement this lesson activity.*

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.