

**Social Studies Content Themes for Middle/High School**  
**From**  
***“The Making of Milwaukee Curriculum”***

**Post-World War II:**

**Teaching about the Post-World War II Era in Milwaukee**

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

- **The Role of Protests During the Civil Rights Movement and Now**
- **Trivia Activity : It’s Either –Or**
- **Why has Milwaukee’s Population Decreased? Why Is Milwaukee Population Continuing to Decrease? (Analyzing/Discussing Census Data)**

**THE ROLE OF PROTESTS DURING THE CIVIL RIGHTS MOVEMENT AND NOW**

During the 1950’s and 1960’s, and following the Brown vs. Board Supreme Court decision, a cross-section of people throughout the U.S. engaged in various kinds of protests to demonstrate their frustration with the inequities in educational, housing, and economic opportunities. Milwaukee was no exception, as protests to secure the basic rights of all American citizens regardless of race, class or gender, became a recurring event. This age was called the “Civil Rights Movement”. Some protests seeking to ensure equal rights for all Americans were peaceful or non-violent and some were violent.

1. After viewing Video Chapter 16, *City Under Siege*, have students recall what they learned about the Civil Rights Movement in Milwaukee. Specifically ask them to describe what civil rights issues seemed to be most prominent in Milwaukee, as well as who protested those issues, and the various ways in which they protested. Suggest an organizer with 3 columns for students to represent the descriptors: civil rights issues, people who protested, and type of protest.

Follow-up Learning Activities:

- Have students explore the term “civil rights”. What rights do students believe they have as an American citizen? What is a civil right? Research how rights are protected within our country. Students then compose a brief descriptive or persuasive essay in which they explain what rights they most cherish, why they believe this right should be guaranteed to all American citizens, and what social action they would take to ensure that everyone is benefiting from this right.
- Have individual or small groups of students explore and create a continuum of descriptors (synonyms in varying degrees) between the terms “non-violent” and “violent” as possible responses to perceived injustices. What are the points or various degrees in-between “non-

violent” and “violent”? Have students share their thinking with the whole class. After sharing, pose these questions: Does a protest have to be one way or another? What options are available to American citizens when they want to protest a perceived injustice?

- Have students brainstorm current civil rights issues in Milwaukee, the U.S., or any other country that concern people. Suggest that the class hold a rally in which individual or small groups of students will be allowed to peacefully, yet persuasively, protest a social justice issue with speeches, posters, and/or written communications with appropriate public leaders. The teacher may decide to let students choose their own issue or one particular issue that is of concern to the majority of the class. The rally may be held in-class or as part of an all-school assembly. (*\*\*\*Be sure to inform the students' parents and your building administrators about this "peaceful" protest so that personal and professional decisions can be made about the issues of choice and the medium and space used to express the protests.*)

### **Trivia Activity: It's Either – Or**

**Either - Or:** As the teacher you can tell students that you will read two statements to them and one will be true. It's *either* the first statement that's true *or* the second one but not both. The teacher could also give this “Either/Or” activity as a paper and pencil quiz. If students know the exact answer they can gain extra points.

1a. The Milwaukee Zoo was originally in one of the county parks.

1b. The Milwaukee Zoo was originally in one of the city parks.

*Name of park:* \_\_\_\_\_

2a. The first professional baseball team came to Milwaukee from Atlanta.

2b. The first professional baseball team came to Milwaukee from Boston.

*Name of original baseball team:* \_\_\_\_\_

3a. The breweries in Milwaukee have always been one of the biggest employers.

3b. The breweries in Milwaukee have always been one of the most famous employers.

*Name of longest lasting Milwaukee brewery:* \_\_\_\_\_

4a. Milwaukee's freeway system has been completed for about one-half century.

4b. Milwaukee's freeway system has been completed for about 3 decades.

*Year of Milwaukee's freeway completion:* \_\_\_\_\_

5a. Milwaukee's first shopping center was Grand Avenue.

5b. Milwaukee's first shopping center was Southgate.

*Year of shopping center opening:* \_\_\_\_\_

6a. The Alewife is the female relative of an ale maker.

6b. The Alewife is an ocean fish.

*The Alewife's claim to fame in Milwaukee:* \_\_\_\_\_

7a. The Dan Hoan Bridge has historically been known as the bridge to nowhere.

7b. The Dan Hoan Bridge has historically been known as the bridge to the south side.

*Dan Hoan's claim to fame:* \_\_\_\_\_

8a. The city was shut down on July 30, 1967, because of a mass power outage.

8b. The city was shut down on July 30, 1967 because of civil rights riots.

*Mayor who shut down the city:* \_\_\_\_\_

9a. Milwaukee's first TV Station was WTMJ.

9b. Milwaukee's first TV Station was WISN.

*Date first TV station signs on:* \_\_\_\_\_

10a. Milwaukee has not had a Socialist mayor for approximately 50 years.

10.b. Milwaukee's current mayor is a Socialist.

*Milwaukee's last Socialist mayor:* \_\_\_\_\_

11.a. Milwaukee's population has always had a high population of Germans decent.

11.b. Milwaukee's German population has always been the majority of its population.

*Milwaukee's current ethnic majority:* \_\_\_\_\_

12.a. As of 2000, Milwaukee County had 10 cities and 9 villages.

12.b. As of 1957, Milwaukee County had 10 cities and 9 villages.

*Milwaukee County Cities:* \_\_\_\_\_

*Milwaukee County Villages:* \_\_\_\_\_

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

1. Direct students' attention to the timeline above 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 11<sup>th</sup> largest city in the U.S. in 1960 and is currently the 22<sup>nd</sup> 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.