

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

**Immigration/Migration:**

**Teaching about Immigration/Migration in Milwaukee**

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

- **Milwaukeeans by the Numbers (Discussing Census Statistics)**
- **Designing Your Own Census Survey**
- **Governing Milwaukee (Debate Historic Issues Affecting Milwaukee County)**
- **Letters Home From Milwaukee**
- **Making Comparisons (Using Venn Diagrams to Compare Immigration Today and Yesterday)**
- **Touring Many Nations In Milwaukee (Fieldtrip)**
- **Ethnic Sightseeing (Fieldtrip)**
- **Coming to Milwaukee Past and Present (Researching Recent Immigration and Migration)**
- **Knowing Finer Points of Ethnic Milwaukee (Trivia Activity)**
- **A Very Unique City (Trivia Activity)**
- **Mapping Ethnicities**
- **What’s Missing from the Timeline**

**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.

<b>Country of Origin</b>	<b>Number of Foreign Born in Milwaukee County in 1905</b>	<b>Percentage of Total Foreign Born Living in Milwaukee County</b>
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.

## **GOVERNING MILWAUKEE**

*\*\*Note to Teachers: For one of the rules in the following activity, students will be considering the role that beer played in Milwaukee's history and leisure time. 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 you have several strategies to deal with any potential comments or issues related to this topic before using this activity.*

In this activity, the class will serve as the governing body of Milwaukee County and will work together to create laws or rules for Milwaukee County. Each group will have its own interest in trying to pass laws that benefit their entire ethnic group. At the same time, they will have to learn to compromise and strike deals with other groups to get laws passed.

1. Divide students into groups based on the percentage of different racial and ethnic groups in Milwaukee County. (Note: You may want to use the census data from *Activity 1: Milwaukee By The Numbers* as a guide. However, explain to students that these are not precise numbers for each group either from 1905 or today. Furthermore, you may want to limit the ethnic groups to those discussed in the video chapters since students will have more background information about these groups to guide them during this activity. Finally, keep in mind that Jewish immigrants to Milwaukee came from various countries with Russia and Poland serving as two of their main homelands.).
2. The teacher or a member of the class selected by the rest of the class will enforce the following rules during the activity:
  - The activity begins with the teacher reading a proposed rule. The teacher may select from the rules listed below to help the class get started or ask each group to write and submit one rule.
  - Students select a leader from their group to discuss the rule with the leader of the other groups in the middle of the room for 5 - 10 minutes.
  - The teacher allows any student time to speak in favor or against the rule in front of the class. Limit this time to a total of 5 - 10 minutes.
  - A vote is taken on the rule with a majority of students needed to pass the rule.
  - The whole process starts over again with #1.
3. Use the following rules to help the students get started:
  - **Rule #1:** No one can attend the German (beer) gardens on a Sunday.
  - **Rule #2:** Any religious events associated with the city should be held at St. John's Cathedral, a Catholic Church.
  - **Rule #3:** A new library in Milwaukee will be named after Golda Meir, the city's most famous Jewish immigrant.
  - **Rule # 4:** In order to build a new road through the center of the city that is important for all travelers coming into Milwaukee, the Italian community's Church, Madonna di Pompeii Church, will have to be torn down.
  - **Rule #5:** Every citizen should pay higher taxes to help the Irish people rebuild their homes that were ruined in the Third Ward fire.
4. After the activity is over, the teacher should lead a class discussion addressing the following questions:
  - What did this activity suggest about compromising to pass rules?

- What was easy or difficult about agreeing on rules for the city?
- How might this activity have been different if you would have been personally affected by any of these issues or rules (for example, a rule limiting the amount of time kids can watch television)
- Do you think debates on rules like these made Milwaukee a more unified or divided community during this period of time?
- What does this activity suggest about the benefits and challenges to living in a culturally diverse community?

## LETTERS HOME FROM MILWAUKEE

1. Have students pretend to be immigrants from any nation where many people came to Milwaukee. They can either choose from a group that was presented in the video or the teacher can assign them a particular ethnic group. If students did *Activity 3, Governing Milwaukee*, they can even use the ethnic background they represented in this activity.
2. Have the students write their own letters home about their experiences in Milwaukee using details from the video to discuss some of the main events that affected individuals from their ethnic group in Milwaukee. Students should also use the video to speculate on the opportunities and obstacles that someone from the ethnic group they are writing about would have faced in Milwaukee.
3. Like the phrase in *Activity 5, I Regret I Did Not Come Sooner*, each student should finish his or her letter with a phrase that summarizes his or her overall attitude towards “Coming to Milwaukee.” This activity could also be adapted to having students write a letter as partners or as a group and share their letters with the rest of the class.

### Follow-up Learning Activities:

- Students could share their letters with the rest of the class and the teacher could lead a discussion about similarities and differences that students notice in the letters.
- *Students could also add images to their letters by going to The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) Go to the “Image Library”, within the “In the Classroom” section and use the “search” tool to locate photographs under the various pull down categories that match ideas from their letters.*

## MAKING COMPARISONS

1. Access the following news story from the Milwaukee Journal Sentinel about Mexican immigration to Milwaukee  
<http://www.jsonline.com/news/metro/feb04/211195.asp>

2. Then have students use information from the video to complete a Venn diagram comparing the following issues related to past immigration to Milwaukee and present-day Mexican immigration to Milwaukee: 1). Where the immigrant groups settled in the past and present, 2). The size of the various immigrant groups in the past and present, 3). Milwaukee's unique role in immigration history, 4). Economic factors in drawing immigrants, and 5). the possible changes to the city as a result of immigration
3. Discuss the article with the Venn diagram as a class.

## **TOURING MANY NATIONS IN MILWAUKEE**

1. Have students visit sites in Milwaukee like the Italian Community Center, Serb Hall, Turner Hall, the Polish Heritage Alliance, German Fest Milwaukee Inc., and the Irish Fest Center that are still dedicated to preserving the city's immigrant heritage. Students could talk to individuals associated with these places and interview them about how and why they preserve ethnic traditions. They might even find people associated with these places that would be willing to talk to the whole class about a particular ethnic group's experience in Milwaukee.
2. Students could report their findings to the rest of the class orally or in writing.

*\*\*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>*

## **ETHNIC SITESEEING**

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>*

## **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.

An on-line version of this same trivia quiz can be found on *The Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) . Go to the "In the Classroom" section and click on Interactive Lessons to find the Trivia Quiz. Or, to go directly to the trivia quiz, click here now:

[http://www.themakingofmilwaukee.com/classroom/trivia\\_quiz/index.cfm](http://www.themakingofmilwaukee.com/classroom/trivia_quiz/index.cfm)

## **KNOWING FINER POINTS OF ETHNIC MILWAUKEE**

1. According to the last U.S. census nearly \_\_\_\_\_ % of Milwaukee area residents claimed some German ancestry?
  - A) 30
  - B) 40
  - C) 50
  - D) 60
2. All of the following are considered German landmarks in Milwaukee except:
  - A) Saint Mary's Catholic Church downtown
  - B) Turner Hall
  - C) Mader's Restaurant
  - D) Saint Josaphat Basillica
3. All of the following Germans made a living brewing beer in Milwaukee except:
  - A) Pabst
  - B) Schlitz
  - C) Miller
  - D) Busch
4. Which of the following streets was named in honor of the Soldier's Home for disabled soldiers?
  - A) National Avenue
  - B) Wisconsin Avenue
  - C) Milwaukee Avenue
  - D) St. Paul Avenue

5. The editor of the Milwaukee Sentinel who served as the first commander of Wisconsin's famed Iron Brigade was
  - A) Garrett Barry
  - B) Alexander Randall
  - C) Rufus King
  - D) Joshua Glover
  
6. Alexander Mitchell's home later became known as:
  - A) City Hall
  - B) The Wisconsin Club
  - C) The Summerfest grounds
  - D) The National Soldiers' Home
  
7. What was the name of the ship that sunk in Lake Michigan killing many Irish from Milwaukee's third Ward?
  - A) The Lady Elgin
  - B) The Santa Maria
  - C) The Maine
  - D) The Lusitania
  
8. The first Polish church in urban America was in Milwaukee. It was called:
  - A) St. Vincent's Church
  - B) St. Stanislaus Church
  - C) St. Thomas Church
  - D) St. John's Cathedral
  
9. Which church when built had a dome that was the second highest in the nation?
  - A) St. Josaphat's Church
  - B) St. Hedwig's Church
  - C) St. Rose Church
  - D) Madonna di Pompeii Church
  
10. The oldest ethnic festival in Milwaukee is:
  - A) Irish Fest
  - B) German Fest
  - C) Polish Fest
  - D) Festa Italiana
  - E) Mexican Fiesta
  
11. In 1890, where did Milwaukee rank nationally in terms of its foreign born population?
  - A) It had the highest percent of foreign born residents in the nation
  - B) It had the second highest percent of foreign born residents in the nation
  - C) It had the third highest percent of foreign born residents in the nation
  - D) It had the fourth highest percent of foreign born residents in the nation

## A VERY UNIQUE CITY

Although every major urban area in the United States received massive number of immigrants between 1846 and 1900, list at least 5 things about immigration to Milwaukee or Milwaukee during this time period that made it unique from the rest of the nation

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Sample answers might include: 1) It had the highest percent of foreign born residents in the nation 2) It had an exceptionally large population of Germans 3) It had an island settlement of Poles from the Baltic seacoast 4) It had an ethnic church that became a basilica 5) It had a large number of breweries 6) It had a National Soldiers' Home for disabled veterans from the Civil War

## MAPPING ETHNICITIES

1. Give students a blank map of Milwaukee while they are watching the film and ask them to color, with different colors, areas where the various ethnic groups in Milwaukee settled between 1846 and 1910. A Milwaukee map can be located at <http://www.mapquest.com/>
2. Then ask them to compare their maps with each other to see if they colored in the same areas.
3. End this activity by showing them the actual map of the areas where the various ethnic groups in Milwaukee settled on *The Making of Milwaukee* website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) . Go to the "In the Classroom" section and click on Interactive Tools to locate the Milwaukee Immigration Map Activity.
4. Or, to go directly to this on-line interactive lesson, the Milwaukee Immigration Map Activity, click here now:  
[http://www.themakingofmilwaukee.com/classroom/map\\_game.cfm](http://www.themakingofmilwaukee.com/classroom/map_game.cfm)

*Please make sure to explain to students that these boundaries show where the largest number of each ethnic group settled in Milwaukee. However, the settlement of these ethnic groups was not limited to the boundaries on the map and people of various ethnicities settled in the areas marked on the map for any one particular ethnic group.*

## WHAT'S MISSING FROM THE TIMELINE?

After viewing Video Chapters 4, 5 & 7, (*Here Come the Germans, Neighbors and Strangers, and, the City of Immigrants*) have students identify historical events from 1868 – 1910 recorded on the interactive timeline within the Milwaukee History section of *The Making of Milwaukee* website: ([www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) )

Or, to go directly to the interactive timeline now, click here:

<http://www.themakingofmilwaukee.com/history/timeline/cfm>

1. The teacher can break the class into groups or have them work individually on this project.
2. Have the students discuss events they think are missing from the timeline and then list between 2 -3 events, groups or perspectives presented in the PBS video series or the accompanying book, *The Making of Milwaukee*, that are not presented in the timeline.
3. Students should discuss their findings with the rest of the class.