

The **M**aking

of

**M**ilwaukee



# The Making of Milwaukee Curriculum, Grades 1-4

## Classroom Materials for Grades 1-4

Dear Teachers Grades 1-4,

We are pleased to present this adventurous and rich online curriculum to accompany “*The Making of Milwaukee*” produced by Milwaukee Public Television. This curriculum is for Grades 1-4 and is especially flexible. You may choose to utilize the curriculum in several ways by accessing:

- A “PDF” of the **entire Grades 1-4 Curriculum** with its many activities.
- Each of **Four Historical Themes**.
- **Appendices** that reference related Children’s Literature selections and various study guides.

0.

The *Making of Milwaukee (MOM)* curriculum for grades 1-4 is organized into four historical themed sections that align with particular “*Making of Milwaukee*” Video Chapters. Lessons are organized within these four themes to assure maximum flexibility in your teaching. Each historical theme includes numerous learning activities that can be used as single lessons or as part of an ongoing investigation of Milwaukee history. The historical themes are: *Early Milwaukee, Coming to Milwaukee, Working in Milwaukee, and Modern Milwaukee*. They feature:

- ✓ **Essential Questions:** Overarching questions that connect the learning activities to “BIG Ideas,” or larger questions of history and the human experience.
- ✓ **Key Concepts and Vocabulary:** Investigate key ideas in the historical curriculum and help students place new vocabulary in an historical context.
- ✓ **Invitational Activities:** Stimulate student thinking, curiosity, and imagination about themes in the chapter lessons before viewing the *Making of Milwaukee* Video Chapter(s).
- ✓ **Video Response Activities:** Provide a variety of activities to engage students in exploring and learning the content after viewing the Video Chapter(s).
- ✓ **Then and Now Activities:** Make a direct link between history and students’ current lives. Explore connections between the past and present.
- ✓ **Learning Outside the Classroom Activities:** Connect classroom learning to learning opportunities in the Milwaukee community.
- ✓ **Milwaukee Trivia Activities:** Quickly check student knowledge about Milwaukee facts.
- ✓ **Timeline Activities:** Help students contextualize the lessons into the larger timeframe of Milwaukee History.

- ✓ **Discussion Questions:** Probe students' understanding about the content of the Video Chapter.
- ✓ **Wisconsin Model Academic Standards:** Quickly identify pertinent standards taught.

“*The Making of Milwaukee*” web site contains the entire curriculum. It also presents resources for student involvement including a detailed Milwaukee Time Line, Interactive Newspaper and Scrapbook Writing Templates, Maps, Milwaukee Trivia, Who am I?, Then and Now activities, and an extensive Image Library.

**CHOOSE the MOM Curriculum Approach RIGHT for YOU!**

**The Complete Grades 1-4 MOM Curriculum**

- Click [here](#) to download the complete “*Making of Milwaukee*” (MOM) curriculum for grades 1-4 organized around four major historical themes. You can print the entire curriculum (200+ pgs.) or indicate specific pages on your “print” screen.

**Four Historical Themes and Appendices**

- 0. Click [here](#) to easily access four **Social Studies Historical Themes or Appendices** customized for **Grades 1-4**.

We are pleased to present these lessons to teachers who seek flexible, classroom tested curriculum materials about Milwaukee’s colorful history. We hope that you will find this curriculum creative, useful and relevant to what you teach, and to the way that you teach.

**Original *Making of Milwaukee* Curriculum Committee: (2006-2007)**

Beverly Cross, Curriculum Committee Chair, University of Wisconsin-Milwaukee  
 Glen Allen Jr., Milwaukee Public Schools  
 John DeRose, Whitefish Bay Schools  
 Linda Tiezzi Waldera, University of Wisconsin-Milwaukee

**Grades 1-4 Curriculum Adaptations: (2008-2009)**

Linda Tiezzi Waldera, University of Wisconsin-Milwaukee

Thanks to the following educators for their input on the MOM Grades 1-4 Curriculum (2008-2009)

John DeRose, Whitefish Bay Schools  
 Christina Flood, MPS Social Studies Coordinator  
 Kristen Gerkes, MPS Teacher, Riley Elementary  
 Jo Pirlott, Curriculum Director, Muskego-Norway Schools  
 Maureen VanderHoof, MPS Teacher, Riley Elementary

Table of Contents  
For the  
Making of Milwaukee Curriculum, Grades 1-4

**Early Natives and Settlers in Milwaukee: Who were the Natives, Traders and Early Settlers? Why do people move? How do available resources influence the reasons people move? How did they begin a new city?**

Video Chapter 1: Natives and Traders  
Video Chapter 2: New Frontiers  
Video Chapter 3: King Wheat ..... pgs.

**Coming to Milwaukee: Who came to Milwaukee? How? When? Where? Why? Who still comes to Milwaukee? How? When? Where? Why?**

Video Chapter 4: Here Comes the Germans  
Video Chapter 5: Neighbors and Strangers  
Video Chapter 7: City of Immigrants ..... pgs.

**Working in Milwaukee: What kind of work did the first people of Milwaukee do? Why? What kind of work is available today in Milwaukee? What kind of business and industry was important in Milwaukee then and now?**

Video Chapter 6: City of Industries  
Video Chapter 8: Machine Shop of the World ..... pgs.

**Modern Milwaukee: What is Milwaukee today? How does Milwaukee work? What goods, services, and resources does Milwaukee offer citizens? How and why has Milwaukee changed over time? Stayed the same over time? What can we do to continue “Making Milwaukee” a good place to live?**

Video Chapter 9: Greater Milwaukee  
Video Chapter 10: Trouble in Town  
Video Chapter 11: Socialists at Work ..... pgs.  
Video Chapter 15: The Exploding Metropolis  
Video Chapter 16: City Under Siege  
Video Chapter 17: Almost Yesterday

**Appendix A: Children’s Literature Resources Lists**

Becoming A Citizen  
Early Settlers & Immigrants go to Work ..... pgs.  
Early Settlers’ Lives  
Early Settlers’ Transportation  
Immigration  
Making Cities  
Settlers’ Find Natural Resources

**Appendix B: Local History Study Guides**

Cultural/Ethnic Study ..... pgs.  
Neighborhood Study  
Study Guide for Milwaukee Industries  
Milwaukee Decades Population Math Chart

# **The Making of Milwaukee Curriculum, Grades 1-4**

## **Learning Activities for Early Natives and Settlers in Milwaukee**

Aligns with  
Video Chapter 1 -- Natives and Traders  
Video Chapter 2 -- New Frontiers  
Video Chapter 3 -- King Wheat

---

### **\*\*QUICK LINKS\*\***

Use the “QUICK LINKS” below TO GO directly to the following sections in this thematic unit:

*Introduction*

*Essential Questions*

*Key Concepts and Vocabulary*

*Invitational Activities*

*Video Response Activities*

*Then and Now Activities*

*Learning Outside the Classroom Activities*

*Milwaukee Trivia Activities*

*Discussion Questions*

*Wisconsin Model Academic Standards*

*Appendices*

## Essential Questions

The essential questions for this historical theme are designed to engage students in thoughtful exploration of history and the human experience. To help children contextualize this exploration, more specific questions \*\* related to Milwaukee history follow each essential question. However, the ultimate goal is for children to generalize to broader significant human issues embedded in the essential question.

- 1. Who were the first people of Milwaukee? Who were the Natives? Who were the Settlers?**
- 2. Why do people move to unknown places to live?**  
\*\* Why did/do people move to Milwaukee? When? How? (Then? Now?)
- 3. What important information do people need when moving to a new place?**  
\*\* What important information did/do people need when moving to Milwaukee?  
(Then? Now?)
- 4. What challenges do people face as they move into undeveloped places?**  
? (Then? Now?) \*\* What challenges did/do people face as they moved to Milwaukee
- 5. How do resources (lack of or abundance of) affect people’s moves?**  
\*\* What resources did/do Milwaukee have that made people want to move here?  
(Then? Now?)
- 6. How did people survive in an era without modern conveniences?**  
\*\* How did people in Milwaukee survive without modern conveniences?  
\*\* What resources did people bring to Milwaukee? Why? (Then? Now?)  
\*\* What resources did people in Milwaukee develop? (Then? Now?)
- 7. How does a new city begin? What “makes” a city?**  
\*\*How did Milwaukee begin? What “makes” Milwaukee?  
\*\*How does a city survive? In what ways are we still “making” Milwaukee?

## Key Concepts/Vocabulary

|                    |                  |                   |                |
|--------------------|------------------|-------------------|----------------|
| move               | immigration      | leadership/leader | shipping       |
| place              | migration        | territory         | schooner       |
| location           | immigrant        | Native            | harbor         |
| culture            | tradition        | Native American   | bridge         |
| ancestor           | shelter          | settler           | river          |
| resource           | forced migration | relocation        | removal        |
| natural resource   | trade/ trader    | wheat/grain       | railroad       |
| product/goods      | trading post     | competition       | business       |
| city               | village          | cooperation       | design         |
| cause              | effect           | war               | transportation |
| history            | timeline         | explorers         | European       |
| Federal Government | treaty           |                   |                |

## **Invitational Activities**

*[For use BEFORE viewing the Making of Milwaukee Video Chapters]*

Invitational activities are designed to introduce an exploration of “Early Milwaukee” and can be completed prior to viewing the video chapters. The activities invite students into previewing, predicting or imagining big ideas and historical themes and are intended to bridge upcoming subject matter to students’ current lives.

### **Invitational Activity 1: “MOVING TO A NEW LOCATION”**

**Teaching/Learning Strategies:** Explore why, how, and where people move through literature, discussion, writing, and mapping.

**Key Concepts/Vocabulary:** move, place, location, immigration, resource, natural resource

**Materials:** Children’s Literature Noted, Paper/Pencil

1. Have students recall a time when they or someone they know moved into a new city, neighborhood, or home. If students have little experience with moving, it might be best to read children’s literature noted below \*\* before engaging in this activity.

#### **Discussion Questions:**

- Why did you and your family move?
- Where did you come from and where did move?
- How did you get to the “new place”?
- What did you take to your “new place”? Why?
- What were the easy or difficult things about moving to a “new place”?
- How did you feel about or adjust to your new neighborhood, city, or state?
- What resources in this new place helped you feel comfortable?
- Did you feel like your family made the right or wrong decision to move? Why?
- What did you miss about your old neighborhood or home?
- What changes in your lifestyle did you or your family make after you moved to your new neighborhood or home?

**\*\*“Read Aloud” Literature Activity:** Before or after an initial discussion, read the following book to children to help them continue thinking about what moving may have been like for the Early People of Milwaukee:

Connor, L. (2004). Miss Bridie Chose a Shovel. (2004). Houghton Mifflin: New York. *This story explores what immigrants chose to take with them to start a new life in a new country?* ISBN: 0-618-30564-5

Joosse, B. The Morning Chair. Houghton Mifflin: New York. *Immigration from a Dutch seaside village to New York City becomes easier with familiar routines and furniture from home.* ISBN: 0-395-62337-5

Oberman, S. (1994). The Always Prayer Shawl. *When revolution in Czarist Russia threatens a boy’s Jewish family, they immigrate to the U.S. and face many changes except for one constant: A prayer shawl.* ISBN: 1-878093-22-3

**\*\*See additional children’s literature immigrant resources in Appendix A**

3. Using the responses from the invitational activity, explain to students that settlers who came to Milwaukee, before it was a city, shared similar experiences they recalled during

this activity. The early Natives and settlers had to find ways to adjust to their new environments and survive in a time when technology was not advanced as it is today. They used natural resources around them and worked with others, sometimes strangers who spoke a different language, to make the best of the land and opportunities in their “new place”. Furthermore, the perseverance, work and strength of early Natives and settlers helped pave the way for a new, vibrant and stable city, Milwaukee. Tell students they will learn a lot more about early Milwaukee Natives and Settlers in days to come.

4. If time allows engage students in a KWL exercise to find out what they already know about how Milwaukee began, who lived here, and how they survived. Ask students if they have any questions about how Milwaukee began and be sure to note students’ questions. Keep these original ideas on display during the unit of study so students can “see” the evolution of their thinking.

### **Follow-up Language Arts Writing and Speaking Activities:**

The following activities can be utilized as an extension of the previous activity:

- Challenge students to write their own story or poem about moving to a new place.
- Have students draw a picture of something they would want to take if they moved to a new place, then write a paragraph on the back of the picture about what they would take if they moved to a new place and why they would take it.
- Have students read their stories, poems, and or paragraphs during an “open mic” session.

### **Mapping Activity:**

Teachers and students can work together to map the route that their families have used to come to Milwaukee. Post the maps for all to see “Where We Have Come From”. US and Milwaukee maps can be downloaded from the following website.

### **Invitational Activity 2: “*WHERE IN THE WORLD IS MILWAUKEE*”?**

**Teaching/Learning Strategies:** Brainstorm geographic concepts of location, place and direction through discussion and maps)

**Key Concepts/Vocabulary:** Location, place, directions

**Materials:** Chalkboard or Chart Paper; World or United States Map

1. Before watching any of the first Video Chapters, explore the concepts of location and place by asking this general question:

“Where in the world is Milwaukee?”

Let students brainstorm and record their answers on the chalkboard or chart paper to build a vocabulary reference list.



2. After students have had a few moments to brainstorm, pull down a World and/or United States map and ask the initial question again encouraging children to use directional terms such as *north, south, east, and west, latitude, longitude*, or even *next to, under, over, beside, to the right of or left of, etc.*
3. Use old and updated maps so kids get an idea that where Milwaukee is located could be described in similar and different terms depending on the historical time period (then and now). Go to your 5<sup>th</sup> Grade Teacher who has United States Maps (then and now).
4. GO TO “*Milwaukee County Street Names Street Games*” by Pat Pollworth to access the section, “**Where in the World Are We?**”, for age appropriate activities and illustrations designed to help children explore their place in the world.

**Pollworth, Pat. (2006). Milwaukee County Street Names Street Games. Dexter, MI: Worthy Tomes.**

5. To further explore the geographical concept of environment and geographical features go to Activity #3.

### **Invitational Activity 3: “WHAT WAS THIS PLACE LIKE BEFORE NATIVES AND SETTLERS CAME TO MILWAUKEE?”**

**Teaching/Learning Strategies:** Brainstorm land, water, environmental, and natural features through literature and discussion.

**Key Concepts/Vocabulary:** land, water, environment, natural, resources, plains, mountains, rivers, lakes, swamp, wetlands, ice age, location, place.

**Materials:** Chalkboard or Chart Paper; Children’s Literature

1. Before watching any of the initial Video Chapters, explore the geographical features of the Milwaukee area. Ask students:

**“What was the location of Milwaukee like a long time ago? Before the Natives and settlers arrived? Before this place was called Milwaukee?”**

**“What were the: a. land features, b. water features, c. environmental features, d. other natural resources?”**

Let students brainstorm and record their answers on the chalkboard or chart paper to build a vocabulary reference list.

2. After students have had a few moments to brainstorm, use the following \*\*children’s literature and/or the first few minutes of Video Chapter I to help students add descriptors to their initial brainstorming list.

**“Read Aloud” Literature Activity:** After the initial discussion, read from the following books to children to help students continue thinking about what the Milwaukee area was like before the Natives, Traders, and Settlers arrived:

Fleming, Denise. (1996). Where Once There was a Wood. Holt & Co.; New York. *Illustrations and poetic text describe what was once on the land where we now live.* ISBN: 0-8050-3761-6

Gurda, John. (2004). The Making of Milwaukee. Milwaukee County Historical Society: Milwaukee: WI.

Pollworth, Pat. (2006). Milwaukee County Street Names Street Games. Dexter, MI: Worthy Tomes.

*\*\*See additional children's literature "natural" resources in Appendix A.*

## **Video Response Activities**

**[For use AFTER viewing the Making of Milwaukee Video Chapters]**

The following activities follow the viewing of Video Clips from Chapter 1, *Natives and Traders*, Video Chapter 2, *New Frontiers*, and Video Chapter 3, *King Wheat*. All video chapters will enable students to engage with the activities. The activities vary in levels of difficulty and student engagement. They are independent activities, so you can use as many of them and in any order you desire. Many have multiple activities that build on one another. You can take any lesson as far as you deem important and time allows.

### **Video Response Activity 1: “PAINTING A NATIVE SCENE”**

**Teaching/Learning Strategies:** Recall, Paint a Picture, Exhibit Picture

**Key Concepts/Vocabulary:** Native, Native American, natural resources

**Materials:** MOM Video Chapter I, Pencil/Paper, Paints

1. Have students recall content from Video Chapter 1, *Natives and Traders*.

Ask students the following questions to prompt discussion:

- a. What do you remember seeing in the video? (elicit many responses)
- b. What was life like in Early Milwaukee for Native Americans?
- c. What natural resources were available to the Native Americans?
- d. How did the Native Americans use natural resources?

Teacher records responses for student reference on chalkboard, chart paper, or overhead. (Teacher may use all or some of the following list to generate discussion about the natural resources Natives used):

- Marshy wetlands
- Dense forests/woodlands
- Bloodroot, trillium, acorns and wild grapes
- Bear and deer
- Dwellings made of tree bark
- Plants for medicine and food
- Variety of earthen and burial mounds
- Native villages and campfires
- Spear fishing, rice flail, corn hills

2. Have students imagine that they are among the first people long ago to move into the

geographical area now known Milwaukee. Motivate students to draw/paint a native scene that incorporates ideas from the list of Native resources. Encourage them to be creative and include as many elements of early Native living as possible.

3. Once students' drawings or paintings have been completed, students showcase their pictures in a "picture gallery". Invite other classes, schools or parents to the gallery. While others view the gallery, have students act as docents to describe the scenes, images, and symbols they used to create the early Native scenes in Wisconsin.

### **Language Arts Writing Activity:**

- ✓ **Potential Assessment Activity: (Descriptive Paragraph)**
- ✓ Have students compose and post a brief, descriptive paragraph to place next to their picture. This written account will support students' efforts at being a docent or serve to inform others during self-guided tours of their pictures.

**"Go To" On-Line Image Library:** Go to the "Image Library" of the "In the Classroom" section of *The Making of Milwaukee Website*, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com), and choose "Lesson Activity Images" from the pull down menu for images that can be used with this lesson. Be sure to use the "search" tool to locate the photos entitled, "Native American Shelters and Native American Rice Harvest Canoe".

### **Video Response Activity 2: "HOW DID PEOPLE GET TO MILWAUKEE?"**

**Teaching/Learning Strategies:** Brainstorm the geographical concept of movement and transportation through literature, video and discussion.

**Key Concepts/Vocabulary:** movement, transportation, water, land, plain, mountain, forest, river, lake, canoe, wagon. Explorers, settlers, European

**Materials:** MOM Video Chapter I; Chalkboard or Chart Paper; World or US Map; Children's Literature Noted; Additional MOM Video Chapters on Immigrants

1. After watching the first Video Chapter, *Natives and Traders*, ask children to respond to the following questions:

**"How did people get to Milwaukee a long time ago? Since there were no planes, trains, or automobiles, how did people get here? How did the Natives get here? How did the European explorers and settlers get here?"**

Let students brainstorm and record their answers on the chalkboard or chart paper to build a vocabulary reference list.

2. After students had have a chance to brainstorm possible answers, use old and new World or United States Maps to help students brainstorm more specific answers to questions like the following: (See 5<sup>th</sup> and 6<sup>th</sup> grade teachers for the maps.)

**"What rivers, lakes could the Natives or settlers have used?"**  
**"What mountains might they have had to cross?"**  
**"What other land features would they have crossed to get here?"**  
**"What tools/equipment might they have needed?"**

“What kind of knowledge, skills, and value did they need?”

**\*\*“Read Aloud” Literature Activity:** After the initial discussion, read one of the following books to help students continue thinking about how Early Settlers got to Milwaukee:

Kay, Verla. (2000). Covered Wagons and Bumpy Trails. Putnam Sons: New York. *Descriptions of the difficulties traveling across America in a covered wagon.* ISBN: 0-399-22928-0

O’Flatharta, Antoine. (1999). The Prairie Train. Crown Publishers: New York. *From boat to prairie train, an immigrant family gets to their new home.* ISBN: 0-517-70988-0

**\*\*See additional children’s literature “transportation” resources in Appendix A.**

Later on, view appropriate video clips from Video Chapters 1, 2, and/or 3 and even the Immigrant Video Chapters, 4, 5, & 6. Ask children to note how, when, where and why people moved as well as the positive and challenging aspects of moving. Let students “see” a list of their initial thinking and a list of their ideas after reading the children’s literature selection and/or Video Chapters. This activity can also be saved and taught during for the second historical theme, “Coming to Milwaukee”.

### **Video Response Activity 3: “THE SOLOMON JUNEAU CATALOG”**

**Key Teaching/Learning Strategies:** Design a Catalog

**Key Concepts/Vocabulary:** Trade, Trading Post, natural resource, product, business

**Materials:** MOM Video Chapter I, Internet, Paper/Pencil, Colored Pencils, Markers

1. Before viewing Video Chapter 1, teachers may want to view the following websites with students before completing the following activity to familiarize them with the nature and language of catalogs. Or, have children bring in actual catalogs so they can manipulate and discover the nature and purpose of catalogs.

<http://www.jcpenney.com/jcp/default.aspx>

[http://www.sears.com/sr/javasr/home.do?BV\\_UseBVCookie=Yes&vertical=SEARS](http://www.sears.com/sr/javasr/home.do?BV_UseBVCookie=Yes&vertical=SEARS)

<http://www.gandermountain.com/>

2. After looking at the catalogs ask:

- a. What did you see in the catalogs? (elicit many responses)
- b. How were the catalogs alike? How were the catalogs different?
- c. What general statements can you make about the nature of catalogs?
- d. What general statements can you make about the purpose of catalogs?

3. After watching Video Chapter 1, *Natives and Traders*, review the notion of Solomon Juneau as a trader. (If children are not familiar with what it means to “trade” or be a trader, any of the children’s books listed below will help them understand this economic concept. \*\*

4. Brainstorm the items Juneau may have sold or traded (various furs, beads, blankets, axe heads, bells, etc.) and how Natives or Early Settlers may have used them in their everyday lives.

**Language Arts Research Activity:**

5. Have students research and take notes on the items Juneau may have had in his trading post. Use resources such as textbooks, encyclopedias, library books or the Internet. The Wisconsin Historical Society website is informative and has pictures of numerous historical items. Go to [www.wisconsinhistory.org](http://www.wisconsinhistory.org)

✓ **Potential Assessment Activity: (Product Catalog)**



✓ 6. After research has been conducted, have students create a product catalog for Juneau’s trading post. Each student can be responsible for drawing, describing, and pricing one item in the catalog or small groups of students can be assigned to a category such as food, tools, clothing, weapons, etc. The final catalog might contain the following:

- An enticing, attractive cover
- A consistent format for each page and item (see below)
- Photographs, clip art, or drawings of the products
- Brief and Persuasive descriptions of the products
- Cost or Trading Possibility

**Formatting the Catalog:**

- a. Catalog items completed by hand or on computer with clip art (see figure 1 on pg. 13)  
*(if completed by hand, fold paper twice for 4 boxes or three times for 8 boxes)*
- b. Product Category *(top of page in bold/colorful letters)*
- c. Each Product in a Box with
  - a). Picture, b). Brief Description, and c). Trading Cost

***TOOLS***

|   |   |
|---|---|
| <p><b><i>Hammer</i></b></p> <p><i>Everyone needs a strong hammer. Made of the<br/>Finest Iron and Hardwood.<br/>Guaranteed for a lifetime of use.</i></p>  <p><i>10 cents or<br/>Reasonable Trade*</i></p> | <p><b><i>Saw</i></b></p> <p><i>The Most Important Tool needed for surviving in<br/>Wisconsin Woodlands.</i></p>  <p><i>10 cents or<br/>Reasonable Trade*</i></p> |
| <p><b><i>Awl</i></b></p>  | <p><b><i>Sythe</i></b></p>  |

**Video Response 4: “CELEBRATING WISCONSIN NATIVE TRIBES”**

**Teaching/Learning Strategies: Research, Design and Present an Informational Session**

**Key Concepts/Vocabulary: Native, Native American, culture, tradition, relocation, forced migration**

**Materials: Children’s Literature Noted, Paper/Pencil, MOM Image Library, Poster Board, Internet**

1. In this activity, students will design and present an informational session 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 small groups. Each group will be responsible for planning and giving a presentation about one of the following Native American tribes.

*Teachers Note: Assign each group a Native tribe or use a random selection process.*

- **Mound Builders of eastern Wisconsin**
- **Menominee**
- **Ho-Chunk**
- **Winnebago**
- **Sauk**
- **Ojibwe**
- **Odawa**
- **Huron**
- **Potawatomi**

### **Language Arts Research and Presentation Activity:**

3. Have each group conduct research on their assigned Native group. This can be done in the school or local libraries, computer labs, or home. The following content areas should be evident in all research reports and presentations: **(organizational option: individual students can be responsible for particular areas and report back to their group)**
  - **Background Information of Native tribes (name, numbers, distinguishing features....)**
  - **Location of the group and influence of location/environment**
  - **Shelter, clothing, food, hunting habits**
  - **Traditions and celebrations**
  - **Present status in the United States (Where are they now? How and why did they get to their present location? How are they different/similar than their ancestors of the 1800s? Numbers Now?)**

*\*\*See children’s literature “Native American” resources in Appendix A.*

**“Go To” On-Line Image Library:** Go to the “Image Library” of the “In the Classroom” section of *The Making of Milwaukee Website*, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com), and choose “Lesson Activity Images” from the pull down menu for images that can be used with this lesson. Be sure to use the “search” tool to locate the photos related to Native Americans.

- ✓ **Potential Assessment Activity: (Written Research Report, Presentation)**
- ✓ 4. Students may present their information of the Natives groups in the following ways:
  - a. **Kid Pix, Hyperstudio or Power Point:** Students can create slides that display the required content. Groups may customize the presentation, include clipart and/or animation.
  - 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. **Skit:** 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.

**Go To On-line Image Library:** Visit the “Image Library” of the “In the Classroom” section on The Making of Milwaukee Website, [www.themakingofmilwaukee.com](http://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, and Native American Rice Harvest Canoe”. Or, go to [www.wisconsinhistory.org](http://www.wisconsinhistory.org) for additional images.

## **Video Response Activity 5: “DISPLACING the NATIVE AMERICANS”**

**Teaching/Learning Strategies:** View and process MOM Video, Debate Issues on Indian Removal

**Key Concepts/Vocabulary:** Native, treaty, removal, relocation, Federal Government

**Materials:** MOM Video Chapter 1,

1. Video Chapter 1, *Natives and Traders*, explains that many Native groups were pushed to leave their lands by federal officials. After reading one of the children’s literature selections below, discuss the following questions with students as a group and/or have them formulate individual written responses before the discussion:
  - Do you agree with the federal government’s actions to push Natives to leave their lands? Why?
  - What reasons could you give to defend the actions of the US federal government?
  - How did the federal government’s forceful actions affect the traditions, cultures and lives of Wisconsin Native tribes?
  - What should Natives have received in return for the land they had to leave?
  - How could this situation have been handled differently by federal officials so that both settlers and Natives benefited from the rich lands of Wisconsin?
  - Were treaties very effective tools for resolving conflicts and reaching compromise? Explain.
  - How did Natives and settlers value land differently?
  - What were the benefits and consequences of pushing Native groups from Wisconsin lands?

### **Language Arts Debate Activity:**

- Divide the class into two sections or smaller groups.
- Have one side support the Natives’ removal and the other criticize it.

- Allow students to debate the issues from their assigned point of view, providing examples to support their reasoning.
- After the initial debate where students were assigned a point of view, encourage them to “**take a stand**” for which point of view they actually support. This may be done privately or publicly.

## **Video Response Activity 6: “MILWAUKEE’S EARLY LEADERS”**

**Teaching/Learning Strategies:** Use descriptive words to compare and contrast Juneau, Kilbourn, and Walker in a venn triagram.

**Key Concepts/Vocabulary:** leader, leadership, territory, boundary, village, city, competition

**Materials:** MOM Video Chapter 2, Internet, MOM website, Paper/Pencil, Venn Diagram

Video Chapter 2, *New Frontiers*, explains the lives, leadership and competitive nature of Milwaukee’s founding fathers.

1. After viewing Video Chapter 2, review what students learned about the lives of Josette and Solomon Juneau, Byron Kilbourn and George Walker by asking the following **KWH** (*know, want to know, how to learn it*) questions:

- “What did you learn about Josette and Solomon Juneau, Byron Kilbourn, & George Walker?” (*Elicit and record many student responses.*)
- What do you wonder about these original founders \_\_\_\_\_?
- If you could ask them any questions, what might you ask?
- What would you like to learn about \_\_\_\_\_?
- How will you learn about \_\_\_\_\_?
- Where might you find information about \_\_\_\_\_?

### **Language Arts Research Activity:**

2. Direct students to find additional information on the three early leaders from resources in the library or Internet. The following three resources are available on “The Making of Milwaukee” website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) or on the Wisconsin Historical Society website, [www.wisconsinhistory.org](http://www.wisconsinhistory.org)
- Show your students images of Milwaukee’s early leaders by visiting The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Go to the “Image Library” within either the “In the Classroom” or “Milwaukee’s History” section. Use the pull-down menu to locate Lesson Activity Images and use the “search” function to locate separate photos entitled, “Josette Juneau, Solomon Juneau, Byron Kilbourn, and George Walker.”
  - Or, have students access [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) to read additional information on these early leaders. Go to the “People of Milwaukee” section of the website and click on “Historical Figures”.
  - Or, Go to the Interactive Timeline within the “In the Classroom” section of “The Making of Milwaukee” website. Click on the Icons of these historical leaders for additional information.

✓ **Potential Assessment Activity: (Venn Triagram Comparison)**



- ✓ 3. As individuals, pairs, or as a whole class, have students make comparisons of the three individuals based on the video chapter and additional research (optional). Using a venn triagram, allow students to discover the similarities and differences among the three leaders. Students should take into consideration the following:
  - Backgrounds of the individuals
  - Personalities
  - Business experience/tactics
  - Accomplishments
- 4. After students have completed their venn triagrams, have a class discussion using the following questions:
  - What differences did you identify between Juneau, Kilbourn and Walker?
  - How were these early leaders alike?
  - Which of the three leaders do you feel was the most effective? Why?
  - What could these leaders have done to cooperate instead of compete?
  - What might Milwaukee look like today if all three leaders had cooperated and shared their resources, experiences and talent instead of competing?

### **Video Response Activity 7: “HOW DOES A CITY BEGIN?”**

Teaching/Learning Strategies: Discuss, read literature and maps, design a new city.)

Key Concepts/Vocabulary: city, village, territory, boundary, Natives, traders, settlers, resources, design

Materials: MOM Video Chapters 1, 2, & 3; Children’s Literature Noted, Neighborhood and/or City Map, Butcher Paper/Pencil, Colored Pencils

1. After viewing the Video Chapters 1, 2, & 3, *Natives and Traders, New Frontiers, and King Wheat*, help students understand how a city develops.
2. Ask students these questions:
  - How did Milwaukee begin? (Ask this question again at the end of the lesson and encourage students to draw on information from the videos.)
  - Who was here to begin Milwaukee?
  - Why did these people come to the area now known as Milwaukee?
  - What were the geographical features of Milwaukee?
  - How did they start their new city?
  - What natural resources did the Early Natives, settlers, and leaders use to begin this new city?
  - What did the early people need in their city? How did they get what they needed?
  - What successes and challenges did the early people face in starting their new city?

### **“Read-Aloud” Literature Activity:**

3. To help students continue thinking about beginning a new city, read one of the following children’s literature selections to your students and then go back and address the questions above a second time:

McLerran, Alice. (1997). *Roxaboxen*. Harper Collins: New York. *Young children build an imaginative place/town called “Roxaboxen” complete with homes, streets, shops and town leaders.* ISBN: 0-688-07592-4

Sanders, Scott. (1997). **A Place Called Freedom**. Aladdin Paperbacks: New York. *Freed slaves head north to Indiana and start a new life and a new town. Describes various work and home/city building activities. ISBN: 0-689-80470-9*

- Before reading the book, tell students you are going to read a story about children or people who built their own city and when you're finished you're going to ask them how they might build their own city.
  - After reading the book, process the literature with a focus on what the characters did to start a new city, what they wanted or needed in their new city and what they named their city.
4. After reading *Roxaboxen* or *a Place Called Freedom*, ask these questions: "If you could begin a new city..."
- **Where would it be? Why?**
  - **What would you like to do (work/play) in your new city? Why?**
  - **What would you want/need in your new city? Why?**
  - **What would you name your new city? Why?**
- (Students may brainstorm these questions as a whole class, in small groups, or answer them as an individual. Regardless of grouping, have students make a written list of what they would want in their new city and be ready to give a rationale for the items on their list.)*

#### **Mapping/Art/Design Activity:**

5. After showing students a map of a neighborhood or small city layout (as is often produced by major map companies for 3<sup>rd</sup> grades). Discuss the features of the city plan/design. Direct students to notice placement of roads, businesses, homes in relationship to land and water features.
6. Tell students that they may design their own small city.
7. First, direct students to list features they want and/or need in their new city or choose from the list that has been previously developed.
8. Then help students build a model of a small city, or draw a city map/design on a large piece of butcher paper (make sure they sketch out a rough draft first before attempting a final copy) similar to map they've previously viewed. Make this project as simple or complex as your instructional time allows. Ask your art teacher for assistance if you want to build a model.
9. After students have completed their design or model have them think about what they'd like to call their city and why. Ensure that they know they must have a rationale for the name of their city.
10. As an option, you may decide to set up a display of student work and/ or have students write about their design and make an oral presentation of their work.

## **Video Response Activity 8: “A CITY GETS A NAME!”**

**Teaching/Learning Strategies:** Discover why cities/families, etc., have particular names.

**Key Concepts/Vocabulary:** city, name

**Materials:** MOM Video Chapters 1, 2, & 3; Internet; Children’s Literature Noted; Paper/Pencil

1. After Viewing Video Chapters 1-3, and or reading from John Gurda’s book, “*The Making of Milwaukee*”, ask students:  
**“How did Milwaukee get its name?”**
2. Then ask students:  
**“How do we know for certain that this was how Milwaukee got its name?  
Are there other possible answers? Why aren’t we for certain?”**

To understand how to help students think about the idea that written history or historical claims are not always true, go to additional Milwaukee history resources and see what other ideas have been stated. List all the possible answers.

### **Historical Resources:**

Ackerman, Sandra. (2004). *Milwaukee: Then and Now*. Thunder Bay Press: San Diego. *Numerous and large historic images of Milwaukee then and now with ample text to support visual exploration.* ISBN: 1-50223-200-3

Baehr, Carl. (1995). *Milwaukee Streets: The Stories Behind Their Names*. Cream City Press: Milwaukee. *Brief explanations about Milwaukee street names.* ISBN: 0964020440

Gurda, John. (1999). *The Making of Milwaukee*. Milwaukee County Historical Society: Milwaukee. *A chronological overview of Milwaukee’s history.* ISBN: 0938076140

Gurda, John. (2007). *Cream City Chronicles: Stories of Milwaukee’s Past*. Wisconsin Historical Society Press: Madison, WI. *A collection of stories about the many people, events, landmarks, and institutions that have made Milwaukee.* ISBN: 13: 978-0-87020-375-6

Pollworth, Pat. (2004). *Milwaukee County Street Names Street Games*. Worthy Tomes: Dexter, MI. ISBN: 0-97-63599-0-1

[www.wikipedia.org](http://www.wikipedia.org) GO TO: History of Milwaukee, Wisconsin

### **“Read Aloud” Literature Activities:**

3. Read either of the following books to support students’ thinking about how cities get named. After reading either story, ask the children how and why these cities got their names.

McLerran, Alice. (1997). *Roxaboxen*. Harper Collins: New York. *Young children build an imaginative place/town called “Roxaboxen” complete with homes, streets, shops and town leaders.* ISBN: 0-688-07592-4

Sanders, Scott. (1997). *A Place Called Freedom*. Aladdin Paperbacks: New York. *Freed slaves head north to Indiana and start a new life and a new town. Describes various work and home/city building activities.* ISBN: 0-689-80470-9

**Language Arts Interview/Report Activity: (*origin of other city, business, street names*)**

4. How were the names of buildings, businesses, streets, schools in their neighborhoods and or city chosen? How were the names of other Wisconsin cities chosen? Have children go on-line or conduct interviews to discover the origin of local names. Students can present their findings in brief written report or orally.

**Homework Activity: (*origin of family names report ...written or oral*)**

- ✓ **Potential Assessment Activity:**
- ✓ 5. Ask students how they got their names. For homework, instruct students to interview their parents about why and how their names were chosen. Students may present their findings in a brief written report or orally.

**Video Response Activity 9: “WHAT IF” MILWAUKEE HAD BEEN DIFFERENT?”**

Teaching/Learning Strategies: Develop “What If...” Questions)

Key Concepts/Vocabulary: Native, settlers, cause, effect, city

Materials: MOM Video Chapter 1, 2, & 3; Local Newspaper; Paper/Pencil

1. Consider the following list of topics from the Video Chapters 1-3, Natives and Traders, New Frontiers and King Wheat:
  - Early Natives and their way of life in Milwaukee
  - Trading posts in Milwaukee
  - The leadership of Juneau, Kilbourn and Walker
  - The attractiveness of Milwaukee (resources/location)
  - Early challenges (clearing swamps, farming, creating businesses)
  - Newspapers
  - Bridge wars
  - Railroads
2. To help students become comfortable with the “What If...” activity, challenge students to predict or consider how Milwaukee would be different based on a different set of facts. Use the following example to support the “What If...” activity students will complete later on after viewing particular Video Chapters:

*Start the “What If...” session by explaining to students that Milwaukee is the way it is today because of the historical events that took place over the last few centuries. Explain that the past truly “affects” the present. An example follows:*

**Newspaper Example:** *Show students a copy of the current “Milwaukee Journal Sentinel. Ask them what it is and why people read it. Then say, “Many Milwaukee businesses, such as the Milwaukee Journal Sentinel, were started a long time ago. In the 1800’s when Milwaukee was just becoming a city there were two separate newspapers, each started by a different city leader. The Milwaukee Sentinel was founded by Byron Kilbourn and the*

*Milwaukee Journal was started by Solomon Juneau. Both leaders were trying to convince early settlers to side with their opinions and be loyal to their side of the River, either Juneautown on the East side of the Milwaukee River or Kilbourntown on the West side of the Milwaukee River. Kilbourn and Juneau were competitors. Today Milwaukee has a newspaper called “The Milwaukee Journal Sentinel”, a combination of both names.*

*Then ask students to respond to the following questions:*

- **How does the Milwaukee Journal Sentinel, our city newspaper, help people?**
- **How did the Milwaukee Journal or Sentinel help people in the past?**
- **Then: “What if Milwaukee had never had a newspaper in the past?”**
- **Then: “What if Milwaukee had not had two newspapers? (one named the Journal and one named the Sentinel.)”**
- **Then: “What if Byron Kilbourn had never come to Milwaukee? What would our newspaper be named today? What if both Kilbourn and Juneau had never come to Milwaukee, what might our paper be called today?”**
- **Now: “What if Milwaukee had no major, local newspaper “today”?”**

**Language Arts Writing Activity:**

3. Allow students time to respond to the question/s in writing, talking with a neighbor, and/or drawing a “What If...” picture to prompt their thinking.
4. Ask students to share their responses to the question/s. As students respond, write their responses on the board.
5. Then tell students they will be watching videos about Early Milwaukee and will be expected to come up with their own “What If...” questions. Direct them to pay attention to various things that happened in Early Milwaukee and think of a “What if.....” question that helps us think about what has or has not happened in Milwaukee because certain things happened in the past. *Show particular clips from or complete video chapters 1, 2, & 3.*
6. After watching all, one or parts of the video chapters, allow students to formulate their own “What If...” questions about how Milwaukee might look, function or operate as a city because of things that happened in the past.

*(If students are perplexed by this “what if” activity, be sure to choose 1 or 2 brief video clips from the first three video chapters. After viewing the clips, model the formation of “what if” questions with the whole class. Use a “What If” T-Chart to highlight an important happening in Early Milwaukee and then help students form “what if” questions and possible responses. See example below.)*

**Juneau and Kilbourn were rivals. WHAT IF....?**

|  |   |
|--|---|
| <p>What if Juneau and Kilbourn had not been rivals but had gotten along and worked with each other to create a new city?</p> | <p>*Maybe the new city would have been called <b>Junkil.</b><br/>                 *Maybe the bridges would have been built sooner.<br/>                 *The people would have been able to get back and forth across the river easier.</p> |
|--|---|

|  |  |
|--|--|
|  | <p><b>*The people on both sides of the river would have gotten along better.</b></p> <p><b>*The city would have developed faster and more people would have moved here.</b></p> <p><b>*More downtown Milwaukee streets would have been straight.</b></p> |
|--|--|

7. Some other possible questions might be:

- **What if Milwaukee’s early settlers were able to coexist with the Native tribes of Wisconsin?**
- **What if Juneau, Kilbourn and Walker combined their resources, experiences and talents to develop Milwaukee?**
- **What if early settlers were unable to convert the swamps of Milwaukee into stable, manageable lands?**
- **What if Kilbourn had not developed a railroad system that started in Milwaukee?'**
- **What if farmers had no place to sell and ship their wheat?**

8. **Potential Assessment Activity: (“What If” Questions and Responses)**

Choose one of the following:

- ✓ Have each student construct a “What If” question with possible responses. Students could also then create a T-Chart Mini Poster representing their thoughts.
- ✓ Or, if students don’t do their own “What If” question/response activity have them write a “What If” summary based on the class T-Chart.

### **Video Response Activity 10: “*START SPREADING THE NEWS*”**

**Teaching/Learning Strategies:** Write Newspaper Article about Bridge War; Use the On-Line Interactive Newspaper Template!

**Key Concepts/Vocabulary:** war, bridge, river, competition, cooperation, cause, effect, transportation

**Materials:** MOM Video Chapter 2; Internet; MOM Website-Image Library; Pencil Paper

1. After viewing Video Chapter 2, *New Frontiers*, have students recall the events surrounding the Bridge War between Solomon Juneau and Byron Kilbourn and their followers. Have students identify and explain the conflicts and disputes between both leaders. Use these on-line visual images to support their thinking:

**Go To On-Line Image Library.** Downloadable images of Kilbourn and Juneau as well as photos entitled “Bridge War Painting” and “West Siders Destroy Bridge” can be found in the Image Library of the “In the Classroom” section of *The Making of Milwaukee Website*. Choose “Lesson Activity Images” from the pull down menu. Use the “search” tool to locate the photos.

### **Language Arts Research/Writing Activity:**

2. Have students assume the role of a local newspaper reporter. First, have students develop interview questions they might ask the Early Leaders about the Bridge War.
3. Then have students research information to answer those questions about the Bridge War and its effects on the city's image, the citizens of Milwaukee, local businesses, the design of the city and other aspects of Milwaukee. Use Video Chapter 2, *New Frontiers*, and other resources such as library books, encyclopedias and Internet websites, to help students answer their questions so they can write a news article that explains the Bridge War in Milwaukee.
4. After researching, direct students to write a newspaper article. You may want to use a current article as a model to explain the nature, components, and structure of an article.

***ON-LINE INTERACTIVE NEWSPAPER TEMPLATE!!!***

***\*\*\*“Go To” Newspaper Activity On-Line to ACCESS the Making of Milwaukee’s Interactive Newspaper Template! It’s great fun and user friendly!***

*To write a newspaper article, Please visit the “Interactive Lessons” section of “In the Classroom” on The Making of Milwaukee Website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) and choose the Interactive Newspaper Exercise. To access this tool now, click here:*

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

✓ **Potential Assessment Activity: (Newspaper Article)**

- ✓ 5. Suggest the following to students as they create their articles:
- Create an eye-catching title
  - Report accurate details and facts (include names of actual people, dates and important incidents)
  - Incorporate a photo (if possible)
  - Type the article (consider a column-based/new article format)
  - The reporters’ name and city reporting from (Milwaukee)

6. Students may read articles in front of the class, in pairs or small groups. Students may collaborate to create a small newspaper or magazine, using the individual articles developed by each student.

**Video Response Activity 11: “MILWAUKEE: THE KING OF WHEAT”**

**Teaching/Learning Strategies:** Write commercial for wheat or a wheat product made in Milwaukee or Wisconsin.

**Key Concepts/Vocabulary:** grain, wheat, product, trade, shipping, harbor, railroad, transportation

**Materials:** MOM Video Chapter 3; Children’s Literature Noted; Paper/Pencil

1. Before viewing Video Chapter 3, *King Wheat*, tell students you want them to pay attention to the importance of wheat in Milwaukee. You may use the questions in #2 to guide their viewing.
2. After the video, conduct a brief discussion of the following questions:
  - What is wheat?
  - Why was wheat important to Milwaukee when it was a young city?

- Where did the wheat come from? How did it get to Milwaukee? How did Milwaukee get wheat to other places all around the world?
- What if Milwaukee had no railroads or a harbor and shipping trade?
- What were the effects of wheat on Milwaukee?
- What other industries in Milwaukee were affected by the grain trade?

**Read Aloud Literature Activity:** If children need more background knowledge on “wheat”, use one of the following non-fiction books to help children visualize and understand wheat and its importance to Wisconsin, the U.S. and the World.

Lackey, Jennifer. (2007). *The Biography of Wheat*. Crabtree Publishing: New York.  
[www.crabtreebooks.com](http://www.crabtreebooks.com) *What is wheat? How and why did it become such an important product in the US and around the world?*  
 ISBN 978-0-7787-24959-7

Landau, Elaine. (1999). *Wheat*. Children’s Press: New York: *Growing wheat in the US described in text and photographs*. ISBN: 0-516-21020-7

### **Language Arts Writing Activity:**

3. Have students create a commercial advertising the wonderful, unique wheat grown in the state of Wisconsin during the 1800’s. Students can form groups of 2 or 3 to create a commercial or work as individuals

*Note to Teachers: First, you may want to give students the opportunity to research wheat (its uses, where it’s grown today in Wisconsin, price, appearance, etc).*

4. Knowing the significance of wheat, have students create commercials that include the following criteria:
  - Created in the 1800’s perspective
  - Background information on wheat (where it’s grown, how it’s grown, how it’s used)
  - Description of wheat (color, size, weight, physical features)
  - Rationale for why potential customers should buy wheat
  - A price for customers to consider
  - Use of persuasive language
  - A catchy slogan
  - Props (actual stalk of wheat or replica)
  - 1 minute time limit
5. Give students planning time to create and rehearse commercials (Preparation time may vary according to class size, ability, scheduling, etc).
  - ✓ **Potential Assessment Activity: (Written Commercial, Oral Presentation)**
  - ✓ 6. Upon completion of the preparation phase, students will then be given one minute to present their commercials to the class. Videotape the students’ commercials and invite other grade levels, classes, schools and parents to attend a showing.



## Video Response Activity 12: “*SCHOONERS IN MILWAUKEE*”

Teaching/Learning Strategies: Photo Analysis

Key Concepts/Vocabulary: schooner, lake, harbor, trade, transportation, shipping

Materials: Internet; MOM Website – Image Library; Paper/Pencil

Wisconsin Historical Society Website ([www.wisconsinhistory.org](http://www.wisconsinhistory.org)) You can also see this picture in *The Making of Milwaukee* book by John Gurda.



1. Have students study the photograph of a schooner used in Milwaukee during the 1800s.
2. Project the image on the TV screen from your laptop computer or direct students to:

*Go to the “Image Library” of the “In the Classroom” section of The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) to find a variety of images showcasing schooners. Choose “Lesson Activity Images” from the pull down menu and use the “search” tool to locate photos entitled: “Schooners in Downtown Milwaukee, Sidewheel Steamboat, and Dean Richmond Schooner”.*

3. Discuss the following questions as a class or in small groups:

- What do you see in this picture? (elicit many responses/descriptive words with this initial question)
- How might this schooner have been used in Milwaukee?
- How do you think schooners changed the way goods were transported throughout the Milwaukee region?
- What effect did schooners have on the economy and job market in Milwaukee?
- What are the strengths/weaknesses of schooners?
- How safe and reliable do you think schooners were in the 1800s? Explain.
- What changes would you have made to the design of schooners?
- What modes of transportation have replaced schooners? Why?

### Language Arts Writing Activity:

4. After students have listed numerous descriptors for the schooner photographs, have students write sentences describing a schooner. If necessary, use these sentence starters:

- A schooner is \_\_\_\_\_.
- A schooner is built out of \_\_\_\_\_.
- A schooner has the following features: \_\_\_\_\_.
- A schooner is used for \_\_\_\_\_.
- Schooners were used in Milwaukee \_\_\_\_\_ years ago in order to \_\_\_\_\_.
- Schooners are rarely used today because \_\_\_\_\_.
- Modern transportation is different from Early Milwaukee in the following ways: \_\_\_\_\_

---

---

---

- ✓ **Potential Assessment Activity: (Written paragraph summary.)**
- ✓ 5. After writing descriptive sentences, children are instructed to use some or all of the sentences to form a paragraph summary about Wisconsin Schooners.

## **Then and Now Activities**

Then and Now activities are created to assure that the content of the lesson set in the past also connects with the current lives and experiences of your students. You may complete one or both of these activities based on their relevance to your students.

### **Then and Now Activity 1: “WHAT’S IN A PHOTO?”**

**Teaching/Learning Strategies:** Photo Analysis and Bridge Design/Building

**Key Concepts/Vocabulary:** bridge, design

**Materials:** MOM Book or MOM Website—Image Library; Building Materials; Paper/Pencil

**Use the book by John Gurda,** “*The Making of Milwaukee*” to access these two pictures:

- \*Photo of bridge at Chestnut Street in 1845 in Gurda’s 2<sup>nd</sup> book Chapter, “*City on the Swamp*”.
- \*Photo of Hoan Bridge in Gurda’s 9<sup>th</sup> book Chapter, “*Shifting Currents*”.

**OR Go To the On-Line Image Library:** *The two photos above are also available as still images on The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com). Go to the Image Library within the “In the Classroom” section and select “Transportation” from the pull-down menu. Be sure to use the “search” tool.*

1. Discuss the following questions concerning the photographs of two distinct bridges in Milwaukee:
  - **What do you see in these pictures? (elicit many responses/ descriptive words with this initial question)**
  - **How are the two bridges different?**
  - **What similarities do you see between both bridges?**
  - **Why do you think these bridges are different?**
  - **How do the designs of these two bridges reflect the historical eras in which they were built (technology, city’s needs, resources, etc)?**
  - **What were the functions and purposes of each bridge?**
  - **What controversies surround the functions and purposes of these bridges being built? What are the stories behind these two bridges? (Teacher may want to provide background on the Hoan bridge)**
  - **What other bridge designs have been used in Milwaukee? What kind of bridge designs are being used now? Why are bridges designed in various ways?**

### **Art/Science Design Activity:**

2. Challenge students to design a bridge of their own. Initially, students work individually or in small groups to plan and discuss bridge designs. Share with students the following criteria:

- a. Bridge must meet the current needs of the people of Milwaukee.  
Brainstorm ways that your bridge will make life better in Milwaukee.
- b. Bridges can be designed on paper. Students can provide a drawing or an original, computer-generated model.

**Science Activity: (Building Structures)**

4. Students can build a bridge to represent their bridge design. Depending on instructional time needed teachers may incorporate this in a science class or assign this as homework project. Either way, focus on **structure, stability, and strength** as design elements.
  - Any material can be used to build the bridge (inexpensive materials such as cardboard, building blocks, toothpicks, tongue depressors can be used).
  - Bridges can be displayed and short presentations that incorporate responses to the previous questions may be given.
  - Bridges can be assessed in terms of creativity, materials used, form, stability, strength, and usefulness.

**Language Arts Activity:**

5. Students provide a written/oral summary that addresses the following questions:
  - **Why did you design this bridge in this way?**
  - **Where in Milwaukee will this bridge be located? Why did you choose this location?**
  - **How will this bridge improve the quality of life in Milwaukee?**
  - **What challenges might you face as you build this bridge?**
  - **What sacrifices might the public have to endure as you build this bridge (street closures, pollution, noise, etc)?**
  - **What controversies may possibly surround the construction of your bridge? How might you tactfully resolve this negative association with your bridge?**

**Then and Now Activity 2: “*PICTURE MILWAUKEE THEN AND NOW*”**

**Teaching/Learning Strategies:** Photo Analysis, Building Design, Presentation

**Key Concept/Vocabulary:** building, design, business

**Materials:** MOM Book or MOM Website—Then and Now Photos; Building Materials; Paper/Pencil

*Note to Teachers: The following activity requires access to The Making Of Milwaukee book by John Gurda, The Making of Milwaukee DVD set, OR The Making of Milwaukee website Image Library, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com)*

**GO TO the Then and Now Photos** of “St. John’s Cathedral” and “Water Street” that are available in the “Then and Now” choice within the “Milwaukee History” section on The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) .

*Or, to go directly to the Then and Now photos, click here now:*  
[http://www.themakingofmilwaukee.com/history/before\\_after.cfm](http://www.themakingofmilwaukee.com/history/before_after.cfm)

1. Show students the following pictures from the “Then and Now Photos” of buildings during Milwaukee’s early development as a city:
  - Cathedral in 1836
  - The Milwaukee House
  - West side of Water Street in 1844
2. For each photograph, discuss the following questions:
  - **What do you see in this picture? (Elicit many responses/descriptive words**
  - **What do you think was the purpose of this structure?**
  - **What is the architecture/design of the building?**
  - **Why do you think it was built this way (resources, geography, etc)?**
  - **What materials, labor and technology were used to create this building?**
  - **How did this building contribute to the development of Milwaukee?**
  - **What do you think surrounded this building (home, factories, Lake Michigan, etc.)? What makes you think this was the case?**

### **Business Building Design Activity:**

3. Have students work in pairs or triads to design a business that would have had a major impact on the development of Milwaukee during the 1800’s. As a group, students must decide on a business that they feel was needed during Milwaukee’s early growth.
4. Student should determine:
  - a. A name and significant purpose for the business.
  - b. The product(s)/service(s) that the business would have provided to Milwaukee’s early settlers.
  - c. How the business would have contributed to the success of early Milwaukee.
5. Business buildings can be created in the following ways by individuals or small groups in school or as a homework project:
  - a. **Mini-Model:** Individuals or groups can create an actual model of their business building, approximately 12 inches in length, width, and height. Teacher and students must decide on the materials (tongue depressors, Lego’s, cardboard, sticks, shoeboxes, etc.) needed to make the building, and if working in groups assign tasks (material gathering, research, etc.) so that everyone participates. Students must be given time to complete the building either as a homework project or during class time. Models can be presented by each individual or group or displayed as a “business district” fair.
  - b. **Drawing:** Individuals or groups can create a drawing of their business building. In addition, individuals or groups should make a list of the building

materials needed to make the building. Drawings and Material Lists can be displayed and or presented to other students.

6. After models or drawings have been completed and presented, discuss the some of the following questions with students as a class:
  - **What challenges did you and/or your group face in developing a business? What was easy? What was difficult?**
  - **What challenges did you and/or your group face in designing a business building? What was easy? What was difficult?**
  - **What experiences do you think you and/or your group and Early Milwaukee business owners have in common as you developed your businesses?**
  - **What experiences do you think you and/or your group and Early Milwaukee business owners don't have in common?**
  - **How important is location in developing a business? Explain. What are the most advantageous areas to create/build a business?**
  - **Is the design of a business building really important or is it the product or service that's more important? Or are both important? Why do you think so?**
  - **What products/services do you think were the most important to early Milwaukee settlers? Why were these products/services so important during the 1800s?**
  - **What products/services do you think are the most important to Milwaukee people today? Why are these products/services so important today?**

### **Language Arts Writing Activities:**

- ✓ **Potential Assessment Activity: (Descriptive Summary)**
- ✓ 7. Individuals should write a one-page descriptive summary describing the building, the materials used, the construction process, the product or services being offered to Milwaukeeans in this building and its potential effect on the growth of Early Milwaukee. These summaries should be posted next to the model or drawing. Or, have a few students per day make an oral presentation on their model or blueprint.

## **Learning Outside the Classroom**

The following activities engage you and your students with the Milwaukee community. They are designed to build upon the in-class activities as you bridge those experiences with the community as a learning resource.

***\*\* If it is impossible to take a field trip, bring the community to your students or consider a "virtual field trip" as many websites have adequate information and photographs posted.***

***\*\* If you are able to take a field trip with your students, it's always best to take the fieldtrip yourself BEFORE you take your students so you "see" what your students may possibly discover.  
Be a Discoverer Yourself!***

### **Learning Outside the Classroom Activities 1, 2 & 3:**

## ***“VISITING HISTORIC PLACES IN MILWAUKEE BY FOOT AND ON BUS”***

**Teaching/Learning Strategies:** View MOM Videos, Field Trip

**Key Concepts/Vocabulary:** Historic, Historical, plus specific vocabulary related to each fieldtrip

**Materials:** Clipboard, Paper/Pencil, Camera

1. After viewing Video Chapters 1, 2, and/or 3, talk with your students about taking a fieldtrip to historic places in Milwaukee so they might begin to see and imagine what life was like when Milwaukee began. Make a list of the things they'd like to see. Then actually “discover” what evidence is left from the past for your students to actually “see”.
2. Design your fieldtrips so that they are part walking and part bus tours to make the most of your time and so students get a bigger visual sense of an area. Take clipboards and instruct students they are to collect data....take brief “field notes” and draw their observations.
3. Organize **thematic or area tours** with your students:

### **a. Exploring Original Settlement Areas:**

**1.) Walk the Downtown City Center Streets/Riverwalk.** Walk along portions of the Milwaukee River and the Riverwalk, Water and Wisconsin Streets in downtown Milwaukee. Point out where Juneau built his first house at the intersection of Broadway and Wisconsin (the first point along the river where there was dry land on which to build ---see plaque next to John Hawks Pub on the Riverwalk). Cross over the Milwaukee River on Wisconsin Avenue and explain the angled bridges into Kilbourntown (west side of river) and Juneautown.(east side of river). Review what happened in the Bridge Wars. Point out the direction of Walker’s Point (look to the south at the Milwaukee River and bridge on Wisconsin). Talk about how this area used to be wetlands and how some current city buildings are built on wooden pilings that are still anchored in water below. Notice that the city center is at the bottom of a hill (look East for the incline up Wisconsin Avenue) and have students imagine even higher hills/bluffs that separated Lake Michigan from the wetland/river area in current downtown Milwaukee. Tell students about how land from the high bluffs was scraped away and brought down to the wetlands to begin building a city center. **2.)** If time walk up to **Juneau Park** on Prospect and Wells or Prospect and Kilbourn and look out over Lake Michigan so kids get a sense of the hill and bluffs – how the city streets go down to Broadway and Water and up again to the County Courthouse. You can also see a statue of Solomon Juneau looking down Kilbourn Avenue. **3.)** See **Downtown Financial/Entertainment Center** started by Kilbourn and Juneau. See City Hall, financial buildings and the theater district and the Milwaukee County Courthouse. When walking downtown, be sure to have students notice the outstanding architecture of various buildings and perhaps

offer them an opportunity to sketch a certain downtown building. 4.) As an “Add-on”, have the **bus travel** the city streets and let students “see” portions of Kilbourn town, Juneautown, and Walker’s Point. Also drive along the Menomonee Valley so students get a sense of where the Menomonee Indians lived and harvested wild rice.

*\*\*Historic Milwaukee, Inc. has student walking tours specifically designed for this particular historical era and location. Go to [www.historicmilwaukee.org](http://www.historicmilwaukee.org) for details.*

*\*\*\*COMING ATTRACTION: Coming in 2010 to the Milwaukee County Historical Society. A “Making of Milwaukee” exhibit covering the second floor and organized into historical eras of Milwaukee. A Must See!*

**b. Discovering Milwaukee by Water:** Go to three or four places in one day with your students.

1.) Go to **Lake Park** to see the lakeshore, take water and sand temperatures and gather land/water samples for viewing under a microscope. View the bluffs along Lake Michigan, imagine them even higher in the 1800’s before they were used for landfill in the central city and along Lincoln Memorial Dr. Milwaukee River. Walk through Lake Park and see the lions guarding the bridges, the lighthouse, the Indian Mound where Locust St. meets Lake Dr., the county pavilion (restrooms underneath Lake Park Bistro), the plaque about the park’s designer, Frederick Olmstead, who also designed Central Park in New York City and the Chicago World’s Fair grounds in the late 1800’s.. Explore the bridges and land features, such as the ravines. Playground, picnic area, and paved trails available. 2.) Go to **Riverside Park** on Locust (just east of the river) and follow some walking paths along the Milwaukee River to get a sense of what it would have been like for early explorers, fur traders and explorers. Milwaukee’s Urban Ecology Center is located just to the East of Riverside High School on Locust and Oakland Streets and can be contacted for further information and possible tours of this area. 3.) Go to **Pere Marquette Park** in downtown Milwaukee along the Milwaukee River and next to the Milwaukee County Historical Society on Kilbourn and Old World 3<sup>rd</sup> St.. See the plaque about Pere Marquette, the French explorer. And while you’re downtown, walk along **“The Riverwalk”**, walk over a “pedestrian’s only” bridge just north of State St. and see the artwork along the Riverwalk. Check out the beautiful, distinctive bridge houses on each bridge. If possible take a River Boat tour on the “Iroquois” through the Milwaukee Boat Line Tours that will tour the rivers and bridges, and take you out into the Harbor of Lake Michigan which will give students an even better view of the shoreline and bluffs. \*\* 4.) **Add-on two “Short Stop/Drive By” Photo Opportunities!** Finally once you get back on the bus, drive to the end of the Summerfest Grounds under the Hoan Bridge where students can see how

boats/ships from Lake Michigan enter the city through the straight channel. If you have time you can also drive by where the ships unload their cargo.

\*\*\*And if the Wisconsin Schooner is in town, drive by Discovery Learning Center so that students can get out of the bus and see the schooner as well. These last two stops can be 10 minute stops...photo opportunities.

\*\* Contact Milwaukee Boat Tours for the Iroquois River Tour  
[www.milwaukeeboatline.com](http://www.milwaukeeboatline.com)

\*\*\*Use the Internet to Google “Port of Milwaukee” for directions to and information about the “Port of Milwaukee”.

**c. Wisconsin Native Tour:** After viewing Video Chapters 1, 2, & 3, as well as reading several books about the Native American tribes that lived in the Milwaukee areas, have students imagine what the Milwaukee area was like at the time. (See Activity #1 from the Invitational Activities as well Activities 1 & 3 from the Film Response Activities for preparation. Also go to Appendix A for children’s literature selections.)

- 1.) Take a bus and walking tour of the **Menomonee River Valley**. Access the “**Hank Aaron Trail**” to see what plant and animal life are still in the valley, and what businesses (then and now) were/are in the valley. This paved trail extends from Lake Michigan and the Lakeshore State Park to Miller Stadium and sections pass by the Menomonee River, Potawatomi Bingo and Milwaukee County Oak Leaf Trail. Upon returning to the classroom have students make a comparison between the Menomonee Valley “Then and Now”. Spend as little or as much time on this trail as your schedule allows and possibly.
- 2.) Combine the walking tour of the Menomonee River Valley with a walking tour of **Riverside Park and the Milwaukee River** on Locust Street in Milwaukee just West of Riverside High School. Walk along the Milwaukee River on Trails and imagine what life would have been like for the Natives in Milwaukee.
- 3.) Drive to the East end of Locust Street where it meets **Lake Park** so students can see a **Native American Indian Mound**. Talk about appropriate behavior around this sacred sight (sit around the mound, not on it) and have students imagine or recall what Natives placed in these mounds and why.
- 4.) Spend two hours exploring the **Milwaukee Public Museum Native American** exhibits in downtown Milwaukee.

## **Milwaukee Trivia**

These Milwaukee Trivia activities are a quick tool to engage students in thinking about the Video Chapters but require students to test their knowledge from various resources.

### **Milwaukee Trivia Activity 1: “MILWAUKEE HISTORY QUIZ”**

Teaching/Learning Strategies: Trivia Quiz  
Materials: Paper/Pencil



Use the following quiz to test students' general knowledge of early Milwaukee. Students can participate as individuals or as groups.

1. What Native American tribes lived in the area before the first Europeans arrived?
2. Which three settlements combined to create early Milwaukee and who were the founders of each settlement?
3. What do we think the word *Milwaukee* means?
4. In what year did Milwaukee officially become a city?
5. When was the *Sentinel* created in Milwaukee?
6. Which three rivers in Milwaukee meet near Lake Michigan?
7. In the 1820's, settlers moved to southwest Wisconsin to mine for which natural resource?
8. The first railroad created in Wisconsin connected which two cities?
9. What Frenchman began trading with Natives in Wisconsin in 1666?
10. What made Milwaukee a great location to have a settlement and begin a new city?

## **Milwaukee Activity 2: “OLD NAMES, FACES, & PLACES IN MILWAUKEE”**

Teaching/Learning Strategies: Research Trivia

Key Concepts/Vocabulary: leader, leadership

Materials: MOM Website—Image Library; Overhead, Poster board, or Power Point Presentation; Paper/Pencil

1. Research the Internet as well as the Making of Milwaukee website, [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com) to find photographs of the following individuals, groups or places. Go to the Image Library within the “In the Classroom” section of the website.  
(Note: Teachers may make additions or deletions to the following list)
  - Solomon Juneau
  - Byron Kilbourn
  - George Walker
  - Increase A. Lapham
  - Jacques Vieau
  - Alexander Mitchell
2. Place photographs on note cards, an overhead, poster board, chalkboard or a PowerPoint presentation.
3. On a separate sheet of paper, provide the descriptions that properly identify these individuals. Challenge students to match the faces with the appropriate descriptions. Devise a point value for each correct match. This educational game

can be played as a class or in small groups. Have students keep a running tally of team scores. Devise a point value for each correct match. Keep playing until one team has matched all photographs with their descriptions/biographies.

## **Timeline Information**

*An interactive timeline of this era with photographs can also be found on The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://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 fits with the series but is relevant to the particular time period of this set of Video Chapters.

- 1768- The Potawatomi dominate the western shore of Lake Michigan.
- 1673- Louis Joliet and Father Jacques Marquette establish a circular trading route between Michigan, Wisconsin and Illinois.
- 1795- Jacques Vieau establishes a trading post overlooking the Menomonee Valley.
- 1818- Solomon Juneau arrives in Milwaukee as Jacques Vieau’s clerk and protégé.
- 1787- The Northwest Territory is established for new settlers.
- 1833- Morgan Martin arrives in Milwaukee.
- 1834- Byron Kilbourn and George Walker arrive in Milwaukee.
- 1843- Milwaukee’s population reaches 6,000 people.
- 1836- Kilbourn publishes a map of Milwaukee that shows lots for sale on his side of Milwaukee.
- 1836- Kilbourn builds Milwaukee’s first bridge across the Menomonee River.
- 1845- West Siders destroy Kilbourn’s east side bridge.
- 1846- Waukesha County is granted a charter.

## **Timeline Activities**

Use the following activities to engage students with the timeline above or the interactive timeline on “*The Making of Milwaukee*” website:

*An interactive timeline of this era with photographs can also be found on The Making of Milwaukee website, [www.themakingofmilwaukee.com](http://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>*

## Timeline Activity 1: “**CHRONOLOGICAL ORDERING**”

Teaching/Learning Strategies: Construct a Timeline

Key Concepts/Vocabulary: timeline

Materials: Paper/Pencil; Timeline Computer Software

- ✓ ***Potential Assessment Activity: (Annotated Timeline)***
- ✓ Have students develop a timeline that places specific timeline information in chronological order. Instruct students to provide a title, starting and ending dates and place events in order from earliest to latest according to the years in which they occurred. Examples of Timeline Topics might be:
  - Early People Arrive in Milwaukee
  - Milwaukee Grows
  - Leaders Develop in Milwaukee

*\*\*Students can construct the timeline by hand OR can use a favorite timeline computer program.*

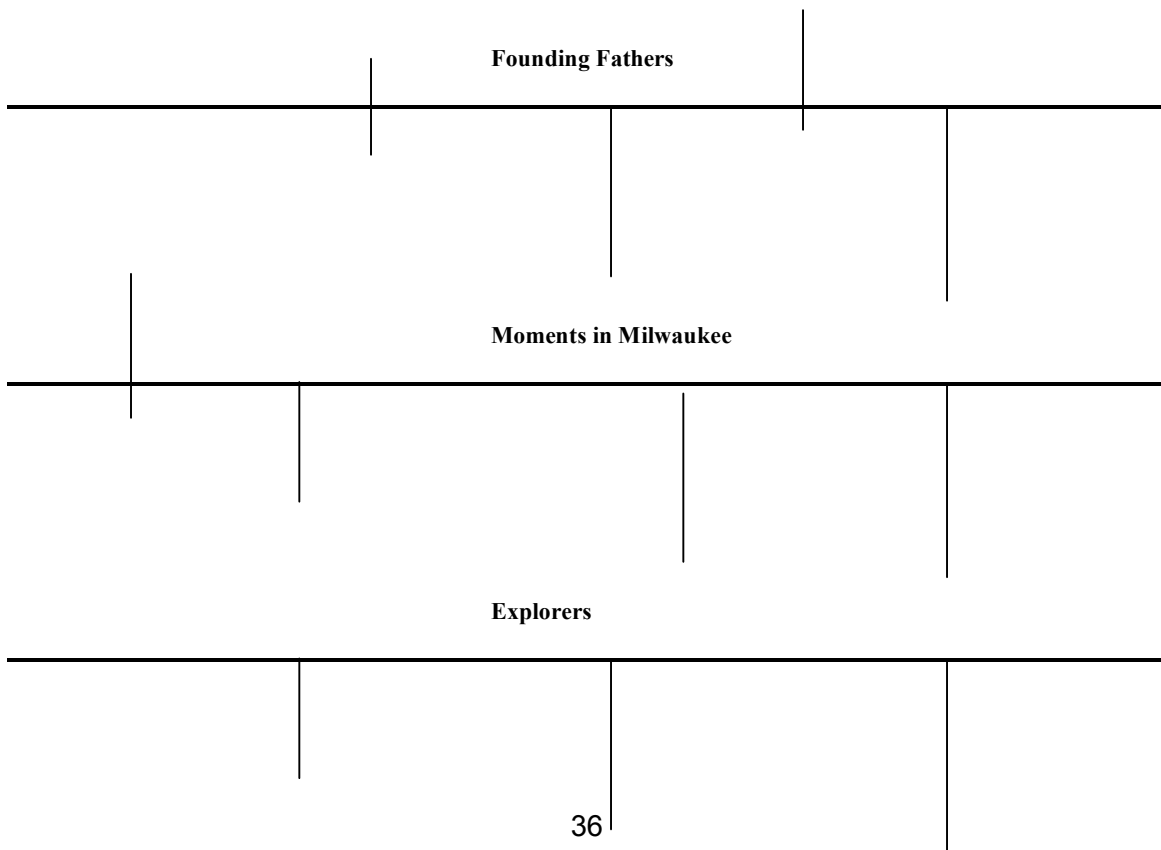
## Timeline Activity 2: “**TRIPLE TIMELINE**”

Teaching/Learning Strategies: Construct triple Timeline

Key Concepts/Vocabulary: Timeline

Materials: Timeline; Paper/Pencil

Have students divide the timeline information into three categories of choice (ex: Natives, Explorers, Founding Fathers, Moments in Milwaukee, City Leaders). Students should create three separate timelines on one sheet of paper with all descriptors in the right category and chronological order. Beginning and ending dates must also be present and the same for each category in order to draw conclusions.



## Discussion Questions

### *Questions for Video Chapter #1: Native and Traders*

The following literal questions go with **Chapter 1, “Natives and Traders”** and focus on understanding **main ideas** in the video:

1. What resources provided the Natives with fish and waterfowl?
2. What resources did the forests of Wisconsin provide Natives?
3. How many earthen mounds were discovered in Milwaukee County?
4. What types of mounds did the Natives in Wisconsin build? Why?
5. What was discovered in the Natives’ earthen mounds?
6. Which part of Wisconsin had the greatest number of effigy mounds?
7. Who were the nine Native tribes that once lived in eastern Wisconsin?
8. What do we think the word “Milwaukee” means in the Natives’ language?
9. Which river provided an abundance of fish for Natives?
10. What does the word “Menomonee” mean in the Natives’ language?
11. What crops did the Natives grow in Wisconsin?
12. Where in present-day Milwaukee was Indian Fields once located?
13. Which European explorer arrived in Green Bay in 1634?
14. Which European explorer traveled from Green Bay to the Mississippi River?
15. What attracted Frenchmen to Wisconsin?
16. What is a voyageur?
17. Who became the resident trader in Milwaukee?
18. When did Juneau build his own cabin and trading post?
19. What and who forced Natives from their lands in Wisconsin?
20. How did the Potawatomi regain some of their lands?

The following discussion questions focus on **critical thought and analysis** from the video:

1. How did the Natives’ lives change as European settlers came to Wisconsin?
2. How were Natives and settlers’ lifestyles, values and beliefs similar? Different?
3. What does the discovery of Native mounds tell us about the Natives?
4. What could Wisconsin Native tribes have done to protect their land from settlers?
5. What could settlers and Natives have done to live together (coexist) in Wisconsin?
6. How would Milwaukee be different today if the Natives and settlers had learned to live together (coexist)?
7. How is trading similar to and different than the money system we now use?
8. How did the fur trading affect Wisconsin’s ecosystems or natural resources?
9. What kinds of knowledge, skill and talent did Natives possess as they lived and worked to create their communities in Wisconsin?
10. What is meant when Natives are described as being people “of the earth”?
11. Why do you think the removal of Natives from their lands is referred to as the “Trail of Tears”? What does this phrase mean?
12. Do you think that giving the Potawatomi some of their old land and a casino is

- enough “justice” for removing the Natives from their original homelands?
13. How do the Native people of continue to influence the city of Milwaukee today?

### ***Questions for Video Chapter #2: New Frontiers***

The following literal questions go with **Chapter 2, “New Frontiers”** and focus on understanding **main ideas** in the video:

1. How did settlers from the east travel westward to the Milwaukee area?
2. What types of transportation were used by settlers to reach eastern Wisconsin?
3. What advantages did the Milwaukee location have along the Lake Michigan shoreline?
4. What part of Milwaukee did each early settler claim: Solomon Juneau? Byron Kilbourn? George Walker?
5. What was Byron Kilbourn’s personality?
6. What geographical advantage did Walker’s Point have over its competitors?
7. Why did many pioneers come to Milwaukee?
8. What tasks did new settlers perform once they arrived in Milwaukee?
9. How much did Milwaukee’s population increase from 1836 to 1843? Why?
10. What did Juneau do to promote lot sales east of the Milwaukee River?
11. Who became Milwaukee’s first postmaster?
12. What resources did Walker lack as he tried to develop Milwaukee’s south side?
13. What two Milwaukee newspapers were created as a result of the rivalry between Juneau and Kilbourn?
14. What did Kilbourn create to solidify his presence in Milwaukee’s west side?
15. What caused the rivalry between Kilbourn and Juneau to grow?
16. What happened during the ‘bridge wars’?
17. Who was Milwaukee’s first mayor?
18. When did Milwaukee become a city?
19. What evidence do we still have that Juneau, Kilbourn, and Walker’s were leaders in Milwaukee’s past?

The following discussion questions focus on **critical thought and analysis** from the video:

1. The Erie Canal, connecting Lake Erie to the Hudson River in New York, was finished in 1825. How did the Erie Canal influence Milwaukee, Wisconsin.
2. Schooners were great shipping vessels used to travel throughout the Great Lakes and many rivers. What advantages/ disadvantages did schooners have for travelers?
3. How is traveling today similar to and different than in the past/“back in the day”?
4. How did competition between Juneau, Kilbourn and Walker influence Milwaukee’s development as a city?
5. How can competition be both positive and negative?
6. What would Milwaukee be like if the three “founding fathers” had cooperated to combine their experience, resources and talents?

7. What effect did the increase in population have on Milwaukee?
8. What could have been done to resolve the bridge conflict before violence and retaliation broke out?
9. How might prospective settlers have viewed Milwaukee after the Bridge Wars?
10. What images come to mind when you think of “Old Milwaukee”? How does that image compare with the Milwaukee you live in today?

### **Questions for Video Chapter #3, “King Wheat”**

The following literal questions go with **Chapter 3, “King Wheat”** and focus on understanding **main ideas** in the video:

1. How was the Grain Exchange used in the 1800s?
2. When did Milwaukee become the world’s largest shipper of wheat?
3. How did Milwaukee become the “King of Wheat”?
4. What kind of work was required of Wisconsin farmers in order to produce wheat?
5. Why were Milwaukeeans determined to improve the harbor?
6. What did Kilbourn create to bring Wisconsin’s wheat to Milwaukee?
7. What city did Kilbourn’s railroad connect to Milwaukee in 1850?
8. What were the names of Kilbourn’s two railroads?
9. What effects did the railroads and harbors have on Milwaukee’s economy?
10. Which city was known as Milwaukee’s rival?
11. What was Milwaukee’s greatest source of money?
12. How many people lived in Milwaukee in 1860?
13. What inventions made Milwaukee’s grow in the 1850s?
14. What were the consequences of Milwaukee’s growth in the 1850s?

The following discussion questions focus on **critical thought and analysis** from the video:

1. How and why were the forests and woodlands destroyed when settlers moved to Wisconsin?
2. What effect did this destruction have on Wisconsin’s natural resources or “ecosystem”?
3. What other industries were affected by the wheat exchange in Wisconsin?
4. How did Kilbourn’s railroads contribute to the development of other cities?
5. What other industries and jobs developed as a result of Milwaukee’s wheat industry?
6. How did the grain trade influence the landscape (buildings, homes, factories, etc) of Milwaukee?
7. Why did crime, pollution and political corruption increase during a time of great expansion in Milwaukee?

## Wisconsin Model Academic Standards (Grade 4)

The following standards are taught throughout this historical theme, “Early Milwaukee”.

| Content Standards—Social Studies   | Performance Standards—Social Studies  |
|--|---|
| <p style="text-align: center;"><b><u>Geography Content Standard</u></b></p> <p>Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.</p> | <p style="text-align: center;"><b><u>Standard A: Geography</u></b></p> <p>A.4.1 Use reference points, direction, size, and shape to locate positions on various representations of the Earth’s surface.</p> <p>A.4.2 Locate on a map or globe physical features such as resources, flora, and fauna; and human features such as cities, states, and national borders.</p> <p>A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction and design of shelters.</p> <p>A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States and the world.</p> <p>A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world.</p> <p>A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment.</p> |



| <b><u>History Content Standard</u></b>   | <b><u>Standard B: History</u></b>   |
|--|---|
| <p>Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.</p> | <p>B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts.</p> <p>B.4.2 Use a timeline to select, organize and sequence information describing eras in history</p> <p>B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events.</p> <p>B.4.4 Compare and contrast changes in contemporary life with past life by looking at social, economic, political, and cultural roles played by individuals and groups.</p> <p>B.4.7 Identify and describe important events and famous people in Wisconsin and United States History.</p> <p>B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment.</p> <p>B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations.</p> <p>B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.</p> |

|  |  |
|--|--|
| <p style="text-align: center;"><b><u>Political Science &amp; Citizenship<br/>Content Standard</u></b></p> <p>Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.</p>   | <p style="text-align: center;"><b><u>Standard C: Political Science &amp; Citizenship</u></b></p> <p>C.4.1 Identify and explain the individual’s responsibilities to family, peers, and the community, including the need for civility and respect for diversity.</p> <p>C.4. Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community.</p>                 |
| <p style="text-align: center;"><b><u>Economics Content Standard</u></b></p> <p>Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.</p>   | <p style="text-align: center;"><b><u>Standard D: Economics</u></b></p> <p>D.4.2 Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost.</p> <p>D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world.</p>   |
| <p style="text-align: center;"><b><u>Behavioral Science Content Standard</u></b></p> <p>Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.</p> | <p style="text-align: center;"><b><u>Standard E: Behavioral Science</u></b></p> <p>E.4.4 Describe the ways in which ethnic cultures may influence the everyday lives of people.</p> <p>E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior.</p> <p>E.4.12 Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens.</p> |

|  |  |
|--|--|
|  | <p>E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people.</p> <p>E.4.15 Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters.</p>  |
| <p>Content Standards: English</p>  | <p>Performance Standards: English</p>  |
| <p><b><u>Reading/Literature Content Standard</u></b></p> <p>Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.</p> <p><b><u>Writing Content Standard</u></b></p> <p>Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.</p> | <p><b><u>Standard A: Reading/Literature</u></b></p> <p>A.4.1 Use effective reading strategies to achieve their purposes in reading</p> <p>A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience</p> <p>A.4.4 Read to acquire information</p> <p><b><u>Standard B: Writing</u></b></p> <p>B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes</p> <p>B.4.2 Plan, revise, edit and publish clear and effective writing</p> |

|   |  |
|---|--|
| <p style="text-align: center;"><b><u>Oral Language Content Standard</u></b></p> <p>Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.</p> <p style="text-align: center;"><b><u>Language Content Standard</u></b></p> <p>Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of American English.</p> <p style="text-align: center;"><b><u>Media &amp; Technology Content Standard</u></b></p> <p>Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.</p> <p style="text-align: center;"><b><u>Research &amp; Inquiry Content Standard</u></b></p> <p>Students in Wisconsin will locate, use, and communicate information from a variety of print and non-print materials.</p> | <p>B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications</p> <p style="text-align: center;"><b><u>Standard C: Oral Language</u></b></p> <p>C.4.1 Orally Communicate information, opinions, and ideas effectively to different audiences for a variety of purposes</p> <p>C.4.2 Listen to and comprehend oral communications</p> <p>C.4.3 Participate effectively in discussion</p> <p style="text-align: center;"><b><u>Standard D: Language</u></b></p> <p>D.8.1 Develop their vocabulary and ability to use words, phrases, idioms and various grammatical structures as a means of improving communication</p> <p style="text-align: center;"><b><u>Standard E: Media and Technology</u></b></p> <p>E.4.1 Use computers to acquire, organize, analyze and communicate information</p> <p>E.4.3 Create media products appropriate to audience and purpose.</p> <p style="text-align: center;"><b><u>Standard F: Research &amp; Inquiry</u></b></p> <p>F.4.1 Conduct research and inquiry on self-selected or assigned topics, issues or problems and use an appropriate form to communicate their findings</p> |
|---|--|

| Content Standards: Science   | Performance Standards: Science  |
|--|---|
| <p style="text-align: center;"><b><u>Earth and Space Science Content Standard</u></b></p> <p>Students in Wisconsin will demonstrate an understanding of the structure and systems of Earth and other bodies in the universe.</p> <p style="text-align: center;"><b><u>Science Applications Content Standard</u></b></p> <p>Students in Wisconsin will demonstrate an understanding of the relationship between science and technology and the ways in which that relationship influences human activities.</p> | <p style="text-align: center;"><b><u>Standard E. Earth and Space Science</u></b></p> <p>E.4.7 Using the science theme, describe resources used in the home, community, and nation as a whole.</p> <p>E.4.8 Illustrate human resources use in mining, forestry, farming, and manufacturing in Wisconsin and elsewhere in the world.</p> <p style="text-align: center;"><b><u>Standard G. Science Applications</u></b></p> <p>G.4.2 Discover what changes in technology have occurred in a career</p> <p>G.4.3 Determine what science discoveries have led to changes in technologies that are being used in the workplace by someone employed locally.</p> <p>G.4.5 Ask questions to find answers about how devices and machines were invented and produced.</p> |

**APPENDIX A**

**Table of Contents  
Children’s Literature Resources  
For  
The Making of Milwaukee Curriculum, Grades 1-4**

**African American Experience and the Civil Rights Movement .....pg.**

**Early Settlers Go to Work ..... pg.**

**Early Settlers/Pioneer Life .....pg.**

**Early Settlers Transportation ..... pg.**

**Historical Reference Books ..... pg.**

**Immigration ..... pg.**

**Making and Visiting a City ..... pg.**

**Natural Resources: Land and Water Features ..... pg.**

**Wisconsin Native Americans .....pg.**

## **African American Experience and the Civil Rights Movement**

**Black, Ivory Abena. (2005). Bronzeville: A Milwaukee Lifestyle, A Historical Overview. The Publishers Group, LLC: Washington, D.C.**

**Geenen, Paul. (2006). Images of America: Milwaukee's Bronzeville, 1900-1950. Arcadia Publishing: Charleston, SC.**

**Gurda, John. (1999). The Making of Milwaukee, Chapter 6. Milwaukee County Historical Society: Milwaukee, WI.**

**Mitchell, Margaree King. (1993). Uncle Jed's Barbershop. First Aladdin Paperbacks: Hong Kong.**

**Rappaport, Doreen. (2006). Nobody Gonna Turn Me' Round. Candlewick Press: Cambridge, MA. *The last in a trilogy describing the African-American experience during the Civil Rights movement through text, illustrations, and song.* ISBN: 0-7636-1927-2**

**Sanders, Scott. (1997). A Place Called Freedom. Aladdin Paperbacks: New York. *Freed slaves head north to Indiana and start a new life and a new town. Describes various work and home/city building activities.* ISBN: 0-689-80470-9**

**Welch, Catherine. (2001). Children in the Civil Rights Era. Minneapolis: Carolrhoda Books.**

**“Early Settlers Go to Work” Children’s Literature**  
*(brief annotations included)*

**PICTURE BOOKS**

Connor, L. (2004). Miss Bridie Chose a Shovel. (2004). Houghton Mifflin: New York. *This story explores what immigrants choose to take with them to start a new life in a new country?* ISBN: 0-618-30564-5

Hall, Donald. ( 1979). Ox-Cart Man. The Viking Press: New York. *A lyrical and cyclical journey through the seasons depicting an early family making goods to sell throughout the year.* ISBN: 0-670-53328-9

Sanders, Scott. (1997). A Place Called Freedom. Aladdin Paperbacks: New York. *Freed slaves head north to Indiana and start a new life and a new town. Describes various work and home/city building activities.* ISBN: 0-689-80470-9

**NON-FICTION**

Davidson, Jean. (no date given). Color Me Harley: Let’s Go For A Ride! The Guest Cottage, Inc. Woodruff, WI. A coloring book for kids with simple text and pictures to color. [www.theguestcottage.com](http://www.theguestcottage.com)

Davidson, Jean. (no date given). My Daddy Makes the Best Motorcycle in the Whole Wide World: The Harley-Davidson. The Guest Cottage: Woodruff, WI A book with colorful illustrations and informative text. [www.theguestcottage.com](http://www.theguestcottage.com)

Davidson, Jean & Oeflein, Jon Davidson. ( ). Riding Back in Time: On My Daddy’s Harley-Davidson. The Guest Cottage, Inc. Woodruff, WI. An explanation of the history of motorcycles.  
[www.theguestcottage.com](http://www.theguestcottage.com), inc.

Harness, Cheryl. (1995). The Amazing Impossible Erie Canal. Simon & Schuster: New York. *Text and watercolors depict the building of the Erie Canal; a necessary link from the East Coast to the frontier.* ISBN: 0-02-742641-6

Josephson, Judith P. (2003). Growing Up in Pioneer America. Lerner Publications Co.: Minneapolis. *Discover pioneer life through the true stories of pioneer children who lived between 1800 and 1890.* ISBN: 0-8225-0659-9

Lackey, Jennifer. (2007). The Biography of Wheat. Crabtree Publishing: New York. [www.crabtreebooks.com](http://www.crabtreebooks.com) *What is wheat? How and why did it become such an important product in the US and around the world?*  
ISBN 978-0-7787-24959-7

Landau, Elaine. (1999). Wheat. Children’s Press: New York: *Growing wheat in the US described in text and photographs.* ISBN: 0-516-21020-7



Laycock, George & Ellen. (1980). How the Settlers Lived. McKay Co., Inc.: New York. *Detailed accounts and drawings of the rugged lives and challenges of early settlers presented in brief chapters.* ISBN: 0-679-20684-1

Nielsen, L. Michelle. (2007). The Biography of Corn. Crabtree Publishing: New York. [www.crabtreebooks.com](http://www.crabtreebooks.com) *What is corn? How did it become such an important product in the US and around the world?* ISBN: 978-0-7787-2491-9

O'Hara, Megan. (1998). Pioneer Farm: Living on the Farm in the 1880's. Blue Earth Books: Mankato, MN. *Life on a pioneer farm described through informational text and photographs.* ISBN: 1-56065-726-X

Rounds, Glen. (1995). Sod Houses on the Great Plains. Holiday House: New York. *Describes what early settlers did to build sod houses when lumber was not available.* ISBN: 0-8234-1162-1

Sandler, Martin. (1994). Pioneers. Harper Collins: New York. *Over 100 photographs and illustrations depict the challenging lives of early settlers.* ISBN: 0-06-023024-X

Van Leeuwen, Jean. (1992). Going West. Dial Books: New York. *The courage and work of early settlers is described and illustrated.* ISBN: 0-8073-1028-3

**“U.S. History-Early Settlers/Pioneer Life”**  
**Children’s Literature**  
*(Brief Annotations Included)*

**PICTURE BOOKS**

Connor, L. (2004). Miss Bridie Chose a Shovel. (2004). Houghton Mifflin: New York. *This story explores what immigrants choose to take with them to start a new life in a new country?* ISBN: 0-618-30564-5

Hall, Donald. (1979). Ox-Cart Man. The Viking Press: New York. *A lyrical and cyclical journey through the seasons depicting an early family making goods to sell throughout the year.* ISBN: 0-670-53328-9

Howard, Ellen. (200). The Log Cabin Christmas. Holiday House: New York. *The simple pleasures of Christmas during pioneer days.* ISBN: 0-82341-381-0

Howard, Ellen. (2002). The Log Cabin Church. Holiday House: New York. *In the Midwest, early settlers disagree about building a church.* ISBN: 0-8234-1740-9

Howard, Ellen. (2002). The Log Cabin Quilt. Holiday House: New York. *Bringing bits and pieces of material pieces are put to good use as pioneers settle into the Midwest.* ISBN: 0-8234-1247-4

O’Flatharta, Antoine. (1999). The Prairie Train. Crown Publishers: New York. *From boat to prairie train, an immigrant family travels to their new home.* ISBN: 0-517-70988-0

Stroud, Bettye. (2005). The Patchwork Oath: A Quilt Map to Freedom. *An African American family uses quilt symbols to map their way to freedom. Answers why and how African American families migrated.* Candlewick Press: Cambridge. ISBN: 0-7636-2423-3

Stutson, Caroline. (1996). Prairie Primer: A to Z. Dutton Children’s Books: New York. *A rhythmic A to Z description of Midwest prairie life at the turn of the century.* ISBN: 0-525-45163-3

Van Leeuwen, Jean. (1992). Going West. Dial Books: New York. *The courage and work of early settlers is described and illustrated.* ISBN: 0-8073-1028-3

Van Leeuwen, Jean. (2007). Papa and the Pioneer Quilt. Dial Books: New York. *Pioneers journey to the place of their dreams as along the way old clothes and material scraps are saved for a quilt.* ISBN: 978-0-8037-3028-1

Wilder, Laura Ingalls (1966, adapted from original in 1933). My First Little House Books. Harper Collins Publishers: *This series tells stories of the Ingall’s family as they live in the Little House, the Big Woods and as they decide to leave, endure another journey and head west.*

Christmas In the Big Woods (1995)

County Fair (1997)

Dance at Grandpas (1994)

A Farmer Boy Birthday (1998)

Going to Town (1995)

Going West (1996)

A Little House Birthday (1997)  
A Little Prairie House (1998)  
Prairie Day (1997)  
Sugar Snow (1998)  
Summertime in the Big Woods (1996)  
Winter Days in the Big Woods (1994)  
Winter on the Farm (1996)

## **NON-FICTION**

Harness, Cheryl. (1995). The Amazing Impossible Erie Canal. Simon & Schuster: New York. *Text and watercolors depict the building of the Erie Canal; a necessary link from the East Coast to the frontier.* ISBN: 0-02-742641-6

Josephson, Judith P. (2003). Growing Up in Pioneer America. Lerner Publications Co.: Minneapolis. *Discover pioneer life through the true stories of pioneer children who lived between 1800 and 1890.* ISBN: 0-8225-0659-9

Laycock, George & Ellen. (1980). How the Settlers Lived. McKay Co., Inc.: New York. *Detailed accounts and drawings of the rugged lives and challenges of early settlers presented in brief chapters.* ISBN: 0-679-20684-1

Morley, Jacqueline. (2002). You Wouldn't Want to be an American Pioneer: A Wilderness You'd Rather Not Tame. Franklin Watts—Division of Scholastic: New York. *Comic text and illustrations provide detailed descriptions of early settlers and their wagon train struggles.* ISBN: 0-531-14608-1

O'Hara, Megan. (1998). Pioneer Farm: Living on the Farm in the 1880's. Blue Earth Books: Mankato, MN. *Life on a pioneer farm described through informational text and photographs.* ISBN: 1-56065-726-X

Rounds, Glen. (1995). Sod Houses on the Great Plains. Holiday House: New York. *Describes what early settlers did to build sod houses when lumber was not available.* ISBN: 0-8234-1162-1

Sandler, Martin. (1994). Pioneers. Harper Collins: New York. *Over 100 photographs and illustrations depict the challenging lives of early settlers.* ISBN: 0-06-023024-X

Walker, Barbara. (1979). The Little House Cookbook: Frontier Foods from Laura Ingalls Wilder's Classic Stories. Harper Collins: New York. *Descriptions of how early settlers hunted, grew, cooked, preserved, and ate their foods. Plenty of recipes included.* ISBN: 0-06-026418-7

## **“Early Settlers’ Transportation” Children’s Literature** *(brief annotations included)*

### **PICTURE BOOKS**

Kay, Verla. (2000). **Covered Wagons and Bumpy Trails**. Putnam Sons: New York. *Descriptions of the difficulties traveling across America in a covered wagon.* ISBN: 0-399-22928-0

O’Flatharta, Antoine. (1999). **The Prairie Train**. Crown Publishers: New York. *From boat to prairie train, an immigrant family gets to their new home.* ISBN: 0-517-70988-0

Stroud, Bettye. (2001). **The Leaving**. Marshall Cavendish: New York. *An enslaved family escapes to the north.* ISBN: 0-7614-5067-X

### **NON-FICTION**

Harness, Cheryl. (1995). **The Amazing Impossible Erie Canal**. Simon & Schuster: New York. *Text and watercolors depict the building of the Erie Canal; a necessary link from the East Coast to the frontier.* ISBN: 0-02-742641-6

Morley, Jacqueline. (2002). **You Wouldn’t Want to be an American Pioneer: A Wilderness You’d Rather Not Tame**. Franklin Watts—Division of Scholastic: New York. *Comic text and illustrations provide detailed descriptions of early settlers and their wagon train struggles.* ISBN: 0-531-14608-1

Sandler, Martin. (1994). **Pioneers**. Harper Collins: New York. *Over 100 photographs and illustrations depict the challenging lives of early settlers.* ISBN: 0-06-023024-X

## Historical Reference Books

**Ackerman, Sandra. (2004). Milwaukee: Then and Now. Thunder Bay Press: San Diego. *Numerous and large historic images of Milwaukee then and now with ample text to support visual exploration.* ISBN: 1-50223-200-3**

**Baehr, Carl. (1995). Milwaukee Streets: The Stories Behind Their Names. Cream City Press: Milwaukee. *Brief explanations about Milwaukee street names.* ISBN: 0964020440**

**Gurda, John. (1999). The Making of Milwaukee. Milwaukee County Historical Society: Milwaukee. *A chronological overview of Milwaukee's history.* ISBN: 0938076140**

**Gurda, John. (2007). Cream City Chronicles: Stories of Milwaukee's Past. Wisconsin Historical Society Press: Madison, WI. *A collection of stories about the many people, events, landmarks, and institutions that have made Milwaukee.* ISBN: 13: 978-0-87020-375-6**

**Pollworth, Pat. (2004). Milwaukee County Street Names Street Games. Worthy Tomes: Dexter, MI. ISBN: 0-97-63599-0-1**

## **“Immigration” Children’s Literature (Picture Books/Fiction)**

*(Brief Annotations Included)*

Carling, A. L. (1998). Mama & Papa Have a Store. Penguin Putnam: New York. *An immigration story from China to Mexico. Immigrants also settle in other countries.* ISBN: 0-8037-2044-0

Connor, L. (2004). Miss Bridie Chose a Shovel. (2004). Houghton Mifflin: New York. *This story explores what immigrants choose to take with them to start a new life in a new country?* ISBN: 0-618-30564-5

Figueredo, D.H. (1999). When This world Was New. Lee & Low Books: New York. *A young scared boy from the Carribean immigrates to the U.S. and adjusts to a new life with his family.* ISBN: 1-880000-86-5

Joose, B. The Morning Chair. Houghton Mifflin: New York. *Immigration from a Dutch seaside village to New York City becomes easier with familiar routines and furniture from home.* ISBN: 0-395-62337-5

Oberman, S. (1994). The Always Prayer Shawl. *When revolution in Czarust Russia threatens a boy’s Jewish family, they immigrate to the U.S. and face many changes except for one constant: A prayer shawl.* ISBN: 1-878093-22-3

Pak, S. (2002). A Place to Grow. Scholastic Press: New York. *Beautiful prose describes how a Korean family seeks and finds a place to grow using the analogy to how seeds find a place to grow.* ISBN: 0-439-13015-8

Polacco, P. (1998). The Keeping Quilt. Simon & Schuster. New York. *Russian immigrants treasure what they bring from the old country and piece together their old clothes to make a family treasure.* ISBN: 0-689-92090-9

Pomeranc, M. (1998). The American Wei. Whitman & Co: Morton Grove, IL. *A story of the naturalization of a Chinese family and the day they are sworn in as U. S. citizens.* ISBN: 0-8075-0312-6

Pryor, B. (1996). The Dream Jar. Morrow & Co. New York. *A poor young Russian immigrant girl’s experience with saving money to buy the American Dream: A home.* ISBN: 0-688-13061-5

Recorvits, H. (2003). My Name is Yoon. Foster Books: New York. *A young Chinese girl struggles with language and her Asian name.* ISBN: 0-374-35114-7

Say, A. (1993). Grandfather’s Journey. Houghton Mifflin: New York. *A young Japanese man comes to America by sea and discovers a land (geographical features) that at times remind him of home.* ISBN: 0-395-57035-2

Tarbescu, E. (1998). Annushka’s Voyage. Clarion Books: New York. *A young Russian girl and her sister leave their grandmother, travel by boat to America with many other immigrants and meet their father.* ISBN: 0-395-64366-X

Yezerki, T. (1998). Together in Pinecone Patch. Farrar, Straus and Giroux: New York. *Irish and Polish immigrants struggle in a small U. S. town while their children find common ground, friendship and love.* ISBN: 0-374-37647-

## **Non-Fiction Children's Literature**

(Brief Annotations Included)

Ajmera, M., Dennis, Y., Hirschfelder, A., Pon, C. (2008). **Children of the U.S.A.** Charlesbridge: Watertown, MA. *A trip through 51 American cities depicting children from diverse immigrant cultures.* ISBN: 978-1-57091-615-1

De Capua, Sarah. (2002). **Becoming a Citizen.** Children's Press: New York. *Explains how immigrants can become U.S. citizens. Other resources noted.* ISBN: 0-516-22331

De Capua, Sarah. (2004). **How People Immigrate.** Children's Press: New York. *Description of the immigration process: moving, applying for a visa, filling out forms, settling in. Other resources noted.* ISBN: 0-516-22799-8

Freedman, Russell. (1980). **Immigrant Kids.** EP Dutton: New York. *Immigrant children coming to America, at home, school, work and play in pictures and text.* ISBN: 0-525-32538-7

Gordon, Solomon. (no date given). **Why Did They Come?** National Geographic School Publishing, Windows on Literacy Series, Social Studies Set B: [www.nationalgeographic.com](http://www.nationalgeographic.com) A brief text with photos and drawings designed to build vocabulary and help students understand why people immigrate. ISBN: 0-7922-4339-0

Lawlor, Veronica. (1995). **I was Dreaming to Come to America.** Viking Press: New York. *Immigrants' brief stories about coming to America, collected through interviews from the Ellis Island Oral History Project.* ISBN: 0-670-86164-2

Maestro, Betsy. (1996). **Coming to America: The Story of Immigration.** Scholastic, Inc.: New York. An exploration of immigration throughout America's history through illustrations and story-like text. ISBN: 0-590-44151-5

Munsch, Robert & Askar, Saoussen. (1995). **From Far Away.** Annick Press: New York. *A girl of seven tells her story of immigrating to the U.S. from Israel.* ISBN. 1-55037-396-X

Quiri, Patricia. (1998). **Ellis Island.** Children's Press: New York. *Description of immigrants arriving and processing at Ellis Island. Other resources noted.* ISBN: 0-516-20622-2

Sandler, Martin. (1995). **Immigrants: A Library of Congress Book.** Harper Collins Publishers: New York. Over 100 photographs and illustrations from the Library of Congress. ISBN: 0-06-024598-5

Whitman, Sylvia. (2000). **Immigrant Children.** Carolrhoda Books: Minneapolis, MN. *Black and white photographs of various immigrant children during the 19<sup>th</sup> century. Timeline and additional resources noted.* ISBN: 1-57505-395

## **Moving to a New Place**

Munoz Ryan, Pam. **Memory Box.**

*Moving to a new location requires adjustments that can be softened when making a memory box.*

**Davies, Sally. (1997). Why Did We have to Move Here? Carolrhoda Books, Inc: Minneapolis: MA. *Leaving all that is familiar and moving to a new place requires courage.* ISBN 1-57505-046-01**



## **“Making and Visiting a City” Children’s Literature** *(Brief Annotations Included)*

### **PICTURE BOOKS**

Georgiady, Nicholas & Romano, Louis. (1982). *Gertie the Duck*. Argee Publications: Okemos, MI. *A duck named Gertie, by Milwaukee citizens during World War II, captures everyone’s attention when she attempts to raise a family under one of downtown Milwaukee’s busiest bridge.* ISBN: Library of Congress Numbers: 82-71686

McLerran, Alice. (1997). *Roxaboxen*. Harper Collins: New York. *Young children build an imaginative place/town called “Roxaboxen” complete with homes, streets, shops and town leaders.* ISBN: 0-688-07592-4

Sanders, Scott. (1997). *A Place Called Freedom*. Aladdin Paperbacks: New York. *Freed slaves head north to Indiana and start a new life and a new town. Describes various work and home/city building activities.* ISBN: 0-689-80470-9

### **NON-FICTION**

Cooper, Elisha. (1999). *Building*. Greenwillow Books: New York. *A look at the sights and sounds of city building in today’s context. Possible “Then and Now” comparison.* ISBN: 0-688-16494-3

Creative SHARP Students. (2006). *All Around Milwaukee: A Kid’s Tour Guide to the City*. Creative Sharp Presentations, Inc.: Milwaukee, WI. *Milwaukee students have created essays and illustrations to guide kids’ visits to local landmarks. Spanish translation included for each essay and illustration.* ISBN: 097708162-1

De Capua, Sarah. (2004). *Making a Law: A True Book*. Children’s Press, Scholastic, Inc.: New York, NY. *A beginning text to help students understand how and why laws are made.* ISBN: 0-516-22801-3

Gerlach, Fritz. *Fritz Gerlach’s Milwaukee*. John Gurda Ed. The Bookfellows, Friends of Milwaukee Public Library. *Paintings and Descriptive Text highlight some of Gerlach’s favorite buildings in Milwaukee.*

Leacock, Elspeth & Buckley, Susan. (2001). *Places in Time: A New Atlas of American History*. Houghton Mifflin: Boston, MA. *Various “places” across the U.S. where early settlers built communities & cities are depicted through pictures and text. Illustrates the strong connection between local resources and how people were able to establish these new places.* ISBN: 0-395-97958-7

Slaske, Steve. (1980). *Milwaukee: The Cream City Observed*. Preservation Ink Milwaukee: Milwaukee, WI. *Over 60 Drawings of significant historic buildings in Milwaukee help observers understand Milwaukee Then and Now.* ISBN: 0-9605294-0-3

**“Natural Resources:  
Land and Water Features” Children’s Literature**  
*(brief annotations included)*

**PICTURE BOOKS**

Fleming, Denise. (1996). Where Once There was a Wood. Holt & Co.; New York. *Illustrations and poetic text describe what was once on the land where we now live.* ISBN: 0-8050-3761-6

**NON-FICTION**

Cooper, Elisha. (1999). Building. Greenwillow Books: New York. *A look at the sights and sounds of building in today’s context. Possible “Then and Now” comparison.* ISBN: 0-688-16494-3

Harness, Cheryl. (1995). The Amazing Impossible Erie Canal. Simon & Schuster: New York. *Text and watercolors depict the building of the Erie Canal; a necessary link from the East Coast to the frontier.* ISBN: 0-02-742641-6

Josephson, Judith P. (2003). Growing Up in Pioneer America. Lerner Publications Co.: Minneapolis. *Discover pioneer life through the true stories of pioneer children who lived between 1800 and 1890.* ISBN: 0-8225-0659-9

Lackey, Jennifer. (2007). The Biography of Wheat. Crabtree Publishing: New York. [www.crabtreebooks.com](http://www.crabtreebooks.com) *What is wheat? How and why did it become such an important product in the US and around the world?* ISBN 978-0-7787-24959-7

Landau, Elaine. (1999). Wheat. Children’s Press: New York: *Growing wheat in the US described in text and photographs.* ISBN: 0-516-21020-7

Laycock, George & Ellen. (1980). How the Settlers Lived. McKay Co., Inc.: New York. *Detailed accounts and drawings of the rugged lives and challenges of early settlers presented in brief chapters.* ISBN: 0-679-20684-1

Leacock, Elspeth & Buckley, Susan. (2001). Places in Time: A New Atlas of American History. Houghton Mifflin: Boston, MA. *Various “places” across the U.S. where early settlers built communities & cities are depicted through pictures and text. Illustrates the strong connection between local resources and how people were able to establish these new places.* ISBN: 0-395-97958-7

Morley, Jacqueline. (2002). You Wouldn’t Want to be an American Pioneer: A Wilderness You’d Rather Not Tame. Franklin Watts—Division of Scholastic: New York. *Comic text and illustrations provide detailed descriptions of early settlers and their wagon train struggles.* ISBN: 0-531-14608-1

Nielsen, L. Michelle. (2007). The Biography of Corn. Crabtree Publishing: New York. [www.crabtreebooks.com](http://www.crabtreebooks.com) *What is corn? How did it become such an important product in the US and around the world?* ISBN: 978-0-7787-2491-9

Rounds, Glen. (1995). Sod Houses on the Great Plains. Holiday House: New York. *Describes what early settlers did to build sod houses when lumber was not available.* ISBN: 0-8234-1162-1

Sandler, Martin. (1994). Pioneers. Harper Collins: New York. *Over 100 photographs and illustrations depict the challenging lives of early settlers.* ISBN: 0-06-023024-X

Wilkinson, Philip. (1995). Eyewitness Books: Building. Alfred Knopf: New York. *How and why people build buildings depends on natural resources, including log cabins and earthen homes.* ISBN: 0-679-97256-0

# **“Wisconsin Native American” Children’s Literature**

*(brief annotations included)*

## **PICTURE BOOKS**

## **NON-FICTION BOOKS**

Kalbacken, Joan. (1994). **A True Book: The Menominee**. Children’s Press: Chicago. *The “rice gatherers’ ” life in the woodlands during good and bad times is described through brief text and pictures.* ISBN: 0-516-01054-9

Kozlak, Chet. (1979). **Ojibway Indians: Coloring Book**. Minnesota Historical Society: St. Paul, MN. *A coloring book with drawings depicting how the Ojibway Indian people lived in the 1800’s. Text in English and Ojibway spoken language.* ISBN: 0-87351-146-8

Krull, Kathleen. (1995). **One Nation, Many Tribes: How Kids Live in Milwaukee’s Indian Community**. Lodestar Books: New York. *A look into the modern day life of two American Indian students who live and go to school in Milwaukee.* ISBN: 0-525-67440-3

Marsh, Carole. **Wisconsin Indians!: A Kid’s Look at Our State’s Chiefs, Tribes, Reservations, Powwows, Lore & More From the Past & the Present**. Gallopade International: [www.gallopade.com](http://www.gallopade.com) *A Wisconsin Indian Dictionary from A-Z with Bibliography and activity worksheets.*

Osinski, Alice. (1987). **A True Book: The Chippewa**. Children’s Press: Chicago. *Native people of the Great Lakes are described through informative text and photographs.* ISBN: 0-516-01230-4

Powell, Suzanne. (1997). **The Potawatomi**. Franklin Watts: New York. *Brief descriptions of the history, food, clothing, transportation, dwellings, religious beliefs & rituals, tools through text and pictures.* ISBN: 0-531-20268-2

Rosebrough, Amy & Malone, B. (2003). **Water Panthers, Bears, and Thunderbirds: Exploring Wisconsin’s Effigy Mounds**. Wisconsin Historical Society Press: Madison, WI. *Ready to use student learning activities designed to introduce students to the Indian Mounds of Wisconsin.* ISBN: 0-870000203576

Rosinsky, Natalie. ( ). **We the People: The Ojibwe and their history**. Compass Point Books: Minneapolis, MN. *Pictures and text describe the Ojibwe through seasonal patterns of life as well as the changes and losses endured when placed on reservations.* ISBN 0-7565-0843-6

**Smithyman, Kathryn & Kalman, Bobbie. (2003). Nations of the Western Great Lakes.** Crabtree Publishing Co.: New York. *An overview through text and*

*pictures of Western 5Great Lakes Indian Nations and their ways of life,- language, trading traditions. and migrations. ISBN: 0-7787-0464-5*

**Tanner, Helen. (1992). Indians of North America: The Ojibwa. Chelsea House: New York. *Detailed & In-Depth descriptions of the Ojibwa culture then and now primarily through text, few pictures.* ISBN 1-55546-721-0**

**Williams, Suzanne. (2003). Ojibwe Indians. Heinemann Library: Chicago. *Brief descriptions of the Ojibwe way of life then and now.* ISBN: 1-4034-0865-3**

**Wisconsin Woodland Indian Project. Authors: Shelley Oxley & Robin Carufel**

**Names and Maps Tell a Story of Wisconsin**

**The Moccasin Game**

**The Anishenabe: An Overview Unit of the History and Background of the Wisconsin Ojibway Indian Tribe**

**The History of the Oneida Indians**

**Keepers of the Fire: The History of the Potawatomi Indians of Wisconsin**

***Curriculum units developed with assistance from the Great Lakes Inter-Tribal Council and Wisconsin Indian Tribes. Wisconsin DPI: Madison, WI***

**APPENDIX B**

**Table of Contents  
Study Guide Resources  
For  
The Making of Milwaukee Curriculum, Grades 1-4**

**Cultural Ethnic Study Guide ..... pg.**

**Field Trip Guidelines ..... pg.**

**Neighborhood Study Guide ..... pg.**

**Population Study ..... pg.**

**Milwaukee Business/Industry Study Guide ..... pg.**

## A Cultural/Ethnic Study of Milwaukee

Milwaukee is known for its rich ethnic and cultural histories. It is a place that is well-suited for a study of various ethnic and cultural groups. “The Making of Milwaukee” and its corresponding on-line curriculum is primarily an historical survey of a developing city and its many ethnic and cultural groups. It is not a video series or on-line curriculum that actively investigates any one particular ethnic or cultural group but rather a video series and curriculum that helps students realize the rich history of a city that’s always in the “making”. However, we know that local histories are personal and cultural and that educators also desire to situate a study of Milwaukee in the personal and cultural histories of their particular student population. Here, we offer a set of essential questions as the framework for any ethnic/cultural study you may want to pursue. These questions are a way to help you and your students pursue the BIG ideas and enduring understandings of the ways that ethnic and cultural groups have impacted and been impacted by living in Milwaukee throughout its relatively short history. Each essential question also reflects a particular social studies discipline or thematic strand as reflected in the National Council for Social Studies National Standards.

### Essential Questions to Guide a Cultural/Ethnic Study?

| Essential Question to Understand the BIG Idea  | Local Questions to Contextualize the Study  |
|--|---|
| <p>Who were/are the _____?</p> <p>Why do people live in particular geographic places?</p> <p>Why do people move from one geographic place to another?</p> <p>When do people decide to move from one geographic place to another?</p> <p>How do people move from one geographic place to another?</p> <p>What do people want/need to live in a particular place?</p> <p>What do people do to “make” a new city/community?</p> <p>What work do people pursue? Why? How?</p> <p>What are people’s lifestyles? Ways of Life?</p> <p>What traditions do people give up, maintain, and create?</p> <p>How do people help to influence/ “make” a city? For Better? For Worse?</p> <p>How does a city influence/“make” a people/ culture? For Better? For Worse?</p> | <p>Who are the _____?</p> <p>Where did they live before coming to Milwaukee?</p> <p>Why did they decide to move to Milwaukee?</p> <p>When did they decide to move to Milwaukee? Why?</p> <p>What did they bring to Milwaukee?</p> <p>How did they get to Milwaukee?</p> <p>Where did they settle in Milwaukee?</p> <p>What did they want/need in order to live in Milwaukee?</p> <p>What did they do to help “make” a city?</p> <p>What work did they pursue when they reached Milwaukee?</p> <p>What were their lifestyles in Milwaukee?</p> <p>What traditions from the “old” country/place did/do they celebrate?</p> <p>How have they helped to “make” Milwaukee?</p> <p>How has Milwaukee influenced them?</p> |

**Then and Now:** While these are basic essential questions be sure to always compare the “Then and Now” issues embedded within each question. History is not just a study of the past but a study of what’s happening in the current context as well.

**Historical Inquiry:** It is suggested that teachers help students engage in an historical inquiry process to explore and discover answers to the questions above and additional particular questions that may be important to students. The historical inquiry method of teaching and learning is an active process and requires adventurous “nosing around” so that students are able to collect, organize, analyze and exhibit the data collected. In general the historical inquiry follows this process:

- q. **Teachers and Students Choose An Historical Issue, Person, Culture, Ethnic Background of Interest.**
- r. **Teachers and Students Develop Questions they want to Pursue and Deliberate on How those Questions can be Answered.**
- s. **Teachers and Students Gather Resources to Answer Questions (Books, Internet, Videos, Diaries, Ancestral Photographs, Personal Interviews, Fieldtrips to Ethnic/Cultural Centers)**
- t. **Teachers and Students Collect, Document, and Organize Data as Individuals or Groups**
- u. **Teachers and Students Share their On-Going Data Collection Efforts with Each Other**
- v. **Teachers and Students Analyze their Data and Draw Conclusions**
- w. **Teachers and Students Deliberate on Best Ways to Represent What they have Learned from the Data. (Written Reports, or Research Paper Displays, Skits, Newscasts, Museum Exhibit, Collage, Diorama, Mural, other art projects, technology, music, musical performances, Speeches, Food Fair, etc. )**
- x. **Teachers and Students Exhibit and Share what they've Learned with Fellow Students, Interviewees, Cultural Clubs, Schools, Parents/Families, etc.**

**Access to Historical Resources:**

Currently, there are not vast amounts of local resources ready-made to support elementary teachers' and students' investigations of particular Milwaukee ethnic and cultural groups. However, a list has been provided of local resources where some materials and resources may be found. This list is not meant to be totally inclusive nor exclusive. It is a starting point to understand the kind of people and places that teachers and students can begin an historical study.

**Community Centers: (places to visit as well as locate human and material resources.)**

|                          |                         |
|--------------------------|-------------------------|
| Italian Community Center | Milwaukee Public Museum |
| Polish Community Center  | Black Holocaust Museum  |
| Irish Community Center   | Jewish Museum           |
| German Community Center  | United Community Center |

**Festivals:**

African World Festival  
 Arab World Festival  
 Greek Fest  
 Serbian Days  
 Bastille Days  
 Polish Fest  
 Festa Italiana  
 German Fest  
 Irish Fest  
 Mexican Fiesta  
 Indian Summer Festival

**Books:**

Gurda, John. (1999). *The Making of Milwaukee*. Milwaukee: Milwaukee County Historical Society  
 Gurda, John. (200 ). *Cream City Chronicles*.  
 Images of America Book Series: Arcadia Publishing/ [www.arcadiapublishing.com](http://www.arcadiapublishing.com)



# Field Trip Study Guidelines

## I. Before going on the Fieldtrip:

- Take the fieldtrip yourself so you know routes, resources, vocabulary possibilities, learning opportunities. (Take your family along for fun!)
- Make arrangements for buses, tours, lunches, extra chaperones
- Make instructional plans for learning: study guides, data collection options like: interviews, photos, note taking, rubbings, drawing, and samples when legal.
- Forecast with students “what” you will see, “where” and “why”...Begin to make a vocabulary list. Ask students to predict what they will see and why it is important or significant in Milwaukee.

## II. After going on the Fieldtrip

Engage students in the following inquiry process by asking this series of questions and engaging students in appropriate critical thinking and inquiry activities:

*\*Note to Teachers: This inquiry process may take 2-3 days. Be sure to keep the initial recall list of remembrances so students have visible vocabulary for reference:*

- **What did you see? What do you remember?**  
➤ *Activity: List/ record what students remember. Post the list.*  
Critical Thinking Level: *RECALL*
- **Which of these seem to belong in same category? Which of these are alike in some way?**  
*Activity: group items from list that share similarities. Ask students to tell you how they are alike or why they would put them into the same group/category.*  
Critical Thinking Level: *CATEGORIZE*
- **What would you name this group/category?**  
*Activity: Have students label or name their groupings/categories.*  
Cognitive Thinking Level: *ANALYZE*
- **Are there some items in any of your groups that can form another group or category? Can you make any new groups?**  
*Activity: Have students form new groups? They may use any word in more than one category.*  
Critical Thinking Level: *SYNTHESIZE*
- **In looking at all of these groups what generalizable statement can you make about the place/places we visited? Or, in looking at all of these groups can you create a sentence that describes the nature of the place/places we visited?**  
*Activity: Have students create a sentence to describe the place they visited by drawing on the categories they have created.*  
Critical Thinking Level: *GENERALIZE*
- **Possible Extension!** If you have worked through the inquiry process to this point your students will be able to pose their own questions about what they have experienced. You can then engage students in the KWL process and begin an in-depth study of any of the phenomenon you have initially observed.

## Neighborhood Study Guide: Essential Questions & Inquiry Process

### History:

- What is the name of my neighborhood?
- Why does it have that name?
- When did my neighborhood begin?
- When did people, businesses, or industries move into my neighborhood?
- What historical landmarks are located in my neighborhood? Why?

### Culture:

- Who are the people that have lived in my neighborhood? (then and now)
- Where did they come from?
- Why did they move here?
- What traditions did they bring to this neighborhood?

### Geography:

- Where is my neighborhood located in Milwaukee?
- What are the geographical features of my neighborhood (land/water forms)?
- What are the major streets in my neighborhood? Why do they have those names?

### Economics:

- What are the major businesses, industries in my neighborhood? (then and now)
- What are the major services available in my neighborhood?
- What jobs are available in my neighborhood?
- Who are the people who have worked in my neighborhood? (then and now)

### Political Science:

- What are the laws in my neighborhood?
- Who makes the laws for my neighborhood?
- What other laws are needed for my neighborhood?
- Who are the citizens and workers that serve my neighborhood?
- How can I serve my neighborhood as a citizen?

### Sociology:

- How is my neighborhood similar to other neighborhoods in Milwaukee?
- How is my neighborhood different than other neighborhoods in Milwaukee?
- What is my neighborhood known for?
- What do I like about my neighborhood?
- What would I like to change about my neighborhood?
- What can I do to make my neighborhood a good place to live?

**Instructional Suggestions:** Have your class actively investigate the answers to the questions above over time (6-8 Weeks) by using this Historical Inquiry Teaching/Learning Process:

**Historical Inquiry Teaching/Learning Process:** It is suggested that teachers help students engage in an historical inquiry process to explore and discover answers to the questions above and additional particular questions that may be important to students. The historical inquiry method of teaching and learning is an active process and requires adventurous “nosing around” so that students are able to collect, organize, analyze and exhibit the data collected. In general the historical inquiry follows this process:

- y. Teachers and Students Choose An Historical Issue, Person, Culture, Ethnic Background of Interest.
- z. Teachers and Students Develop Questions they want to Pursue and Deliberate on How those Questions can be Answered.
- aa. Teachers and Students Gather Resources to Answer Questions (Books, Internet, Videos, Diaries, Ancestral Photographs, Personal Interviews, Fieldtrips to Ethnic/Cultural Centers)
- bb. Teachers and Students Collect, Document, and Organize Data as Individuals or Groups
- cc. Teachers and Students Share their On-Going Data Collection Efforts with Each Other

- dd. Teachers and Students Analyze their Data and Draw Conclusions
- ee. Teachers and Students Deliberate on Best Ways to Represent What they have Learned from the Data. (Written Reports, or Research Paper Displays, Skits, Newscasts, Museum Exhibit, Collage, Diorama, Mural, other art projects, technology, music, musical performances, Speeches, Food Fair, etc. )
- ff. Teachers and Students Exhibit and Share what they've Learned with Fellow Students, Interviewees, Cultural Clubs, Schools, Parents/Families, etc.

Teachers can also use a variety of the following learning activities:

- Watch video clips from “The Making of Milwaukee” Video Series
- Go to the Milwaukee Public Library
- Read Milwaukee History books (see List in Appendix A)
- GO TO the Internet
- Interview Neighborhood/City Leaders, Workers, Citizens, Families
- Take videos/digital photographs
- Secure Milwaukee Neighborhood Posters
- Invite Guest Speakers, City/Neighborhood Representatives
- Look at Milwaukee Maps through the ages -- [www.themakingofmilwaukee.com](http://www.themakingofmilwaukee.com)
- Write Personal Reflections, Reports based on Information Collected
- Exhibit photographic displays, murals, dioramas, models
- Write and Deliver Speeches on what's good about my neighborhood, what I'd like to change
- Perform famous local historical events

*(This historical inquiry can be accomplished by the whole class or within small inquiry groups assigned various topics. If the latter method is chosen be sure to have all students explore the “sociology” questions in addition to their own topic, so that personal connections to the investigation are supported.)*

## Video Response Activity 4: MILWAUKEE GROWS BY “LEAPS and BOUNDS”

*See full description of learning activity in “Coming to Milwaukee”  
Video Response Activities*

### Milwaukee’s Population from 1850 to 2000

| Date            | Rank Among All US Cities | Population |
|-----------------|--------------------------|------------|
| 1850            | 35                       | 20,061     |
| 1860            | 20                       | 45,246     |
| 1870            | 19                       | 71,440     |
| 1880            | 19                       | 115,587    |
| 1890            | 16                       | 204,468    |
| 1900            | 14                       | 285,035    |
| 1910            | 12                       | 373,857    |
| 1920            | 13                       | 457,147    |
| 1930            | 12                       | 578,241    |
| 1940            | 13                       | 587,472    |
| 1950            | 13                       | 637,392    |
| 1960            | 11                       | 741,324    |
| 1970            | 12                       | 717,099    |
| 1980            | 16                       | 636,212    |
| 1990            | 17                       | 628,088    |
| 2000            | 25                       | 596,974    |
| Current         |                          |            |
| 2010 prediction |                          |            |

3. Ask students some of the following questions:

- What was Milwaukee’s population in \_\_\_\_\_? (choose about 3-5 dates)
- How much did Milwaukee’s population grow between 1850 and 1900?
- How much did Milwaukee’s population grow between 1900 and 1950?
- What was Milwaukee rank amongst all other US cities in \_\_\_\_? (choose about 3-5 dates)
- What was Milwaukee’s highest population? In what year was that recorded?
- Which year did Milwaukee’s population begin to decrease?
- How much did Milwaukee’s population decrease between 1960 and 2000?
- What is Milwaukee’s population now? How will we find out?
- What is Milwaukee’s rank amongst other US cities now? How will we find out?
- What do you think Milwaukee’s population might be in 2010? Why do you think that?

4. Have students make a graph of Milwaukee’s population from 1850 to 2000.

5. After the graphs are completed, ask students the following questions?

- Why does a city population grow? Why did Milwaukee’s population grow?
- Why does a city population decrease? Why did Milwaukee’s population decrease?

6. After this activity, you may choose to go directly into lessons that are related to discrimination and the civil rights movement in Milwaukee or you may choose to continue with the “Milwaukee Booms” lessons.

**STUDY GUIDE FOR LEARNING ABOUT MILWAUKEE  
BUSINESS/INDUSTRY throughout HISTORY**

| <b>Date Business/<br/>Industry<br/>Began</b> | <b>Resource<br/>Available</b>           | <b>Industry/<br/>Company</b>   | <b>Product</b>                  | <b>Where is this<br/>Business/Industry<br/>NOW?</b> |
|--|---|--|---------------------------------|---|
| 1600—<br>Late 1600's<br>1795                 | Animals<br>Animal Furs                  | Native American,<br>French Fur Traders<br>Solomon Juneau<br>Fur Trading<br>Company | Fur                             |   |
| 1830's                                       | Land                                    | Juneau, Kilbourn,<br>Walker Land<br>Offices  | Land                            |   |
| 1800's                                       | Fresh Water<br>(Lake, Rivers)           | Shipping<br>Companies  |                                 |   |
| Early 1800's                                 | Forests                                 |  | Lumber                          |   |
| 1800's                                       | Clay                                    | Cream City Brick   | Bricks                          |   |
| 1868   | Iron                                    | Milwaukee Iron<br>Company  | Steel                           |   |
| 1800's                                       | Farms<br>Grain Wheat                    | Daisy Flour Mill   | Flour                           |   |
| 1800's                                       | Farms<br>Grain<br>Barley & Hops         | Breweries: Pabst,<br>Schlitz, Blatz, Falk,<br>Miller                               | Beer                            |   |
| 1800's                                       | Farms<br>Livestock<br>Cattle, Hogs, ... | Plankinton<br>Cudahy   | Meat Packing                    |   |
| 1800's                                       | Farms<br>Livestock<br>Cattle            | Pfister & Vogel<br>Trustel & Gallun  | Leather                         |   |
| 1895   | Steel                                   | Falk Company   | Gears                           |   |
| 1884   | Steel                                   | Harnischfeger  | Cranes/Moving<br>Equipment      |   |
| 1889   | Steel                                   | Nordberg   | Mine Hoists                     |   |
| 1892   | Steel                                   | Chain Belt   | Chain belts                     |   |
| 1893   | Steel                                   | Allen Bradley  | Motor Controls                  |   |
| 1847   | Steel                                   | Reliance Works   | Mill Machinery<br>Steam Engines |   |
| 1874   | Steel                                   | A.O. Smith   | Car Frames                      |   |
| 1867   | Steel                                   | Allis Chalmers   | Heavy Machinery                 |   |
| 1901   | Steel                                   | Harley Davidson  | Motorized Bicycles              |   |