

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

Drama:
Teaching and Learning about Milwaukee through Drama

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

- **Labor Negotiations in Milwaukee (Role Play Labor Negotiations)**
- **Old and New News (Role Play Newspaper Interview or Newscast)**
- **Down and Out in Milwaukee (Role Play Living in a “Hooverville”)**
- **Take Me Out and Back to the Ball Park (Role Play Conversation at Baseball Game)**
- **Governing Milwaukee (Role Play Governing of Milwaukee County)**

LABOR NEGOTIATIONS IN MILWAUKEE

***Note to Teachers: You may want to view Video Chapters 6 & 8 before this activity.*

***One aspect of this lesson involves students involved in labor negotiations for brewery workers in Milwaukee. While working in a brewery was a significant part Milwaukee’s history, this activity is not intended in any way to promote the use of alcohol. Make sure you have several strategies to deal with any potential comments or issues related to this topic before using this activity.*

1. In this activity, students will play roles of labor and management negotiators to see if they can come to an agreement on the same type of issues that were causing labor disturbances and unrest in Milwaukee during the late 1800’s and early 1900’s.
2. Students will be divided into groups of 4 with 2 students playing the role of negotiators representing the business owners and 2 students playing the role of negotiators representing laborers. (This can also be done with pairs of students with 1 student playing the role of the negotiator representing the business owners and 1 student playing the role of negotiators representing laborers). After the students have been divided into groups of 4 (or pairs of 2) they will represent one of the following Milwaukee companies:

Name of Company	Work Done by this Company
The Milwaukee Iron Company	Create iron products from rails to nails
The Patrick Cudahy Meat Packing Company	Meat packing
Pfister and Vogel Tannery	Tan cowhides into leather

Miller Brewing Company	Brew beer
Allis-Chalmers Company	Manufacture heavy machinery
Harley Davidson Motorcycles	Produce motorcycles
Allen-Bradley Company	Create industrial controls
A. O. Smith Company	Manufacture automobile frames
Harnischfeger Company	Manufacture electric cranes
Falk Company	Manufacture gears
Kearney and Trecker Company	Manufacture machine tools

3. The goal of this activity is for each set of negotiators to gain the best terms for the group they represent and avoid having workers go on strike. If no agreement can be reached on an issue, no one receives any points for the issue. The group with the most points at the end wins. In case of a tie, no one wins and no one loses. The teacher might want to offer a small prize to the winning group in order to motivate students. Furthermore, this activity might work best if the students are not aware of the point values received by the group they are negotiating with on each issue or even if none of the students are aware of the point values until after the negotiations are over on the issue. This is left up to the teacher's discretion.

4. Each group will be given the following number of points related to agreeing on a solution for the following labor issues
 - a. Laborers want a pay increase of at least one quarter a day to receive an average wage of \$1.50 a day.
 - 10 points for negotiators representing the business owners and 0 points for the negotiators representing the laborers if no raise is given.
 - 5 points for negotiators representing the business owners and 5 points for the negotiators representing the laborers if a raise of up to a quarter is given.
 - 0 points for negotiators representing the business owners and 10 points for the negotiators representing the laborers if a raise of a quarter or more is given.
 - b. Laborers want an eight hour workday with any time spent working over 8 hours receiving pay that is over their hourly wage.
 - 10 points for negotiators representing the business owners and 0 points for the negotiators representing the laborers if no 8 hour day is given.
 - 5 points for negotiators representing the business owners and 5 points for the negotiators representing the laborers if an 8 hour work day is given but there is no extra pay for working over 8 hours.
 - 0 points for negotiators representing the business owners and 10 points for the negotiators representing the laborers if an 8 hour work day is given and there is extra pay per hour for working over 8 hours.
 - c. Laborers want at least one week of paid vacation a year
 - 10 points for negotiators representing the business owners and 0 points for the negotiators representing the laborers if no paid vacation is given.

- 5 points for negotiators representing the business owners and 5 points for the negotiators representing the laborers if 3 days of paid vacation are given per year.
 - 0 points for negotiators representing the business owners and 10 points for the negotiators representing the laborers if a full week or more of paid vacation is given.
- d. Laborers want to receive money and assistance for any medical bills they might have over a year.
- 10 points for negotiators representing the business owners and 0 points for the negotiators representing the laborers if no assistance for medical bills is given.
 - 5 points for negotiators representing the business owners and 5 points for the negotiators representing the laborers if partial assistance for medical bills is given.
 - 0 points for negotiators representing the business owners and 10 points for the negotiators representing the laborers if full assistance for medical bills is given.
- e. Laborers want a full hour paid lunch break
- 10 points for negotiators representing the business owners and 0 points for the negotiators representing the laborers if no paid lunch is given.
 - 5 points for negotiators representing the business owners and 5 points for the negotiators representing the laborers if a 30 minute paid lunch is given.
 - 0 points for negotiators representing the business owners and 10 points for the negotiators representing the laborers if a full hour paid lunch is given.

5. Students should add other issues related to the video and their specific industries that the negotiators representing the laborers might demand and even attempt to agree on a point value for the negotiators representing the business owners and the negotiators representing the laborers related to their own issues. Once students have completed the activity, have a class discussion on the following questions:

- What was the least challenging part of coming to an agreement on these labor issues?
- What was the most challenging part of coming to an agreement on these labor issues?
- How were the results of your negotiations similar to other groups in the class?
- How were the results of your negotiations different from other groups in the class?
- What makes a person a successful or unsuccessful negotiator?
- How did your results compare to the results of labor negotiations discussed in the video? Why was it similar or different?

OLD AND NEW NEWS

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

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

DOWN AND OUT IN MILWAUKEE

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

1. Show students the “Hooverville” photograph in Gurda’s book chapter, *Hard Times and Wartime*.

*Or, go to the “Image Library” of the “In the Classroom” section of *The Making of Milwaukee* website, www.themakingofmilwaukee.com, and choose “Lesson Activity Images” from the pull down menu to find the photo of “Hooverville”. Or type in “Hooverville” in the search function.*

2. Ask students to answer the following questions about the photograph. If time permits, the teacher could ask students to act out a scenario as if they were people in the photograph and then experiencing this environment use the following questions:
 - What is going on in this photograph?

- Describe the objects you see in the photograph.
 - Explain what any of these objects might be used for and why they are in this photograph.
 - Where do you think this photograph was taken?
 - What type of people might be found in this environment?
 - What other types of living conditions could be found in the same location?
 - Do you think people live like this today in the United States? Explain.
3. Explain to students that this photograph was taken during the Great Depression in Milwaukee's Lincoln Park where massive unemployment and homelessness caused people to live in squalid conditions. Small communities like this one showed up across the nation. They were often called "Hooverilles" to criticize the way President Herbert Hoover was handling the Depression. This particular one in Milwaukee shows one example of how people in the community struggled to survive during the Depression. At the same time, it is important to remind students that most other Milwaukeeans were not necessarily living in these conditions during the Depression. In fact, some Milwaukeeans were still living in mansions along the lake and not having great economic difficulty during this period of time.

Follow-up Learning Activity:

- This photograph could lead to a great opportunity to discuss poverty and homelessness in Milwaukee today. The teacher could discuss how people who are homeless or in poverty struggle in our city and compare this with the lifestyles of other people who live in the community who do not face these challenges. The teacher might even find photographs of poverty in Milwaukee, the United States, or the world today or use statistics from the following source <http://www.census.gov/hhes/www/poverty/poverty.html>. The teacher could then ask students to make comparisons between this period of time in history and the present. The teacher could also consider discussing ways this problem was addressed during this period of time in Milwaukee's history and ways we can address this problem today.

TAKE ME OUT AND BACK TO THE BALL PARK

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

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

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

Follow-up Learning Activity:

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

GOVERNING MILWAUKEE

***Note to Teachers: For one of the rules in the following activity, students will be considering the role that beer played in Milwaukee's history and leisure time. This activity is not in any way designed to promote the use of alcohol or to suggest that drinking is necessary for leisure. Make sure you have several strategies to deal with any potential comments or issues related to this topic before using this activity.*

*** You may want to view Video Chapters 4, 5, and 7 related to "Coming to Milwaukee: 1868-1910" before you do this activity.*

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

1. Divide students into groups based on the percentage of different racial and ethnic groups in Milwaukee County. (Note: You might want to use the census data at

*the end of this **HOT LINKS section**** to determine your ethnic groups. However, explain to students that these are not precise numbers for each group either from 1905 or today. Furthermore, you may want to limit the ethnic groups to those discussed in video chapters 4, 5, and 7 since students will have more background information about these groups to guide them during this activity. Finally, keep in mind that Jewish immigrants to Milwaukee came from various countries with Russia and Poland serving as two of their main homelands.).*

2. The teacher or a member of the class selected by the rest of the class will enforce the following rules during the activity:
 - The activity begins with the teacher reading a proposed rule. The teacher may select from the rules listed below to help the class get started or ask each group to write and submit one rule.
 - Students select a leader from their group to discuss the rule with the leader of the other groups in the middle of the room for 5 - 10 minutes.
 - The teacher allows any student time to speak in favor or against the rule in front of the class. Limit this time to a total of 5 - 10 minutes.
 - A vote is taken on the rule with a majority of students needed to pass the rule.
 - The whole process starts over again with #1.

3. Use the following rules to help the students get started:
 - **Rule #1:** No one can attend the German (beer) gardens on a Sunday.
 - **Rule #2:** Any religious events associated with the city should be held at St. John's Cathedral, a Catholic Church.
 - **Rule #3:** A new library in Milwaukee will be named after Golda Meir, the city's most famous Jewish immigrant.
 - **Rule #4:** In order to build a new road through the center of the city that is important for all travelers coming into Milwaukee, the Italian community's Church, Madonna di Pompeii Church, will have to be torn down.
 - **Rule #5:** Every citizen should pay higher taxes to help the Irish people rebuild their homes that were ruined in the Third Ward fire.

4. After the activity is over, the teacher should lead a class discussion addressing the following questions:
 - What did this activity suggest about compromising to pass rules?
 - What was easy or difficult about agreeing on rules for the city?

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

****Census Data**

Country of Origin	Number of Foreign Born in Milwaukee County in 1905	Percentage of Total Foreign Born Living in Milwaukee County
Austria	2,952	2.8%
Belgium	80	0.08%
Bohemia	2,028	1.9%
Canada	2,040	1.9%
Denmark	569	0.54%
England	2,227	2.12%
Finland	96	0.09%
France	272	0.26%
Germany	61,523	58.6%
Greece	413	0.4%
Holland	736	0.7%
Hungary	1,637	1.6%
Ireland	2,662	2.5%
Italy	1,270	1.2%
Norway	2,431	2.3%
Poland	18,527	17.6%
Russia	2,423	2.3%
Scotland	738	0.7%
Sweden	698	0.7%
Denmark	764	0.7%
Wales	317	0.3%