

Lessons for Teachers on *The Making of Milwaukee: The Next Chapter* Curriculum for Grades 5 – 12

Essential Questions

Essential questions are designed to engage students in thoughtful deliberation of significant human issues embedded in history and the human experience such as:

1. What makes a place a neighborhood?
2. Why do people move to new places?
3. What are Milwaukee's positive characteristics and challenging problems?
4. What actions can I take to celebrate Milwaukee's positive characteristics and address the challenging problems?

Key Concepts & Vocabulary

| | | | |
|--------------------|----------------------|----------------------|---------------------------|
| Neighborhood | District | Ward | Place |
| Community | Diversity | Economic | Political |
| City | Housing | Business/Industry | Neighborhood Organization |
| Continuity | Change | Challenges | Migrant |
| Immigrant | Immigration | Migration | Forced Migration |
| Refugee | Asylum | Problems | Challenges |
| Possibilities | Solutions | Widening Gaps | POWER to act |
| Service learning | Community engagement | | Public safety |
| Data | Research | Land use | Aggregated data |
| Disaggregated data | Demographic data | Quality of life data | Disparities |

Invitational Activities

Invitational activities are designed to introduce the unit and can be completed prior to viewing the video chapter. The activities invite students into previewing, predicting or imagining the themes for the learning activities and are intended to bridge content to students' current lives.

INVITATIONAL ACTIVITY 1: THE MAKING AND “UN” MAKING OF MILWAUKEE, WISCONSIN, AND THE NATION

1. Have students recall a time in their lives when they felt divided over something. This could be an internal division when trying to make a critical decision, a division between themselves and a friend or a family member over something important to each person, or a division between themselves and someone they did not know – a dispute. After a moment of “*individual think time*,” elicit students' verbal or written responses to these questions:

- **What was the division (3 words or less)?**
- **What did it feel like to be divided?**
- **How did you attempt to resolve this division?**
- **How effective was your solution?**
- **Would you have tried something differently to avoid/resolve this division? Why/why not?**

2. Ask students to share their responses with another student or in small groups.

3. Explain that:

...our community, state, and nation have experienced significant divisions over the past decade. The divisions should not necessarily be simple right and wrong sides or black and white simple issues. Divisions often represent many points on a continuum between: liberal & conservative, democrat & republican, citizen & immigrant, etc.

5. Then, drawing on students' initial responses to the questions above, have students share how their feelings about being divided and ways they tried to resolve their divisions might help to understand the recent and complex community, state and national divisions Americans experienced over the past decade.

INVITATIONAL ACTIVITY 2: “MOVING TO A NEW LOCATION”

1. Write these words with or without definitions on the board:
- a. **American Citizen**
 - b. **Immigrant**
 - c. **Refugee**
 - d. **Migrant**

2. Ask students to explain in their own words
 - a. **What do each of these words mean?**
 - b. **How are the terms similar/different?**

NOTE to TEACHERS: If students are unclear of the meanings within this activity, look up definitions in a dictionary and have a brief discussion of similarities/differences.

3. Have students, as individuals, take a few moments of “*individual think time*” to note their thoughts about the following questions:
 - **What are various reasons people move to new places/locations?**
 - **How might the moving experiences be different for**
 - You?
 - An immigrant?
 - A refugee?
4. Have students turn to their neighbor and share their initial thoughts about the questions above.
5. Discuss students’ initial perceptions as a whole class.
6. Post these words on the board to highlight the differences:
 - a. **Migration (Immigrant)**
 - b. **Forced Migration (Refugee)**
 - c. **Asylum**

7. **FORECAST: COMING SOON!!** The class will watch a film, “*The Making of Milwaukee: The Next Chapter*” that portrays the city of Milwaukee, the people who live in and are moving to Milwaukee and the positive characteristics and problems that people experience when they move to Milwaukee. Tell students you want them to be prepared to think more about what they hear and see in the film as it relates to immigrants/refugees.

INVITATIONAL ACTIVITY 3: MILWAUKEE: FOR BETTER OR WORSE — CELEBRATE OR CHANGE?

1. Ask students to turn to their neighbor or small group to brainstorm answers to this question:
 - **What do you believe are some of the positive characteristics and challenging problems of living in Milwaukee?**
2. Have pairs/groups
 - a) Make a 4 Column-Chart to list five positive characteristics in column 1 and a rationale for each positive characteristic in column 2.
 - b) Five challenging problems and students’ rationale should be placed in columns 3 & 4, respectively.
 - c) Student groups should be prepared to share a few items on their list with the class. Record student responses for ALL to see.

NOTE To TEACHERS: CAUTION students that since we are all unique and have different life experiences, classmates are likely to differ in their perceptions of what is positive/challenging and this activity is designed to provide initial list of various perceptions to prompt thinking about our city. A variety of perceptions is OK and natural... For example, some people like certain books, movies, foods, etc..... Others do not.)

3. Probe students’ thinking about their reasons for placing items in the positive/challenging columns. Ask probing questions, such as:

- “What have you seen, heard, or experienced that leads you to say this is a positive/challenging aspect of Milwaukee?”
 - If you were to rank order those positive characteristics that deserve celebration what items would be in your top five choices? Top 5 challenging problems that merit change?
4. **FORECAST: COMING SOON!** *The Making of Milwaukee: The Next Chapter*, the most recent film chapter in the Milwaukee Public Television (MPTV) series devoted to Milwaukee history.
- a) John Gurda, a Milwaukee historian, identifies some of Milwaukee’s most **positive and challenging characteristics**. He calls some of the challenges or problems, “**widening gaps.**”
 - b) We will compare our initial brainstorm list with the **positive characteristics and challenging problems of life in Milwaukee** identified in the film.

Film Response Activities

Film response activities follow the viewing of *The Making of Milwaukee: The Next Chapter*. The activities vary in levels of difficulty and required student engagement. They are independent activities, so use as many of them and in any order you desire.

FILM RESPONSE ACTIVITY 1: IMMIGRATING TO MILWAUKEE

1. Using the following photographs, answer the following questions in writing:
 - a. Who are Milwaukee immigrants? (SEE LANGUAGES SPOKEN in MPS, APPENDIX B)
 - b. Why do people immigrate to Milwaukee?
 - c. In what ways do you believe this has stayed the same and/or changed over time? Why?



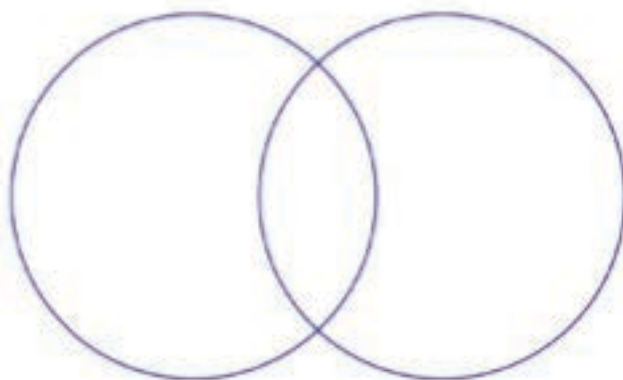
<http://www.wisconsinhistory.org/Content.aspx?dsNav=N:4294963828-4294955414&dsRecordDetails=R:IM5348>



<http://www.jsonline.com/story/opinion/crossroads/2017/02/24/sovern-executive-immigration-orders-ignore-human-reality/98358930/>

FILM RESPONSE ACTIVITY 2: IMMIGRANT or REFUGEE?

1. **Immigrants and Refugees?** Read the article: <http://www.cnn.com/2014/07/15/us/immigrant-refugee-definition/index.html> and watch: <http://www.cnn.com/2014/07/17/politics/immigration-border-crisis-refugee-politics/index.html>
2. Have students complete a Venn diagram to describe the similarities and differences between an immigrant and a refugee.



3. Instruct students to write a brief paragraph on the back of the diagram to describe their thinking and/or verbally explain their thoughts with the class, small group or a classmate.

FILM RESPONSE ACTIVITY 3: MILWAUKEE'S NEIGHBORHOOD DIVERSITY

1. Ask students to use ideas they learned from *The Making of Milwaukee: The Next Chapter* film chapter and their background knowledge to answer the following question:

- **What does it mean to you when people say that Milwaukee is a diverse place?**

NOTE TO TEACHERS: Some students may focus on the differences in race and ethnicity. Some may focus on different socio-economic groups, the diversity of opinion, the range of business and industry, or entertainment venues. Expect/encourage a range of responses. Communicate that diversity involves many different characteristics (racial/ethnic, religious, social institutions, economic, geographic, age, languages, etc.).

2. Explain that the **diversity** of Milwaukee's neighborhoods, both internally and in relation to one another, often serves as a smaller model of the broader diversity of the Milwaukee in general.

3. Read or project the following excerpt about the Washington Heights neighborhood.

SEE APPENDIX D FOR THE FOLLOWING QUOTES ON A SINGLE PAGE

"When residents are asked to describe their feelings for Washington Heights, they use the word 'love' with a frequency that any community activist would find heartening. 'I love my home,' 'I love this neighborhood,' 'I love living here.' These statements of affection are not difficult to understand. More than a century after the first urban residents arrived, 'solid' is still the word for Washington Heights. Solid homes. A solid citizenry. Solid institutions. Solidly residential land use. Solid rows of trees shading impressively well-kept homes and yards. These have been the major attractions since the first years of settlement in Washington Heights, and they represent a solid foundation for the future of this urban-suburban neighborhood."

Milwaukee: City of Neighborhoods by John Gurda (Milwaukee: Historic Milwaukee Incorporated) © 2015.

4. Ask students to describe some of the key characteristics of the Milwaukee neighborhood, Washington Heights, based on this passage. Pose these questions:

- **Based on this one paragraph, what would you say are Washington Heights' characteristics?**
- **How does this description offer a limited perspective of this neighborhood?**
- **What does this neighborhood description suggest about the greater Milwaukee community?**
- **What would you need to do to get a more complete understanding of this neighborhood?**

5. To highlight a contrast in the diversity of Milwaukee neighborhoods, read or project the following excerpts about the Sherman Park neighborhood that borders the Washington Heights neighborhood.

"The Sherman Park Community Association has had no shortage of issues to address since its inception. Deindustrialization ravaged the Thirteenth Street industrial corridor in the 1980's, leading to a sharp rise in unemployment, particularly in the areas nearest the tracks. The foreclosure crisis of the early 2000s left Sherman Park with hundreds of vacant homes, often on streets where that were otherwise strongholds of pride. Like bad apples in the larger barrel, the abundance of board-ups has posed a serious threat to the neighborhood's stability."

Milwaukee: City of Neighborhoods by John Gurda (Milwaukee: Historic Milwaukee Incorporated) © 2015.

6. To promote further understanding of the diversity within a Milwaukee neighborhood, read or project this additional excerpt about the Sherman Park.

"The richest expression of diversity surfaced in the northwest quadrant (of Sherman Park). As other Jewish congregations moved to suburban locations...Beth Jehudah remained in the old neighborhood, and it became a nucleus for new life. Sherman Park became the only place in Milwaukee in Milwaukee, and perhaps in the United States, where you could find a kosher meat market next door to an African hair-braiding salon. Other institutions joined Beth Jehudah in making distinctive contributions to the neighborhood's vitality. St. Joseph's Hospital...has grown to become a medical complex of regional importance. The Mathew Keenan Health Center...has been providing public health services since 1932. Community nonprofits...have worked diligently to reverse the impacts of the foreclosure crisis. Sherman Park itself remains the neighborhood's green focal point...and its centerpiece is the Mary Ryan Boys & Girls' Club, a major resource for the community's young people."

Milwaukee: City of Neighborhoods by John Gurda (Milwaukee: Historic Milwaukee Incorporated) © 2015.

7. Ask students to contrast this description of the Sherman Park neighborhood with the previous description of the Sherman Park neighborhood. Pose these questions:
 - What are some of the most notable differences between the two paragraphs?
 - What could the descriptions of this neighborhood suggest about greater Milwaukee?
8. Conclude discussion of these excerpts by emphasizing that the differences between and within Milwaukee's neighborhoods highlight the Milwaukee's broad diversity and that diversity involves a wide range of characteristics (racial/ethnic, religious, social institutions, economic, geographic, age, etc.)

NOTE to TEACHERS: Stress that it is critical to not generalize about any neighborhood/city or people living in a neighborhood/city without doing in-depth research.

FILM RESPONSE ACTIVITY 4: IDENTIFY POSITIVE and CHALLENGING MILWAUKEE CHARACTERISTICS through FILM & DATA ANALYSIS – Parts I & II

Pt. I

1. Before students view the latest "Making of Milwaukee: The Next Chapter" film chapter, share that the goal is to identify Milwaukee's positive characteristics and challenging problems, or as the latter is highlighted by John Gurda, the narrator, "Widening Gaps." *This activity may take 2 class periods.*
 - **GO TO:** *To access the film chapter and/or the film script GO TO:*
www.themakingofmilwaukee.com **Click on "In the Classroom"**
2. Direct students to use a 4-column graphic organizer (see example below) to note positive and problematic Milwaukee characteristics identified in the film and/or script in the 1st and 3rd columns. They are NOT to fill out other columns (2 & 4) until after viewing the film. (OPTION: Students list positive characteristics on one side of a sheet of paper and problems on the other side.)

| Positive Characteristics | Evidence YES, NO, Unsure | Challenging Problems | Evidence YES, NO, Unsure |
|---------------------------------|-------------------------------------|-----------------------------|-------------------------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |

3. After viewing, give students a minute to review/refine their lists in columns 1 & 3. Then have small student groups compare lists and discuss how those positive characteristics and challenging problems **are/are not** evident in their own neighborhood/s. If they perceive that there is evidence to support the positive characteristic or gap, they should write a descriptor (word or short phrase) in the **Evidence** column. If not or unsure, write the words **NO** or **Unsure**.
4. To further the discussion, pose this question:
 - **Of the items listed, which items deserve celebration and which merit change?**
5. As a transition into an exploration of Milwaukee Data, explain that TOMORROW we will examine Milwaukee Data.

Pt. II (Potential 2nd class period: DATA ANALYSIS)

1. Introduce visual data or statistics that highlight Milwaukee’s positive and challenging characteristics. Explain that, as a class, you will follow these three guidelines when working with data:
 - There is a large amount of data available to illustrate many of Milwaukee’s positive characteristics and challenging problems.
 - When speaking about significant human issues, it is very important that people have actual data to back up personal claims.
 - Data can be easily misinterpreted/misused if not FULLY understood.
2. Display Milwaukee data available in **APPENDIX B** to highlight significant Milwaukee statistics. Model how to read and speak the data. Elicit student participation in reading and speaking the data.

➤ **GO TO: Appendix B: Milwaukee Aggregated Data**
3. Explain that Appendix B Data is “*aggregated data.*” In other words, “Aggregated data is gathered and reported in a summary form. Data reported in Appendix B is “aggregated data”; it represents Milwaukee as a whole. It is NOT data that describes specific groups of people or neighborhoods. “*Disaggregated Data*” represents data broken down into sub-categories related to specific groups, ages, ethnicities, neighborhoods, etc.
4. AFTER presenting the data in Appendix B, elicit students’ perceptions by posing these questions to the whole class or individual students.
 - a. What does this overall or aggregated data tell you about Milwaukee in general?
 - b. What other data would you need to better understand the city of Milwaukee?
 - c. What issue would you like to see changed/addressed in your neighborhood/city?
 - d. How can you find out more about how issues in positive and challenging stats have been addressed in Milwaukee Neighborhoods?
 - e. What could YOU do to help? What organization could you join or create to address the change/needed?
5. **STOP or CONTINUE? Investigating significant Milwaukee issues can end here OR:**
 - a. Invite a neighborhood association representative to speak with the class, **SEE LEARNING OUTSIDE the CLASSROOM ACTIVITY #1.**
 - b. Engage in **DEEP Analysis of Current Milwaukee District Data** to further understand positive and challenging Milwaukee characteristics through disaggregated data. **SEE APPENDIX C.**
 - c. Engage students in a **SERVICE LEARNING PROJECT.**
SEE LEARNING OUTSIDE the CLASSROOM ACTIVITY 2, or
➤ **GO TO: APPENDIX F**

SERVICE LEARNING PROJECT—APPENDIX F

**DEVELOP A SERVICE LEARNING PLAN
PARTICIPATE IN A SERVICE LEARNING PROJECT
REFLECT ON THE SERVICE LEARNING PROJECT**

Then and Now Activities

Then and Now Activities are created to assure that the lesson content also connects with the current lives and experiences of students.

THEN and NOW ACTIVITY 1: IT'S TIME TO DIG UP A CAPSULE OF MILWAUKEE'S NEIGHBORHOODS 50+ YEARS AGO (AND CREATE A NEW ONE)

This activity is designed to help students better understand the history of Milwaukee neighborhoods **right after World War II during the 40's & 50's**. It can be used as a stand-alone activity but to connect the learning to the present, teachers should consider doing the **OPTIONAL Follow-Up Activity below**: **Create a Current Day Time capsule.**

1. Have students recall some of the content about different neighborhoods from *The Making of Milwaukee: The Next Chapter*: **Downtown, the East Side, Brewer's Hill, Riverwest, Halyard Park, Lindsay Heights, the Third Ward, Walker's Point, the Historic South Side, Bay View, and the Menomonee Valley.**

Additional information about these Milwaukee neighborhoods and others can be found in Milwaukee: City of Neighborhoods by John Gurda/ (Milwaukee: Historic Milwaukee Incorporated) © 2015.

2. The teacher presents a box that serves as an imaginary time capsule from the **post-World War II era** with items that represent various neighborhoods in Milwaukee. Here are some examples of items a teacher could put into the box:

Sherman Park: A list of famous alumni from Washington High School who grew up in the Sherman Park area **during the 1940's & 1950's** including former Senator Herb Kohl, Milwaukee Brewer's owner, Allan "Bud" Selig, and actor Gene Wilder. A list of Alumni Hall of Fame Members can be found here: <http://www.milwaukee-washington100.com/WHS-Hall-of-Fame.htm>

Historic Third Ward: Photograph of Italian religious procession. A photograph can be found by going to the *Making of Milwaukee Image Library* and typing in "Italian Community and the Blessed Virgin of Pompeii Church in the Third Ward." Although slowly fading as an Italian neighborhood, this was still the cultural home of Milwaukee's Italian community in the 1950's.

Downtown: A map showing the Marquette Interchange and freeway system as it led into downtown. The Freeway system was proposed right after World War II but was built during the 1960's. This article shows maps and describes the history of the freeway system: <https://onmilwaukee.com/buzz/articles/milwaukee-freeway-history.html>

http://www.wisconsinhighways.org/milwaukee/system_map.html

Merrill Park: A small dump truck to signify I-94 construction that significantly altered the neighborhood southern portion, a predominantly Irish neighborhood. The following article offers some history about Merrill Park if you do not have access to *Milwaukee: City of Neighborhoods* by John Gurda (Milwaukee: Historic Milwaukee Incorporated) © 2015: <http://archive.jsonline.com/entertainment/finding-milwaukees-irish-heart-294h1vn-142787125.html>

Concordia: An older looking college textbook or Concordia College memorabilia to represent the location of Concordia College in this neighborhood. More information about the history of the college in this neighborhood can be found here: <https://onmilwaukee.com/history/articles/concordiaspejunking.html>

Washington Park: An animal figurine or stuffed animal (possibly a gorilla to represent the famous gorilla, Samson) to show the Washington Park Zoo, Milwaukee's original zoo, also known as the Milwaukee County Zoological Gardens in 1953. It remained in Washington Park until 1963 when it moved to its current location. An article about the original zoo can be found at <https://onmilwaukee.com/visitors/articles/washingtonparkzoo.html>

Brewer's Hill: A "Demolition in Progress" sign to signify the number of homes and factories in the Brewer's Hill neighborhood torn down after WWII as the neighborhood fell into disrepair. The following article offers some history about Brewer's Hill if you do not have access to *Milwaukee: City of Neighborhoods* by John Gurda (Milwaukee: Historic Milwaukee Incorporated) © 2015: <http://historicbrewershill.com/history/>

Bay View: Photograph of temporary housing community in Bay View after World War II. Bay View was a desired location for WW II veterans who wanted homes upon arriving back in the United States. Photographs and information about this temporary housing community can be found here: <https://bayviewcompass.com/category/historic-bay-view/>

Lower East Side: A 1956 interview transcript to highlight the formation of the University of Wisconsin-Milwaukee. An interview excerpt with J. Martin Klotsche, the first chancellor of UW-Milwaukee, can be found here:

<http://collections.lib.uwm.edu/cdm/compoundobject/collection/uwmoh/id/68/rec/14>

Menomonee Valley: A small gear (either an actual gear from a toy or item or a photograph) to represent the Falk Manufacturing Company, a continued leader in Milwaukee industry after WWII. The following website offers a brief history of the Falk Manufacturing Company:

<http://www.wisconsinhistory.org/Content.aspx?dsNav=N:4294963828-4294963805&dsRecordDetails=R:CS356>

Historic South Side: A bridal veil to represent Historic Mitchell Street located in the Historic South Side was once a focal point of Milwaukee shopping after WW II, particularly numerous bridal shops and department stores. This article highlights this place as a center of bridal shops:

<https://onmilwaukee.com/wedding/articles/mitchellbridal.html>

The following article discusses a few department stores on Mitchell Street:

<https://onmilwaukee.com/market/articles/schustersgimbels.html>

The following article is about Goldman's before it closed soon after this article was created:

<http://www.nytimes.com/2002/12/25/business/against-odds-a-milwaukee-store-adapts.html>

3. After students choose or receive an item, they should answer the following questions in writing:
 - Why might this item be significant?
 - What might this item represent about this Milwaukee neighborhood after World War II?
 - What might this item represent about broader trends in the US after World War II?
 - How does this item offer a limited understanding of this neighborhood and Milwaukee after World War II?
 - Does this item show change, continuity, or both between World War II and the present day?
 - What question/s do you have about this neighborhood?
 - What would you like to learn or see in this neighborhood?
 - How could you learn more about Milwaukee neighborhoods?
4. Ask students to share their responses to the questions above with the rest of the class through a presentation format like a brief speech, a formal essay, a slide show or informal class discussion.
5. The teacher may end this activity by asking students to pose this final question":
 - What factors can lead to major neighborhood changes or cause things to remain the same?
 - Based on these factors, how might this impact the future of Milwaukee neighborhoods?

OPTIONAL Follow-Up Activity -- CREATE A CURRENT DAY TIME CAPSULE

- a) Have students imagine they were asked to create a new **time capsule** representing Milwaukee's present-day unique neighborhoods. Ask them to choose one item representing each neighborhood they have explored in the film or in the previous activity.

- b) Students choose an item to represent a neighborhood characteristic that will help people, years from now, understand what that neighborhood is like today. In place of an actual item, students can find a photograph to place in a mock time capsule (a box).
- c) Before presenting their item, students should write a paragraph that explains:
 - a. Why did you choose the item?
 - b. What does this item represent about the neighborhood?
 - c. What neighborhood characteristics are not being represented by this item?
 - d. How might the item represent the Milwaukee neighborhood in the future (25, 50, 100 years)
- d) Students read or summarize the paragraph as they present their items.
- e) The teacher might end the activity by leading a large group discussion with students asking what is similar and different about the chosen items and the items they chose in digging up the time capsule from the 1940's and 1950's and what patterns and themes do these items suggest about the city of Milwaukee.

THEN and NOW ACTIVITY 2: PICTURE MILWAUKEE NEIGHBORHOODS

1. Have students recall content about different neighborhoods from *The Making of Milwaukee: The Next Chapter: Downtown, the East Side, Brewer’s Hill, Riverwest, Halyard Park, Lindsay Heights, the Third Ward, Walker’s Point, the Historic South Side, Bay View, and the Menomonee Valley.*

Additional information about these neighborhoods and other neighborhoods in Milwaukee can also be found in *Milwaukee: City of Neighborhoods* by John Gurda (Milwaukee: Historic Milwaukee Incorporated) © 2015.

2. Students follow links below to access images of Milwaukee’s neighborhoods, past and present: (SEE APPENDIX E for one page visual of the following graphic)

Third Ward

| THEN | NOW |
|---|---|
| Italian Community and the Blessed Virgin of Pompeii Church in the Third Ward | Religious Procession at Festa Italiana held on Summerfest Grounds in the Third Ward |
| http://www.themakingofmilwaukee.com/classroom/photo_large.cfm?cat=^&P=93 | https://onmilwaukee.com/seasonal/festivals/articles/festa2016lineup.html |

Bay View

| THEN | NOW |
|---|---|
| Automobile at Kinnickinnic & Lincoln Ave. | Bay View Art Bus Shelter on Kinnickinnic, Lincoln & Howell |
| http://www.themakingofmilwaukee.com/classroom/photo_large.cfm?cat=3&p=645 | http://archive.jsonline.com/news/Milwaukee/bay-view-artbus-shelter-would-honor-city-workers-gift-7360jq0-161378695.html/ |

Hillside

| THEN | NOW |
|---|---|
| Hillside Housing Project | Hillside Terrace High Rise |
| http://www.themakingofmilwaukee.com/classroom/photo_large.cfm?cat=11&p=704 | http://www.hacm.org/Home/Components/FacilityDirectory/1022/54 |

The Menomonee Valley

| THEN | NOW |
|---|---|
| Menomonee Valley | Valley Fields in Menomonee Valley |
| http://www.themakingofmilwaukee.com/classroom/photo_large.cfm?cat=9&p=210 | https://today.marquette.edu/2017/01/marquette-installs-seasonal-dome-at-valley-fields/ |

North Point

| THEN | NOW |
|---|---|
| Milwaukee Water Works North Point Flushing Station | Colectivo Lakefront Café |
| http://www.themakingofmilwaukee.com/classroom/photo_large.cfm?cat=1&p=206 | https://onmilwaukee.com/history/articles/urban-splunking-colectivo-lakefront.htm |

Downtown

| THEN | NOW |
|------|-----|
|------|-----|

| | |
|---|---|
| Looking West on Wisconsin Avenue | West Wisconsin Avenue |
| http://www.themakingofmilwaukee.com/classroom/photo_large.cfm?cat=11&p=603 | https://www.bizjournals.com/milwaukee/blog/2015/07/why-we-keep-talking-about-west-wisconsin-avenue.htm |

Jackson Park

| THEN | NOW |
|---|---|
| Signs for Southgate Shopping Center | Signs for Southgate Shopping Center |
| https://www.wisconsinhistory.org/Records/Image/IM41145 | http://www.gntoday.com/news/local_stories/2016/06/03/2016-06-03-officials-looking-at-options-for-4-miles-of-south-27th-street-corridor.asp |

3. *After* the students have accessed an historic Milwaukee neighborhood past and present day image, they take notes to address the following questions:
 - What do these images tell you about this neighborhood in Milwaukee in the past and today?
 - What is similar and/or different about the images?
 - Do the images show change, continuity, or both change and continuity in this neighborhood?
 - Why do you think there has been change, continuity, or both change and continuity in this neighborhood?

4. Ask students to share their responses with the rest of the class through a presentation format (e.g. slide show), a formal essay, or informally through discussion.

5. The teacher may conclude this activity by asking students to use their discussion to more broadly think about the answers to this question:
 - a. How has the greater Milwaukee community changed and stayed the same? Change or continuity? Why?

Ackerman, S. (2014). *Milwaukee: Then and Now*. Pavilion: NY. ISBN: 978-1909815087

Learning Outside the Classroom Activities

Learning Outside the Classroom 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.

LEARNING OUTSIDE THE CLASSROOM ACTIVITY 1: MILWAUKEE NEIGHBORHOOD ORGANIZATIONS/GROUPS – SO WHAT? NOW WHAT?

This activity will help students learn about Milwaukee neighborhood organization/s. Students will learn ways those organizations work to celebrate and/or improve Milwaukee neighborhood/s.

1. Inform students that *many Milwaukee neighborhoods have neighborhood groups and associations. Neighborhood associations are groups of people who live or own property in a neighborhood who form an organization to improve or make changes to their neighborhood, plan neighborhood events, or celebrate the positive features of their neighborhood.*
2. Direct students to take brief notes to answer the following questions on the various Milwaukee neighborhood groups/ associations found here: <http://city.milwaukee.gov/NeighborhoodGroups>
 - What is the goal and/or mission of the neighborhood organization?
 - What celebrations/events does the organization plan?
 - What are some of the major issues facing the neighborhood?
 - What are initiatives the organization seems to care most about?
3. Decide which neighborhood organization to invite by taking a vote or students choose 3 they would be interested in and then the teacher chooses from the top three.
4. **BEFORE** the Neighborhood representative arrives, ask students to:
 - a. Speculate what neighborhood celebrations/changes the organization might be addressing.
 - b. Create questions to ask the neighborhood representative. Examples may include:
 - How does your organization plan and prioritize celebrations/initiatives?
 - What resources (human and material) does your organization draw upon?
 - How might your association communicate a proposal with a city official or foundation representative to solicit support and necessary resources to accomplish your goals?
 - How can someone my age participate in your organization?
5. **AFTER** the neighborhood representative presentation, summarize and reflect. Then ask students:
 - a. Do you feel you could be part of a neighborhood organization that plans celebrations or addresses significant neighborhood issues? Why? Why Not?
 - b. What kind of organization might interest you? Why?

LANGUAGE ARTS EXTENTION: Students **write and deliver a speech** that identifies:

- a) A **POSITIVE** characteristic or **PROBLEM** I would like to address in my neighborhood/city. Why?
➤ (Use evidence/data to back your claim that this is a significant issue.)
- b) The **POSSIBLE** ways I can begin to address those issues through celebrations or changes.
- c) The **POWER**, my action plan, to address the issues through a **SERVICE LEARNING PROJECT**. SEE APPENDIX F.

d) **LEARNING OUTSIDE THE CLASSROOM ACTIVITY 2: SERVICE LEARNING PROJECT**

➤ GO TO APPENDIX F

**For complete instructions, teaching strategies and activities that support students as they:
DEVELOP A SERVICE LEARNING PLAN,
PARTICIPATE IN A SERVICE LEARNING PROJECT, and
REFLECT ON THE SERVICE LEARNING PROJECT**

Appendix F includes:

- I. **Service Learning Steps and Process**: This document outlines the basic ordered steps for a service learning project.
- II. **Human Rights Grid with Project Options**: The grid offers different action items/ options to teachers and their students.
- III. **Service Learning Community and Local Connections**: Potential Milwaukee Area resources teachers can tap to support service learning projects.
- IV. **Service Learning Tips and additional Action Step Considerations**: Additional information about steps that can be taken for the action stage. These tips provide students with options and explanations as well as general guidelines.
- V. **Reflection Options**: Options and explanation for student reflection to use throughout and after the service learning project

********For Additional Service Learning Starter Activities that*****
introduce service learning projects related to Human Rights***

GO TO: *Speaking Rights: A Human Rights education toolkit for youth – 13 to 17*
<https://equitas.org/wp-content/uploads/2011/01/SpeakingRightsSample.pdf>

Learning through Artistic Expression

LEARNING THROUGH ARTISTIC EXPRESSION 1: BRIDGES – DIVISIONS or CONNECTIONS?

1. After viewing the film, *The Making of Milwaukee: the Next Chapter*, ask students to engage in a “Fast Draw”; to create a visual that represents their thinking about this question:
 - a. **What do the bridges in downtown Milwaukee symbolize?**
2. Ask students to share their visual representation and their rationale for the representation.
3. For additional historical information on the Bridges and Milwaukee Bridge War, go to an earlier film in “*The Making of Milwaukee*” series: *Video Chapter 2: New Frontiers*. View the film and then have a further discussion on the question above.

➤ **GO TO:** themakingofmilwaukee.com

LEARNING THROUGH ARTISTIC EXPRESSION 2: THE MAKING OF NEIGHBORHOOD POSTERS IN MILWAUKEE: “THE NEXT PRINTS”

1. Begin a discussion with the students focused on one of the **Essential Questions** for this unit:
 - **“What makes a place a neighborhood?”**

Expect a range of answers as there is no one right answer to this question.

2. Have students recall content about different neighborhoods from *The Making of Milwaukee: The Next Chapter*: **Downtown, the East Side, Brewer’s Hill, Riverwest, Halyard Park, Lindsay Heights, the Third Ward, Walker’s Point, the Historic South Side, Bay View, and the Menomonee Valley.**

Additional information about these neighborhoods and other neighborhoods in Milwaukee can also be found in [Milwaukee: City of Neighborhoods](#) by John Gurda

(Milwaukee: Historic Milwaukee Incorporated) © 2015.

3. Explain that during the 1980's, the city of Milwaukee commissioned artist **Jan Kotowicz** to create a series of posters representing the different Milwaukee neighborhoods. Local historian, **John Gurda**, the narrator of *The Making of Milwaukee: The Next Chapter*, wrote a history of these same neighborhoods on the back of each poster. The front side of the posters can be found here:

➤ **GO TO:** <http://city.milwaukee.gov/posters#.WVmyYojyuM8>

4. Ask students (individuals, pairs or small groups) to choose a Milwaukee neighborhood and redesign the neighborhood poster focusing on a significant aspect of the neighborhood. (utilizing sketches, photographs, watercolors, colored pencils, markers,)

LANGUAGE ARTS EXTENSIONS

- ✓ **WRITING:** Students write a brief summary about what they've chosen to represent about their neighborhood on the back of the poster. At the end of the summary, they identify one positive thing they would like to celebrate about their neighborhood and one thing they would like to see changed, improved, or added to their neighborhood to make it a better place to live and work.
- ✓ **SPEAKING:** Students present their posters to the class. The teacher might end the activity by leading a large group discussion with students to address these two questions:
 - What do some of the neighborhoods have in common?
 - What makes some of the neighborhoods unique or special?

POSTERS ARE EXHIBITED!!! Students serve as docents in an exhibition to explain their designs.

Learning through Literature

SEE APPENDIX A for ANNOTATED LITERATURE SELECTIONS for CITIES, NEIGHBORHOODS, IMMIGRATION AND COMMUNITY SERVICE

***NOTE TO TEACHERS:** Should you decide to engage in analysis of Milwaukee data and a service learning project, consider incorporating notable literature to portray how people (including young people) have acted to address community/national issues. Young adults don't automatically know what to do to engage in their communities and often have a sense of helplessness/frustration when they have not systematically learned about community service.*

Incorporate reading/literature options in the following ways:

1. **Teacher Read Alouds:** Choose excerpts from notable books to read for 5-10 minutes each day. Use picture books. They're focused, artistic, and thought provoking. **NOT JUST FOR LITTLE KIDS.**

2. Individual Reading Assignment: Each student chooses a book to read and either writes a summary that highlights the ways people were actively involved in their community to address significant social issues. Or, students could briefly present what they learned to the class or their small data group, thereby helping classmates become aware of various significant social issues and strategies.

3. Literature Circles/Book Club: The students are divided into small groups to read the same book. *(If you are studying district data sets, (film response activity 2 & 3) the data group might also serve as a class circle.* Students are assigned a number of pages to read each night with time set aside in class to process the book twice each week for 15 minutes each time. For each literature circle meeting students:

- a. Engage in round robin storytelling to summarize/highlight assigned reading.
- b. Identify the significant issues, how people addressed the issues and what they hoped to accomplish.
- c. Discuss whether or not they could see themselves doing the same thing and how they might do something similar in Milwaukee.

Milwaukee Trivia

This **Milwaukee Trivia** activity is a quick tool to engage students in thinking about their knowledge of Milwaukee. The activities are not necessarily based on the content of the Video Chapter but require students to test their knowledge from various resources.

TRIVIA ACTIVITY: A MAKING OF MILWAUKEE NEXT CHAPTER KAHOOT GAME

The following questions can be used in conjunction with the computer game Kahoot or can be given to students without using as part of Kahoot.

1. Which of the following was the name of the Act in Wisconsin that ended collective bargaining for public employee labor unions and led to a recall of Governor Scott Walker?
 - A. Act 10
 - B. The Collective Bargaining Repeal Act
 - C. Act 2012
 - D. The Better Wisconsin Act

2. TowerAutomotives, which shut its doors in 2006, representing the continued decline of industry in Milwaukee was located on the site of which former Milwaukee industry?
 - A. Falk Manufacturing
 - B. Miller Brewery
 - C. A.O. Smith
 - D. Harley Davidson

3. In 2009, the second year of the Great Recession, where did Milwaukee rank nationally in term of its poverty rate?
 - A. First
 - B. Fourth
 - C. Twelfth
 - D. Twentieth

4. Which of the following breweries did Miller Brewery merge with in 2008?
 - A. Budweiser Brewery
 - B. Lakefront Brewery
 - C. Coors Brewery
 - D. Pabst Brewery

5. Which of the following manufacturers no longer has factory workers producing goods at its company in Milwaukee:
 - A. Harley Davidson
 - B. Falk Manufacturing
 - C. MillerCoors Brewing
 - D. Rockwell Automation

6. Which of the following neighborhoods in Milwaukee witnessed a major riot in 2016 due to a police shooting?
 - A. Lindsay Heights
 - B. Sherman Park
 - C. The Historic Third Ward
 - D. Bay View

7. Which of the following neighborhoods in Milwaukee has witnessed the creation of the Walnut Way Center to promote urban health and agriculture?
 - A. Lindsay Heights
 - B. Halyard Park
 - C. Riverwest
 - D. The Historic South Side

8. Which of the following Milwaukee companies has built a million square foot high rise tower employing Milwaukee residents for at least 40 percent of the project's construction hours?
- A. Johnson Controls
 - B. Manpower Group
 - C. Northwestern Mutual
 - D. Master Lock
9. The most recent newcomers to Milwaukee are coming mostly from all of these countries EXCEPT:
- A. Mexico
 - B. India
 - C. Germany
 - D. Somalia
10. Which of the following neighborhoods in Milwaukee is most known for its Latino culture and character?
- A. Brewer's Hill
 - B. Halyard Park
 - C. The Menominee Valley
 - D. Walker's Point

Timeline Information

The **Timeline Information** that follows fits with the series but is relevant to *The Making of Milwaukee: The Next Chapter*.

| | |
|--------|--|
| 2004 - | Facebook founded |
| 2005 - | YouTube founded |
| 2006 - | Twitter founded Former Pabst Brewery complex begins redevelopment Deadly explosion at Falk Manufacturing Tower Automotive, the successor of A.O. Smith shuts its doors |
| 2007- | Summerfest celebrates its 40 th Anniversary |
| 2008 - | Election of President Barack Obama Beginning of the "Great Recession" Harley Davidson Museum opens Formation of Miller Coors created as joint venture from the Miller and Coors companies Completion of the renovation of the Marquette Interchange |
| 2009- | Milwaukee's poverty rate jumped from eleventh to fourth in urban America |
| 2010- | Election of Wisconsin Governor Scott Walker Rockwell Automation, the former Allen-Bradley, ends factory production in Milwaukee |
| 2011- | Wisconsin Legislature Passes Act 10 – mostly eliminating collective bargaining for public employee unions Green Bay Packer Super Bowl victory Chris Abele elected as Milwaukee County Executive Bucyrus International, mining equipment manufacturer since 1893 is acquired by Caterpillar Inc. |
| 2012- | Failed recall against Wisconsin's Governor Scott Walker |
| 2013- | Milwaukee's city suburban poverty disparity is one of the worst in the nation |
| 2014- | Milwaukee Bucks sold for more than half billion dollars Potawatomi Hotel opens First building completed in Milwaukee's Century City development on the former site of Tower Automotive factory |
| 2016- | Groundbreaking on new Milwaukee Bucks stadium Riots due to a police shooting break out in the Sherman Park neighborhood |
| 2017- | Northwestern Mutual Tower and Commons completed |

Timeline Activities

Use the following activities to engage students with the timeline:

TIMELINE ACTIVITY 1: THE BEST OF TIMES – THE WORST OF TIMES IN MILWAUKEE

The timeline highlights events that have had both a positive impact on Milwaukee in the past ten years and some of the challenges the community has faced as well.

1. Have students create a chart with three columns: **Positive, Challenges, and Both Positives and Challenges.**
2. Then have students categorize the events in the timeline according to what they perceive as Positive, Challenges, and Both Positives and Challenges and to be prepared to explain their reason(s) for categorizing the events as such.
3. The teacher leads a full class discussion based on student responses, OR, if students work in small groups, have representatives from each group put their responses on the board and be ready to explain the rationale for their categorization choices.

TIMELINE ACTIVITY 2: THE ROOTS OF MILWAUKEE’S PAST IN THE PRESENT

1. Have students examine a timeline from a previous *Making of Milwaukee* Curriculum unit. It might be best to break students into groups and have them focus on a specific unit.
 - **GO TO: themakingofmilwaukee.com**
 - **IN THE CLASSROOM SECTION to find the 5-12 Curriculum.**
 - **Timelines are toward the end of each Chapter**
2. After students have an opportunity to examine a previous timeline of an earlier time, instruct students to choose an event or group of related events from the more current timeline above from *The Making of Milwaukee: The Next Chapter* that they feel were the most direct effect of events from the previous *Making of Milwaukee* Curriculum unit.

For example, in the unit Modern Milwaukee, the timeline indicates that from 1950-1957 eight new Milwaukee suburbs appeared. Milwaukee’s city suburban poverty rate being one of the worst in the nation in 2013 in the timeline above would be a direct effect of this occurrence from 1950-1957.

3. If students cannot find direct cause and effect relationships between past timelines and the timeline above have them consider and write what they think might be a cause/effect relationship between an event or group of events above and previous events or occurrences in Milwaukee’s

past. This may be a result of events or occurrences within the same time period. For instance, events like Tower Automotive closing its doors in 2006 was one of multiple contributing factors to Milwaukee's poverty rate being so high by 2009.

4. Then have students share their ideas with the rest of the class. One way to display this on the board or in front of the class would be to divide the events into broader themes like poverty, sports, industry, political events, etc. and have students list cause and effect relationships they discovered under these headings. Otherwise, the teacher may lead a full class discussion of student findings.

Discussion Questions

The following questions go with *The Making of Milwaukee: The Next Chapter*

➤ **GO TO: MPTV.com**

- **To locate the film, Search *The Making of Milwaukee: The Next Chapter***

These questions focus on **understanding main ideas** in the video:

1. What were some key national changes that occurred from 2006-2016?
2. What were some key changes in the state of Wisconsin that occurred from 2006-2016?
3. How changes in technology have impacted people's lives from 2006-2016?
4. What types of gaps and differences have grown from 2006-2016 between Milwaukee County and the counties that border Milwaukee County?
5. What types of economic hope, construction, and development occurred in Milwaukee from 2006-2016?
6. What are some of the main characteristics of the different neighborhoods discussed in the video from 2006-2016?
7. How has the loss of manufacturing jobs impacted the city of Milwaukee from 2006-2016?
8. How has Milwaukee continued to develop and expand industries and manufacturing from 2006-2016?
9. Who are the new wave of immigrants that have come to Milwaukee from 2006-2016?
10. What are some of the most significant factors in shaping Milwaukee's future according to video?

These questions focus on **critical thought and analysis** from the video:

1. What has been the most significant change in Milwaukee from 2006-2016? What has stayed the same the most from 2006-2016? Has there been more change or continuity in Milwaukee from 2006-2016?
2. How have Milwaukee's neighborhoods become more similar from 2006-2016? What have been key differences in Milwaukee's neighborhoods from 2006-2016?
3. How has immigration to Milwaukee from 2006-2016 differed from Milwaukee's earlier history? How has it been similar?
4. What are the most significant factors that have led to the growing divisions between the city of Milwaukee and its suburbs from 2006-2016? Between Milwaukee County and its neighboring counties from 2006-2016?
5. What would most help Milwaukee move forward to become more united and equitable with its suburbs and neighboring counties?

This final question prompts **reflection** on the significant issues highlighted in the video: *The Making of Milwaukee: The Next Chapter*.

In what ways could you become actively involved as a Milwaukee citizen to celebrate and/or help change our city?

Wisconsin Model Academic Standards (Grade 8)

The following standards are taught in the lesson series for *"The Making of Milwaukee: The Next Chapter:"*

| Content Standards—Social Studies | Performance Standards—Social Studies |
|----------------------------------|--------------------------------------|
|----------------------------------|--------------------------------------|

| | |
|--|--|
| <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;">Standard A: Geography</p> <p>A.8.1 Use a variety of geographical representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place</p> <p>A.8.5 Identify and compare the natural resource bases of different states and regions in the U.S. and elsewhere in the world.</p> <p>A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world</p> <p>A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals</p> <p>A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities</p> <p>A.8.11 Give examples of the causes and consequences of current global issues</p> |
| <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 style="text-align: center;">Standard B: History</p> <p>B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used</p> <p>B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians</p> <p>B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations</p> <p>B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues</p> <p style="text-align: center;">Standard C: Political Science & Citizenship</p> <p>C.8.7. Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate</p> <p>C.8.8 Identify ways in which advocates participate in public policy debates</p> |

| Content Standards: English | Performance Standards: English |
|---|---|
| <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>Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.</p> <p>Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.</p> | <p>Standard A: Reading/Literature</p> <p>A.8.1 Use effective reading strategies to achieve their purposes in reading</p> <p>A.8.2 Read, interpret, and critically analyze literature</p> <p>A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience</p> <p>A.8.4 Read to acquire information</p> <p>Standard B: Writing</p> <p>B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes</p> <p>B.8.2 Plan, revise, edit and publish clear and effective writing</p> <p>B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications</p> <p>Standard C: Oral Language</p> <p>C.8.1 Orally Communicate information, opinions, and ideas effectively to different audiences for a variety of purposes</p> <p>C.8.2 Listen to and comprehend oral communications</p> <p>C.8.3 Participate effectively in discussion</p> <p>Standard D: Language</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>Standard E: Media and Technology</p> <p>E.8.1 Use computers to acquire, organize, analyze and communicate information</p> <p>Standard F: Research & Inquiry</p> <p>F.8.1 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: Mathematics | Performance Standards: Mathematics |

| | |
|---|---|
| <p>Students in Wisconsin will draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written communication, and the use of appropriate technology, when solving mathematical, real-world* and non-routine* problems.</p> | <p>Standard A: Mathematical Processes</p> <p>A.8.1 Use reasoning abilities</p> <p>Standard E: Statistics & Probability</p> <p>E.8.2 Work with data in the context of real-world situations</p> <p>E.8.2 Organize and display data for statistical investigations</p> <p>E.8.4 Use the results of data analysis</p> |
| <p>Content Standards: Science</p> | <p>Performance Standards: Science</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>Standard C: Science Inquiry</p> <p>C.8.1 Identify questions they can investigate using resources and equipment they have available</p> <p>C.8.2 Identify data and locate sources of information including their own records to answer the questions being investigated</p> <p>C.8.3 Design and safely conduct investigations that provide reliable quantitative or qualitative data, as appropriate, to answer their questions</p> <p>C.8.4 Use inferences to help decide possible results of their investigations, use observations to check their inferences</p> <p>C.8.6 State what they have learned from investigations, relating their inferences to scientific knowledge and to data they have collected</p> |
| <p>Content Standards: Art</p> | <p>Performance Standards: Art</p> |
| <p>Students in Wisconsin will understand the value and significance of the visual arts, media and design in relation to history, citizenship, the environment and social development.</p> | <p>B.8.1 Explore how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs</p> <p>B.8.2 Recognize ways in which form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist</p> <p>B.8.3 Identify works of art and designed objects as they relate to specific cultures, times, and places</p> <p>B.8.4 Know ways in which art is influenced by artists, designers, and cultures</p> <p>B.8.5 Understand how their choices in art are shaped by their own culture and society</p> |

APPENDIX A: Annotated Literature Selections for Immigration and Community Service

***NOTE TO TEACHERS:** Should you decide to engage in an analysis of Milwaukee data and a service learning project, consider incorporating notable literature to portray how people (including young people) have taken action to address community/national issues. Young adults don't automatically know what to do to engage in their communities and often have a sense of helplessness/frustration when they have not systematically learned about community service.*

As the teacher, you could incorporate reading/literature options in the following ways:

- 1. Teacher Read Alouds:** Choose excerpts from notable books to read for 5-10 minutes each day. Use picture books. They're focused, artistic, and thought provoking. **NOT JUST FOR LITTLE KIDS.**
- 2. Individual Reading Assignment:** Each student chooses a book to read and either writes a summary that highlights the ways people were actively involved in their community to address significant social issues. Or, students could briefly present what they learned to the class or their small data group, thereby helping classmates become aware of various significant social issues and strategies.
- 3. Literature Circles/Book Club:** The students are divided into small groups to read the same book. *(If you are studying district data sets, (film response activity 2 & 3) the data group also serves as a literature circle.* Students are assigned a pages to read each night with time set aside in class to process the book twice each week for 15 minutes each time. For each literature circle meeting students:
 - a. Engage in round robin storytelling to summarize/highlight assigned reading.
 - b. Identify the significant issues, how people addressed the issues and what they hoped to accomplish.
 - c. Discuss whether or not they could see themselves doing the same thing and how they might do something similar in Milwaukee.

Fiction Literature on IMMIGRATION

(P=Picture Book, approx. 32 pages with meaningful/artistic illustrations ... NOT JUST for KIDS as the stories are focused, compelling and artistic.)

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

Danticat, E. (2015). *Mama's Nightingale: A Story of Immigration and Separation.* Penguin Group: NY. *Saya, a native Haitian, works to stay connected and free her mother from a detention center.* ISBN: 0525428097 P

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 P

Lai, T. (2011). *Inside Out and Back Again.* Harper Collins: NY. *A novel based on the author's personal experience leaving Vietnam and settling in Alabama.* ISBN: 978-0-06-196278-3

Munoz-Bean, P. (2003). *A Boy of Erlonde.* McCraw Hill Publishers: Columbus, OH. *To adjust to a new*

Munoz-Ryan, P. (2016). *Esperanza Rising*. McDougal Littell: NY. A novel based on the author's family immigration experience from Mexico to the U.S. — from riches to rags. ISBN: 978-04397-20425.

Oberman, S. (1994). *The Always Prayer Shawl*. Penquin Books: NY. *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 P

Pak, S. (2002). *A Place to Grow*. Scholastic Press: NY. *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 P

Polacco, P. (1998). *The Keeping Quilt*. Simon & Schuster. NY. *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 P

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

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

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

Ruurs, M. (2016). *Stepping Stones: A Refugee's Family Journey*. Orca Book Publishers: British Columbia, Canada. *A story of a Syrian refugee family who flees their village because of a civil war and sets out to walk to freedom in Europe*. ISBN: 978-1459814905 P

Sanders, Scott. (1997). *A Place Called Freedom*. Aladdin Paperbacks: NY. *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 P

Say, A. (1993). *Grandfather's Journey*. Houghton Mifflin: NY. *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 P

Stewart, S. (2012). *The Quiet Place*. Margaret Ferguson Books: NY. *Isabel and her family move from Mexico to the US and find unique ways to adjust*. ISBN: 978-0-3743-2565-7 P

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

Williams, K. (2007). *Four Feet: Two Sandals*. Eerdsmans Publishing: Grand Rapids, MI. *Inspired by a true story, two girls share sandals in a refugee camp waiting to hear of their relocation in America*. ISBN: 978-0802852960 P

Williams, K & Mohammed, K. (2009). *My Name is Sangoel*. Eerdsmans Books: Grand Rapids, MI. *Sangoel, a Sudanese refugee, moves to America where no one know how to pronounce his name*. ISBN: 978-0-8028-5307-3 P

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

Young, R. (2016). *Teacup*. Dian Books: NY. *A moving tale of an uncertain journey to a new land that is realistic and full of hope*. ISBN: 978-0735227774

Non-Fiction Literature on IMMIGRATION

- 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
- Alvarez, J. (2010). *Return to Sender.* Knopf Books: NY. *A moving story of undocumented workers from Mexico who help to save a Vermont farm.* ISBN: 978-0-375-85838-3
- De Capua, Sarah. (2002). *Becoming a Citizen.* Children's Press: NY. *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: NY. *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: NY. *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 *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: NY. *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.: NY... *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: NY. *A girl of seven tells her story of emigrating to the U.S. from Israel.* ISBN. 1-55037-396-X
- National Geographic. (2009). *Denied, Detained, Deported: Stories from the Dark side of Immigration.* *History comes alive in the stories of 8 immigrants facing great obstacles trying to live in America.* National Geographic Children's Books: Washington, D.C. ISBN: 978-1-4263-0333-3
- Quiri, Patricia. (1998). *Ellis Island.* Children's Press: N. *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: NY. *Over 100 photographs and illustrations from the Library of Congress.* ISBN: 0-06-024598-5
- Smith, D. (2002). *If America Were a Village: A Book about the People of the U.S.* Kids Can Press: Toronto, ON. *The world in miniature helps to see all of humanity living on Earth.* ISBN: 978-1-55453-344-2
- Whitman, Sylvia. (2000). *Immigrant Children.* Carolrhoda Books: Minneapolis, MN. *Black and white photographs of various immigrant children during the 19th century. Timeline and additional resources noted.* ISBN: 1-57505-395.
- Silverman, E. (2014). *Liberty's Voice: The Emma Lazarus Story.* Puffin Books: NY. *A biographical story of Emma Lazarus who wrote the poem inscribed on the Statue of Liberty about welcoming immigrants to the US.* ISBN: 978-0-5254-7859-1
- Williams, M. (2005). *Brothers in Hope: The Story of the Lost Boys of Sudan.* Lee and Low Books: NY. *Sudanese boys walk 1,000 miles to escape a civil war and find a camp for refugees.* ISBN: 1-58430-232-1

Fiction Literature on COMMUNITY ENGAGEMENT/SERVICE

Clinton, H. (2017). *It Takes a Village*. Simon & Schuster: NY. *This book depicts a multicultural American populations working together toward a constructive goal.* ISBN: 978-1481430876

Lee, S. & Lee, T. (2011). *Giant Steps to Change the World*. *A motivational book that highlights past heroes who overcame hurdles to accomplish great things.* ISBN: 978-0689868153 P

Non-Fiction Literature on COMMUNITY ENGAGEMENT/SERVICE

Abramson, J. (2009). *Obama: the Historic Journey*. Calloway: NY. *The historic rise and election of Barack Obama.* ISBN: 978-0-670-01208-4

Baby Professor. (2017). *Native American Rights: The Decades old Fight*. Speedy Publishing: Newark, NJ. *A Civil Rights book for children, beautifully illustrated.* ISBN: 978-1541910386.

Bernier-Grand, C. (2010). *Sonia Sotomayor: Supreme Court Justice*. Essential Library. *The story of a young Puerto Rican girl who grows up in the Bronx to become a U.S. Justice in the Supreme Court.* ISBN: 978-0-7614-5795-4

Clinton, C. (2017). *She Persisted: 13 American Women Who Changed the World*. Philomel Books: NY. *13 inspirational stories of American women who never stopped believing in their goals.* ISBN: 978-1524741723

Hooks, G. (2017). *If You Were a Kid in the Civil Rights' Movement*. Scholastic Books: NY. *Two young girls attending a segregated school find themselves in the middle of a civil rights' demonstration and realize change is coming.* ISBN: 978-0531223840.

Levine, E. (1993). *Freedom's children: Young Civil Rights Activists Tell their own Stories*. Puffin Books: NY. *Stories of young civil rights activists.* ISBN: 978-0698118706

Mandela, N. (1995). *A Long Walk to Freedom*. Back Bay Books: NY. *An autobiography of Nelson Mandela that chronicles his life and fight against apartheid in South Africa.* ISBN: 10-316-548189-6

Mayer, R. (2008). *When the Children Marched: The Birmingham Civil Rights Movement*. Enslow Publishers: NY. ISBN: 978-0766029309.

Pinkney, A. (2010). *Sit In: How Four Friends Stood Up by Sitting Down*. Little Brown Books: NY. *What four black college students accomplished for civil rights by sitting down at a lunch counter.* ISBN: 978-0-316-07016-4

Paul, M. (2015). *One Plastic Bag*. Milbrook Picture Books: NY. *A story of Gambian women who transformed their community as they addressed the problem of discarded plastic bags.* ISBN: 978-11467716086

Rappaport, D. (2014). *Beyond Courage: the Untold Story of Jewish Resistance During the Holocaust*. Candlewick: Somerville, MA. *A deeply researched book that describes Jewish resistance throughout Europe.* ISBN: 978-0-7636-2976-2

Reedy, T. (2011). *Words in the Dust*. Arthur Levine Books: NY. *The life struggles of a girl in Afghanistan faced with a physical deformity and the Taliban.* ISBN: 978-0-545-26125-8

Rubel, D. (2010). *If I Had a Hammer: Building Homes and Hope with Habitat for Humanity*.

Shange, N. (2009). *We Troubled the Waters.* Harper Collins Publishing: NY. *Beautiful poetry and illustrations bring the Civil Rights Movement to life.* ISBN: 978-0-06133737-6

Shelton, P. (2013). *Child of the Civil Rights' Movement.* Dragonfly Books: NY. *Andrew Young's daughter captures her childhood during the Civil Rights' Movement.* ISBN: 998-0-385376068

Silverman, E. (2014). *Liberty's Voice: the Emma Lazarus Story.* Puffin Books: NY. *A biographical story of Emma Lazarus who wrote the poem inscribed on the Statue of Liberty about welcoming immigrants to the US.* ISBN: 978-0-5254-7859-1

Sotomayor, S. (2014). *My Beloved world.* Vintage Books. *The autobiography of a Puerto Rican woman who grows up in the Bronx and becomes a Justice in the U. S. Supreme Court.* ISBN: 978-0345804839

Tonatiuh, D. (2014). *Separate is Never Equal: Sylvia Mendez and her Family's Fight for Desegregation.* Harry Abrams: NY. *The Mendez family moved from Mexico to California and had to fight to send their child to a neighborhood school.* ISBN: 1419710540

Van Wyk, C. (2009). *Nelson Mandela: Long Walk to Freedom.* Little Brown Co: Boston, MA. *An abridged and illustrated picture book of the South African leader, Nelson Mandela's autobiography. Mandela fought the inherent injustices of apartheid.* ISBN: 978-1-59643-566-7

Walker, P. (2009). *Remember Little Rock: The Time, The People, and The Stories.* National Geographic Society: Washington, DC. *Interviews portray the struggles to integrate Little Rock High School in 1957.* ISBN: 978-1-4263-0402-6

We Are What We Do. (2010). *31 Ways to Change the World.* Candlewick: Somerville, MA. *Ideas for and by children on how to promote change.* ISBN: 978-0-7636-4506-9.

Weatherford, C. (2004). *The Greensboro Sit-Ins.* Puffin Books: London: UK. *When Connie sees four young African American college students take a stand at a lunch counter, she realizes change is coming.* ISBN: 978-0142408980

Weatherford, C. (2015). *Voice of Freedom: Fannie Lou Hamer.* Spirit of the Civil Rights Movement. Candlewick Press: Somerville, MA. *A biography in poems about Fanny Lou Hamer who actively fought for African American voting rights in the 1900s.* ISBN: 978-0-7636-6531-9.

Whitman, Sylvia. (2000). *Immigrant Children.* Carolrhoda Books: Minneapolis, MN. *19th Century immigrant children photographs. Timeline and additional resources noted.* ISBN: 1-57505-395.

Williams, M. (2005). *Brothers in Hope: The Story of the Lost Boys of Sudan.* Lee and Low Books: NY. *Sudanese boys walk 1,000 miles to escape a civil war and find a camp for refugees.* ISBN: 1-58430-232-1

Yousafzai, M. (2013). *I am Malala: The Girl who Stood up for Education and was Shot by the Taliban.* CPI Group: Croydon, UK. *A young girl stands up for girls' rights in Pakistan and is shot by the Taliban.* ISBN: 978-9-29787091-3

APPENDIX B: Milwaukee Aggregate Data

The following visual and numerical data provides various information to help HIGH SCHOOL students consider the positive and challenging aspects of life in Milwaukee. The data is NOT all-inclusive. It should be considered a springboard for helping high school students think about what can be done to both CELEBRATE and CHALLENGE Milwaukee. Students should be encouraged to add to and update this data at ALL times.

DATA LIMITATIONS to SHARE WITH HIGH SCHOOL STUDENTS

1. All data is a “snapshot.” A specific piece of DATA is ONE aspect of life in Milwaukee. You can NOT use one statistic to define all of Milwaukee.
2. Data is never static. It changes every day.
3. People need to question the origins of data.
 - a. Where did it come from? Who sponsored/paid for the data collection?
 - b. Who collected, published, drew conclusions and formed opinions from this data? Why?
4. People need to question the quality of data.
 - a. How old is the data?
 - b. Were the people who collected the data qualified? How did they try to be objective?
 - c. Were the number of samples or populations researched sufficient?

CAUTION TEACHERS: DO NOT SHARE CHALLENGING MILWAUKEE DATA unless you provide students with an opportunity to do something positive to help students respond to the data in a proactive way, ways that will build a sense of agency, such as:

- A. Inviting a Milwaukee neighborhood organization to class to discuss student concerns/questions about an issue or to describe their organization. SEE FILM RESPONSE ACTIVITY 4: Pt. I & Pt. II
- B. Reading literature selections that portray great people/leaders who have engaged in community service/ action. SEE APPENDIX A
- C. Engaging in a SERVICE LEARNING PROJECT. SEE APPENDIX E.

MILWAUKEE WORLD CLASS DISTINCTIONS to CELEBRATE

Fresh Water Lake (Lake Michigan)

www.misogranatamich.edu/explore/ahost-the-great-lakes/lake-michigan/



Fresh Water Beach (Bradford Beach, 10 Best US Urban Beach)

http://m2.lphouse.com/a/4/3/0/5/2730/1/102631082.YET3/0aE.IMG_3146.JPG



Milwaukee Public Library System

<https://www.en.wikipedia.org>



Milwaukee Public Museum

https://www.wiki/Milwaukee_Public_Museum



Major League Baseball Team – BREWERS

<https://www.ballparksbaseball.com>
[bmsch.com/brewers-logo-wallpaper.html](https://www.ballparksbaseball.com/bmsch.com/brewers-logo-wallpaper.html)



Major Leagues Basketball Team – BUCKS

<https://www.nba.com/bucks/press/arena/>
www.nba.com/bucks/history/logo/



Milwaukee Art Museum (Calatrava Design)

www.december.com/places/mke/album/mamp.htm



County Park System (140+ parks)

www.countymilwaukee.gov/parks



2nd Highest Number of Manufacturing Jobs in U.S.

Harley Davidson
www.harley-davidson.com



Miller Coors
www.alamy.com



Briggs & Stratton
www.briggsandstratton.com



Rexnord Gear (Falk)
<https://www.wisconsinhistory.org>



Mitchell International Airport

<https://www.airportia.com/unitedstates/general-mitchell-international-airport/photos>



Milwaukee Amtrak Railroad Station

www.Urbanmilwaukee.com/2016/06/27/eyes-on-milwaukee



Universities & Colleges



"Google" college name plus the word, "logo." For example, "Google:" UW-Milwaukee logo

Home of Wisconsin State Fair

Wisstatefair.com/wsf/logo/



Home of Oldest Bowling Alley in U.S.

www.atlasobscura.com/places/holler-house



Home of Frozen Custard

https://en.wikipedia.org/wiki/Frozen_custard



TOP 15 Emerging Downtowns in U.S. (according to www.forbes.com)

www.history.com/topics/u-s-states/wisconsin/pictures/wiscon/downtown-milwaukee

<https://www.shutterstock.com/search/Milwaukee>



Historic Landmarks/Historic Building Preservation

Water Tower



www.alamy.com

Mitchell Bldg.



www.historic-structures.com

City Hall



www.theclio.com

Northwestern Mutual



www.alamy.com

Germania



www.emporis.com

Milwaukee, City of Festivals



"Google" festival name plus the word, "logo." For example, "Google!" Milwaukee German Fest logo.

What else do you think is worth celebrating in Milwaukee?
Find images that portray your choices.

**Milwaukee's Diversity, A City of Immigrants:
Languages Spoken by Students in Milwaukee Public Schools -- Fall, 2017**

| | | | |
|---|-----|--|----|
| African: <i>Other</i> | 18 | Lao | 36 |
| Akan (Asante, Asanti, Ahsanti, Twi) | 1 | Maay | 77 |
| Albanian, Gheg (Kosovo) | 6 | Malay | 77 |
| Albanian, Tosk | 2 | Malayalam | 1 |
| American Sign Language | 2 | Mandinka (Manding, Mandingo, Mandingue, Mandique) | 10 |
| Amharic | 7 | Manya (Manya Kan, Mandingo) | 3 |
| Arabic | 351 | Masalit | 4 |
| Arabic, Standard | 5 | Mixtec, Mixtepec (Eastern Juxtlahuaca, Mixtec, Mixt) | 2 |
| Arabic, Sudanese Spoken (Khartoum Arabic) | 2 | Nepali | 4 |
| Armenian | 1 | Oriya | 2 |
| Bengali | 7 | Panjabi, Eastern (Panjabi, Gurmukhi, Gurmukhi) | 15 |
| Burmese | 636 | Punjabi, Western | 2 |
| Cebuano (Bisayan, Visayan) | 3 | Pashto, Central (Mahsudi) | 2 |
| Chin, Haka | 76 | Pashto, Northern (Pakhto, Pashtu, Pushto, Yusufzai) | 3 |
| Chinese: Mandarin | 5 | Polish | 2 |
| Chinese: Other | 3 | Portuguese | 2 |
| Crow | 1 | Rundi, (Kirindi, Urundi) | 2 |
| Ebira | 5 | Russian | 4 |

| | | | |
|---------|--------|----------------------|----|
| English | 63,820 | Rwanda (Kinyarwanda) | 12 |
|---------|--------|----------------------|----|

| | | | |
|---|-------|---|-------|
| Farsi Eastern (Persian, Dari, Parsi) | 1 | Serbian | 16 |
| Farsi Western (Persian, Parsi, Iranian) | 1 | Somali | 216 |
| Filipino (Pilipino) | 1 | South Asian: Other | 1 |
| French | 28 | Spanish | 8,865 |
| Ganda | 2 | Swahili (Kiswahili, Kiswaheli) | 99 |
| German | 2 | Tagalog | 4 |
| Gujarati | 5 | Tamil | 5 |
| Haitian (Creole, Haitian Creole) | 3 | Telugu | 3 |
| Hausa | 2 | Thai | 5 |
| Hindi | 8 | Tigrigna (Tigrinya, Tigray) | 12 |
| Hmong | 1,481 | Ukrainian | 1 |
| Ibo (Igbo) | 4 | Urdu | 70 |
| Indonesian (Bahasa Indonesian) | 1 | Vietnamese | 24 |
| Karen, S'gaw | 551 | Wolof (Ouolof, Volof, Walaf, Waro-Waro, Yallof) | 1 |
| Kaya, Eastern (Karenni, Karennyl, Kayah Li Kayay) | 5 | Wolof, Gambian | 1 |
| Khmer (Cambodian, Central Khmer) | 4 | Yoruba | 2 |
| Khmu | 1 | | |
| Kunama | 9 | | |
| Kurdish (Central) | 7 | | |
| Kurdish (Northern) | 1 | | |

MILWAUKEE DISTINCTIONS to CHALLENGE and CHANGE

Milwaukee is the 5th poorest US city

Sanburn, Josh. "This is the Poorest Big City in the U.S." TIME Magazine 17 Sept. 2013; based on US Census Bureau, American Community Survey 2014 data

29.4% of Milwaukee people live in poverty.

43.3% of Milwaukee children live in poverty.

United States Census Bureau / American Fact Finder. "S1701 Poverty Status in the Past 12 Months" 2009 - 2014 American Community Survey; U.S. Census Bureau's American Community Survey Office, 2014. Web. 7 March 2016.

<http://archive.fonline.com/news/us/country/poverty-overseas-us-country-rank-highest-level-in-10-years-699676479-1-170137181.html>

Milwaukee has the greatest segregation between rich & poor than any other metro region.

Florida, Richard and Charlotta Melander. SEGREGATED CITY: The Geography of Economic Segregation in America's Metros. Toronto: Martin Prosperity Institute, Feb. 2015. Web. 7 Mar. 2016.

Milwaukee is the most segregated city in the US.

Jacobs, Harrison, Andy Kiercz, and Gus Lubin. "The 25 Most Segregated Cities In America." Business Insider, Business Insider, Inc., 22 Nov. 2013.

Wisconsin has been ranked the worst state in the country for racial disparities between black and white children.

Race for Results: Policy Report. Rep. Baltimore: Annie E. Casey Foundation, 2014.

Wisconsin has the highest incarceration rate for African American men in the U.S., with 12.8% (or 1 in 8) in state prison and local, nearly double the national average of 6.7%.

Half of African American men in their 30s in Milwaukee Co. have been in a state prison.

Pawasarat, John, and Lois M. Quinn. Wisconsin's Mass Incarceration of African American Males: Workforce Challenges for 2013. University of Wisconsin-Milwaukee. Employment and Training Institute, 2013.

The unemployment rate for black males (ages 25-54) in Milwaukee is 52.7%.

Levine, Marc. V. Race and Male Employment in the Wake of the Great Recession. University of Wisconsin - Milwaukee. Center for Economic Development, Jan. 2012.

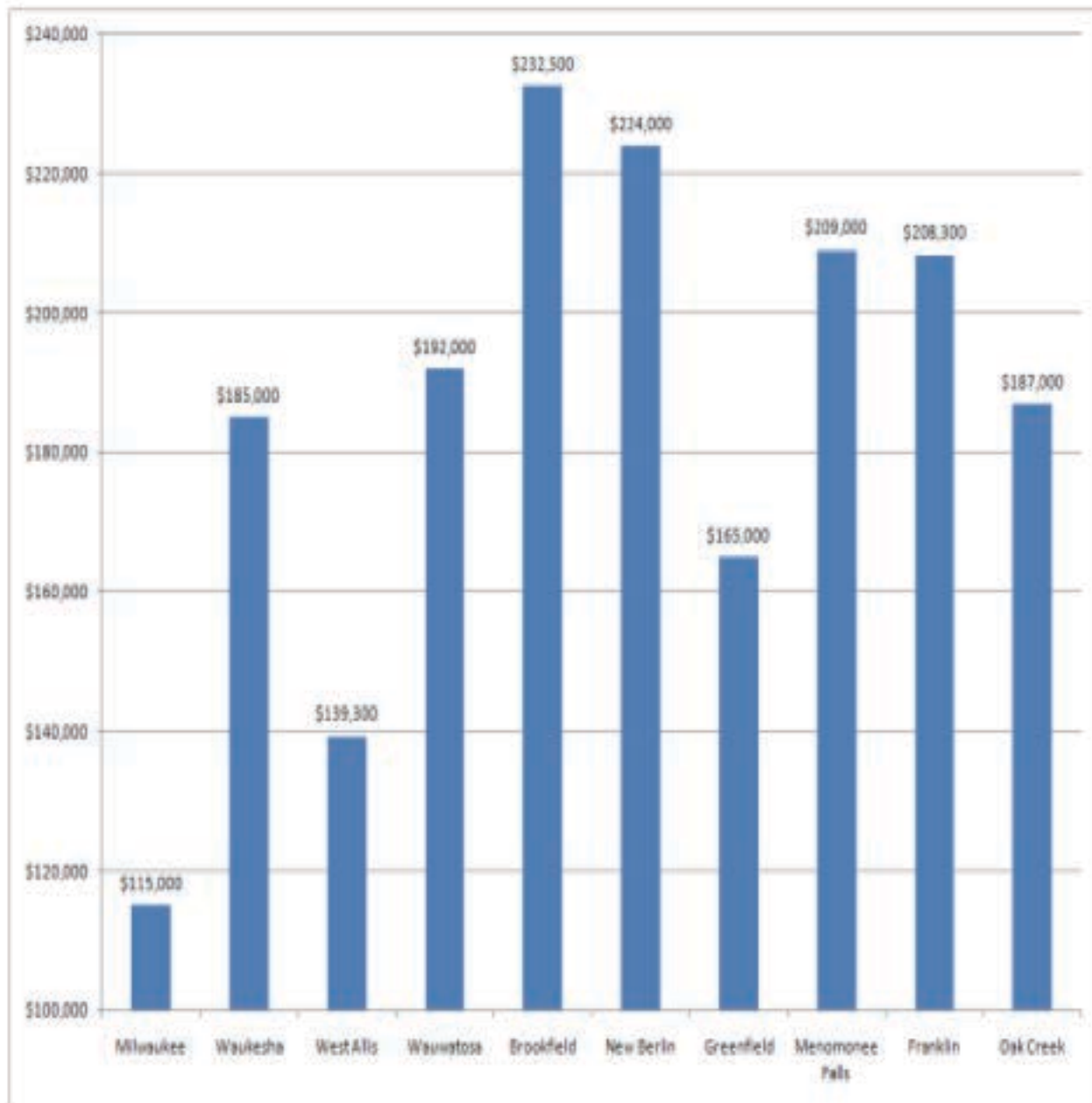
A nationwide FBI investigation in 2013 revealed that in one day, 10 Wisconsin children were rescued and 100 suspected traffickers were arrested, among the highest in the nation.

Weisberg, Louis. "Wisconsin Lawmakers Combat State's Growing Human-trafficking Problem." Wisconsin Gazette, Wisconsin Gazette, 9 Mar. 2014.

Milwaukee Homicide Review Commission revealed that 77 youth (ages 12-17 years) in Milwaukee were sex trafficked between 2010 and 2012.

Estimating the Number of Sex Trafficked Youth Using Contacts with the Milwaukee Police Department. City of Milwaukee. Milwaukee Homicide Review Commission in Consultation with Rethink Resources, 15 Apr. 2013.

INCOME DISPARITY between CITIES in MILWAUKEE & WAUKESHA COUNTIES



MILWAUKEE HOMICIDE RATES: 2005 – 2012

| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---------------------------|------|------|------|------|------|------|------|------|
| Homicides | 112 | 103 | 105 | 71 | 72 | 94 | 86 | 91 |
| Victims % | | | | | | | | |
| Black | 75% | 81% | 80% | 73% | 78% | 73% | 81% | 80% |
| % White | 10% | 5% | 11% | 15% | 10% | 15% | 5% | 6% |
| % Hispanic | 13% | 13% | 6% | 11% | 11% | 11% | 11% | 12% |
| Suspects % | | | | | | | | |
| Black | 81% | 86% | 81% | 75% | 87% | 77% | 93% | 75% |
| % White | 7% | 3% | 5% | 9% | 4% | 12% | 4% | 5% |
| % Hispanic | 11% | 11% | 10% | 15% | 9% | 11% | 4% | 19% |
| | | | | | | | | |
| Nonfatal Shootings | NA | 621 | 485 | 448 | 439 | 400 | 473 | 508 |
| Victims % | | | | | | | | |
| Black | NA | 86% | 84% | 88% | 87% | 84% | 86% | 88% |
| % White | NA | 6% | 4% | 5% | 5% | 5% | 5% | 5% |
| % Hispanic | NA | 7% | 9% | 8% | 8% | 10% | 8% | 6% |
| Suspects % | | | | | | | | |
| Black | NA | 87% | 85% | 89% | 83% | 91% | 92% | 89% |
| % White | NA | 3% | 2% | 2% | 2% | 2% | 4% | 2% |
| % Hispanic | NA | 10% | 12% | 8% | 14% | 8% | 5% | 7% |

Breakdown of the Milwaukee Homicide Review Commission data from 2005-2012, by race, for homicide victim/suspect and nonfatal shooting victim/suspect

<http://www.city-data.com/crime/crime-Milwaukee-Wisconsin.html>

For ADDITIONAL MILWAUKEE CURRENT DATA GO TO

www.jsonline.com

<http://www.city.milwaukee.gov>

www.city-data.com

<https://www.census.gov/data.html>

APPENDIX C: MILWAUKEE DISTRICT IN-DEPTH DATA ANALYSIS ACTIVITIES, Pt. I & II

MILWAUKEE DISTRICT DATA: “DATA SPEAK” and ANALYSIS, Pt. I “Teacher Models Reading and “Data Speak”

In this in-depth data analysis activity, the teacher models how to *“read and speak data”*, make inferences and ask questions based on the Milwaukee Police District Data for District #1. Milwaukee District #1 data is **disaggregated & aggregated data** that represents the Downtown and East Side on **demographics, housing and community development, neighborhood quality of life, and public safety**. District #1 **disaggregated & aggregated data** can be used as a comparison point to study other Milwaukee districts if you choose. Otherwise this lesson (Pt. 1) can “stand alone” with no further follow up.

1. Explain to students that:
 - a. John Gurda notes in the latest *Making of Milwaukee* video chapter, “*The Next Chapter*,” that Milwaukee continues to experience both growth and widening economic, political, and cultural gaps.
 - b. Today, we are going to engage in study of one Milwaukee district to better understand what it’s like to live in one Milwaukee district.
 - c. We begin our study by working as a class and then in small groups to examine and “speak data” from Milwaukee Police District #1.
 - d. Explain that a *police district* can encompass more than one *neighborhood*. For example, District #1 includes Downtown, Brady Street, the Third Ward, and the East Side.
 - e. This data provides demographic, housing and land use, quality of life and public safety information.
 - f. As you think about this data, think about what life might be like in this district and how the data might be like or different than the data and life in your own neighborhood.

2. Using the smart board, the teacher will display this website
 - **GO TO:** itmdapps.ci.mil.wi.us/publicApplication_SR/policeDistrict/index.jsp

NOTE to Teacher: You can choose to access this District #1 data ahead of time and make hard copies for students to examine throughout the lesson. Or, after completing 1-4 of the learning activity, you can provide students with the entire data report or only the specific data page they are assigned to read and report. However, at the beginning of this lesson, you will want all students focused on a large image displayed on the smart board for whole group participation as you model “data speak.”

3. **Where is District #1?** Display the map for District #1 (first page of the data set.) To provide students with an initial understanding of District #1, ask students if they can identify where some famous Milwaukee Landmarks are located on this map. If students are unsure of famous Milwaukee landmarks, ask them to identify landmark locations such as **Lake Michigan, Milwaukee River, Riverside High School, Grand Avenue Mall, Summerfest Grounds, Bucks Arena,**

4. **Who lives in District #1?** Look at the demographic data for District #1. Explain that: **Demographic data is information about the people** who live in District #1. Note that the **disaggregated data** for District #1 is in the first two columns. City wide (**aggregated data**) is noted in the last two columns on the right

- a. **Model** how to say the first few categories, in other words, “speak data/”
- For example, looking at the first data sets, say:
 - o *The Total Population of District #1 is 47,807.*
 - o *The Total Population of Milwaukee is 594,633 people.*
 - o *So, District #1 represents 8.04% of Milwaukee’s population.*

 - o *The area of District #1 is 5,086 square miles,*
 - o *The total square miles for Milwaukee is 96.64 miles.*
 - o *So, District #1 represents 5.26% of Milwaukee’s area.*
5. After modeling a few examples, examine the remaining District #1 data by eliciting student participation. Ask these questions:
- *Based on this data, who are the people who live in District #1?*
 - *Is it similar to or different than the data for the City of Milwaukee?*

Let students answer randomly or call on students to “speak data.”

- a. Ask students:
- *Is it your initial perception that the demographic data represented here is similar to/ different than your neighborhood?*
 - *In what ways might it be similar to or different than your own neighborhood?*
 - **Encourage students to provide specific examples/evidence to support their thinking.**
6. Follow the same instructional procedure above to examine the remaining District #1 Data:
- What is the housing and land use in District #1?**
 - What is the quality of life in District #1?**
 - What is the public safety in District #1?**
 - 1st. *Teacher Models how to “speak data.”*
 - 2nd. *Ask Students to “speak data.”*
 - 3rd. *Ask students to think about how data represented in District #1 is similar to or different than the city or their own neighborhood and to provide evidence of the ways they believe it is similar or different.*
7. After examining all the Data for District #1, encourage students to make inferences about what life is like to live in District #1. Pose these questions:
- What is life like in District #1?
 - Can we make some inferences about life in District #1 based on the data we’ve examined?
 - Provide an example of an inference by stating something like this: *“Based on the data regarding population by age, most people in District #1 are between ages 18 & 44 years old. This is most likely because UWM is in that district and many college students live in the area.”*

8. **OPTIONAL INDEPENDENT DATA ANALYSIS FORECAST.** IF you determine that a student/group of students is willing and able to engage in further data analysis of another Milwaukee neighborhood, **GO TO the Next Activity: Pt. II** This analysis and reflection could lead to an interest in a SERVICE LEARNING PROJECT within the neighborhood analyzed.

Pt. II (OPTIONAL)

NOTE to TEACHERS: *DO NOT engage students in this learning activity unless you plan to assist student as they engage in social action or service learning related to their data, /analysis/reflection.*

Leaving students with a partial picture of Milwaukee data and without investigating what can be done to address the issues may leave students without a sense of agency, or hope for the possibility of a brighter future for themselves, their families, neighborhoods and city. Help students consider ways they can become actively engaged in their neighborhoods.

1. Students choose another neighborhood district data set to analyze. They can choose their own district or randomly draw or be assigned a particular district.
2. Instruct students that they are to work independently OR in small groups (3-4) to:
 - a. **Read and become familiar with their district data.**
 - b. **Compare data between the district data and the City of Milwaukee data.**
 - o Is the district data similar to/different than the City of Milwaukee Data? In what ways?
 - o Does the data compare with your own neighborhood experience?
 - c. **Decide as an indiv. / group which 3-4 district data items are most important to share with the class.**
 - d. **Decide as an indiv./group which person/s will share**
 - o The district map, “Where is district #? What are landmarks in this district?”
 - o The district data as compared to the City of Milwaukee Data
 - o A class discussion on the following questions:
 - What is life like in District #??
 - What gaps/ issues should be addressed in this district #??
 - In what ways should they be addressed?
 - In what ways they could be actively involved in addressing the issues?
3. **LANGUAGE ARTS Extension:**
 - **WRITING:** Students write a reflection on what they have learned, what data most interested them, why (so what?), and the way/s they can envision becoming actively engaged in the community (now what?) **Potentially a SERVICE LEARNING PROJECT. (SEE APPENDIX F)**
 - **SPEAKING:** Students deliver a speech highlighting what they learned, what data most interested them and why (so what?) and way/s they can envision becoming actively engaged in the community (now what?) **Potentially a SERVICE LEARNING PROJECT. (SEE APPENDIX F)**

APPENDIX D: WASHINGTON HEIGHTS and SHERMAN PARK QUOTE

Excerpts taken from
 Gurda, J. (2015). *A City of Neighborhoods*. Milwaukee: Historic Milwaukee, Inc.

Washington Heights

“When residents are asked to describe their feelings for Washington Heights, they use the word ‘love’ with a frequency that any community activist would find heartening. ‘I love my home,’ ‘I love this neighborhood,’ ‘I love living here.’ These statements of affection are not difficult to understand. More than a century after the first urban residents arrived, ‘solid’ is still the word for Washington Heights. Solid homes. A solid citizenry. Solid institutions. Solidly residential land use. Solid rows of trees shading impressively well-kept homes and yards. These have been the major attractions since the first years of settlement in Washington Heights, and they represent a solid foundation for the future of this urban-suburban neighborhood.”

Sherman Park

“The Sherman Park Community Association has had no shortage of issues to address since its inception. Deindustrialization ravaged the Thirteenth Street industrial corridor in the 1980’s, leading to a sharp rise in unemployment, particularly in the areas nearest the tracks. The foreclosure crisis of the early 2000s left Sherman Park with hundreds of vacant homes, often on streets where that were otherwise strongholds of pride. Like bad apples in the larger barrel, the abundance of board-ups has posed a serious threat to the neighborhood’s stability.”

“The richest expression of diversity surfaced in the northwest quadrant (of Sherman Park). As other Jewish congregations moved to suburban locations...Beth Jehudah remained in the old neighborhood, and it became a nucleus for new life. Sherman Park became the only place in Milwaukee in Milwaukee, and perhaps in the United States, where you could find a kosher meat market next door to an African hair-braiding salon. Other institutions joined Beth Jehudah in making distinctive contributions to the neighborhood’s vitality. St. Joseph’s Hospital...has grown to become a medical complex of regional importance. The Mathew Keenan Health Center...has been providing public health services since 1932. Community

nonprofits...have worked diligently to reverse the impacts of the foreclosure crisis. Sherman Park itself remains the neighborhood's green focal point...and its centerpiece is the Mary Ryan Boys & Girls Club, a major resource for the community's young people."

APPENDIX E: URL Links to Neighborhood Images

Third Ward

| THEN | NOW |
|---|---|
| Italian Community and the Blessed Virgin of Pompeii Church in the Third Ward | Religious Procession at Festa Italiana held on Summerfest Grounds in the Third Ward |
| http://www.themakingofmilwaukee.com/classroom/photo_large.cfm?cat=^&P=93 | https://onmilwaukee.com/seasonal/festivals/articles/festa2016lineup.html |

Bay View

| THEN | NOW |
|---|---|
| Automobile at Kinnickinnic & Lincoln Ave. | Bay View Art Bus Shelter on Kinnickinnic, Lincoln & Howell |
| http://www.themakingofmilwaukee.com/classroom/photo_large.cfm?cat=3&p=645 | http://archive.jsonline.com/news/Milwaukee/bay-view-artbus-shelter-would-honor-city-workers-gift-7360jq0-161378695.html/ |

Hillside

| THEN | NOW |
|---|---|
| Hillside Housing Project | Hillside Terrace High Rise |
| http://www.themakingofmilwaukee.com/classroom/photo_large.cfm?cat=11&p=704 | http://www.hacm.org/Home/Components/FacilityDirectory/1022/54 |

The Menomonee Valley

| THEN | NOW |
|---|---|
| Menomonee Valley | Valley Fields in Menomonee Valley |
| http://www.themakingofmilwaukee.com/classroom/photo_large.cfm?cat=9&p=210 | https://today.marquette.edu/2017/01/marquette-installs-seasonal-dome-at-valley-fields/ |

North Point

| THEN | NOW |
|------|-----|
|------|-----|

| | |
|---|---|
| Milwaukee Water Works North Point Flushing Station | Colectivo Lakefront Café |
| http://www.themakingofmilwaukee.com/classroom/photo_large.cfm?cat=1&p=206 | https://omilwaukee.com/history/articles/urban-splunking-colectivo-lakefront.htm |

Downtown

| THEN | NOW |
|---|---|
| Looking West on Wisconsin Avenue | West Wisconsin Avenue |
| http://www.themakingofmilwaukee.com/classroom/photo_large.cfm?cat=11&p=603 | https://www.bizjournals.com/milwaukee/blog/2015/07/why-we-keep-talking-about-west-wisconsin-avenue.htm |

Jackson Park

| THEN | NOW |
|---|---|
| Signs for Southgate Shopping Center | Signs for Southgate Shopping Center |
| https://www.wisconsinhistory.org/Records/Image/IM41145 | http://www.gntoday.com/news/local_stories/2016/06/30/16-officials-looking-at-options-for-4-miles-of-south-27th-street-corridor.asp |

APPENDIX F: SERVICE LEARNING PROJECT GUIDELINES & ACTIVITIES

- I. **Service Learning Steps and Process**: This document outlines the basic ordered steps for a service learning project.
- II. **Human Rights Grid with Project Options**: The grid offers different action items/ options to teachers and their students.
- III. **Service Learning Community and Local Connections**: Potential Milwaukee Area resources teachers can access to support service learning projects.
- IV. **Service Learning Tips and additional Action Step Considerations**: Additional information about steps that can be taken for the action stage. These tips provide students with options and explanations as well as general guidelines.
- V. **Reflection Options**: Options and explanation for student reflection to use throughout and after the service learning project

******For Additional Service Learning Starter Activities that*****
introduce service learning projects related to Human Rights*

- **GO TO:** *Speaking Rights: A Human Rights education toolkit for youth – 13 to 17*
<https://equitas.org/wp-content/uploads/2011/01/SpeakingRightsSample.pdf>

I. SERVICE LEARNING STEPS and PROCESSES

There are many considerations when setting up a service-learning project. Technically there are three parties involved:

- a. the school or organization working to educate learners,
- b. the learners, and
- c. the agency receiving the service.

To help create a successful project, the needs of all three parties need to be taken into consideration. Listed below are components that will help create a meaningful service-learning project.

1. **Engaged Participation** - Engage the learners from the beginning. The learners are the ones providing the service; therefore, they should be engaged in the process of determining what the service will be. Even if the instructor needs to create an initial list of potential projects, the learners should be informed as to why certain ideas are on the list and others are not, and they should be engaged in a process to decide on the service project that is selected. This engagement not only provides learners with a sense of empowerment and ownership over the project, but it also provides more opportunity for learning. In addition, the learners can be utilized as a resource.
2. **Collaboration** - Build partnerships in the community. While not in every case, often the service being performed is going to be provided through a community agency. Building partnerships with community agencies from the beginning will make the ensuing relationship more successful. While it is true that the agencies are receiving a service they need, they in turn are providing the forum for the learners. Community agencies can also be helpful in assessing the need for different projects that you may be considering. This is a very important component of the partnership because the service provided should address a genuine need in the community. Engaging community voice through collaboration is the best way to ensure that what you perceive to be a problem is, in fact, a problem in the community. Since you may want to begin assessing community need prior to reaching out to a specific agency to avoid wasting time and resources, you can start by building a relationship with a Volunteer Center, your local United Way or a Boys and Girls Club.
3. **Integration** - Create learning objectives. Prior to the service project you will need to determine what the learners are going to learn about by engaging in the project. Objectives that are tied to a curriculum and learning standards will help measure learning.
4. **Preparation** - Provide training and orientation. The learners will need training and orientation and the agency receiving the service may need training and orientation as well. Learners need to know and be prepared for the following:

prepared for the following.

- what their role is
- on-site expectations
- rules and regulations they will need to follow while on-site
- responsibilities they will have
- how their service relates to the human rights issue they are studying

- training in special skills they may be utilizing
- information about the organization where the service is taking place such as the mission statement or how the organization operates
- what services the organization provides and how their service is helping others
- what to do in case of an emergency on-site

***Likewise, the agency receiving the service may need training and orientation on what service-learning means, how to work with young people, and what the educator's learning objectives are for the learners.*

5. **Action** - You've engaged the learners, collaborated with a community partner, integrated learning objectives, and prepared, prepared, prepared. Now it is time to roll up your sleeves and implement the planned project.
6. **Reflection** - Much of the learning in service-learning occurs through reflection during and after the project. Reflection can take many shapes at many different times. However, after the project is finished it is especially important to engage in a reflection activity again because during the project a lot is going on, often too much to really assess all the learning that is taking place.
7. **Evaluation** - Now that you have implemented the service project, re-visit your partnership with the organization where the service was provided, and all other partners in the project. Together you will need to evaluate how this partnership worked. **Were expectations from all partners met? If not, what can be done next time to meet those expectations? How well were learning and service objectives met? What impact or results did your activities have on the target community?** Everything will not always go as planned or run perfectly, so expect some bumps in the road and some lessons learned along the way. These lessons will just make the next time around that much better. Overall, both partners want to be better off for having had the experience.
8. **Celebration** - At this point everyone involved has put in a lot of hard work and a lot has been accomplished. It is time to celebrate those accomplishments. Celebrate with your partner organizations for opening their arms and working with you. Celebrate with your learners so they know that all their contributions are truly appreciated. And, celebrate yourself for being an engaging influential educator! If you are short on time, you can combine the celebration with reflection.

II. SERVICE LEARNING IDEAS RELATED to HUMAN RIGHTS ISSUES

There are many types of service learning projects and human rights issues to consider through the service lens. The following chart can help assess what service projects can be utilized to address and learn about specific human rights issues. It is intended as a reference and is not a comprehensive document.

Please remember that service learning does not have to take place outside of school or organization in which you are learning to be service or to meet a community need. For example, writing advocacy letters can be done in the classroom and linked to an English or grammar class while at the same time helping the learners to look deeper at their right to write those letters and at disenfranchised groups who perhaps don't have the right to write.

The grid below indicates which project can be used to teach about corresponding human rights topics. Some projects can be utilized with more than one topic. It is up to the instructor as to how you want to frame the project and which human rights topics you would like the project to encompass. This is meant to be a guide and is not an exhaustive list.

| PROJECT/ AREA | CHILDREN'S RIGHTS | LAW & JUSTICE | EQUALITY & DISCRIMINATION | ENVIRONMENTAL RIGHTS | POVERTY & RIGHTS |
|-------------------------|----------------------|------------------|------------------------------|-------------------------|---------------------|
| Soup Kitchen | * | | * | | * |
| Homeless Shelter | * | | * | | * |
| Women's Shelter | * | * | * | | * |
| Registering Voters | | * | * | | * |
| Planting Gardens | | | | * | * |
| Mentoring | * | | | | * |
| Tutoring Refugees/Youth | * | | * | | * |
| Hospital | * | | * | | * |
| Senior Citizen Home | | | * | | * |
| Political Asylum Seeker | | * | * | | * |
| Planting Trees | | | | * | * |
| Clean Parks, Rivers ... | | | * | * | * |
| Nature Center/Farm | | | * | * | * |

| | | | | | |
|----------------------------------|---|---|---|---|---|
| Building Homes | * | | * | | * |
| Educational Campaign | * | * | * | * | * |
| Disability assistance | * | | * | | * |
| Protect Freedom of Speech | * | * | * | * | * |

III. POTENTIAL LOCAL/REGIONAL CONTACTS for SERVICE LEARNING PROJECTS

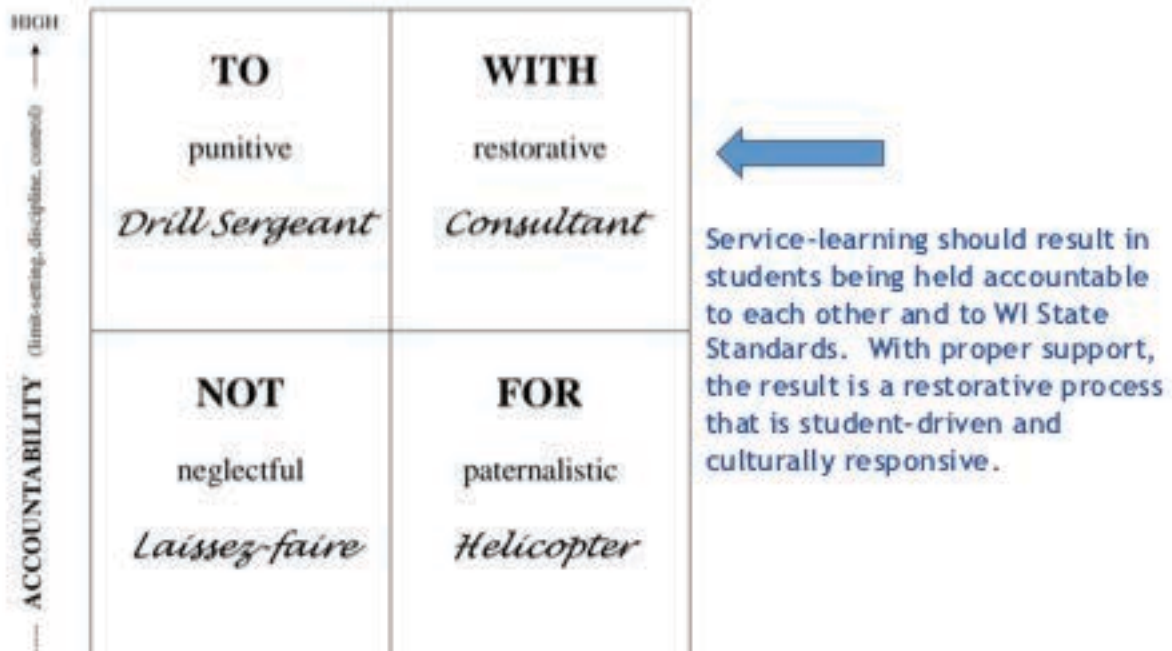
This contact list is not intended to be comprehensive but rather to prompt your creative thinking about service learning project possibilities.

| Issues | Organization | Contact | Website |
|---------------------------|---------------------------------------|---|---|
| Civil Rights | NAACP | (414) 562-1000 | http://naacpmke.org/ |
| Civil and Workers' Rights | Voces de la Frontera | (414) 643-1620 | http://vdlf.org/ |
| Civil Liberties | ACLU of Wisconsin | Emilio DeTorre (414) 272-4032 extension 23 | http://www.aclu-wi.org/leadership |
| Domestic Violence | Sojourner Family Peace Center | (414) 933-2722 | https://familypeacecenter.org/resources/getting-help/ |
| Elected City Lawmakers | Milwaukee Common Council | (414) 286-2221 Or use the website to find your county board member and click on their name for contact information | http://city.milwaukee.gov/CommonCouncil/Council-Member-Web-Pages.htm#_WU04LGjyqW |
| Elected County Lawmakers | Milwaukee County Board of Supervisors | Use the website to find your county board member and click on them for contact information | http://county.milwaukee.gov/CountyBoard |

| | | | |
|---|---|--|---|
| Elected School policy makers | Milwaukee School Board Members | Office of Board Governance: (414) 475-8284 Or use the website to find your school board member and click on them for contact information | http://mps.milwaukee.k12.wi.us/en/District/About-MPS/School-Board/School-Board-Members.htm |
| Human Trafficking | Human Trafficking Task Force of Greater Milwaukee | Dana World Patterson E-mail: htfmilwchair@gmail.com | htfmilwchair@gmail.com |
| Peace | Serve2Unite | Pardeep Kaleka Connect through website: http://serve2unite.org/contact-2/ | http://serve2unite.org/ |
| Peace and Justice | Wisconsin Network for Peace and Justice | (608) 250-9240 (Madison) | http://www.wnpj.org/ |
| Racial Justice | Black Lives Matter | Use Facebook link for contact | https://www.facebook.com/BLMMKE/ |
| Racial Justice | Uplifting Black Liberation and Communities | Use Facebook link for contact | https://www.facebook.com/UBLACMKE/ |
| Social Justice—Youth driven | Urban Underground | (414) 444-8726 | https://www.urbanunderground.org/ |
| Social, economic, and environmental justice | Citizen Action of Wisconsin | (414) 476-4501 | http://www.citizenactionwi.org/ |
| Voting Rights | League of Women Voters | Leigh Ann Tidey (414) 899-3013 | Lwvmilwaukee.org |
| Youth homelessness, | Pathfinders | (414) 271-1560 | http://pathfindersmke.org/ |

IV. SERVICE LEARNING TIPS and additional ACTION STEP CONSIDERATIONS

1. Allow students a voice in selecting the topic to ensure buy in.
2. Start early. The service learning project, when done correctly contains multiple steps (starting activity, investigation, activity, reflection, follow-up). This can take longer than you think.
3. Field trips should be planned well in advance to ensure transportation, funding, and approval.
4. Regular scheduling and grouping of students into different aspects of the service learning project can be helpful in organizing.
- 5.



Options for Action Step

Listed below are options for what role action could play in your service-learning project. Keep in mind, the expectation should not be to complete all four options, but rather to complete one well, or at most two of the options.

AWARENESS: Educate people about the issue and persuade them to change behaviors or generally raise awareness.

- *Example: Create a presentation on the exploitation and trafficking of children in countries around the world. Share with the audience what local support is available to children who have experiences or witnessed violence and track action taken by the community.*

SERVICE: Use your passion and creativity to take action that addresses the issue and solves problems through volunteerism.

- *Example: Organize a voter registration event in your community, ensuring inclusive participation in decision-making and equal justice for everyone.*

ADVOCACY: Convince leaders to address the issue, using their voice or joining others to effect change.

- *Example: Sign up and join UNICEF's global movement, #ENDVIOLENCE, and receive tips on how you can connect with initiatives in your country to end violence against children.*

PHILANTHROPY: Raise and donate money for the issue or provide in-kind support.

- *Example: Ask a local Laundromat or small business for permission to create a mini-library enabling parents to read to young children while they do laundry. Or partner with a local organization like Hunger Task Force to set up a food drive at the school.*

V. REFLECTION ACTIVITIES for SERVICE LEARNING

Reflection is an integral part of the service learning experience. During reflection learners evaluate their experience, assess what they have learned, and apply what they learned to both prior and future experiences. It is often during reflection that learners evaluate their own value system and begin to adapt their values based on what they have learned from their experience.

Reflection can take place at many intervals throughout the service learning experience. For example, you can start with a reflection activity, have one after each new learning component and end with a reflection activity. Starting and ending with a reflection activity allows learners to do a comparison of what their values and knowledge were before the activity versus what they are after the activity. If you only have time for one reflection activity, it is best to do it at the end of the service learning project so learners take time to think about everything they have learned.

Reflection activities are found below. Any of these activities can be used and you can also adapt them to fit your needs. This is just a small sample of reflection activities; there are books and guides solely dedicated to reflection that can also be used. For additional information about reflection and more activities ideas, see *Connecting Thinking and Action: Ideas for Service-Learning Reflection*. RMC Research Corporation. (2003).

- ✚ **Journal** - Have learners keep a journal throughout the activity or set aside time to journal after the entire experience. Journals can be handed in as a part of the service project or they can be personal to the learner. *Materials needed: pens or pencils and paper or a notebook*. Sample journaling questions or journal topics might include:
 - **What was easy/hard about the project/lesson plan?**
 - **What did you learn?**
 - **What was unexpected or what surprised you?**
 - **What and/or how did you contribute?**
 - **How could others contribute?**
 - **How have your perceptions been altered?**
 - **What do we need to do to protect others from this issue, or further resolve this issue?**
 - **If I could change anything, I would change...**
 - **If I ruled the world, this issue would be different because...**
 - **In the future what am I going to do to help?**
- ✚ **Pictorial Journal** - Learners can take pictures throughout the service project and lesson plan and then hang them on a wall. They can also draw pictures that represent their experience and hang them. *Materials needed: camera and film or disposable camera, or colored pencils and paper*.
- ✚ **Walking Reflection** - Hang a piece of flip chart paper in four different areas of the room. Each piece of paper should have a different time or element of the service project at the top. Learners travel from each piece of paper in groups and take turns writing down a word or two that

describes how they felt during this period of the project. They also read what others were feeling during that same time. *Materials needed: flipchart paper, tape to hang the paper, and markers or pens.*

- ✚ **Whip** - A whip is done by going around the room very quickly and having the learners say one word. Whips can have a different goal each time. For example, one whip could be 'one word that describes how you are feeling right now', 'one word that describes a feeling you had during this

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experience', or 'one word that describes something you learned during this activity'. *Materials needed: none.*

- ✚ **Debate** - For this activity learners will have a debate with each other on the issue they have been studying. For example, learners can debate the pros and cons of freedom of speech, or they can debate the pros and cons of making Spanish a second official language of the United States. While much of the learning on the topic to be debated will have already been done, you may need to provide some additional research time for this activity. *Materials needed: potentially none if you feel the learners have been given enough information through the service project and lessons, or they may need access to a library, the news, or the Internet.*


- ✚ **Interview** - Have learners interview someone about the issue they have studied. The interview subject can be a family member, a friend, or someone in the community. These interviews can use many different formats. One format is for learners to interview a family member with everyone using the same questions. During the interview they can share with the subject the information that they already know about this topic. *Example question for the interview subject: What is a refugee? If the subject answers correctly then they move on to the next question, if not the learner can inform them about what a refugee is since they will have just learned this. Example question for the interview subject: What are some circumstances that contribute to refugees moving? Again, if the subject does not know the learner can share what they have just learned.*

Note to Teachers: As an additional learning outlet for the learners. Another format is to have learners choose someone they want to interview and then have all the learners analyze the interviews that were conducted and then draw conclusions about those interviews. Materials needed: interview questions, paper, and pens.



- ✚ **Write a Children's Book** - Learners can convey what they have learned and what they want others to know about the issue by writing a children's book. *Materials needed: Construction paper, paper and pens.*

- ✚ **Collage** - Have learners create an individual collage that represents the issue they have just studied, or the class could make one collage together. *Materials needed: magazines, markers, poster board, glue, pictures from the internet that can be printed out, newspapers.*

- ✚ **Letters** - Have the learners write thank you letters to the community partner(s). Have them include one thing they learned and one thing appreciated about the partner. Another idea is to have the learners write letters to themselves detailing what they have learned and one thing they want to change about their own behavior that will contribute to improving the issue. The letters can be put in a self-addressed, stamped envelope and turned in. Four to six months later secretly put the letters in the mail so the learners will be reminded of their experience when they get them. *Materials needed: paper, pens, envelopes and stamps.*

-  **Fishbowl** - A fishbowl is set up by having learners get into two circles, one inside the other with the learners facing each other. You give students a topic or question relating to the lesson to discuss for two minutes with the person they are facing. For example: What did you learn? Or how did you feel during the project? After two minutes the inside circle rotates moving one person over so each person is facing someone new. For another two minutes they can discuss another topic or the same one. The inside circle continues rotating until they are back in front of their original partner.
Materials needed: none

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-  **Press Releases** - Have the learners write a press release about the community need and the project they implemented to address it. This will provide reflection and publicity! This reflection activity may be more useful if implemented as reflection during the service learning process. If the media is interested in doing a story it is useful for them to know about it before the project is completed.
Materials needed: paper, pens, envelopes and stamps or computers, internet connections and newspaper website addresses.
-  **Advocacy Speech** - This culminating activity asks students to argue one side of an issue of their class's choice. Students present evidence of a significant social problem, based on the service topic chosen; one that can be solved by a change in American policy and through the work of community partnerships and/or advocates in the city of Milwaukee. The idea is that students advocate a solution to a problem and present evidence that demonstrates that their solution is workable. Potential Speech guidelines include:
- o **Be approximately 6-8 minutes long**
 - o **Contain at least 5 credible sources (based on experiences, journals, periodicals, newspapers, books, The Making of Milwaukee Film Series, etc.)**
 - o **Verbally cite sources, the source qualifications and dates.**

Note to Teachers: The selection of appropriate supports for a position statement is consistent with the ACT writing component that asks students to consider multiple perspectives and create their own using information to support their choices.

The speech structure may vary based on teacher preference. However, a suggested structure follows to ensure that students are directly linking the speech to the service learning component.

- a) **Presentation of the problem (known as need or harms).**
- b) **Which action must be taken or which policy must be changed (the plan) to solve the problem.**
- c) **The workability of the plan (solvency).**

NOTE to Teachers: You may also consider including a component where students in the audience develop questions challenging their classmates claims to allow for an opportunity for students to dive deeper into their own perspectives.

Service Learning Reflection: Open-Ended Reflection Prompts

What?

What happened?

What did you observe?

What issue is being addressed or population is being served?

So What?

Did you learn a new skill or clarify an interest?

How is your experience different from what you expected?

What impacts the way you view the situation/experience? (What lens are you viewing from?)

What did you like/dislike about the experience?

What did you learn about the people/community?

What are some of the pressing needs/issues in the community?

How does this project address those needs?

Now What?

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What seem to be the root causes of the issue addressed?

What other work is currently happening to address the issue?

What learning occurred for you in this experience?

How can you apply this learning?

What would you like to learn more about, related to this project or issue?

What follow-up is needed to address any challenges or difficulties?

What information can you share with your peers or the community?

If you could do the project again, what would you do differently?

MORE GREAT SERVICE LEARNING REFLECTION ACTIVITIES

By Robin R. Jones (jones@cas.usf.edu)

For helpful information and additional links on Service-Learning

➤ GO TO: www.cas.usf.edu/servicelearning

“Tried and True Teaching Methods to Enhance Students’ Service-Learning Experience”
compiled by Professor Diane Sloan (Miami Dade Community College) and based on the work of Julie Hatcher and Robert Bringle in “Reflection Activities for the College Classroom (Indiana University-Purdue University Indianapolis)”

1. **Personal Journal** - Students will write freely about their experience. This is usually done weekly. These personal journals may be submitted periodically to the instructor, or kept as a reference to use at the end of the experience when putting together an academic essay reflecting their experience. (Hatcher, 1996)
2. **Dialogue Journal** - Students submit loose-leaf pages from a dialogue journal bi-weekly (or otherwise at appropriate intervals) for the instructor to read and comment on. While labor intensive for the instructor, this can provide continual feedback to the students and prompt new questions for students to consider during the semester. (Goldsmith, 1995)
3. **Highlighted Journal** - Before students submit the reflected journal, they reread personal entries and, using a highlighter, mark sections of the journal that directly relate to concepts discussed in the text or in class. This makes it easier for the instructor to identify the student to reflect on their experience in light of course content. (Gary Hesser, Augsburg College)
4. **Key Phrase Journal** - In this type of journal, students are asked to integrate terms and key phrases within their journal entries. The instructor can provide a list of terms at the beginning of the semester or for a certain portion of the text. Students could also create their own list of key phrases to include. Journal entries are written within the framework of the course content and become an observation of how course content is evident in the service experience. (Hatcher, 1996)
5. **Double-entry Journal** - When using a double-entry journal, students are asked to write one-page entries each week: Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussions or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experiences and course content. This type of journal is a compilation of personal data and a summary of course content in preparation of a more formal reflection paper at the end of the semester. (Angelo and Cross, 1993)
6. **Critical Incident Journal** - This type of journal entry focuses the student on analysis of a particular event that occurred during the week. By answering one of the following sets of prompts, students are asked to consider their thoughts and reactions and articulate the action they plan to take in the future:

Describe a significant event that occurred as a part of the service-learning experience. Why was this significant to you? What underlying issues (societal, interpersonal) surfaced as a result of this experience? How will this incident influence your future behavior? Another set of questions for a critical incident journal includes the following prompts: Describe an incident or situation that created a dilemma for you in terms of what to say or do. What is the first thing thought of to say or do? List three other actions you might have taken. Which of the above seems best to you now and why do you think this is the best response? (Hatcher, 1996)

7. Three-part Journal - Students are asked to divide each page of their journal into thirds, and write weekly entries during the semester. In the top section, students describe some aspect of the service experience. In the middle of the page, they are asked to analyze how course content relates to the service experience. And finally, an application section prompts students to comment on how the experience and course content can be applied to their personal or professional life. (Bringle, 1996)

8. Free Association Brainstorming - (This reflection session should take place no earlier than the end of the first 1/3 of the project experience.) Give each student 10-20 "post-its" and ask them to write down all the feeling they had when they first heard about their service-learning requirement. After they finish the first question, have them write down all the feeling they had when they experienced their first "field encounter." After finishing question two completely, have them write down all the feelings they are having "right now" regarding their service-learning experience. Encourage them to write down as many different brainstormed thoughts as possible (one for each card). Have three newsprint papers strategically located and taped to walls around the classroom. Have one with a large happy face, one with a sad face, and one with a bewildered face. Ask students to now place their words on the newsprint paper that closest fits their brainstormed feelings. Then have them stand next to the newsprint that has most of their feelings. This exercise involves both writing and speaking and is nonthreatening in an oral presentation sense. (Sloan, 1996)

9. Quotes - Using quotes can be a useful way to initiate reflection because there is an ample supply of them, and they are often brief and inspiring. Here are some quotes as examples you might want to use:

"If we do not act. We shall surely be dragged down the long, dark and shameful corridors of time reserved for those who possess power without compassion, might without morality, and strength without insight."—Dr. Martin Luther King, Jr.

"A different world cannot be built by indifferent people." —Horace Mann

"I believe that serving and being served are reciprocal and that one cannot really be one without the other."—Robert Greenleaf, educator and writer

"Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it's the only thing that ever has."—Margaret Mead

"Unless you choose to do great things with it, it makes no difference how much you are rewarded, or how much power you have."—Oprah Winfrey

Quotes may be used in a variety of ways. You might give each student a page of quotes and ask them to pick one that fits his/her feelings about the service-learning project. Then you could ask them to explain why this quote represents his/her feelings. The best results seem to be when the students are given the sheet one session before the reflection class. This gives them time to put their thoughts together. The students could also do it as a one-minute paper that might then be read and explained to the rest of the class. (Diane Sloan, Miami Dade Community College)

10. Quotes in Songs - Ask the students to find a song where the singer uses lyrics that describe what he/she feels about the service-learning project. Emphasize that it does not need to be a whole song but a lyric in a song. If they have access to the song, tell them to bring it in to play at the end of the reflection session. Even if they do not have the song, ask them to “say” the lyric that describes their feelings. This usually proves to be “fun” in a sense that it creates a casual atmosphere and bonds the group together. Many times, others will help by trying to sing it with them. Playing the songs usually creates a celebratory atmosphere. You might also bring a bag of Hershey’s kisses, or something similar to keep the festive spirit going. (adapted from Prof. Gwen Stewart’s song speech, Miami Dade Community College)

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11. Reflective Essays - Reflective essays are a more formal example of journal entries. Essay questions are provided at the beginning of the semester and students are expected to submit two to three essays during the term. Reflective essays can focus on personal development, academic connections to the course content, or ideas and recommendations for future action. As with any essay, criteria can be clearly stated to guide the work of the students. (Chris Koliba, Georgetown University)

12. Directed Writings - Directed writings ask students to consider the service experience within the framework of course content. The instructor identifies a section from the textbook or class readings (i.e., quotes, statistics, concepts) and structures a question for students to answer. For example, “William Gray has identified five stages of a mentor-protégé relationship. At what stage is your mentoring relationship with your protégé at this point in the semester? What evidence do you have to support this? In the following weeks, what specific action can you take to facilitate the development of your mentoring relationship to the next stage of Gray’s continuum?” A list of directed writings can be provided at the beginning of the semester, or given to students as the semester progresses. Students may also create their own directed writing questions from the text. Directed writings provide opportunity for application and critical analysis of the course content.

13. Experiential Research Paper - An experiential research paper, based on Kolb’s experiential learning cycle, is a format that asks students to identify an experience at the service site and analyzes that experience within the broader context to make recommendations for change. Mid-semester, students are asked to identify an underlying social issue they have encountered at the service site. Students then research the social issue and read three to five articles on the topic. Based on their experience and library research, students make recommendations for future action. This reflection activity is useful in inter-disciplinary interests and expertise to pursue issues experienced at the service site. Class presentations of the experiential research paper can culminate semester work. (Julie Hatcher, IUPUI)

14. Service-Learning Contracts and Logs - Service-learning contracts formalize the learning and service objectives for the course. Students, in collaboration with their instructor and agency supervisor, identify learning and service objectives and identify the range of tasks to be completed during the service experience. Oftentimes, a service-learning contract cannot be completed until the student is at the agency for a couple of weeks and has a clear idea of how their skills and expertise can be of service. A service log is a continuous summary of specific activities completed and progress towards accomplishing the service-learning goals. The contract and log can become the basis for reflection when students are asked to assess their progress towards meeting the identified objectives and identify the obstacles and supports that had an impact on their ability to achieve the service-learning objectives. These items can also be submitted in a service-learning portfolio as evidence of the activities completed.

15. Directed Readings - Directed readings are a way to prompt students to consider their service experience within a broader context of social responsibility and civic literacy. Since textbooks rarely challenge students to consider how knowledge within a discipline can be applied to current social needs, additional readings must be added if this is a learning objective of the course. Directed readings can become the basis for class discussion or a directed writing.

16. Ethical Case Studies - Ethical case studies give students the opportunity to analyze a situation and gain practice in ethical decision making as they choose a course of action. This reflection strategy can foster the exploration and clarification of values. Students write a case study of an ethical dilemma they have confronted at the service site, including a description of the context, the individuals involved, and the controversy or event that created an ethical dilemma. Case studies are read in class and students discuss the situation and identify how they would respond. (David Lisman, Colorado College)

17. Structured Class Discussions - Structured reflection sessions can be facilitated during regular class time if all students are involved in service. It is helpful for students to hear stories of success from one another. They can also offer advice and collaborate to identify solutions to problems encountered at the

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service site. The following exercise is an example of structured reflection discussion: list phrases that describe your senses/feelings at the service site. List phrases that describe your actions at the service site. List phrases that describe your thoughts at the service site. What contradictions did you sense at the service site? What connections can you make between your service and the course content? (Nadine Cruz, Stanford University)

18. Truth is Stranger than Fiction - (This is an exercise that is best used toward the middle or end of the student's experience). Have the students break into groups of three (no more). Ask them to share the most unusual story that happened to them during their service-learning experience. Some students will be hesitant at first. If they really can't think of one, don't let them off the hook. Tell them to take the assignment home, write it and submit it at the next session. This usually motivates them to think of one rather quickly. In fact, most classes come up with some interesting stories. Then have the class come together as a whole and share them. It is surprising how animated all the students get. Even if it's not their own story, they feel some ownership if the person was in their group. Usually everyone ends up sharing a story. As you move through the exercise, even the reticent ones usually find themselves sharing something. Be prepared to prod these students a little. If you happen to have a class that's filled with interesting stories, you might want to save these stories and submit them to the Service-Learning Program for future use. (Diane Sloan, Miami Dade Community College)

19. Student Portfolios - This type of documentation has become a vital way for students to keep records and learn organizational skills. Encourage them to take photographs of themselves doing their project, short explanations (like business reports), time logs, evaluations by supervisors or any other appropriate "proof" which could be used in an interview. Require them to make this professional. Keep reminding them that submitting it at the end of the term is only one reason for doing this. "The real reason is to have documentation to present at future interviews. This could be a major factor in distinguishing them from other candidates." Student portfolios could contain any of the following: service-learning contract, weekly log, personal journal, impact statement, directed writings, photo essay. Also, any products completed during the service experience (i.e., agency brochures, lesson plans, advocacy letters) should be submitted for review. Finally, a written evaluation essay providing a self-assessment of how effectively they met the learning objectives of the course is suggested for the portfolio.

20. It's My Bag - Tell the students to find a bag at home (any bag). Then tell them to fill it with one (or two -depending on the time) item(s) that remind them of how they feel about their service-learning project. Tell them to bring this bag with the item(s) to the reflection session, and have them explain their items to the rest of the class. The items that they bring usually turn out to be inspiring visual aids that bring out some great comments. (Adapted through a speech exercise provided by Prof. James Wolf, 1998)

21. It's Your Thing/Express Yourself - This reflection exercise takes a long time in preparation (probably several weeks, if you want them to use lots of creativity). You can use a solo version or group. Both usually turn out to be very rewarding for the individual performers and the class. Tell the students that they will have the opportunity to create their own version of their feeling toward the service-learning project. Examples could include poetry, visual art (paintings, drawings, sculpture), music (rap is a rather popular choice for this exercise), individually created games or puzzles, any form of creative outlet that give the student the chance to perform or explain in front of the class is what you are looking for. Re

given are student the chance to perform or explain in front of the class or that you are reading for. Be sure to require that it must be some kind of individual work that he/she created. This type of reflection works well if you have each student create something. However, if you are limited for class time, ask them to form groups and give them the same directions explaining that at least one of each group member's feelings must be included in their creation. You will be amazed at the kind of creativity that surfaces either way you do it. (adapted from Multiple Intelligence exercises created by Profs. Michael and Donna Lenaghan, Miami Dade Community College)

22. Small Group Week - This is a simple alternative to full-class reflection sessions when you really want students to have a maximum amount of time to talk individually. Schedule the reflection sessions so that only a small number of students need to attend. The group should consist of no more than 10-12, if

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possible. The rest of the class will be scheduled to attend other class periods, using this period for whatever you want them to be doing outside of class. The students will feel more like sharing when you form the group in a small intimate circle and spend the period asking them questions related to their service-learning experience that encourage self-expression. (Prof. Dave Johnson, Miami Dade Community College)

23. E-mail Discussion Groups - Through e-mail, students can create a dialogue with the instructor and peers involved in service projects. Students write weekly summaries and identify critical incidents that occurred at the service site. Students can rotate as a moderator of the discussion every two weeks. Instructors can post questions for consideration and topics for directed writings. A log can be printed to provide data about group learnings that occurred from the service experience.

24. Class Presentations - A way for students to share their service-learning experience with peers is to make a class presentation through a video, slide show, bulletin board, panel discussion, or a persuasive speech. This is an opportunity for students to display their work in public format. A similar presentation can be offered to the community agency as a final recognition of the students' involvement.

