

The **M**aking

of

Milwaukee



The Making of Milwaukee Curriculum, Grades 1-4

Classroom Materials for Grades 1-4

Dear Teachers Grades 1-4,

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

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

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

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

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

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

CHOOSE the MOM Curriculum Approach RIGHT for YOU!

The Complete Grades 1-4 MOM Curriculum

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

Four Historical Themes and Appendices

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

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

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

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

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

Linda Tiezzi Waldera, University of Wisconsin-Milwaukee

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

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

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“The Making of Milwaukee” Curriculum Grades 1-4

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

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Essential Questions

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

1. What jobs do people want/need?

- **What work brought people to Milwaukee?
- **What work still brings people to Milwaukee?

2. Why do people work?

- **Then? Now?

3. How do natural resources influence the kind of work that is available?

- **What natural resources did Milwaukee industries and businesses draw upon?

4. What kind of work is available at a given time and why?

- **What kind of work was available throughout Milwaukee's History?

5. What do people want/need/deserve from the places they work?

- **Was/Is Milwaukee always a good place to work? Why? Why Not?

Key Concepts & Vocabulary

resources	clay	cream city brick water	
farm	grain	barley & hops	beer
flour	flour mill	brewery	
cattle	leather	tannery	meat
meat packer	packing plant	iron	railroads
lake	shipping	port	rivers
machinery	jobs	work	worker
factory	industry	business	service
manager	worker	owner	labor
laborer	work	working conditions	rights
consumer	producer	manufacture	product
negotiations	strike	salary	allowance
Out of Business	timeline	Moving for Work	
Made in Milwaukee	advertisement	logo	brand name

Invitational Activities

[For use BEFORE Viewing the Making of Milwaukee Video Chapters]

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

Invitational Activity 1: “EVERYONE WORKS”

Teaching/Learning Strategies: Brainstorm the concept of work, what work people do and why? Interview, Data Collection, Draw Conclusions from Data

Key Concepts/Vocabulary: Work, Job, Reward, Consequence, Allowance, Salary, Making a Living

Materials: Chalkboard, chart paper, or overhead; paper/pencil, T-Chart, graph paper

- Write the word “WORK” in big capital letters for everyone to see. Introduce the lesson in this way: *“Today I want you to think about “WORK” ...something everyone does, every day and for certain reasons. Everyone Works ... even you! Think about some answers to these questions:*
 - What work do you do and why do you do it?
 - What work do you do at school and why do you do it?
 - What work do you do at home and why do you do it?
 - What work do your parents do and why do they do it?
- Instruct students to fold their paper “hot dog” style in order to make a T-Chart on a piece of paper with the following Title (EVERYONE WORKS) and Headings (HOME & SCHOOL”). Then direct students to write/list 3 ways they work at home on one side of the chart and 3 ways in which they work at school on the other side of the chart. After students have shared what work they do at home and school with the class, ask them to choose one of those “jobs” and write why they do that particular “job” at the bottom of the paper. See following example:

EVERYONE WORKS!	
HOME	SCHOOL
1.	1.
2.	2.
3.	3.
REASON/S FOR WORKING:	

Language Arts/Math Research Activity: (Research: Interview, Take Notes, Write Summary).

- Ask students to interview two family members and discover what work they do at home and outside of the home (at work or at an organization). Determine with your students what questions they will ask their parents. Keep it simple. For example:
 - What are three ways that you work at home? Why do you do that work?
 - What are three ways you work at your job or at an organization where you volunteer? Why?

Explain to students that they are to “take notes” or collect information/data just

like they did when they wrote their own responses on the T-Chart. Just short words.... Sentences not necessary when note taking. Explain that they will use their “notes” to write a summary when they bring the information/data to class. See example below:

Family Member’s Work			
At Home		At Job or Organization	
Work	Reason	Work	Reason
1. cook	need to eat & That’s my job	1.	
2. clean	like things neat Stay healthy	2.	
3.		3.	

4. Set a reasonable time when this interview should be accomplished (2-3 days)
5. After information/data is collected, first have students share their data about work that family members do at home. Record students’ responses on the chalkboard or on a chart paper.

Math Activity:

- ✓ **Potential Assessment Activity: (Drawing Conclusions from Numerical Data)**
- ✓ 6. Tally similar responses so that the class is able to make a graph entitled, “**Jobs Family Members Do at Home**”. If time is available students can also share, tally and graph responses to “**Work Family Members Do Outside the Home:**”
- ✓ 7. Ask students to draw conclusions from their collective data as well as form hunches about the work that others might do in modern day Milwaukee.
 - What kind of “work” do our family members do?
 - Is the work that our family members do the same or different than other people in Milwaukee?
 - What other kinds of work do people in Milwaukee do today?
 - How is work in modern day Milwaukee similar to and different than work done in Early Milwaukee?

Language Arts Activity:

- ✓ **Potential Assessment Activity: (Written Summary)**
- ✓ 8. Finally direct students to write a short summary description of the work their family members do outside of the home and why they do it. These written descriptions can be used to support a follow-up discussion on why people work outside the home.

Invitational Activity 2: “WHAT’S GOOD BUSINESS FOR MILWAUKEE?”

Teaching/Learning Strategies: Brainstorm, Reason about Good Business/Industry Possibilities for Milwaukee.

Key Concepts/Vocabulary: Natural resources, human resources, business, industry, moving & work.

Materials: Children’s Literature, video and chart as noted in lesson

1. Before watching Video Chapters 6 and 8, have students think about the connection between geographical features, natural resources, and why certain kinds of businesses and industries may have been (and continue to be) drawn to the Milwaukee area.
2. First ask students: (elicit many student responses and record student answers)
 - What is a natural resource?
 - What is a human resource?
 - What kind of natural and human resources does the Milwaukee area have?
 - What kind of climate does the Milwaukee area have?
 - What kind of land and water features does the Milwaukee area have?

If students’ background knowledge is limited, you might consider showing a video that highlights the natural resources of Wisconsin and/or Milwaukee.

You might also consider reading any of the following books to support students’ thinking during this learning activity:

3. After looking at a list of natural and human resources available to Milwaukee businesses and industries, present students with the following list of possible businesses and industries and have them (individually or in small groups) provide reason/s why these would or would not be advisable to develop in the Milwaukee area. You can “copy and paste” the following chart or draw it on the chalkboard or overhead.

GOOD BUSINESS IDEAS FOR MILWAUKEE: YES or NO?????

Potential Business/Industry	Good Idea (Yes? or No?)	Reasons
1. Orange Grove/Farm		
2. Canoe Factory		
3. Dairy Company (selling milk, cream, ice cream, cheese products)		
4. Year Round Theme Park (ex: Disney Land/Six Flags)		
5. Alligator Farm		
6. Fresh Bottled Water		

4. Tell students that in the next few lessons they will watch some video clips that will help them understand why so many people moved to Milwaukee to find work during the 1800's and early 1900's. They will also learn about the kind of work that was available during that time and how that work was closely linked to the resources available in Milwaukee at that time.

Video Responses Activities

[Best if used AFTER Viewing the Making of Milwaukee Video Chapters]

The following activities follow viewing of Video Chapter 6, *City of Industries*, and Video Chapter 8, *Machine Shop of the World*. Either or both of the Video Chapters will enable students to engage with the activities. The activities vary in levels of difficulty and student engagement. They are independent activities, so you can use as many of them and in any order you desire.

Video Response Activity 1: “GEARING UP TO STUDY MILWAUKEE AT WORK: THE MACHINE SHOP OF THE WORLD”

Teaching/Learning Strategies: Photo Analysis: What can/cannot be learned from a photograph?)

Key Concepts/Vocabulary: Work, business, company, factory, historical research

Materials: MOM book or website, Video Chapter 8

****Potential 2 Day Activity:** (Items #1-4 for Day 1 and #5-7 for Day 2)

****Begin Day 1**

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

Go To the “Image Library” within the “In The Classroom” section of The Making of Milwaukee website, www.themakingofmilwaukee.com and choose “Lesson Activity Images” from the pull down menu. Use the “search” tool to find the photo of the “Falk Corporation Big Gears and Man”.



1. Show students the photo of the man standing next to the huge gear produced by the Falk Company in the book chapter entitled, “Triumph of the Workingman”.

Say to students: You will be looking at many historical photographs when you study what happened many years ago and will have to think about the kind of information that can and cannot be learned when looking at a photo.

Language Arts Writing Activity: (Using descriptive words: Making Inferences from a Photograph: Photo Analysis)

2. Ask students to answer the following questions about the photograph either orally or by writing a list of descriptive words about the picture. Have students study the picture. Ask them to stare at the picture.
 - First ask, “What do you see in this picture?” (*Elicit and record many student responses*).
 - What is going on in this photograph?
 - What are the large circular objects? What might they be used for?
 - How were these objects created?
 - What is the relationship between the man in the photograph and these objects?
 - If we guessed that he had some role in making these large objects, how much do you think he was paid to do this work?
 - Do you think this was enjoyable work?
 - What might have been the challenges of work like this?
 - Do you think these objects or this type of work exists today?
 - How do you think this photograph relates to the themes described in Chapter 6, *City of Industries*, and Chapter 8, *Machine Shop of the World*, of the video?
3. After students have studied and/or written a description of the picture, engage students in a discussion about possible answers to the questions above. Make sure you consistently ask students to tell you what they see in the picture that makes them think their statements are justified. Examples follow:
 - What do you see in the picture that makes you say that?
 - What do you see in the picture that makes you think that might be true?
4. To help students further understand what historical photographs can and cannot reveal, ask them:
 - How do we know if our answers are what this picture really represents?
 - What can we do to find out if our thoughts are true?
 - Where can we look/explore to find the answers?

Begin Day 2: Items 5-7

5. After students have speculated about where to find the answers, tell them that you have found a book and a video that will tell them some information about this picture. Share the following information with your students:

“With any historical photograph, we can make educated guesses about what is going in the photograph just by looking closely. You’ve already made educated guesses about the photograph by looking carefully at the photograph. Now I will tell you some historical information about the photograph that no one could know just by looking at the photograph. It is historical information that we can learn by reading historical books like John Gurda’s, “The Making of Milwaukee”. John Gurda found this picture.....

This photograph was taken at the Falk Company in the Menomonee Valley, a company/business/factory that when it first started in the late 1800's brewed beer but after two fires that destroyed their brewery one of the sons who owned the company/business/factory (use all three words at times to help students explore synonyms) decided that making gears for all kinds of machines would be a better business to have because Milwaukee already had several breweries. Falk became the largest manufacturer of gears in the United State and still makes them today."

BUT ...this photograph still leaves us with many questions. There is important information we cannot know just by looking at a photograph.

- *Do you want to know anything else about this picture?*
- *What questions do you still have about this picture (elicit student responses).*

Possible Questions & Answers about the Picture.

a. Q: What could this gear have been used for? (elicit student responses)

A: It might have been used to mill flour back in the day because Milwaukee had flour mills that used to grind wheat into flour. But we'd have to do even more historical research to find out. We do know from research that the Falk Company created a wide variety of gears for many reasons. They even manufactured the gears that opened and closed the lock gates on the Panama Canal, the biggest canal in the world.

b. Q: Do you know how these might have been made? (elicit student responses)

A: We know that cast molds were often used to craft gears and other mechanical products in Milwaukee. A cast mold was a hollow form used to pour in melted metal. Once the melted metal cooled and become solid, the cast mold was removed. A cast mold is like a Jell-O mold or special cake pan in which we pour our ingredients to make a special shape. After our Jell-O or cake is baked we remove the cast and we can see the shape of our product.

c. Q: Can you guess how much this man might have made about one hundred years ago during the late 1800's? (elicit student responses)

A: We are not certain but we do know that the salaries for industrial workers were often low (no more than a dollar and a quarter a day) and conditions were often rough with workers often working 10 to 12 hour days, seven days a week, with no paid vacations or fringe benefits, and little attention to worker safety. We are not certain that the man in the photograph worked in dangerous/unsafe working conditions.

d. Who was this man? Do we know his name? We do not know. But how could we find out?

6. Forecast Milwaukee's rise to fame as "The Machine Shop of the World" for students .

"We know that companies/industries/factories like the Falk Company and the products they produced made Milwaukee famous as a "City of Industries" and the "Machine Shop of the World" during the late 1800's and early 1900's. Milwaukee became a great city to find work at the numerous businesses, companies, and industries that were spread throughout the early city. We're going to learn about all those companies and what working in Milwaukee was like "back in the day" and also explore what companies are still in Milwaukee creating jobs for people who live here"

7. Show students the beginning of Video Chapter 8 to see the Man in front of the giant gear made by the Falk Company and also find out how the Falk Company began.

Video Response activity 2: “WHAT BUSINESSES AND INDUSTRIES MADE MILWAUKEE FAMOUS?”

Teaching/Learning Strategies: Questions/Answers/Discussion; Using Study Guide to Watch and Collect Information from Video Clip

Key Concepts/Vocabulary: Business, Industry, Company, resources, products, Made in Milwaukee

Materials: Video Chapters 6 & 8, Study Guide as noted in lesson, pencil

****Potential 2 Day Activity (Day One includes Items 1-5; Day Two includes Items 6-8)**

****Begin Day 1**

1. Tell students that:

About 100 years ago Milwaukee became a great city to find work. Many immigrants came to Milwaukee for work because Milwaukee was known as the Machine Shop of the World. Over half of the workers in Milwaukee worked in factories that manufactured or produced goods to sell around the world.

2. Ask students if they know the answer to any of the following questions:

- What were some of the businesses and industries made Milwaukee famous?
- Why did those companies begin in Milwaukee?
- What resources did the Milwaukee area have that made it a good place to start those industries? (elicit many student responses)
- (If students do not have prior knowledge of the answers to the questions above you may want to begin the lesson with Introductory activity # 2.)

3. Tell students this additional story:

When the city of was just beginning to sell its wonderful resources, big ships were used to ship those resources such as furs, lumber and grain all over the world. Therefore other people in other cities and countries bought resources from the Milwaukee area, made them into products and sold them to make money.. The leaders of Milwaukee decided they wanted to make money on these products instead of shipping all of our resources to others. These early leaders began to use resources found right here in the Milwaukee area and around Wisconsin to make products and money for the people of Milwaukee.

- *Do you think they had a good idea? Why?*

4. Get students ready to view video clips from Video Chapters 6 & 8 by going over the following study guide for this lesson. “Copy and Paste” the study guide on the following page onto a document for students. You can either make individual handouts for students or make this visual organizer into a poster for the whole class to see. Explain to students that:

During the next few days we are going to watch video clips that show the industries/businesses and products that made Milwaukee famous. In order to help us remember all of these famous companies we'll use a study guide. The study guide will help us look and listen for information about these famous Milwaukee businesses and industries.

5. Have students look carefully at the Study Guide and ask them:
 - **What do you see on this Study Guide?**
 - **How are the rows and columns organized?**
 - **Do you see any businesses, industries or products that are familiar to you?**
 - **Are there any businesses or industries that that you've never heard of before?**
 - **Are there products/goods that you never knew were made in Milwaukee or helped to make Milwaukee famous?**
 - **What do you wonder about the information on this study guide?**

*****Begin Day 2: Items 6-9***

6. Show video clips from Video Chapters 6 & 8 that highlight the businesses and industries on the study guide. Ask students to listen for the names of these companies and what products they made to make Milwaukee famous. If students are working off of individual sheets, tell them that while they are watching the video they should put a check mark next to a company that is featured on the video.
7. After the video clip, ask students:
 - **What did you learn about businesses and industries that made Milwaukee famous?**
 - **What was it like to work in these places in Milwaukee about 100 y ears ago?**
 - **How did the businesses and industries change over time as Milwaukee began to grow?**
 - **Which of these businesses and industries that started long ago are still in business today? Why? Why Not?**

Language Arts Activity: Research -- Note Taking

✓ **Potential Assessment Activity: (Researching/Collecting Data)**

8. Answers to the last question above could spark Internet research. However, before students find the answers, encourage them to speculate on whether the industries are still making products in Milwaukee. Make sure students provide reasons for their initial thinking. Blank spaces on the right hand side can be filled in with dates or the words "Still in MKE" Or, "No Longer in MKE". Have students research 3-5 companies each.

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

Date Business/Industry Began in Milwaukee THEN	Resource Available	Industry/Business Company	Product	Do these Businesses/ Industries still Exist? NOW?
1600— Late 1600's 1795	Animals Animal Furs	Native American, French Fur Traders Solomon Juneau Fur Trading Post	Fur	
1830's	Land	Juneau, Kilbourn, Walker Land Offices	Land	
1800's	Fresh Water (Lake, Rivers)	Shipping Companies		
Early 1800's	Forests		Lumber	
1800's	Clay	Cream City Brick	Bricks	
1868	Iron	Milwaukee Iron Company	Railroad Rails	
1800's	Farms Grain Wheat	Daisy Flour Mill	Flour	
1800's	Farms Grain Barley & Hops	Breweries: Pabst, Schlitz, Blatz, Falk, Miller	Beer	
1800's	Farms Livestock Cattle, Hogs, ...	Plankinton Cudahy	Meat Packing	
1800's	Farms Livestock Cattle	Pfister & Vogel Trustel & Gallun	Leather	
1895	Steel (Iron)	Falk Company	Gears	
1884	Steel (Iron)	Harnischfeger	Cranes/Moving Equipment	
1889	Steel (Iron)	Nordberg	Mine Hoists	
1892	Steel (Iron)	Chain Belt	Chain belts	
1903	Steel (Iron)	Allen Bradley	Motor Controls	
1847	Steel (Iron)	Reliance Works	Mill Machinery Steam Engines	
1899	Steel (Iron)	A.O. Smith	Automobile Frames	
1898	Steel (Iron)	Kearney & Trecker	Machine Tools	
1867	Steel (Iron)	Allis Chalmers	Heavy Machinery	
1903	Steel (Iron)	Harley Davidson	Motorized Bicycles	

Video Response Activity 3: “*BUSINESSES AND INDUSTRIES BEGIN TO MAKE MILWAUKEE FAMOUS*”

Teaching/Learning Strategies: Make a timeline of Early Milwaukee Businesses.

Key Concepts/Vocabulary: Business, Industry, Timeline

Materials: Study Guide from previous Activity #2, pencil/paper

1. Direct students to use the Study Guide from the previous Activity # 2 so they are able to make a timeline entitled, “Businesses and Industries that Made Milwaukee Famous throughout Time”.

2. Students should be given a large sheet of paper to make a proportionately correct timeline by hand or use readily available computer software timeline programs.

Proportionately alike sections of the timeline should be labeled: Before 1600, 1600, 1650, 1700, 1750, 1800, 1850, 1900. Even so there will be several to place in the 1850-1900 timeslot so make sure the sections are big enough.

3. If students have never made a timeline before the teacher may have to pre-measure each of the 8 proportionate sections of the timeline and make photocopies of the timeline diagram. Students can add dates while the teacher models the process or the teacher can do the timeline with the whole class by asking these questions:

- **In looking at this study guide, what are the original businesses and industries that first made the Milwaukee, Wisconsin, area famous all over the world?**
- **Which date is earliest? Which date come first?**
- **Where will we put this on our timeline? Why?**
- **Which one comes next? And so on.....**

4. After the timeline has been completed, ask students what they think Milwaukee is currently famous for and what they think Milwaukee will be famous for in the future? Also have students reflect on the dates in which this might happen and add to the end of the timeline.

Video Response Activity 4: “*WORK CAN BE DIFFICULT*”

Teaching/Learning Strategies: Discuss and/or write about least favorite jobs, View Video and discuss rewards and fair treatment in Milwaukee’s work history.

Key Concepts/Vocabulary: Work, Fair Treatment, Rights, Working Conditions

Materials: Paper/pencil, Video Chapter 8

1. Have students think about and describe the least favorite job, house chore or even school task they have ever had to do. Then, ask students to respond orally or individually write answers to the following questions:

- **Describe your least favorite job, house chore, or even school task?**
- **Why is this job your least favorite?**
- **Why do you do this work?**
- **Do you get any reward for doing it? If so, what is the reward?**
- **Was the work worth the reward? If no reward was given, would it have been worth any reward?**
- **What would happen if you resisted or refused to do this work/job/chore?**

- Are there places where people are paid to do the chores that you do? Explain your answer
2. Using the think-pair-share teaching strategy, have students share and compare their answers with another student. Then ask some of them to share their answers with the rest of the class.
 3. Use student responses as a springboard into the following story to share with your students:

“About 150 years ago many people journeyed to Milwaukee over land and water to live in this area because there were many jobs here and they needed work to make a living and raise their families. Many people who came to Milwaukee worked in very challenging jobs with often little pay in return. Many were forced to work at jobs that paid very little salary (money) and required long hours every day of the week in order to make a basic living for themselves and their families. And some of the working conditions were very dangerous. For example, some working conditions did not provide safety protection when working on big factory machines, some factories were extremely hot, some had no fresh air, and some gave their workers no breaks during the day. When the workers (laborers) complained about working with no time off, poor working conditions, and low salaries/wages, the workers in Early Milwaukee often faced harsh consequences like getting fired from their jobs and not being able to support themselves or their families. Job opportunities have always been important to the people of Milwaukee but “Back in the Day” (and even now) some workplaces have not treated their employees very well. At several points in time the workers in Milwaukee all got together and went out on a “strike”. In other words, they protested by not showing up to work, marching up and down the streets of Old Milwaukee with signs demanding better pay, shorter working hours and better working conditions. One strike, The Bay View Strike, had especially severe consequences for the workers and people of Milwaukee. But Early Milwaukeeans stood up for their working rights and made the working conditions in Milwaukee much better for us today.

In the videos we are going to see and the lessons we are going to explore we will learn about the kinds of jobs that were available when Milwaukee was just beginning. And we are going to find out more about the harsh working conditions some workers had to face and see what happened during the Bay View Strike... the most famous strike that ever happened in Milwaukee.”

4. Show students video clips from Video Chapter 8 and ask student to think about how they might have reacted if they had been a worker “Back in the Day”. When the video is over, ask students:
 - Would you work a job you didn’t like? Why? Why not?
 - Would you keep working for an employer that treated you unfairly? Why? Why not?
 - Would you protest or go out on strike like the workers did long ago in the Bay

Video Response Activity 4: “LOGOS AS SYMBOLS OF PRODUCTS & SERVICES”

Teaching/Learning Strategies: Describe and analyze logos

Key Concepts/Vocabulary: Logo, product, buyer, consumer

Materials: Internet, Paper/Pencil

The logos in this activity are registered trademarks. Use of the logos here does not imply endorsement of the companies by “The Making of Milwaukee” website.

1. Show students the following seals from famous Milwaukee businesses and allow them to study (look carefully) at the symbols and accompanying words/logos that are included in or with the seals. Ask students if they recognize the logos. Choose one logo to discuss in depth.

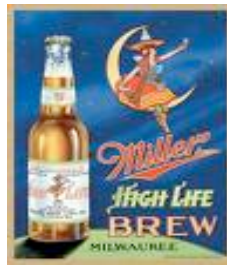
Harley-Davidson Motorcycle Logo

Harley-Davidson motorcycles began in Milwaukee in 1903.

The Harley Davidson logo is one of the most famous logos in the world. The logo is referred to as the "Bar and Shield".

Harley-Davidson owns this logo. So, the next time you purchase a Harley Davidson belt buckle, pen or sticker, part of that money would go to the Harley Davidson company.

Also, every Harley-Davidson dealership has a shop logo, a design that says something about the dealership and which sets it apart from every other dealership in the world. The next time you drive past a Harley store, look for its store logo too.



Miller Brewing Company

This is just one of the former Miller Brewing Company logos. Miller brewery has made many different kinds of bottled beers over the years and each product has its own logo. This logo includes the "Miller" company name that is always written in the same color and style. However, it also includes the famous "Girl on the Moon" logo used to advertise one of their beer products called "Miller High Life".

Usingers



This Usinger logo is very different than the other two above as it includes very detailed drawings of elves celebrating the end of a work day in the sausage factory. It also includes German phrases to illustrate that Usingers has built its business/industry upon German sausage recipes and traditions. No matter the Usinger product, whether frankfurters or bratwurst, the Usinger name is always printed in the same letter style.

2. Using one of the logos, discuss the following questions with students:

- What do you think the logo means?
- What message is it trying to send to the buyer/consumer?
- Do you think it is an effective logo?
- Does it get a message across to the people and persuade them to buy the product?
- How do you think this logo became famous?
- Which company logo do you like the best? Why?
- Can you think of other business logos that are famous? Or ones you like the best?

3. Students could draw their favorite logo from memory or go on-line to locate and draw famous candy logos such as: Hershey's, M & M's, Twix, Snickers, Kit Kat, Butterfingers, 3 Musketeers, Jolly Ranchers, Warheads, Tootsie Rolls, Baby Ruth, etc.

Video Response Activity 5: “CREATING YOUR OWN LOGO”

Teaching/Learning Strategies: Describe and draw famous/favorite logos, deliver descriptive speech

Key Concepts/Vocabulary: Logo, advertisement, brand name, products

Materials: Paper/Pencil; colored pencils/markers optional

Art Activity:

✓ Potential Assessment Activity: (Drawing and Descriptive Paragraph)

1. Show students the logos in previous activity or bring in famous products students would recognize just by looking at the name or logo. Bring in products such as: Pepsi, Coke, Sun Maid Raisins, Jell-O, Kellogg's cereal products, Oscar Meyer, Nike, etc.....Ask students:

- What kind of products do these logos/names represent?
- How do you know that?
- What do you see in the logo (lettering, pictures, design, shapes, colors?)
- How do you think this product became famous?

2. Explain to students that:

A seal or logo is used by all industries, businesses, or community services and represents ways to advertise a product or service so that people will always recognize the product or service and be convinced to buy or use them so the company can make money. Imagine that one of the Milwaukee businesses, entertainment industry or community services listed below hired you to design and create a seal or logo that represents their business or service. Your task is to design a seal or a logo that represents the organization.

(Let students choose or have students all work on the same product.)

- Milwaukee Brewers, Bucks, or Admirals
- Harley Davidson Motorcycles
- Usinger's or Klements' Sausage Products
- Falk Industries
- Milwaukee City Hall
- Summerfest
- Milwaukee Art Museum
- Discovery World
- Milwaukee County Park

- Patrick Cudahy Meat Products
- ✓ 3. First, direct students to talk about and make a list of the goods and or services that the chosen company or organization.
- ✓ 4. Then have them think about what kinds of things they want to include in their seal or logo. Encourage them to “Keep it Simple”.
- ✓ 5. Give student time to make a rough draft of their logo in pencil and if time permits have students use colored pencils or markers on Day 2 to make a finished product.

Language Arts Activity: (Descriptive Paragraph and Oral Presentation/Speech)

- ✓ **Potential Assessment Activity:**
- ✓ 6. Students should share their logos and write a brief description of what they tried to accomplish in their seal or logo by choosing various colors, shapes, words, drawings, etc. If students write the description before the presentation they can use it as a basis for a speech. Sentence starters for a presentation follow:

I chose _____ because _____
Name of Business Reason

I designed this logo by using _____
*Colors, shapes, pictures, letter style, word choices
 Name at least 3 characteristics of your design.*

I think it will persuade people to buy this product, or
 use this service because _____

Do you have any questions about my design _____?

Thank you for listening to my presentation.

Then and Now Activities

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

Then and Now Activity 1: “PHOTOGRAPH DISCUSSION”

Teaching/learning Strategies: Photo Analysis, T-Chart Comparison

Key Concepts: Historical photograph, business, product, sell, factory

Materials: MOM Website—Image Library; Then & Now T-Chart; Paper/Pencil

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

Photos Inside E.P. Allis Reliance Works.....Present day photo of Allis-Chalmers site
 (Photo in “Triumph of the Workingman” Chapter) (Photo in the “Shifting Currents” Chapter)

Then and now photographs for this activity can also be found by going to the “Image Library” of the “In the Classroom” section of The Making of Milwaukee website, www.themakingofmilwaukee.com. Then choose “Business and Industry” from the pull down menu. Type “Allis Chalmers” into the Search Tool and discover numerous historical photos as well as one present day photo of the strip mall that is located on the old Allis Chalmers site.

1. Tell students that:

Throughout history businesses come and go. Some businesses make products that sell very well for many years and then for various reasons they “Go Out of Business”. They stop making their products. Today you are going to see historical photographs of the Allis Chalmers Factory, a very famous company that used to make lots of different kinds of machinery that people used all over the world. It’s one of those businesses that made Milwaukee famous. Then you are going to see one photograph that shows what is now located where the Allis Chalmers Factory used to exist.

2. Show several “old”/historical photos of the factory. Then show the current site. Write students’ responses on a “Then and Now” T-Chart. (See Example Below)
3. Ask students to respond to the following questions:

Questions for the Historical Photographs of the Allis Chalmers Factory:

- What do you see in these old photographs? (record students’ answers)
- What are people doing?
- What kind of machines do you see in these old photographs?
- What do you think it would have been like to work in this factory?

Questions for the Current Day Photo of the Strip Mall :

- What do you see in this photograph of the businesses that currently/now occupy the Allis Chalmers Factory site?
- What type of work might go on in the more recent photograph?
- What do you think it would be like to work in one of these businesses?

Questions for Comparison and/or Reflection:

- How is the work in the current businesses similar to/alike or different from the work that people did in the Allis Chalmer’s factory?
- What might be similar or different about the working conditions for the people in the older photograph and the people who might work in the building in the newer photograph?
- In what ways might the change that has taken place between these photographs benefit the people of Milwaukee? Or hurt the people of Milwaukee?

Allis Chalmers Company

THEN

NOW

<ul style="list-style-type: none"> • • (List student responses here) • • 	<ul style="list-style-type: none"> • • • •
<p>Similarities/Differences, OR Changes Positive/Negative (After discussion have students write a summary reflection on either topic at the bottom of this T-Chart)</p>	

Language Arts Activity: (Written Reflective Summary)

✓ Potential Assessment Activity:

- ✓ 4. After discussion have students write a summary reflection. at the bottom of the T-Chart, on any of the comparison and reflection questions listed above.

Then and Now Activity 2: “WHERE’S THE PROOF?”

Teaching/Learning Strategies: Recall old neighborhood factories, Neighborhood Walking Trip, View Video Clip

Key Concepts/Vocabulary: Business, industry, factory, location, map, historical marker, machine shop

Materials: Milwaukee Map, Pencil, Internet

1. Ask this question to begin the lesson:

- If we were going to walk around Milwaukee or take a bus ride around the Milwaukee area today, what evidence would we see that Milwaukee was once called the “Machine Shop of the World”?
- What visual proof can we see that helps us understand where the old factories/businesses were located?
- Do you have any old factory buildings/businesses in your neighborhood or your school’s neighborhood?
- Do you have any street names in your neighborhood or your school’s neighborhood that were named after old factories/businesses ?
- Where were/are these old factories located and what do you think they made?

Old Factory Buildings on the South Side (3rd & 5th Wards)

And in the Menomonee Valley

Bay View Rolling Mill Historical Marker

Cudahy Suburb Named for Patrick Cudahy

Street Names

Building Names

2. Provide a Milwaukee Map and have students locate and make a star or dot where various old factories/business were/are located in their neighborhood or throughout their city. (If students don't know where any business or industries are located in their neighborhood or city, you may have to furnish them with a list of businesses or industries or take a walking trip throughout the neighborhood to make the list. After students know what businesses or industries are located in their neighborhood they can go to the Internet or Phone Book to look up the exact address.

Language Arts Activity: Writing a Letter

3. If time allows, have students write a letter to one of the businesses or industries in order to ask for historical information. Obviously most of this information could be found on a website, but letter writing remains an important skill to develop with children. Prompt students to ask:

- When a business/industry was established?
- What products the business or industry made then?
- What products the business or industry makes now?
- How the products have been used? Then? Now?
- Why the business or industry chose a particular location?

Then and Now Activity 3: “HISPANICS AS TANNERS THEN: HISPANICS AS ENTREPRENEURS NOW”

1. Begin the lesson by asking students the following question:
 - What are the many reasons that many people move to a new country or a new city? (elicit several reasons)
2. Today we are going to focus on one ethnic group in Milwaukee that originally came to our city as workers in the Tanneries.
 - Can anyone guess who that ethnic group might be?
 - What does it mean to work in a tannery?
3. Share this story with your students: (taken directly from John Gurda's book, “*The Making of Milwaukee*”, Chapter 6: A Bigger, Brighter, and Blander Milwaukee.

Hispanics, an ethnic group that represents people from Mexico and many other Spanish speaking countries, began coming to Milwaukee in 1920. A tannery in Milwaukee called Pfister & Vogel recruited about 100 young Mexican males to work in the South Side tannery. These young males slept on cots in the tannery, ate their meals in the tannery, took English classes in the tannery and worked long, hot and smelly hours in the tannery. They worked very hard and had little time for playing. Those who worked in the tanneries had some of the worst smelling job because they were scraping hair and flesh from the cowhides in order to make leather. Soon, however, these young workers brought their family members north and other Hispanics began to make the long trip north to Milwaukee so they too could find steady work. On the South Side of Milwaukee they formed social clubs, other businesses, a mission named Our Lady of Guadalupe, and even had their own newspaper for a short time. By 1930, just ten years later one count had Hispanics numbering 1,479 and another said there were 4,000 Hispanics living in Milwaukee. Today there are thousands of Hispanics in Milwaukee, more than 100,000, many still living on the South Side where they have established many businesses and industries.

What were some of those businesses and industries established by Hispanics in the 1900's?

*What are some of the businesses and industries established by Hispanics today?
How will we find out?*

Resources:

Books:

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

Rodriguez, Joseph & Sava, Walter. (2006). *Images of America: Latinos in Milwaukee*. Charleston, SC: Arcadia Publishing Co.

Websites:

www.themakingofmilwaukee.com

www.wisconsinhistory.org

Community Centers: United Community Center (UCC)

Human Resources:

Interview Hispanic Grandparents, Parents, Families, Hispanic Business/Industry Owners, Community Leaders

Fieldtrip:

Walking Fieldtrip on Mitchell Street, to the UCC,

(Be sure to have pre-established interview questions, and take clipboards, paper & pencils)

Learning Outside the Classroom

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

Learning Outside the Classroom Activity 1:

“WORKING IN MILWAUKEE”

Teaching/Learning Strategies: Walking Fieldtrip in the School Neighborhood/Community, Observe and Interview; Draw and Write a Paragraph

Key Concepts/Vocabulary: Work, business, industry, goods, services, jobs, careers

Specific Vocabulary will emerge throughout the walking trip)

Materials: Paper/Pencil

*** Note to Teachers: Check out your school neighborhood and make a plan for a walking trip to identify and observe people at work in Milwaukee: a.) Perhaps a busy street where students can identify observe the various trucks, cars, and service vehicles that pass by. b.) Perhaps a small business district where students can observe and briefly interview various people doing different kinds of work. c.) If your neighborhood has neither of the former resource opportunities available, take a walking trip around your school to identify the kinds of work going on in the school.*

1. Prepare BEFORE the Walking Trip:

- a) Take the walking trip yourself so you know what to expect/observe/plan. Tell workers you know that you will be bringing your class to the area. Ask a few appropriate workers if your students can ask questions about their work.

- b) Ask other school personnel/parents to walk with you.
- c) Prepare clipboards with pencils secured to the clipboards
- d) Prepare observational format for individual or student pairs.
- e) Before going on a walking trip of the neighborhood/nearby business district ask students the following questions:
 - **What kind of work do people do in Milwaukee?**
 - **If we were to walk around our school neighborhood or nearby business district or school, what kind of work would we see people doing?**
 - **If it were possible to ask people a few questions about their work what questions would we ask? (record a list of these questions, make copies for students and place on students' clipboards).**

2. Day of the Walking Trip:

- f) Describe location of walking trip (Show map of area in order to describe directions for getting to the location.) *“Today we are going to (location)... To get there we will need to walk (directions).....”*
- g) Identify purpose of trip (Identify and Observe People at Work in Milwaukee) *“The purpose of this walking trip is to identify and record all the different ways we see people working in Milwaukee.”*
- h) Describe students’ observational assignment: *“Today you are to make a list of all the ways you see people working in Milwaukee”. Make a list on your clipboard. Don’t worry about spelling. We’ll look up the correct spellings when we return to the classroom. Don’t try to write complete sentences, just use one or two words. We can fill in more descriptors when we come back. Provide directions on filling out the observational form. You may want to use an observational format similar to the one following #1.)*
- i) Suggest students stop to ask workers to describe their jobs so they have first hand information.
- j) Review safety directions with the students.

2. If desired, copy and use following organizational format to take observational/ interview notes:

Working in Milwaukee

Business/Industry/Organization Name	Job Name	Work Description
City of Milwaukee	Tree Trimmer	Trim branches Safety harness Cherry picker Hard hat
McDonalds	Clerk	Take Order Make Change Say Hello & Thank You
Interview Questions: What do you call your job? What kind of work do you do in your job? What do you like about your job?		

What don't you like about your job?

3. Upon returning from the walking trip... have students fill in any missing pieces on their observational form. Add more descriptors.
4. Have a class discussion on what kind of work they saw on their walking trip. Record student responses on chart paper or the chalk board.

Language Arts Activity: (Illustration and Two Descriptive Paragraphs)

✓ **Potential Assessment Activity:**

- ✓ 5. Have students choose a job they thought was most interesting and draw a picture of what they observed about that job on their walking trip. Then direct students to write one paragraph describing why they thought this job was interesting and one paragraph describing why they would or would not like to have this kind of job in the future.

Learning Outside the Classroom Activity 2: “TAKING IT TO THE STREETS: OLD and NEW DOWNTOWN MILWAUKEE BUSINESSES”

Teaching/Learning Strategies: Photo Analysis, Write Interview Questions, Use Digital Camera, Go on a Field Trip

Key Concepts/Vocabulary: Business, goods services

Materials: MOM Image Library, Clipboards, Paper/Pencil, Digital Camera

Photo Analysis (1-3) and Interview Questions:

1. To begin the lesson, ask students:
 - Do you think work in Milwaukee is the same as it was in the old days?
 - How is work in Milwaukee today the same as or different than it used to be?

Today we are going to look at old photographs of work in Milwaukee during the olden days and we're going to

2. Have students study and analyze photographs of Old Milwaukee businesses. Visit websites such as www.wisconsinhistory.org and *The Making of Milwaukee* website, www.themakingofmilwaukee.com to find photos of Milwaukee businesses in its early years. Try to find pictures that show businesses and markets residents used to obtain goods and services

*(See also, *Milwaukee Streets: The Stories Behind Their Names* by Carl Baehr, published in 1995 by Cream City Press, or *Milwaukee: Then and Now* by Sandra Ackerman published in 2004 by Thunder Bay Press as additional resources for this activity).

3. Encourage students to describe the buildings, people or landscapes in the old photographs and discuss what work was like in Milwaukee's olden days. Ask students:
 - What do you see in this picture? (record many responses/ vocabulary words.)
 - How is that work similar to or different than the work we see in Milwaukee today?"

4. Ask students what kind of businesses they would like to see in Milwaukee. Plan a trip to downtown Milwaukee or a neighborhood business center.

(NOTE TO TEACHERS: Consider whether you would like to take the whole class to a particular business area or divide the students into small groups so that they each see/explore different businesses of their choice within the same area.

To see a listing of businesses/industries in the Milwaukee area that accommodate young students go to Appendix B.

Also consider going to local businesses within your school neighborhood to make this experience even more relevant to your students because even though your neighborhoods might be “newer” than older parts of Milwaukee all businesses have a history and some business/industries might located in a place once occupied by other businesses/industries. Do some sleuthing with your students.

As a teacher take the fieldtrip yourself BEFORE going with students so you know how best to support your students’ learning. BE a DISCOVERER!)

Fieldtrip and Use of Digital Camera:**

5. Before going on the trip, set up an interview with a local business owner. Have students develop interview questions that focus on the following ideas:
 - What kind of work/job opportunities are available in this business
 - Why owners chose to establish the business
 - The location of the business in the Milwaukee area
 - What goods or services it provides
 - How its products/services help Milwaukeeans
 - How long the business has been in operation
 - Revenues and expenses
 - The types of people it serves
6. During the trip, allow students to take photographs of the buildings and businesses. Seek permission from business owners first.

Language Arts Activity: (Writing, Speaking & Discussion)

- ✓ **Potential Assessment Activity: (written description, speech)**
- ✓ 6. After photos have been developed and/or sent to each student’s email account, have students write a description of a favorite photo to prepare for a brief presentation. Describe the business in terms of categories within #5 above.
- ✓ 7. Download all of the students’ pictures into an on-line file so they can be easily projected onto a large screen. Have students present their photographs and describe the business, work, building and the purpose it serves.

- ✓ 8. After the presentations, encourage students to analyze the pictures in order to compare and contrast the differences in Milwaukee work, businesses, and/or buildings yesterday and today.
 - **How are older Milwaukee businesses/jobs similar to or different than modern day businesses?**

Art Activity:

7. Make an on-line or hardcopy Class Scrapbook of Milwaukee Businesses with a copy of each student's photograph and written description.

Learning Outside the Classroom Activity 3: “BRINGING BUSINESSES INTO THE CLASSROOM”

Teaching/Learning Strategies: Invite Guest Speaker, Write Interview Questions, Write Summary

Key Concepts/Vocabulary: Business, goods/services

Materials: Guest Speaker, Paper/Pencil

1. Invite a business representative, perhaps a parent or family member, to your class to speak about their business. Before the visit, have students develop questions about the business, its history in Milwaukee, its location and the goods/services it provides to Milwaukeeans.
2. Encourage representatives to bring videos and merchandise related to their business. In turn, have selected students provide a general history and mission of your school for the visiting representative.

Language Arts/Writing Assignment:

3. Before the speaker arrives, brainstorm interview questions (see previous activity for interview question possibilities).
 - ✓ **Potential Assessment Activity: (Written Summary)**
 - ✓ 4. After reviewing the highlights of the guest speaker's presentation and recording recall information on the chalkboard or chart paper, have students summarize the guest speaker's presentation in writing. Direct students to incorporate a particular number of the items from the list of recorded information.

Milwaukee Trivia

These Milwaukee Trivia activities are 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 Chapters but require students to test their knowledge from various resources.

Milwaukee Trivia Activity 1: “*KNOWING YOUR NUMBERS TRIVIA QUIZ*”

Teaching/Learning Activity: Trivia Quiz

Key Concepts: Historical, Company, Business, Industry

Materials: Trivia Quiz, Paper, Pencil

1. Copy the following statements or write the statements one at a time on the chalkboard. Have students circle or guess which statements they believe are true about Milwaukee during the early years when it became famous as a manufacturing town. Students should give reasoning why they believe the statement is true or false.

Note: None of the statements are false. Tell students in advance that all the dates are true so they don't focus on that fact.

- By 1873, the Milwaukee Iron Company in Bay View was the 2nd largest producer of railroad rails in America.
- By 1879, meat-packing was Milwaukee's largest industry.
- By 1890, Milwaukee was the largest producer of tanned leather on the planet.
- By 1874, Milwaukee's Pabst Brewery was the largest in the US.
- By 1886, Northwestern Mutual was the 7th largest life insurance company in America.
- Falk Corporation is the largest manufacturer of precision industrial gears in America.
- Pawling and Harnischfeger were at one time the world's largest producers of overhead cranes in the late 1800's.
- The A.O. Smith Company was at one time the country's largest maker of car frames during the 20th century.
- In the late 1800's, Edward P. Allis' Reliance Works made the largest steam engines in the world.
- By 1910, Milwaukee had the 2nd highest concentration of adult males in America who were industrial workers.

Milwaukee Trivia Activity 2: “*MAPPING BUSINESSES/INDUSTRIES (Then/Now)*”

Teaching/Learning Strategies: Trivia Mapping

Key Concepts/Vocabulary: Business, industries, machine shop, map, location

Materials: Map, MOM Website, Phone Book

1. Several companies and workplaces played a very significant role in Milwaukee's rise as a “City of Industries” and “Machine Shop of the World” and still play a significant role.
2. Access a map of Milwaukee at the following website: <http://www.mapquest.com/>
Or, access a Milwaukee map on *The Making of Milwaukee* website: www.themakingofmilwaukee.com

- ✓ **Potential Assessment Activity: (Mapping)**
- ✓ 3. Have students go to a phone book or use the yellow pages at <http://yp.yahoo.com/> to find addresses for the following companies.
 - **Harley Davidson Motorcycle Company**
 - **Rockwell Automation (formerly Allen-Bradley Company)**
 - **Falk Company**
 - **Harnischfeger Corporation**
 - **Northwestern Mutual Life Insurance**
 - **Miller Brewing Company**
 - **Patrick Cudahy Meat Products**
- ✓ 4. If time allows, have students add 4-6 other well known and modern-day Milwaukee businesses/industries to their original map locations (use a different colored pencil to make the markings/labels for easy distinction). Then compare the differences in location between “then and now”.

Timeline Information

An interactive timeline of this era with photographs can also be found on The Making of Milwaukee website, www.themakingofmilwaukee.com. Go to the “Milwaukee’s History,” section and then click on “Timeline”. Or, to go directly to the timeline, click here now: <http://www.themakingofmilwaukee.com/history/timeline.cfm>

The information that follows fits with the series but is relevant to the particular time period of this set of Video Chapters.

1855-Frederick Miller purchases a small brewery on Watertown Plank Road and begins producing beer.

1867-Edward Allis opens his Reliance Works shop on a twenty-acre site in Walker’s Point. A small machine shop in Milwaukee produces the world’s first practical typewriter.

1868- Milwaukee Iron Company first opens its doors in Bay View.

1874-Pabst becomes America’s largest producer of beer.

1879- Meatpacking becomes Milwaukee’s largest industry.

1883- Newhall House Hotel burns to the ground killing at least 75 people.

1884-Harnischfeger and Pawling open a small machine shop in Walker’s Point.

1886-Northwestern Mutual Life Insurance constructs office building on vacant lot where Newhall House Hotel stood. At least five people die when workers march towards the Bay View Iron mill demanding an 8 hour work day.

1890- Milwaukee becomes the largest producer of tanned leather on the planet.

1893-Patrick Cudahy moves his meatpacking plant to the present day village of Cudahy.

1899- A.O. Smith builds America's first pressed-steel automobile frame in a small shop in Walker's Point.

1901- Allis-Chalmers merger makes the company one of the leading manufacturers of heavy machinery on earth.

Timeline Activities

Use the following activities to engage students with the timeline:

Timeline Activity 1: “ILLUSTRATING THE TIMELINE”

Teaching/Learning Strategies: Timeline Representation, Labeling Dates

Key Concepts/Vocabulary: Timeline, event

Materials: Timeline, Paper/Pencil

1. Choose five different events on the timeline and draw pictures that would help other people understand this event. Be sure to label the dates on the drawings and place them in chronological order.

Timeline Activity 2: “ACTING IN TIME”

Teaching/Learning Strategies: Dramatizing Historical Events

Key Concepts/Vocabulary: Timeline, Historical Events

Materials: Dramatic Courage

1. The teacher should divide the class into groups or pairs and have them act out one event in the timeline.

Timeline Activity 3: “PRIORITIZING TIME”

Teaching/Learning Strategies: Prioritizing historical events, Tally responses

Key Concepts/ Vocabulary: Timeline, significant

Materials: Timeline, Paper/Pencil, Overhead

1. Make copies of the timeline for students and have students choose/circle what they believe to be the 3 most significant events on the timeline.
2. The teacher should put the timeline on a transparency and tally the number of circles for each event and lead a discussion on the events that students chose as the most and least significant.

Discussion Questions

Questions for Video Chapter 6, “City of Industries”

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

1. What resources did early Milwaukee ship to other places?
2. Why did Milwaukee business leaders want to keep some of its own resources here in Milwaukee instead of shipping it to other places?
3. Why did so many people/immigrants move to Milwaukee in the mid-1800’s?
4. What were some of the early industries that began in Milwaukee and what resources did they use from the Milwaukee area?
5. How did iron production become Milwaukee’s first “heavy” industry?
6. What landmarks in Bay View remain to signify its role in iron production?
7. What role did John Plankinton, Frederick Layton, and Patrick Cudahy play in making Milwaukee a “city of industries”?
8. How was Milwaukee able to become the largest producer of tanned leather on the planet by 1890?
9. What were some of the family names associated with brewing beer in Milwaukee?
10. Why is Milwaukee known as “Cream City” to some people?
11. How was Northwestern Mutual Life different from other industries that existed in Milwaukee during this time?
12. What role did E.P. Allis play in Milwaukee industry?
13. What role did the Menomonee Valley play in the rise of industry in Milwaukee?

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

1. How did Milwaukeeans base their economy on the resources around them?
2. What were some possible drawbacks to the environment that came with the rise of industry in Milwaukee?

Questions for Video Chapter 8, “Machine Shop of the World”

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

1. How were jobs in Milwaukee different after the Civil War around 1870?
2. How did the Falk family company signify a shift from processing goods to manufacturing goods?
3. What other machine shops dominated Milwaukee’s economy by 1900?

4. What contribution did William Harley and Arthur Davidson make to Milwaukee's reputation as "Machine Shop of the World"?
5. What difficult conditions did workers in Milwaukee face as industry rose in the city?
6. How did the Knights of Labor attempt to help laborers/workers in Milwaukee?
7. How did the "labor action" or the "workers' strike" turn violent in 1886?
8. What was the response of workers to the tragic events in Bay View?

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

1. Why did the Bay View Strike in 1886 turn violent?
2. Who bears the most responsibility for the labor tragedy that occurred in Bay View in 1886? Use specific examples to support your belief.
3. How did the Bay View Strike change Milwaukee? .
4. What are the advantages and disadvantages that came to Milwaukee for being known as the "Machine Shop of the World" by 1900?

Wisconsin Model Academic Standards (Grade 4)

The following standards are taught in this historical theme, “Working in Milwaukee”.

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>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 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.8.8 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 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>Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance</p> <p>Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.</p> <p>Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.</p>	<p>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 style="text-align: center;">Standard D: Economics</p> <p>D.8.1 Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services</p> <p style="text-align: center;">Standard E: Behavioral Science</p> <p>E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people</p> <p>E.8.11 Explain how beliefs and practices, such as ownership of property or status of birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved</p>
<p>Content Standards: English</p>	<p>Performance Standards: English</p>
<p>Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.</p> <p>Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.</p>	<p style="text-align: center;">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 style="text-align: center;">Standard B: Writing</p> <p>B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes</p>

<p>Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse 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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">Standard E: Media and Technology</p> <p>E.8.1 Use computers to acquire, organize, analyze and communicate information</p> <p>E.8.3 Create media products appropriate to audience and purpose.</p> <p style="text-align: center;">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>
<p>Content Standards: Mathematics</p>	<p>Performance Standards: Mathematics</p>
<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</p>	<p style="text-align: center;">Standard A: Mathematical Processes</p> <p>A.8.1 Use reasoning abilities</p>

<p>communication, and the use of appropriate technology, when solving mathematical, real-world and non-routine problems.</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>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 G: Science Applications</p> <p>G.8.2 Explain how current scientific and technological discoveries have an influence on the work people do and how some of these discoveries also lead to new careers</p> <p>G.8.3 Illustrate the impact that science and technology have had, both good and bad, on careers, systems, society, environment and the quality of life</p>

APPENDIX A

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

African American Experience and the Civil Rights Movementpg.

Early Settlers Go to Work pg.

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Early Settlers Transportation pg.

Historical Reference Books pg.

Immigration pg.

Making and Visiting a City pg.

Natural Resources: Land and Water Features pg.

Wisconsin Native Americanspg.

African American Experience and the Civil Rights Movement

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

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

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

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

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

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

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

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

PICTURE BOOKS

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

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

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

NON-FICTION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PICTURE BOOKS

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

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

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

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

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

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

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

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

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

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

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

Christmas In the Big Woods (1995)

County Fair (1997)

Dance at Grandpas (1994)

A Farmer Boy Birthday (1998)

Going to Town (1995)

Going West (1996)

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

NON-FICTION

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

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

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

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

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

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

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

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

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

PICTURE BOOKS

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

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

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

NON-FICTION

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

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

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

Historical Reference Books

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

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

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

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

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

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

(Brief Annotations Included)

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

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

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

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

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

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

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

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

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

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

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

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

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

Non-Fiction Children's Literature

(Brief Annotations Included)

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

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

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

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

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

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

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

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

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

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

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

Moving to a New Place

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

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

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

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

PICTURE BOOKS

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

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

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

NON-FICTION

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

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

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

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

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

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

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

PICTURE BOOKS

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

NON-FICTION

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

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

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

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

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

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

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

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

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

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

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

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

“Wisconsin Native American” Children’s Literature

(brief annotations included)

PICTURE BOOKS

NON-FICTION BOOKS

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

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

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

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

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

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

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

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

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

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

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

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

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

Names and Maps Tell a Story of Wisconsin

The Moccasin Game

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

The History of the Oneida Indians

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

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

APPENDIX B

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

Cultural Ethnic Study Guide pg.

Field Trip Guidelines pg.

Neighborhood Study Guide pg.

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Milwaukee Business/Industry Study Guide pg.

A Cultural/Ethnic Study of Milwaukee

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

Essential Questions to Guide a Cultural/Ethnic Study?

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

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

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

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

Access to Historical Resources:

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

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

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

Festivals:

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

Books:

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

Field Trip Study Guidelines

I. Before going on the Fieldtrip:

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

II. After going on the Fieldtrip

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

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

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

Neighborhood Study Guide: Essential Questions & Inquiry Process

History:

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

Culture:

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

Geography:

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

Economics:

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

Political Science:

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

Sociology:

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

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

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

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

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

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

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

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

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

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

Milwaukee’s Population from 1850 to 2000

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

3. Ask students some of the following questions:

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

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

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

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

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

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

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