

“The Making of Milwaukee: The Next Chapter”

Lessons for Teachers : Grades 1-4 *“The Making of Milwaukee: The Next Chapter”* Neighborhoods, Immigration, Celebrations & Changes

Essential Questions

Essential Questions are designed to engage students in thoughtful deliberation of enduring questions about history and the human experience related to *Milwaukee: The City and its Neighborhoods*

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

Key Concepts / Vocabulary

Neighborhood	City	Place	District	Ward
Community	Zone	Home	Business	Schools
Streets	Parks	People	Divisions	Positive
Celebration	Problem	Change	Continuity	Division
Time Capsule	Digital Device	Social Media	Neighborhood Association/Group	
Move	Relocate	Immigration	Immigrant	Migration
Shelter	Home	House	Apartment	
Possibilities	Problems	Present	Past	Future

Invitational Activities —“the hook”

Invitational activities are designed to introduce the unit and can be completed prior to viewing the video chapter. The activity invites or “hooks” students into previewing, predicting or imagining the ideas and themes for the learning activities and is intended to bridge content to students’ current lives.

INVITATIONAL ACTIVITY 1: WHAT IS A NEIGHBORHOOD? WHAT IS IN YOUR NEIGHBORHOOD?

1. Elicit student responses to the following question and record their responses for all to view:

What is a neighborhood?

2. After recording all their responses, help students create a definition of a neighborhood based on their initial responses? *“A neighborhood is.....”*

AND/OR, show students these definitions of a neighborhood from the Merriam-Webster dictionary:

- * A place or region within a city, town or village
- * A section lived in by neighbors and usually having distinguishing characteristics
- * Synonyms -- area, ward, district, blocks, zone, section

3. Ask students to identify the name of their neighborhood. If students do not know the “name” of the neighborhood they live in, direct them to ask their parents/guardian or a neighbor they know.

4. Using a grid like the one below, have students who live in the same neighborhood work together to identify things they see or experience in their own neighborhood or their school neighborhood.

Homes	Businesses	Street Names	Parks	Schools	People

OPTIONAL Follow-Up Activities:

- a. Have students refine the initial neighborhood definition based on descriptors they placed in the grid.
- b. Homework: Have students take the grid home and ask them to fill out specific details of their neighborhood with parental assistance.

INVITATIONAL ACTIVITY 2: CELEBRATE or CHANGE: Agree or Disagree?????

1. As individuals, have students look at the lists they created in Invitational Activity #1 – the neighborhood descriptive grid. Ask them to think about the following:
 - **Two neighborhood characteristics they think are positive aspects to celebrate and WHY.**
 - **Two neighborhood characteristics they think are problems/challenges they would like to change and WHY.**
2. Ask students to share their choices and reasons for making the choices. Record their choices in two columns entitled: **celebrate** ---- **change**
3. After hearing each other's choices, ask students: **“Did we all agree?” Did we all make the same choices?”** Say, **“Sometimes even best friends disagree, have different opinions, and make different choices.”**
4. Ask students to recall another time in their lives when they disagreed about something. This could be a disagreement between themselves and a friend or a family member about something that was important to them, or a disagreement between themselves and someone they did not know over some type of dispute. Ask students to discuss and/or write responses to the following questions:
 - **What did it feel like to disagree?**
 - **How did you attempt to resolve this disagreement?**
 - **How effective was your solution?**
5. Allow students to share responses with another student or in small groups.
6. **FORECAST: Coming Soon!!** Students will view *The Making of Milwaukee: The Next Chapter* soon and will learn about some characteristics of Milwaukee that are worth celebrating and some that need to be changed. They'll also hear how people in various parts of Milwaukee and nearby communities agree and disagree about what to celebrate and what needs to change.

INVITATIONAL ACTIVITY 3: “MOVING TO A NEW PLACE”

1. Have students recall and share a time when they or someone they know moved into a new city, neighborhood, apartment, or home. Ask students to explain:
 - **Why did you move to the new place?**
 - **What did you like about the new place?**
 - **What did you wish you could change about the new place?**

Have students take turns sharing their experiences.

2. **FORECAST: Coming Soon!!** Tell students that you asked them to think about what it's like to move because they are going to watch a video that shows the city of Milwaukee, the people who live in and are moving to Milwaukee and the positive characteristics and problems that people experience when they move to or live in Milwaukee. Tell students you want them to be prepared to think about what they hear and see in the video.
3. **LITERATURE CONNECTIONS:**
 - **GO TO Appendix A for Annotated Children's Literature List**

Film Response Activities

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

FILM RESPONSE ACTIVITY 1: CREATING A NEIGHBORLY CLASSROOM

1. Pretend that the classroom is the city of Milwaukee. As students observe, post LARGE SIGNS representing the cardinal directions (**North, South, East, and West**) in the room and designate where various familiar landmarks and borders of the city are located like **Lake Michigan, Lake Park, Bucks Arena, Brewers' Stadium, Art Museum, Milwaukee River, Major Highways, Summerfest, the Zoo, their school, etc.**
 - *Verbally model placement of the landmarks so students understand what they could say once given a neighborhood name. EX: "The Art Museum is North of Summerfest."*
2. Display a **Digital Map of Milwaukee**. A map of the different neighborhoods of Milwaukee can be found here: <http://www.ci.mil.wi.us/ImageLibrary/Public/map4.pdf>
 - a. Point to where the familiar landmarks are that you just mentioned.
 - b. Assign each student or pairs a Milwaukee Neighborhood. Have the student write the name of the neighborhood in large letters on a piece of notebook paper. Using the cardinal directions and various landmarks represented around the classroom, direct students to look at the digital map image of Milwaukee and then walk to the place in the approximate classroom space where they believe their assigned neighborhood is located. Have each student say the name of their neighborhood and say a sentence about where their neighborhood is located. For Example:
 - **The East Side neighborhood student could say, "I'm on the far East side of Milwaukee", or "I'm next to or West of Lake Michigan."**
 - **The Riverwest neighborhood student could say, "I'm next to the Milwaukee River or West of the Milwaukee River."**
 - **A Sherman Park neighborhood student could say, "I'm in the middle of the city."**
4. **OPTIONAL PRE or Follow-Up Activity:** Play "Where in the World Are You?" **Do this activity on any given day or time as a transition activity.** Simply pose the question and ask students to verbalize where they are. Answers are limitless. Examples:
 - **I'm next to Charles. OR I'm in my chair. OR I'm in Milwaukee.**
 - **I'm behind my desk. OR I'm in _____ School. OR I'm under the ceiling**
 - **I'm west of the teacher's desk OR I'm in the central part of the classroom.**

MAKE IT FUN/CREATIVE – A GAME!

VIDEO RESPONSE ACTIVITY 2: WHO'S MOVING TO MILWAUKEE NEIGHBORHOODS and WHY

1. Before viewing the video, *The Making of Milwaukee, The Next Chapter*, write the words, “immigrants and immigration,” on the board.
2. Explain that
 - a. *While many people who already live in Milwaukee move from place to place within the city, there are new people from other countries who have come to Milwaukee over the last 200 years and today there are still new people coming to Milwaukee.*
 - b. *People who move to new countries by their own choice are called “immigrants.”*
 - c. *An immigrant is a person who chooses to move from one country to another to live in a new place. “Immigration” is the word used to describe the process of moving from one country to another.*
3. Then write the words, “refugee” and “flee/escape” on the board. Explain that
 - a. *People who move to new country because they are trying to “flee/escape” a war or violence are called “refugees” because they are trying to find a safe place or a “refuge” for themselves and their family. The refugee might choose to stay in the new country or go back to their home country when it is safe.*
4. **Prepare students that** after viewing the video chapter, you want them to identify the various groups of immigrants who have moved to Milwaukee and think about why they have moved here.
5. View the segment of the video chapter, “*The Next Chapter*,” related to current Milwaukee immigrants. (*It is also possible to show the entire video, “The Next Chapter,” if time allows and you think your students will benefit.*)
6. After viewing the video chapter, ask students the following questions and record their answers.
 - a. **Who are the people, the immigrants/refugees that have recently immigrated to Milwaukee?**
 - b. **Where did they come from?**
 - c. **Why have people have moved to Milwaukee?**
 - d. **How are these people similar to or different than you and your family?**

OPTIONAL LANGUAGE ARTS EXTENSIONS for Who's Moving to Milwaukee?

1. **WRITING:** Challenge students to write a story or poem about moving to a new place.
2. **SPEAKING:** Have students read their stories/poems to the class during “read aloud” time.
3. **ART/WRITING/SPEAKING:** Have students draw a picture of something they would want to take if they moved to a new place, then write a paragraph, story or poem on the back of the picture about the item would take if they moved to a new place and why. Have students show their picture, read their paragraph/story/poem during an “open mic” session.
4. **CHILDREN'S LITERATURE SELECTIONS:**
 - **GO TO APPENDIX A for annotated listing.**

FILM RESPONSE ACTIVITY 3: THE MAKING OF MILWAUKEE NEIGHBORHOOD POSTERS: DESIGNING THE NEXT PRINTS

1. Before viewing *The Making of Milwaukee: The Next Chapter*, pose these questions:

- “What makes a place a neighborhood?”
 - Could it be the homes and buildings in a specific area?
 - Could it be the people who make up a certain area?
 - Could it be the culture that people in a certain area share?
 - What else could it be?

NOTE TO TEACHERS: Expect a range of answers as this question has no one “correct” answer. (If you have completed *Invitational Activity #1*, you could use the completed grids as a review.)

2. Introduce *The Making of Milwaukee: The Next Chapter*. State that it has been shown on Channels 10 and 36 as part of MPTV and PBS programming and that part of the film describes and shows various Milwaukee neighborhoods. Tell students that after viewing *The Next Chapter* you will ask them to recall some of the neighborhoods and their characteristics.
3. After viewing *The Making of Milwaukee: The Next Chapter*, have students recall some of the content about the various neighborhoods: **Downtown, the East Side, Brewer’s Hill, Riverwest, Halyard Park, Lindsay Heights, the Third Ward, Walker’s Point, the Historic South Side, Bay View, and the Menomonee Valley.**
4. Inform students that in the 1980’s, the city of Milwaukee commissioned artist, **Jan Kotowicz**, to create a series of posters representing the different neighborhoods of Milwaukee. Local historian, **John Gurda**, the narrator of *The Making of Milwaukee: The Next Chapter*, wrote a history of these same neighborhoods on the back of each poster. **DISPLAY** the front side of the neighborhood posters by going to this website:

<http://city.milwaukee.gov/posters#.WVmyYojyuM8>

5. Ask students to choose a Milwaukee neighborhood poster they find interesting and be ready to answer these questions:
- What do you think are important characteristics of the neighborhood based on the poster’s design?
 - What would you like to know/learn about the neighborhood?
 - How will you learn what you want to know?

OPTIONAL Follow-Up Activities:

- **LEARNING THROUGH ARTISTIC EXPRESSION:** Individual or student pairs redesign one of the posters focusing on an aspect of the neighborhood they feel best represents that neighborhood. Students can draw upon information from a grid similar to the one completed in the *Invitational Activity #1* above to help make decisions about what can be on their poster.

Students DISPLAY and become DOCENTS for their poster exhibition.

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

- **LANGUAGE ARTS EXTENSIONS for Milwaukee Posters**

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

Then and Now Activities

Then and Now activities are 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: IT'S TIME TO DIG UP A TIME CAPSULE OF MILWAUKEE'S NEIGHBORHOODS – BACK IN THE DAY, 50+ Years Ago

This activity is a variation of *Film Response Activity 3: It's Time to Create a Capsule of a current Milwaukee Neighborhood*. It is designed to help students better understand Milwaukee neighborhoods in the past. Teachers will need to create the "time capsule" ahead of time. Suggestions follow.

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

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

2. **Pretend** that you have heard there is a time capsule from 50+ years ago placed somewhere in the school. Explain that *"a time capsule" is a container that holds memorabilia/items to represent a certain time and place and is usually buried someplace for people to discover in the future.*
3. **"Discover"** or lead students to "discover" a time capsule (container) in a closet or other mysterious place in the school. The container should serve as an imaginary "time capsule" from the *past (the 1940's/1950's after WWII)* with items that represent various Milwaukee neighborhoods. Following are examples a teacher could put into the *"time capsule" beforehand.*

Sherman Park: Photos of Sherman Park's houses or schools 50+ years ago. Or, a list of famous alumni from Washington High School who grew up in the Sherman Park area during the 1940's & 1950's including former Senator Herb Kohl, Milwaukee Brewer's owner, Allan "Bud"

Selig, and actor Gene Wilder. A list of Alumni Hall of Fame Members can be found here:
<http://www.milwaukee-washington100.com/WHS-Hall-of-Fame.htm>

Historic Third Ward: Photograph of the old stores/factories of the Third Ward or the Italian religious procession. Photographs can be found by going to the *Making of Milwaukee Image Library* and typing in “*Italian Community and the Blessed Virgin of Pompeii Church in the Third Ward.*” Although fading as an Italian neighborhood, this was still the cultural home of Milwaukee’s Italian community in the 1950’s.

Downtown: A map showing the Marquette Interchange and freeway system as it led into downtown. The Freeway system was proposed right after World War II but was built during the 1960’s. This article describes the history of the freeway system:

<https://onmilwaukee.com/buzz/articles/milwaukee-freeway-history.html>

This website offers early maps of the proposed freeway system:

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

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

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

Washington Park: An animal figurine or stuffed animal (possibly a gorilla to represent the famous gorilla Samson) to show the Washington Park Zoo, Milwaukee’s original zoo. It became the Milwaukee County Zoological Gardens in 1953 and remained in Washington Park until 1963 when it moved to its current location. An article about the original zoo can be found here:

<https://onmilwaukee.com/visitors/articles/washingtonparkzoo.html>

Brewer’s Hill: A “Demolition in Progress” sign to signify the number of homes and factories in the Brewers Hill neighborhood that were torn down after WWII as the neighborhood fell into disrepair. The following article offers some history about Brewer’s Hill if you do not have access to *Milwaukee: City of Neighborhoods* by John Gurda (Milwaukee: Historic Milwaukee Incorporated) © 2015:

<http://historicbrewershill.com/history/>

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

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

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

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

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

Historic South Side: A bridal veil to represent that Historic Mitchell Street located in the Historic South Side was once a focal point of Milwaukee shopping after World War II particularly with numerous bridal shops and department stores. The following article highlights the role of this place as a center of bridal shops:

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

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

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

The following article adds further information about Goldmann's before it closed its doors soon after this article was created:

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

4. After students choose or receive an item from the time capsule, they share their thoughts about the following questions:
 - **What might this item represent about this neighborhood in Milwaukee, 50+ years ago?**
 - **Why might this item be significant?**

LANGUAGE ARTS EXTENSIONS for the “Neighborhood Time Capsule from the Past”

- ✓ **WRITING/SPEAKING:** Ask students to use their written responses to the questions above to present an item to the class: a speech, a slide show, or a formal essay.
- ✓ **DISCUSSION:** The teacher asks students to respond to the following questions after they have presented their items:
 - a. **Have the items in the time capsule changed over time? What did it look like a long time ago? What does it look like today?**
 - b. **Would the same kind of item represent the neighborhood today?**
 - c. **Why do neighborhoods change? What factors lead to major changes in a neighborhood?**
 - d. **What might cause things to remain the same in a neighborhood?**
 - e. **Do you think these neighborhoods will change or stay the same? Why?**

THEN and NOW ACTIVITY 2: LET'S CREATE A TIME CAPSULE OF MILWAUKEE NEIGHBORHOODS TODAY

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

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

2. Have individual or small student groups imagine they have been asked to create a "time capsule" that represents their own or school neighborhood today. Remind students that **"a time capsule" is a container that holds memorabilia/items to represent a certain time and place and is usually buried someplace for people to discover in the future.** Ask students to choose one item to place in a neighborhood time capsule.

NOTE to TEACHERS: Encourage students to consider an item that represents some particular aspect of the neighborhood that will help people 50-100 years from now understand what that neighborhood or school was like. In place of bringing in or locating an actual item, students might find or draw a picture of an item and use that as a way to symbolically place it in a mock time capsule (which could simply be represented by a box).

OPTIONAL LANGUAGE ARTS Extensions for Creating a Time Capsule

- ✓ **WRITING:** Before presenting their item, students write a paragraph that explains:
 - **Why they chose the item?**
 - **What the item represents or symbolizes about their neighborhood?**
 - **What aspects or characteristics of this neighborhood are not being represented by this item?**
 - **How well might this item represent this Milwaukee neighborhood in the future (25, 50, or 100 years from now)?**
- ✓ **SPEAKING:** Students can either read or summarize their essay as they present their items to the class. The teacher may lead a whole class discussion with students to answer these questions:
 - **What is similar and different about the chosen items?'**
 - **Did we leave any important neighborhood characteristic out of the time capsule?**
 - **What patterns and themes do these items suggest about the city of Milwaukee?**

THEN AND NOW ACTIVITY 3: PICTURING MILWAUKEE'S NEIGHBORHOODS: PAST AND PRESENT

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

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

2. The teacher can access historical images of Milwaukee's neighborhoods from the past.

- a. Many historic images related to Milwaukee’s neighborhoods can be found in the *Making of Milwaukee Image Gallery on the Making of Milwaukee website*:
www.themakingofmilwaukee.com
- b. By typing in the names of the following neighborhoods, a teacher will find images from **Historic Third Ward, Historic South Side, Bay View, Downtown, Hillside, Halyard Park, Washington Park, Merrill Park, North Milwaukee, the Menomonee Valley, and North Point.**

More photographs of Milwaukee’s neighborhoods can also be found at:

The Digital Collections of the University of Wisconsin Milwaukee: Milwaukee Neighborhoods: Photos and Maps, 1885-1992

<http://collections.lib.uwm.edu/cdm/landingpage/collection/mkenh/>

The Wisconsin Historical Society Image Gallery:

<http://www.wisconsinhistory.org/Content.aspx?dsNav=N:1135>

The Milwaukee Public Historic Photo Collection:

<http://content.mpl.org/cdm/search/collection/HstoricPho>

BOOK: Ackerman, S. (2014). **Milwaukee: Then and Now**. Pavillion: NY. ISBN: 190981508X

3. After individual or small student groups have located a photograph of a specific Milwaukee neighborhood, they should compare/contrast the images to what those same neighborhoods or specific aspects of the neighborhood that is in their photograph look like today.
4. In addition to examining present day photographs related to Milwaukee’s neighborhoods from the video, *The Making of Milwaukee: The Next Chapter* or the book *Milwaukee: City of Neighborhoods* by John Gurda (Milwaukee: Historic Milwaukee Incorporated) © 2015, the teacher could also ask students to use the Street View feature on Google Maps to find present day images of Milwaukee neighborhoods.

NOTE to TEACHERS: If the teacher feels comfortable, one alternative to having students find a present-day photograph would be to have students take a present-day photograph related to the school or personal neighborhood in order to compare/ contrast it to the historic photograph.

LANGUAGE ARTS EXTENSIONS for “Picturing Milwaukee”

- ✓ **WRITING/SPEAKING:** Ask students to use their written responses to the questions below as they present an item to the class through a speech, a slide show, or a formal essay.
 - **What do these photos/images tell you about this Milwaukee neighborhood, past/present?**
 - **What is similar and/or different about the images?**
 - **What has stayed the same/changed? (change and continuity)**
 - **Why do you think there has been change, continuity, or both change and continuity in this neighborhood?**

5. Establish time expectations for the presentations.

Learning Outside the Classroom

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

LEARNING OUTSIDE THE CLASSROOM ACTIVITY 1: TAKING WALKS IN THE SCHOOL NEIGHBORHOOD. Always! Always! Scout out the route ahead of time!

1. On a nice day, walk around the school neighborhood.
2. When time is limited, just go one or two blocks on different days and in different directions.
3. Take pictures.
4. Draw sketches.
5. Discuss what has been observed in the neighborhood upon return.
6. Discuss what to celebrate and what to change.
7. Make a Bulletin Board of photos or sketches.
8. Stop in a shop or business and talk to the proprietor or worker (obtain permission from the business first) about why they have their shop/business in this particular neighborhood.
9. Pick up trash (not glass or metal). *Provide plastic gloves.*
10. Make arrangements ahead of time to talk to a neighbor you know about what they like about the neighborhood and what they'd like to change.

LEARNING OUTSIDE THE CLASSROOM ACTIVITY 2: NEIGHBORHOOD ORGANIZATIONS CELEBRATE and CHANGE

This activity will help students learn about Milwaukee neighborhood organization/s in their neighborhood or school neighborhood. Students will learn ways those organizations work to celebrate or change their Milwaukee neighborhood/s.

1. Inform students that many Milwaukee neighborhoods have neighborhood associations. *Neighborhood associations are groups of people who live or own property in a neighborhood and form an organization to improve or make changes to their neighborhood, plan neighborhood events, or celebrate the positive neighborhood characteristics.*
2. Ask students to examine the list of Milwaukee neighborhood groups/ associations found here: <http://city.milwaukee.gov/NeighborhoodGroups>. Based on the organizational names, ask students:
 - **What neighborhood celebrations/changes might this organization address?**
3. Invite a neighborhood organization to come to your class to explain what they celebrate and what they would like to change. Ensure that the organization understands your students' age/grade level ahead of time.
4. Before arriving, have students brainstorm questions they might ask and practice asking them. While students should create their own questions, the following are examples:

- What is the goal and/or mission of the neighborhood organization?
- What celebrations/events does the organization plan?
- How does your organization plan the celebrations/events?
- What resources does the organization need for the celebration? Where do they get the resources?
- What are some of the challenging neighborhood problems?
- What is the organization doing to address/change the challenging problems?
- What resources do they need to address the problems? Where do they get the resources?

OPTIONAL Follow-Up Activity for Celebrate/Change -- Form a school/classroom organization.

5. Students form and name their own classroom organization to plan a celebration and/or an event to promote change in their school or school neighborhood. They must decide:
- What celebration or event to promote change should occur and why? (*holiday, parade, music in the park or school, crime, litter, traffic, beautification, award ceremony, honor good citizens or student/school leaders, etc.*)
 - How they will plan the celebration or event to promote change?
 - Who will they invite to the celebration or event?
 - What resources (human & material) will they need to carry out the event?
 - How will they advertise their celebration or event?
 - Who will do the work?
 - Date for the celebration or event?

LANGUAGE ARTS EXTENSION for Neighborhood Organizations

- ✓ **WRITING:** Students write letters to the principal to propose an event of change and/or celebration, also asking permission to have the event and for feedback.
- ✓ **NOTE TO TEACHERS:** *Be sure to talk with the principal ahead of time so as not to disappoint the students if the event is not possible.*

APPENDIX A: Children’s Literature for “Read Alouds” Immigrants, Immigration, Moving, Neighborhoods and Community Engagement

Choose from the following annotated list of children’s literature resources to use during “**real aloud**” time. The literature represents a wide range of immigrant, moving and community engagement experiences. For each story, discuss some of the following questions, when relevant:

- **Who are the people/immigrants?**
- **Where did they come from and where did they move?**
- **Why did they move?**
- **What did they do when they reached their new place, city, neighborhood....?**
- **What are the positive characteristics of the new place to celebrate?**
- **What are some of the problems they faced?**
- **What were some of the possible solutions they considered to solve the problems?**
- **What action did people take to address the problems?**
- **What would YOU have done if YOU had been one of the people in the book?**

The questions above are also designed to help students see themselves as *agents of change* as, together, the teacher and the students explore people and cities who had courage and strategies to actively address:

- a. **POSITIVE characteristics of the new place people have moved to**
- b. **PROBLEMS they have experienced**
- c. **POSSIBILITIES for addressing those problems**
- d. **POWER to engage in the community.**

Optional MAPPING Activity: After reading a literature selection, teachers and students use yarn on a World Map to illustrate the route that people/immigrants/themselves may have used to come to Milwaukee. Use different colored yarn to indicate different routes.

Optional ART Activity: After reading a literature selection, students engage in a simple art project to further understand the new people/culture who may be moving to Milwaukee or another US city.

Optional COOKING Activity: After reading a literature selection, the teacher and students prepare a food item that represents the food of the immigrants/ culture represented in the book.

Optional LANGUAGE ARTS Activities:

- ✓ **WRITING:** Students write poems, letters to characters, statements of hope or commitment, alternative endings to a story, etc.
- ✓ **SPEAKING:** Students present their writing as a brief speech/statement to the class.

NOTE to TEACHERS: *The lists are a sampling of potential literature choices and are not meant to be all-inclusive. Several selections were noted on the annual “Notable Books for Social Studies” lists posted each year on the National Council of Social Studies (NCSS) website.*

GO TO: <https://www.socialstudies.org>

NCSS Members ONLY have access to the current year but previous years are available to everyone.

Annotated FICTION Children's Literature

Immigrants, Immigration, Migration, Moving, Refugees

Bunting, E. (2006). *One Green Apple*. Clarion Books: NY. *Farah, a Muslim immigrant who struggles to adapt in a new school but gains a sense of belonging after a field trip to the apple orchard.* ISBN: 0-618-43477-1

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

Clinton, H. (2017). *It Takes a Village*. Simon & Schuster: NY. *This book portrays a multicultural America working toward a common goal to build villages that work for all people.* ISBN: 978-1481430876

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

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

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

Evans, S. (2012). *We March*. Square Fish: NY. *A beautifully illustrated and written story of the diverse people who participated in the 1963 March on Washington.* ISBN: 978-1-5007-3259-1

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

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 chooses to move to and raise her family under one of downtown Milwaukee's busiest bridges.* ISBN: Library of Congress Numbers: 82-71686

Grimes, N. (2015). *Chasing Freedom: The Life Journeys of Harriet Tubman and Susan B. Anthony*. Orchard Books: NY. *An historical fictional account of two women who took action in different ways but whose efforts often intertwined.* ISBN: 978-0-439-79338-4

Joose, B. (1995). *The Morning Chair*. Houghton Mifflin: NY. *Immigration from a Dutch seaside village to New York City becomes easier with familiar routines and furniture from home.* ISBN: 0-395-62337-5

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

Munoz-Ryan, P. (2003). *A Box of Friends*. McGraw-Hill: Columbus, OH. *To help them adjust to a new place to live, children collect objects to place in a memory box that remind them of their former home*. ISBN: 1-5-7768-420-6

Nelson, S. (2015). *Sitting Bull: Lakota Warrior and Defender of His People*. Harry Abrams: NY. *An historical fiction account of Sitting Bull who worked relentlessly to protect his nation and Lakota people*. ISBN: 978-1419-707315.

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

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

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

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

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

Ransome, L. (2105). *Freedom's School*. Jump at the Sun Books: NY. *A tale of African American children who face challenges as they walk to their new school*. ISBN: 978-1-4231-6103-5.

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

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

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

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

Stead, P. (2015). *Lenny & Lucy*. Roaring Book Press: NY. *Lenny and his father move to a new house beyond the scary woods and become creative in their adjustment*. ISBN: 978-1-59643-932-0

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

Tarbescu, E. (1998). *Annushka's Voyage*. Clarion Books: NY. *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

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

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

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

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

NON-FICTION Children's Literature

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

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

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

Coles, R. (2010). *The Story of Ruby Bridges*. Scholastic: NY. *The story of the first African American child to integrate a New Orleans school in 1960.* ISBN: 978-0-439-47226-5

Cook, M. (2009). *Our Children Can Soar: A Celebration of Rosa, Barak and the Pioneers of Change*. Bloomsbury Children's Books: NY. *Foreword by Marian Wright Edleman. Beautifully illustrated to emphasize that every person can effect positive change!* ISBN: 978-1-59990-419-1

Creative SHARP Students. (2006). *All Around Milwaukee: A Kid's Tour Guide to the City*.

Creative Sharp Presentations, Inc.: Milwaukee, WI. *Milwaukee students' essays and illustrations to guide kids' visits to local landmarks. Spanish translation included.* ISBN: 097708162-1

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

- De Capua, Sarah. (2004). *How People Immigrate*. Children's Press: NY. *Description of the immigration process: moving, applying for a visa, settling in, etc.* ISBN: 0-516-22799-8
- Engle, M. (2017). *Bravo: Poems about Amazing Hispanics*. Godwin Books: NY. *Hispanics from all walks of life are celebrated through poetry. Brief Bio's included.* ISBN: 978-080509876-1.
- Freedman, Russell. (1980). *Immigrant Kids*. EP Dutton: NY. *Immigrant children coming to America, at home, school, work and play in pictures and text.* ISBN: 0-525-32538-7
- Gordon, Solomon. (no date given). *Why Did They Come?* National Geographic School Publishing, Windows on Literacy Series, Social Studies Set B. *A brief text with photos designed to build vocabulary and explain why people immigrate.* ISBN: 0-7922-4339-0
- Hooks, G. (2017). *If You Were a Kid in the Civil Rights' Movement*. Scholastic Books: NY. *Two young girls attending a segregated school find themselves in the middle of a civil rights' demonstration and realize change is coming.* ISBN: 978-0531223840.
- Kent, P. (2010). *Cities Across Time*. Kingfisher: NY. *Detailed Illustrations depict the evolution of cities from the Stone Age to the 21st C .* ISBN: 978-0-7534-6400-7.
- Langston, R. (2016). *For the Right to Learn: Malala Yousafzai's Story*. Capstone Young Readers: Mankato, MN. *The true story of a young Pakistani girls who spoke in favor of educating girls and receives a Nobel Peace Prize.* ISBN: 978-1-4914-6071-9
- Lawlor, Veronica. (1995). *I was Dreaming to Come to America*. Viking Press: NY. *Immigrants' brief stories about coming to America, collected through interviews from the Ellis Island Oral History Project.* ISBN: 0-670-86164-2
- Levine, E. (1993). *Freedom's children: Young Civil Rights Activists Tell their own Stories*: Puffin Books: NY. *Stories of young civil rights activists.* ISBN: 978-0698118706
- Maestro, Betsy. (1996). *Coming to America: The Story of Immigration*. Scholastic, Inc.: NY. *Immigration in America's history through illustrations and story-like text.* ISBN: 0-590-44151-5
- McCully, E. (2015). *Queen of the Diamond. The Lizzie Murphy Story*. Farrar, Straus & Girous Books: NY. *A young talented baseball player faces challenges as she set out to earn a living playing baseball.* ISBN: 978-0-372-30007-4
- Metzer, B. A SERIES. *Ordinary People Who Changed the world*. Dial Books: NY. *New York Times Best Selling picture book bios portray one ordinary role model at a time .*
- Munsch, Robert & Askar, Saoussen. (1995). *From Far Away*. Annick Press: NY. *A girl of seven tells her immigration story to the U.S. from Israel.* ISBN. 1-55037-396-X
- Nelson, V. (2015). *The book Itch: Freedom, Truth, & Harlmen's Greatest Book Store*. Carolrhoda Books: Minneapolis, MN. *A picture book recalling the challenges faced by Lewis Michaux when he tries to open a bookstore in harlem.* ISBN: 978-0-7613-3943-4
- Obama, B. (2010). *Of Thee I Sing: A Letter to my Daughters*. Alfred Knopf: NY. *A letter to Obama's daughters pays tribute to 13 Americans who acted on behalf of our country.* ISBN: 978-0-375-83527-8

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

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

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

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

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

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

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

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

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

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