

**Archdiocese of Milwaukee 175th Anniversary**

**High School Unit Plan - Grades 9-10: Formation of Neighborhoods**

**Possible Courses: Theology, Sociology, Geography, Political Science, Humanities, English, US History.**

**Essential Question: How does the Church navigate the challenges of cultural diversity to remain relevant in carrying out its mission?**

**Key Understandings:**

* **Global events such as wars and political events influenced waves of immigration.**
* **Decisions made by Church leaders had an impact on immigration (formation of seminary; immigrant languages used in mass; fundraising campaigns abroad).**
* **Faith communities were formed as a means to preserve native cultures and to help people adapt to life in Wisconsin – “Language preserves culture.”**
* **The Church influenced the establishment of ‘islands’ of culture and heritage.**
* **Neighborhoods were formed as a result of various waves of immigration.**

**Suggested Activities:**

* **Who arrived and when: 1830-1930: Germans (50,000 as of late 1850s), Polish (30,000), British, Irish, Scandinavians, Serbs, Russian Jews, Mexicans (1920s), Hmong (15,1000), Italians and African-Americans (**[**www.milwaukeehistory.net**](http://www.milwaukeehistory.net) **).**
* **Reasons for different waves of immigration – politics in Germany and the ‘forty eighters’ fleeing Germany; Hmong influx following the Vietnam War.**
* **How Church decisions impacted upon the arrival of particular ethnic groups in Milwaukee – Avella p.39: Henni’s insistence of people not being deprived of their native tongue and religion; ethnicities of priests listed in Demographic Portrait.**
* **Impact upon Native groups and vice versa – European immigrants caused Small Pox to spread to Native population, killing many people; In 1831, Menominee Indians gift of land to both the West and East of the Milwaukee River, and Chippewa, Potawatomi and Ottawa later agreed to do the same; Kilbourn’s fraudulent inclusion of Potawatomi land during an 1835 survey dispossessed Native Americans and influenced the merging of Juneautown and Kilbourntown (**[**www.themakingofmilwaukee.com**](http://www.hemakingofmilwaukee.com) **and** [**www.milwaukeehistory.net**](http://www.milwaukeehistory.net)
* **How Milwaukee became one coherent city – the economic effects of the Bridge War in 1845 meant that the cities of Kilbourntown/Juneautown and Walker’s Point had to merge in order to survive.**

* **How the arrival of different groups in turn impacted the formation of faith communities and neighborhoods, e.g. the influx of Mexican immigrants in the 1920s led to creation of Church communities such as Our Lady of Guadalupe on 5th Street in 1926 and many other South Side churches (Avella p.49-50: ‘Series of Catholicisms’ established by distinct ethnicities, and** [**www.themakingofmilwaukee.com/people/stories.cfm**](http://www.themakingofmilwaukee.com/people/stories.cfm)**).**
* **Local industry influenced by immigration, e.g. Pabst, Miller, Schlitz and Blatz breweries.**
* **How the Church shaped local communities through the creation of schools – Avila: Messmer, Marquette, the work of the School Sisters of St. Francis and Notre Dame, Alverno, Marian, Mount Mary and Stritch. Also St. Francis and Sacred Heart Seminaries.**
* **Neighborhood map and Archdiocesan maps (**[**www.themakingofmilwaukee.com/classroom/map\_game.cfm**](http://www.themakingofmilwaukee.com/classroom/map_game.cfm)**).**
* **Conduct interviews of individuals who will have insights regarding the immigrant experience in the Church.**
* **Brainstorm a list of individuals who will have unique perspectives.**
* **Decide on a common list of questions to be asked.**
* **Working with a partner, conduct an interview of assigned individual(s).**
* **Use the resources at** [**https://storycorps.org/discover/education/**](https://storycorps.org/discover/education/) **to learn interview skills.**
* **Creating of a timeline of events using “Demographic Portrait of Milwaukee” to show how waves of immigration followed world events.**
* **Comparison of immigration figures with graphs showing nationalities of clergy, using “Demographic Portrait of Milwaukee.”**
* **Creation of video for Archdiocese website. (See Video Guidelines and Application)**
* **“Expert” groups – peer groups exchanging information with other groups on the different ethnic influxes (see ‘Making of Milwaukee Ethnic Stories’ listed below in resources.**
* **Class presentations about how well the Church responded to the challenges presented by the increasing diversity of Milwaukee’s population.**
* **Comparison of how the Church in Milwaukee responded to immigration 1830-1930 vs. today.**
* **Twitter posts from the point of view of a an immigrant newly arrived in Milwaukee.**

**Assessment Ideas:**

**Creation of a graph showing immigration trends, using “Demographic Portrait of Milwaukee.”**

**Evaluation: integration vs. preservation of culture.**

**Create a mural representing the culture of one of the groups found in Milwaukee today.**

**Creating a travel guide for new visitors to the local area around the school.**

**Ideas for Reflection Tasks:**

**Diary entry or letter from the point of view of an immigrant.**

**Write a newspaper article on a world event that led to an increase in immigration in the Milwaukee area (e.g. Vietnam war led to an influx of Hmong immigrants).**

**“Integration leads to loss of one’s own culture.” Evaluate this statement.**

* **You must include more than one point of view.**
* **You must use examples from Milwaukee’s history to support each argument.**
* **You must include a justified conclusion.**

**Resources:**

[**http://www.themakingofmilwaukee.com/people/stories.cfm#Irish**](http://www.themakingofmilwaukee.com/people/stories.cfm#Irish)

[**http://www.themakingofmilwaukee.com/people/stories.cfm#german**](http://www.themakingofmilwaukee.com/people/stories.cfm#german)

[**http://www.themakingofmilwaukee.com/people/stories.cfm#Polish**](http://www.themakingofmilwaukee.com/people/stories.cfm#Polish)

[**http://www.themakingofmilwaukee.com/people/stories.cfm#African**](http://www.themakingofmilwaukee.com/people/stories.cfm#African)

[**http://www.themakingofmilwaukee.com/people/stories.cfm#Italian**](http://www.themakingofmilwaukee.com/people/stories.cfm#Italian)

[**http://www.themakingofmilwaukee.com/people/stories.cfm#Latino**](http://www.themakingofmilwaukee.com/people/stories.cfm#Latino)

[**http://www.themakingofmilwaukee.com/people/stories.cfm#Hmong**](http://www.themakingofmilwaukee.com/people/stories.cfm#Hmong)

[**http://www.themakingofmilwaukee.com/classroom/pdf/stories/A-Famous-Milwaukee-Citizen.pdf**](http://www.themakingofmilwaukee.com/classroom/pdf/stories/A-Famous-Milwaukee-Citizen.pdf)

[**"The Catholicisms of Wisconsin" Rev. Steven Avella *In the Richness of the Earth* pp. 49-50.**](https://www.archmil.org/ArchdioceseofMilwaukee/history/Avella-049-050-Catholicisms-of-WI.pdf)

[**Historical Overview of the Archdiocese of Milwaukee including articles and archival documents.**](https://www.archmil.org/AboutUs/175th-Anniversary.htm)

[**Catholic Social Teachings**](http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm)

**[Archdiocese of Milwaukee 175th Video Submission Application](https://schools.archmil.org/CentersofExcellence/DOCsPDFs/175th/ArchdioceseofMilwaukee175thVideoSubmissionApplication.pdf)**

**[Video Guidelines and Submission Process](https://schools.archmil.org/CentersofExcellence/DOCsPDFs/175th/VideoGuidelinesandSubmissionProcessFinal5.18.pdf)**

**[Video Rubric](https://schools.archmil.org/CentersofExcellence/DOCsPDFs/VideoRubric.pdf)**