



People, Places and Stories of MPM

Lesson Guide

Grade Level:

3rd-8th

Curriculum

Components:

- Interactive Theater Experience (pp.1-2)
- Guided Exhibit Inquiry (pp.3-4)
- Post-Visit Assessment (p. 4)

Subject Areas:

Social Studies

Language Arts

WI Model Academic

Standards:

Social Studies:

B.4.1

Language Arts:

F.4.1

Common Core State

Standards:

English Language Arts:

CCSS.ELA-SL.4.1

Reading Informational

Text:

CCSS.ELA-RI.4.7

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Overview: This program helps teachers and students strengthen their understanding of how to explore and interact with Milwaukee Public Museum (MPM) exhibits. An interactive theater experience builds excitement, understanding and appreciation for MPM through inquiry-based learning. Our staff sets the stage for teachers and chaperones to guide the students in a follow-up activity during which students are presented an over-arching question to answer, explore and discuss within the context of the *Streets of Old Milwaukee* gallery, and then answer again using new evidence/information. This extension of the inquiry-based learning of the theater component supports the development of observation, compare/contrast, and discussion and speaking skills. A post-visit essay assessment piece is provided.

Background: The MPM has more than 4.5 million objects and specimens in the departments of Anthropology, History, Botany, Invertebrate Zoology, Vertebrate Zoology and Geology. These collections form the basis for all of our research, exhibits and educational programs. The MPM, one of the largest in the United States, is a museum of human and natural history. It is from this position at the intersection of human history and natural science that we educate, explore, discover and preserve the world and its people. In this dynamic interactive theater experience, participants discover, explore and investigate the museum through real people, places and stories. Take a safari to *Africa* and a stroll through the century-past *Streets of Old Milwaukee*, and dress in layers to experience life at the top of the world in the *Arctic*, all from your seat in our theater.

Focus Question: What is the Milwaukee Public Museum? What will I find?

Student Objectives:

1. Build understanding and appreciation for Museum collections, exhibits and education programs.
2. Experience their community and the world through human history and natural science.
3. Become empowered in their Museum experience through a dynamic interactive theater component, discovering rich untold stories that they can hold and pass on.
4. Observe, discuss, compare and contrast historic exhibits with their life today through interactive dialogue.

Assessment:

1. Students will be able to name, identify and state a fact about an object from at least three different museum exhibits.
2. Students will compare and contrast the *Streets of Old Milwaukee* a hundred years ago with their lives today.

3. Students will travel the museum in search of new stories.
4. Post-visit assessment using a focus question in a short essay.

Program Vocabulary:

Artifact: any object manufactured, used, or modified by humans; common examples include tools, weapons, utensils, art, food remains, and other products of human activity

Bloodletting: act or practice of removing small quantities of blood from a patient to cure or prevent a disease or illness

Green roof: a roof covered with vegetation; designed to optimize energy and water conservation, and/or for its aesthetic value

Immigration: movement of non-native people into country in order to settle there / take up permanent residence

Enrichment Vocabulary

Botany	Curator	Cultural	Entomology
Geographical Shaping	Geology	Paleontology	

Procedure:

Meet at the Gromme Theater located next to the elevators on the Museum's 1st floor. Plan to arrive 10 minutes prior to your program start time.

At the end of the theater portion of the program, MPM educators will provide chaperones and teachers with an *Expedition MPM* guide to the *Streets of Old Milwaukee* gallery (pages 3-4). Individually, these program components support a gain in content knowledge and critical thinking, and create relevancy of the subject to the student's lives. In addition, they combine to form the background for a post-visit assessment in which students write a short essay.




Expedition MPM: People, Places, and Stories of MPM

Explore and Discover the *Streets of Old Milwaukee*

Directions for Teachers and Chaperones –

- Gather your small group.
- Go to the *Streets of Old Milwaukee* gallery. You may enter from either side.
- Choose several of the following topics that interest your group and explore them further.
- Leave 5 minutes at the end of your visit there to answer the final question.

<p style="text-align: center;"><u>Fun and Games</u></p> <ul style="list-style-type: none"> • Find some of the places in the exhibit where children may have gone for fun – the candy store, theater, toy store. How are the stores and theaters the same or different from the ones in our neighborhoods today? • Take a look at the toys in the toy store. How are they the same or different from the ones you have? 	<p style="text-align: center;"><u>Homes</u></p> <p>Make a visit to one or both of the homes in the Streets – Granny’s House, located near the theater, and the Watson Home across the street from the barber shop. Compare what you see in these homes to what is in your home today. Would you rather live in the homes in the during this period in Milwaukee or in your home today? Why?</p>
<p style="text-align: center;"><u>Fashion and Dress</u></p> <p>Check out the fashion items, dressmaking supplies, and clothes at the dress shop and general store. How did people get their clothes during this time? Does this seem like a more or less efficient way to get clothing than the way we do it now? Why?</p>	<p style="text-align: center;"><u>Feeling Sick?</u></p> <p>Take a visit to the pharmacy and the doctor’s office (upstairs from the General Store). As you look into each display, discuss how they are similar and different to the pharmacies and doctor’s offices of today.</p>
<p style="text-align: center;"><u>Business</u></p> <p>A hundred years ago shopkeepers used wordless signs and symbols to advertise their goods to a population of immigrants who spoke different languages. With your classmates, look at some of the wordless signs and discuss how they are similar and different from the signs we have today.</p>	<p style="text-align: center;"><u>Transportation</u></p> <p>A hundred years ago most people walked or used horses or public transportation to get around. There were only a few cars on the road. Discuss with your classmates advantages and disadvantages of traveling in and around Milwaukee at this time.</p> <div style="text-align: right;">  </div>

The General Store

- General stores at this time had almost everything you couldn't make, build, or grow for yourself. Can you think of a modern store (or stores) that also carries lots of different kinds of products?
- Are there items in the general store that you don't recognize? Pick one out with your classmates. Looking at the way it's shaped and what it's made of, work with your classmates to figure out what it is.

Final 5 Minutes—After having the chance to examine the evidence more closely and discuss the similarities and differences of life then and now, ask yourselves again:

- **What are some advantages and disadvantages of living in Milwaukee 100 years ago?**
- **What are some advantages and disadvantages of living in Milwaukee today?**

Milwaukee Today	Milwaukee 100 years ago

If you have any questions or comments, please email the education department at curriculum@mpm.edu.

Post-Visit Assessment

Write a persuasive essay, using the information gained from this museum exploration activity, to answer the question: *If you could go back a hundred years and live in Milwaukee, would you do it? Why or why not?*