

## **Trees & Fish**

**Standards: Geography A.12.1-A.12.13 (all)**

### **Enduring Understanding**

The geography and resources of the Manitowoc-Two Rivers (MTR) area contributed to its early settlement, industrial development, and continued growth.

### **Essential questions**

- Why did people settle in this area? (past)
- What makes resources valuable? (past/present)
- Why/How are disputes over use of resources created/solved? (past/present)
- How do available natural resources determine how people live? (past/present)



### *Discussion Questions:*

1. Discuss the significance of water in the area?
2. Where can Native American influences be seen in the community?
3. How did the growth of Chicago influence the growth of Manitowoc?
4. How did immigrants hear about opportunities in the area?
5. In what ways has the area stayed the same as those early days of settlement?
6. How did the lack of railroad system have a positive impact on the area?
7. Why was Ben Jones so successful in his business dealings?
8. How did the Mackinaw boat come to have such an important role in the area's development?

### **Preview Activities:**

- Think/Pair/Share: Imagine you are an immigrant to a largely unexplored America.
  - List the characteristics you desire from the place where you want to live.
  - Which of these is most important? Why?

### **Suggested Activities:** (Social Studies, Science, Economics, French, Law)

- Visit school forest/Point Beach. Create a "Survivor" simulation aimed at understanding the role of harnessing the available resources for survival.
- Research area natural resources, then and now. Explore how they have changed over time.
- Explore when and why resources in the area became protected? Contact Point Beach State Forest or Wisconsin Department of Natural Resources for a guest speaker on current resource management practices.
- Build a Google Map of the area. Pinpoint key locations related to early settlement and why your choices are important. Include appropriate pictures.
- Use Google Earth to study river flow, industrial development, and settlement.
- Explore current environmental debates of the area, including:
  - The Great Lakes Compact: water use rights
  - Industry vs. Agriculture vs. Real Estate vs. Conservation/Preservation
  - Pollution: causes and remedies
  - In small groups, defend each interest and work toward compromise.

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- Explore the unintended impacts of the shipping industry on the Great Lakes.
  - Invasive species, pollution, etc.
  - Find other ways in which global trade has negatively impacted local ecology.
- French: Write letters home from Manitowoc to Canada in French, addressing the new settlement, your concerns for making a “better life” and fears.

## **Schooners & Steamers**

**Standards: History B.12.2, B.12.8, B.12.9; Economics D.12.2, D.12.3, D.12.4, D.12.6**

### **Enduring Understanding**

Changing needs and evolving technologies inspire innovation and adaptation, allowing for the growth of the maritime industry.

### **Essential questions**

- How did the development of the ship building industry influence the nature of the growth of the community?
- How did MTR adapt existing technologies to respond to the changing economy?

### *Discussion Questions:*

1. Discuss the meaning behind the narrator's comment "Manitowoc/Two Rivers built schooners, but the schooners built the two cities."
2. Which innovation and/or adaptation was most influential in the development of the MTR area during this period?
3. What caused the decline in Wisconsin being a lumber source? How did it affect the local economy?
4. How does a work force become a skilled work force?
5. Who are the captains of industry – then and now? Compare and contrast their characteristics and philosophies.

### **Preview Activities:**

Using a graphic organizer, chart how one industry often affects others. (e.g. – oil industry and the auto industry)

### **Suggested Activities** (Graphic Arts, Social Studies)

- Adapt an existing transportation system to a changing environment.
  - Example: if oil supplies have been depleted, what options for transportation do we have?
  - Create a system that addresses such an obstacle, adapting to the needs of the current economy.
- Compare and contrast the S.S. Badger with the Goodrich line.
- Using the key people associated with the schooners and steamers industries (Burger, West, Kahlenberg, Bates), have students role play a conversation between them all about current economic challenges for the lakeshore.

## **Wreck & Rescue**

**Standards: Geography A.12.10; History B.12.1, B.12.2, B.12.3, B.12.4; Political Science C.12.1**

### **Enduring Understanding**

The prosperity and progress of the maritime industry creates unique dangers, opportunities, and responsibilities for the people of MTR.

### **Essential questions**

- Why were there so many shipwrecks in the MTR area?
- What responsibilities does a community have to the hazards of its industry?
- Why is it important to preserve and study the historical artifacts?

### *Discussion Questions:*

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1. When a car crashes, we haul it to a junk yard. When a ship sinks, we declare it a national treasure and spend lots of money studying it. Why?
2. The maritime law of the day allowed for a “finder’s keepers” approach to shipwrecks. Was this an ethical law? Would it be today?
3. What are the criteria for a “national treasure”?

**Preview Activities:**

- Show pictures of local cemetery, Indian burial sites, natural wonders (i.e. Old Faithful).
  - What do they have in common? (Preservation value)
  - Then show a car wreck, plane wreck, shipwreck - do they have the same preservation value? Why or why not?

**Suggested Activities:** (Social Studies, English, Science)

- Create a model shipwreck scenario.
  - Give each team of students the same information including weather conditions, traffic on the lake, content concerns (people, supplies, cargo) of the ship and have the teams assess what happened to cause the shipwreck.
  - Be sure to emphasize the basic rule of artifact investigation: Don’t touch!
  - Students will then make inferences, draw conclusions and “tell the story” of Ship X. (This could be in either an historical fiction or official report format.)
- Ask students to react to the motto: “The regulations say we must go out to rescue and says nothing about coming back.”
  - What motivates people to work in such demanding careers?
  - Do we still ask certain members of society for this kind of selflessness?
- Bring in a Coast Guard representative to talk about current regulations on water rescue, primary concerns and responsibilities they face today.

## **Making Headlines**

**Standards: History B.12.9; Economics D.12.1, D.12.6, D.12.10**

### **Enduring Understanding**

Local entrepreneurial spirit encourages growth and industry through innovation and diversification.

### **Essential questions**

- How does a business dominate an industry?
- How can the success of one industry create spin-off industries?
- Why must a company continually reinvent itself?

### *Discussion Questions:*

1. In the pursuit of “making life better” what are some of the benefits and pitfalls of new product development?
2. Can new “convenience” products ever become unnecessary complications?
3. Who is more important to society: the inventor who creates completely new technologies or the innovator who adapts existing technologies to new purposes?

### **Preview Activities:**

- Give students a grab bag of raw materials, paper and ink pad. Ask them to devise a way to turn the raw material(s) into a usable “stamp.”
- Visit the Hamilton Woodtype Museum.
- Visit the Kohler Museum.

### **Suggested Activities:** (Art, Graphic Design, Economics, Business)

- Using some form of medium, create a new lettering process.(i.e. potato, soap, Styrofoam,etc). Make a poster using what you’ve created and discuss the pros/cons (clarity, efficiency, cost, longevity, etc) of this particular choice.
- Trace the history of font design. Create your own font.
- Explore how Hamilton evolved from woodtypes to dryers. Note the decisions made, risks taken (successes and failures) in the journey the company traveled.
  - Then explore a company that has dramatically changed from its beginnings to what it is now. (Kohler, Manitowoc Co., General Electric, IBM, Westinghouse, etc.)
  - What similarities and differences exist between the chosen companies?

## **Vits' College of Aluminum Knowledge**

**Standards: Political Science C.12.1, C.12.8, C.12.10**

### **Enduring Understanding**

Community-minded leadership integrates industry into the social fabric of MTR through investment in the improvement of its workforce and products.

### **Essential questions**

- What responsibilities does an industry have to its workers and community?
- How does local industry serve as a vehicle to achieve the American Dream?

### *Discussion Questions:*

1. How did Joseph Koenig and Henry Vits build their aluminum empires?
2. Why did aluminum production switch to cookware?
3. How did the Aluminum Goods Manufacturing Company produce over 40% of the U.S. aluminum cookware market?
4. What was the relationship between workers and owners of the Aluminum Goods Manufacturing Company?
5. "The first generation worked in the buffing room, the second generation in tool and die, and the third were doctors."  
How did the Aluminum Goods Manufacturing Company help people achieve the American Dream?

### **Preview Activities:**

- View slideshow of current Mirro plant in downtown Manitowoc. Ask, "What happened?"
  - <http://www.flickr.com/photos/mrbula/sets/1678125/show/with/78383728/>
- Invite a representative from the EDC or Orion to share why business should choose MTR for relocation.

### **Suggested Activities:** (Communication/Speech, Social Studies, Business, Economics)

- Task Force: What are the obligations of a company to its workers and vice versa?
  - First, research a variety of "corporate cultures," (Kohler, Orion, Quad Graphics, Wal-mart, Nike, etc.) including their company protocols, philosophy, management, hierarchy, employee welfare, etc.
  - Determine the elements of positive or healthy cultures from the perspectives of both workers and management. Be sure to identify the priorities of each.
  - Design a corporate culture that would satisfy both workers and management.

## **Home Front**

**Standards: History B.12.1, B.12.2, B.12.3, B.12.4; Political Science C.12.1, C.12.8, C.12.10**

### **Enduring Understanding**

World War Two resulted in a community war effort that showcased the local pride and talent of a skilled and productive workforce.

### **Essential questions**

- How does war impact local industry/communities?
- How does war impact social structure in a community? (past/present)

### *Discussion Questions:*

1. How did MTR support the war effort?
2. Why were farmers so good at building submarines?
3. How did the building of submarines affect the MTR area?

### **Preview Activities:**

- War Industries Board: (groups of 3-4)
  - Write the names of the largest local companies in 1940 on the board (view Segments 5 & 6 for ideas.)
  - Brainstorm a list of needs the federal government would have for the upcoming war effort.
  - Assign a company to each group and have them list the products they can make for the war effort.
  - Discuss with students, why certain companies produced the war products that they did.

### **Suggested Activities:** (Social Studies, English, Business)

- Research: Assign each group of students a local company.
  - Research what that local company made before the war.
  - What mobilization policies took effect for that company?
  - How did the company adapt to those needs, and what impact did that decision have on the company and community?
  - After the war, did the company return to old practice or adjust and adapt to follow a new direction?
- Interview local veterans, local families of veterans, and war time workers. Create an oral/video documentary. (ORAL HISTORY DOC.)
  - Links:
    - <http://historymatters.gmu.edu/mse/oral>
    - <http://memory.loc.gov/learn/lessons/oralhist/ohhome.html>
    - [http://dohistory.org/on\\_your\\_own/toolkit/oralHistory.html](http://dohistory.org/on_your_own/toolkit/oralHistory.html)

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## **Waves**

**Standards: Political Science C.12.8, C.12.10; Economics D.12.2, D.12.3, D.12.4, D.12.8 D.12.10; Behavioral Science E.12.6**

### **Enduring Understanding**

Building on a past rich in tradition and innovation the people of MTR continue to reinvent themselves to meet the challenges of the new global marketplace.

### **Essential questions**

- In what ways did the development of a more global marketplace impact local industry and their workers?
- How did MTR adapt existing technologies in response to changing economy?
- What does the future hold for MTR?

### *Discussion Questions*

1. How did companies retool and expand after WWII?
2. How did Manitowoc's geography eventually have a negative impact on shipbuilding?
3. In what ways have the workers kept industry alive in MTR?
4. How has MTR kept their ties to their maritime past?
5. How and why has industry suffered and adjusted in MTR?
6. How can tourism be a profitable industry for MTR?

### **Preview Activities:**

- Display a map of MTR. What are the largest employers in MTR? Where are they located? How has the role of geography changed over time?
- In what ways are you as a student similar to or different from employees in an industry? In what ways are you a "number" here at school?

### **Suggested Activities:** (Social Studies, English, Business)

- Have students explore in groups of 2-3 how to avoid becoming a "Rust Belt" city. After studying cities that have successfully made that transition (Cleveland, Pittsburg), what does MTR need to do to reinvent its industrial identity? Through PowerPoint or Photostory, create a presentation of a new industry that would do well to relocate in MTR. (Where should they build? What kind of work force do they need? What is their product?)
- Task Force: Simulate a city task force charged with the task of setting a future course for the local economy.
  - Be sure to address the following: heavy industry, green industry, information/tech, health care, recreation/tourism.
  - Make a recommendation to the city council. (Give them a budget, key leaders, business leaders' demands, other political considerations?)
  - Discuss MTR's advantages, absolute and comparative in the regional and national economy.
  - Discuss, "How have other cities adapted to post-industrial economy?"
- You are city officials charged with the task of enticing new businesses into the community. Create the long-range plan. Include area resources, location, quality of life, financial opportunities for that company. Your campaign could include video, billboard, PowerPoint, business magazine advertisement, pamphlet/brochure portfolio.
- Discuss globalization: Who are the winners? The losers? What role have unions played in this process? Government policies, such as NAFTA and tax code.
- Visit new industry in area: Orion, TowerTech, Manitowoc Company, Koenig & Vits, Burger Boat
- Research the evolution of Manitowoc Co. (ships to cranes to ice makers)

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- Research Green Technologies. Which could be harnessed in MTR? What impact could the Obama stimulus package have on an entrepreneurial endeavor in green tech.?
- Research other Great Lakes communities. Compare/contrast with MTR. How have they adapted to changing world?
- You are a member of a MTR Convention and Visitors Bureau. Create a pamphlet/video/website/etc. encouraging tourists to visit the area.