

## **Trees and Fish**

### Enduring Understanding:

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

### Wisconsin Social Studies Standards

A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place

A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment

A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment

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

D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns

### Wisconsin English Standards

A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.

B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.

C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

C.8.2 Listen to and comprehend oral communications.

E.8.1 Use computers to acquire, organize, analyze, and communicate information.

### Pre-Viewing Ideas

- What are features that attract people to live in a specific area? Create a list of these features.
- If you were to relocate to another area, what features would be important to you?
- Have students analyze a map or picture of the area from an early time period. What do they see, what do they think and what do they wonder about the region? How did the geography of the Manitowoc / Two Rivers area shape the early settlement? What features would have drawn people to settle here?

### Helpful links:

[www.wisconsinhistory.org](http://www.wisconsinhistory.org) Click on “Photos & Images” to get to the searchable database.

<http://uwdc.library.wisc.edu/index.shtml> There is a search field on this page.

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These two sites have links to many items of local historical interest: [www.manitowoc.lib.wi.us/mtwc](http://www.manitowoc.lib.wi.us/mtwc)

<http://www.tworivers.lib.wi.us/Digitalresources.htm>

Vocabulary:

jutting	acre	lot	voracious	abundant	destiny
Gill net	schooner	hemlock	tannery	artery	

Post-Viewing Ideas

- Compare what was on your list prior to watching to what you learned attracted the early settlers. What was on both lists? What was unique to one time period? Why?
- You may want to use a graphic organizer like a t-chart or venn diagram to help students organize their thoughts.
- Look at land ownership over time. Using primary sources of land records, trace ownership of a particular location in Manitowoc or Two Rivers. What did you learn? Were there gaps in the records? What made finding information difficult?

Helpful links:

This site has a variety of historical records, including land records: [www.2manitowoc.com](http://www.2manitowoc.com)

## **Schooners & Steamers**

### Enduring Understanding:

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

### Wisconsin Social Studies Standards

A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world

A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment

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

E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies

### Wisconsin English Standards

B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.

C.8.2 Listen to and comprehend oral communications.

C.8.3 Participate effectively in discussion.

### Pre-Viewing Ideas

- Growth requires change. Respond to this. Provide examples.
- When Manitowoc / Two Rivers was first settled, how did people get around? Why?
- How did the methods of getting around change as the area grew?
- What else would be affected by this growth?

### Post-Viewing Ideas

- Compare your thoughts about transportation prior to watching the video with what you discovered while watching. What did you learn?
- What changes were made as the area grew and developed? What led to these changes? (ex. Low water, need for ship repair, decline of lumber, inventions, etc.)
- How do the needs of people change as a community grows?

### Vocabulary:

emergence	inevitably	foremost	draft	dry dock
outfitted	launch	economy	revenue	contribution
vessel	skilled worker	labor force	wintering	

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Useful Links

A history of Burger Boat:

[http://www.burgerboat.com/index.php?option=com\\_content&task=view&id=6&Itemid=8](http://www.burgerboat.com/index.php?option=com_content&task=view&id=6&Itemid=8)

A source for local maritime links: <http://www.manitowoc.lib.wi.us/ref/maritime.htm>

## Wreck & Rescue

### Enduring Understanding:

The prosperity and progress of the Maritime Industry creates unique dangers, opportunities and responsibilities for the people of the Manitowoc / Two Rivers area.

### Wisconsin Social Studies Standards

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

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

E.8.14 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis

### Wisconsin English Standards

B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.

C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

C.8.2 Listen to and comprehend oral communications.

C.8.3 Participate effectively in discussion.

E.8.1 Use computers to acquire, organize, analyze, and communicate information.

### Pre-Viewing Ideas

- Explain how the lake can be both a danger and a value.
- What moral obligations do people have to help other people?

### Post-Viewing Ideas

- In segment 3 the motto of the life station rescuers was “Regulations said you had to go out, they didn’t say anything about coming back.” Give you thoughts on this. Are there exceptions to this rule?
- What would your motto of life be?

### Vocabulary:

batter	deep	intact	shipwreck	deteriorate	gale	archaeologist
frigid	starboard	bow	mariners	GPS	model	keeper
cultural	material	marine	tiller	surf men		

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Helpful links:

Lifesaving service information: <http://www.lifesavingservice.org/motto.html>

Source for shipwreck information: <http://www.maritimetrails.org/index.cfm>

## **Making Headlines**

### Enduring Understanding:

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

### Wisconsin Social Studies Standards

B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society

D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets

D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life

D.8.8 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive

### Wisconsin English Standards

C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

C.8.2 Listen to and comprehend oral communications.

C.8.3 Participate effectively in discussion.

### Pre-Viewing Ideas

- How do inventions make life easier?
- How do luck, personality and location play a part in the success of a business?

### Post-Viewing Ideas

- How was luck a factor in the success of Hamilton's?
- How did personality influence the success of Hamilton's?
- How did the location of Hamilton's contribute to its success?
- Which of the three factors, luck, personality and location, do you think had the greatest contribution to Hamilton's success? Provide evidence for your argument.

### Vocabulary:

reputation	desperation	frontier	"last man standing"	converting
dominate	broadside	exhilarating	radically	progressive
Victorian	converting	eclipse	de facto	
diversified	spin-off	efficient	prototype	

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Helpful links:

A history of Hamilton company:

<http://www.hamiltonlab.com/fisherhamilton/about+us/company+history/default.asp>

Information about the Wood Type Museum: <http://www.woodtype.org/>

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

### Enduring Understanding:

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

### Wisconsin Social Studies Standards

D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets

D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life

### Wisconsin English Standards

C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

C.8.2 Listen to and comprehend oral communications.

C.8.3 Participate effectively in discussion.

E.8.1 Use computers to acquire, organize, analyze, and communicate information.

### Pre-Viewing Ideas

- What is the American Dream?
- What responsibility do employers have toward their employees?

### Post-Viewing Ideas

- How has employers' responsibility / attitude toward employees changed over time?
- Look at pictures of the aluminum factories in their heyday and compare them to pictures of the factories now? Why have things progressed as they have?
- What evidence did you see of the American Dream?
- Is the American Dream still alive?

### Vocabulary:

exposition	novelty	gadget	tool & die	merged
premium	flagship	percolator	humanity	buffing
Innovate	pressroom	engraved		

## **Home front**

### Enduring Understanding:

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

### Wisconsin Social Studies Standards

B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations

E.8.14 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis

### Wisconsin English Standards

C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

C.8.2 Listen to and comprehend oral communications.

C.8.3 Participate effectively in discussion.

### Pre-Viewing Ideas

- What is pride? Suggestion: Create a vocabulary four square. In one quadrant, put what is known about pride, in the second quadrant, draw a picture. In the third put the definition. In the fourth, rate how well you understand pride on a scale of 1 - 5. (See Marzano)
- What does it mean to be a community? How are communities built? (This may lead to a discussion on sub-communities.)
- How does war bring about change in society?

### Post-Viewing Ideas

- How did local businesses contribute to the war effort?
- What evidence did you see that people took pride in their work? What caused them to have such pride in what they did?
- Do people have pride in their work today? Why or why not? Provide examples.

### Vocabulary:

Ideally suited  
Weld

war effort  
burned

recruited  
machinist

jack of all trades...  
Vocational School

### Helpful Links:

The Wisconsin Maritime Museum has a wealth of information on all things involving Lake Michigan and Manitowoc: <http://www.wisconsinmaritime.org/>

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## Waves

### Enduring Understanding:

Building on a past rich in tradition and innovation, the people of Manitowoc / Two Rivers continue to reinvent themselves to meet the challenges of the new global market.

### Wisconsin Social Studies Standards

B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society

D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets

### Wisconsin English Standards

C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

C.8.2 Listen to and comprehend oral communications.

C.8.3 Participate effectively in discussion.

### Pre-Viewing Ideas

- Define innovation. What do you know about what it means to innovate?

### Post-Viewing Ideas

- Create an idea web to help make connections. Put innovation in the center, resilience, bankrupt, revival around it.
- Pick an industry: aluminum, shipbuilding, fishing, wood type. Provide evidence of how resilience, bankrupt, revival, and innovation combine to contribute to industry success or failure.
- What is outsourcing? How does the concept relate to what you have learned about Manitowoc / Two Rivers?

### Vocabulary

bulk commodities  
Teflon  
Rust-belt  
Prosperity

stern / bow  
devastating  
resilience  
revival

era  
industrial / post-industrial  
work ethic  
bankrupt

thrive  
innovation  
custom built

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**Culminating Activity**

Objective: To help students understand and connect the themes of pride, innovation and resilience to their community.

Process

Have students think of what businesses or industries they would like to see in the Manitowoc / Two Rivers area based on the resources or assets located in the area.

Pick a location that would be suitable for their business.

Research what has been in that location in the past and what is there currently.

Design a plan for your new business in that location. Include an update picture of what the storefront will look like.

Create a tri-fold display of the three photos / pictures from the past, present, and the future.

On the tri-fold include a title giving the address for the property. Beneath the photos / pictures students will have an explanation of how the property has changed over time. This will include the changes that are anticipated in the future. What are the features that will make your business a success?

Project sharing

Instead of having students present any work they do in front of the class, consider having a museum where kids stand next to their project and describe it to others who come up to them.

Other Extension Activities

- How have the demographics of Manitowoc / Two Rivers changed over time? What immigrant groups have settled here? When? Why? What will Manitowoc / Two Rivers look like demographically in the future?
- Looking to the future of this region and knowing what you know about the available resources, including skilled labor, what business or industry do you think would do well here in the coming years? Why?
- Think of how you spend your free time. Look for photographs that show life for children in the past. What do you notice? What would your life have been like in a given time period? (Note: Many photos do not have children in them. It may be frustrating for students searching for photos. Is there some meaning that can be derived from this? Why were children not often in the photos?)
- Analyze a photo of a building or street scene from the past. Compare and contrast it with a photo or knowledge of the location in the present. Depending on the age and skill level of the students, they might be able to take photos themselves.

General Suggestions:

- Given the age of some of the materials, there are bound to be some questions for which there is no right answer. This is okay. The questioning and discussion are more important than a correct answer.
- When discussing, give the students the chance to wonder and brainstorm. Never say anything a kid can say.