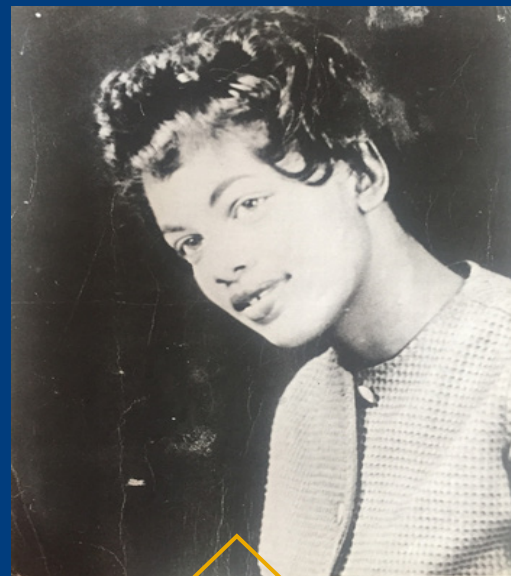


Juanita Adams: The Heart of an Activist

Milwaukee's Desegregation and Fair Housing Movement



CURRICULUM MATERIALS FOR
GRADES 6–12



WISCONSIN
HISTORICAL
SOCIETY



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“When I left (The March on Washington), I was just on fire...I saw the world as God had designed it. It was like a religious experience for me...to see all the races, Black and White together with common cause. –Juanita Adams”

Juanita Adams, the third of 12 children in her family born in the Jim Crow south, grew up with segregation. “Blacks and whites went to separate schools, used separate bathrooms, and drank from separate water fountains,” Juanita writes in her autobiographical essay. Even as a teenager, this unfair, unjust treatment “lit a flame” within her to “stand for justice.”

Moving to Milwaukee with her husband in 1959 showed Juanita the hidden nature of systemic racism, the “...invisible ‘whites only’” signs for schools, employment, housing, and more that permeated the lives of Black people.

As a founding member of the Milwaukee chapter of the Congress of Racial Equality (CORE) and compatriot to Lloyd Barbee, Father Groppi, and other civil rights leaders, Juanita worked to eradicate unfair and racist treatment of Black people in Milwaukee and put an end to the systemic injustice that kept her and others like her from reaching their full potential as equal citizens of the United States.

Throughout this booklet are exercises designed to enlighten and inspire young minds as they discover Milwaukee’s Fair Housing movement and desegregation through the eyes and actions of Juanita Adams. Juanita was determined to end segregation through the power of peaceful protest. Having grown up in a segregated world, this young wife and mother committed her life to making Milwaukee a better place for all people. Juanita persisted in the face of violent anti-protesters, even



Juanita Adams, age 16. Photo courtesy of the family of Juanita Adams.



Juanita (far left, white headband), May 25, 1965. Associated Press.

risking the life of her unborn child. The racial harmony Juanita experienced at the March on Washington fueled her resolve. With lifelong friends, both Black and White, Juanita's activism helped lead to fair housing and education policies that changed Milwaukee and influenced the entire country.

This curriculum is designed to connect students with how one person’s activism can impact public policy. Using archival sources, as well as an autobiographical essay, students will learn about Juanita Adams’ lifetime of activism in Milwaukee.

Enduring Understanding

Throughout history, individuals and groups that have been denied their rights have worked to fight injustice, whether through personal activism, social movements, or the exercise of political power. However, the overturning of unjust laws is not the end of the struggle, as systems of oppression and structures of power stubbornly resist movement toward racial justice. Changing the law doesn't always lead to changes in systems and structures, but individuals and groups can bring about change in society through social action.

Essential Questions

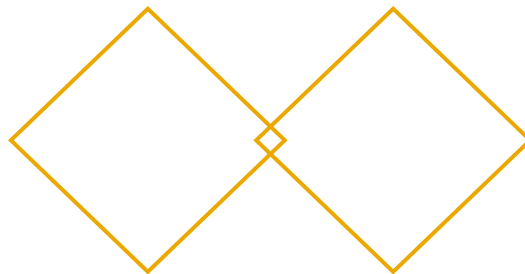
- What does it mean to be an activist?
- How do the methods of activism result in change?
- What kinds of motivations, both internal and external, are present in an activist?
- What connections exist between past and present issues of race, racism, and social justice?

The Student Will

- Demonstrate an understanding of what it means to be an activist
- Understand how activism can work to change public policy
- Work with primary and secondary sources to understand the Fair Housing movement
- Draw connections between issues of today and those present during Juanita's life

For the Teacher

Primary source material has been changed as little as possible. Direct quotes of the terms “Black” and “White” within these sources may have inconsistent capitalization as a result. Also, primary source material can contain language and themes considered harmful and unacceptable. Please familiarize yourself with the resources below before assigning them to your students.



Vocabulary (Merriam Webster 2022)

- **activism:** a doctrine or practice that emphasizes direct vigorous action, especially in support of or opposition to one side of a controversial issue
- **catalyst:** an agent that provokes or speeds significant change or action
- **demonstration:** a public display of group feelings toward a person or cause
- **discrimination:** prejudiced or prejudicial outlook, action, or treatment
- **equality:** the quality or state of being **equal**
 - **equal:** like for each member of a group, class, or society
- **fairness:** the quality or state of being **fair**
 - **fair:** marked by impartiality and honesty: free from self-interest, prejudice, or favoritism
- **injustice:** absence of justice; violation of the rights of another
- **Negro:** dated, often offensive: a person of Black African ancestry
 - Etymology - see <https://www.encyclopedia.com/social-sciences-and-law/anthropology-and-archaeology/anthropology-terms-and-concepts/negros>
- **nonviolence:** abstention from violence as a matter of principle
- **ordinance:** a law set forth by a governmental authority
- **policy:** a high-level overall plan embracing the general goals and acceptable procedures especially of a governmental body
- **prejudice:** an irrational attitude of hostility directed against an individual, a group, a race, or their supposed characteristics
- **protest:** the act of objecting or a gesture of disapproval; an event at which people gather together to show strong disapproval about something
- **racism:** a belief that race is a fundamental determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race
- **riot:** a violent public disorder
- **segregation:** the separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities, or by other discriminatory means
- **systemic racism:** the oppression of a racial group to the social, economic, and political advantage of another



Exercise 1: Meet Juanita Adams

Juanita Adams' path to civil rights activism started early and developed into a lifelong passion. Discover Juanita's story in her own words in this autobiographical essay.

For the Teacher

Before beginning the exercise, read as much of the introduction as desired from page 2 of this packet. As a class, go over the discussion questions and performance task associated with this lesson.

Students may work together in pairs, small groups, or independently at your discretion. Students will read *My Life as an Activist in Milwaukee* by Juanita Adams (see pages 6-8) for this exercise.

Discussion Questions

- What were some of the examples of injustice or discrimination that Juanita observed and experienced as a student growing up in Memphis, TN?
- What were her experiences/thoughts when she moved to Milwaukee?
- What would you do in response to these experiences?
 - What might be some consequences for your actions?
- What moment inspired Juanita's choice to become an activist?
 - Why was that moment so significant? Explain your reasoning.
 - What might you have done in her place?

Performance Task

As a class, create a T-chart that lists the examples of discrimination or injustice that Juanita experienced. In the left column, work with students to list the examples of discrimination or injustice from the autobiographical essay and audio clip at 25:48 (Adams' experiences with racial discrimination that inspired involvement with CORE, here: <https://collections.lib.uwm.edu/digital/collection/march/id/2528/rec/1>). In the right column, record Juanita's response to each.

Individual T-chart Task

Individually, prompt students to create their own T-chart. Instruct them to list examples of injustice or discrimination they have observed or experienced. Then, prompt them to record the reaction or a potential response to the injustice.

Injustice/Discrimination (EXAMPLE)	Reaction
"Taxation without representation"	Boston Tea Party/Protest



***My Life as an Activist in Milwaukee* by Juanita Adams**

I was born on June 27, 1940 in Memphis, Tennessee. I am the third of 12 children born to John and Betty Guy. At that time, "Jim Crow" laws demanded racial segregation in all public facilities. Blacks and whites went to separate schools, used separate bathrooms, and drank from separate water fountains. Our movie theater and auditorium had separate entries for Blacks. On the city transit service, Black people had to sit behind whites regardless of how many seats were empty in front of them.

Jim Crow laws affected my life daily. The first time I remember being angry about the unfair laws was when I became a freshman in high school and had to ride city buses. Often, we were forced to stand for the long ride to school because a white person would sit in the middle of the bus, purposefully limiting the number of seats where Blacks could legally sit. Fed up with this treatment, one day the boys threw spitballs at the white people and told them to move up to the front of the bus. The bus driver called the police, who took our bus passes. Our principal did not reprimand us. Instead, without saying a word, he simply gave us new bus passes and the boys continued their behavior on the bus. After a couple weeks, city officials decided to send a chartered bus to our neighborhood in South Memphis to pick us up. This was my first protest experience. It lit a flame within me to stand for justice.

In 1959, my husband and I moved to Milwaukee, Wisconsin. Like many Blacks in the 1940s and 1950s, we moved north believing it would be better economically and socially, as there were no Jim Crow laws in the northern states. My husband quickly got a job at American Motors and we started our family in this place we believed was free of the injustices of segregation we had known our entire lives.

“ **This was my first protest experience. It lit a flame within me to stand for justice.** ”

Several years passed before we began to notice the segregation that no one talked about. Subtle, quiet injustices were happening all around us. There seemed to be an invisible “whites only” sign in certain areas of employment. The department stores did not have any Black sales people; there were only a couple Black doctors, police officers and public service workers. I felt inspired to do something.

In 1962, I joined St. Boniface Catholic Church, where I became a member of its Christian Family Movement (CFM) organization. CFM called its membership to live out Christian principles by working to address the needs of the community. Led by Father James Groppi, a white priest, we became active in the cause of civil rights for Blacks in Milwaukee. Within that group were several Black members who wanted a deeper connection with the organized civil rights movement occurring across the country. We learned about the Congress of Racial Equality (CORE). A group of us got together to establish a CORE chapter in Milwaukee. We elected John Givens as our first chairman, and we received our charter in 1963.



My Life as an Activist in Milwaukee by Juanita Adams (continued)

In July of 1963, CORE organized a peaceful sit-in to call for the removal of Fred Lins from the Milwaukee Community Social Development Commission. Fred Lins made many prejudicial statements against Blacks, including "...an awful mess of them have an I.Q. of nothing." Several of our protesters were arrested for 'disorderly conduct.'

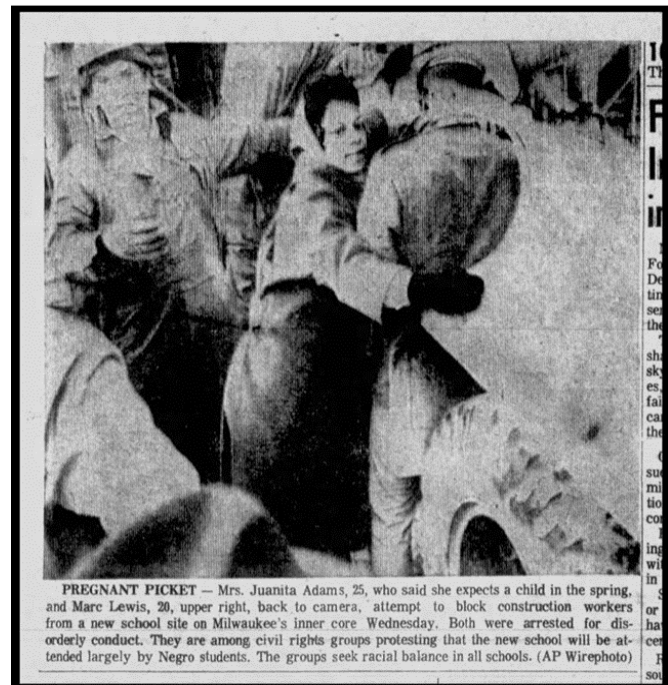
In August of 1963, representing CORE, I rode the bus to Washington, DC for the March on Washington. This was a life-changing experience for me, a 23-year-old mother of two. The most exciting thing for me was my job as chaperone for Mrs. Edna Thompson, an 80-year-old woman who wanted to see changes toward racial equality while she was living.

When we returned from Washington, CORE members were energized and ready to hit the streets full force. John Givens set up meetings with heads of department stores to get them to hire Blacks. I participated in some of those meetings. In 1964 and 1966, I worked with the Milwaukee United School Integration Committee (MUSIC) led by Lloyd Barbee. We held a demonstration at Seifert Elementary School, which had intact busing due to overcrowding. Black students were bused to all-white schools to address the overcrowding but were forced to remain separate from the white students. They were given separate teachers and classrooms and were bused back to Seifert for lunch to avoid racial mixing in the white school. As a mother, this injustice felt particularly painful to me.

The Seifert school demonstration was the first time I was arrested for peacefully protesting for the integration of Milwaukee Public Schools.

On May 17, 1964, the tenth anniversary of the Supreme Court's ruling in *Brown v. Board of Education*, MUSIC organized a one-day public school boycott to protest school segregation. On that day, more than 11,000 boycotting students were offered 'Freedom Schools.' I worked with hundreds of volunteers to provide students with a curriculum rich in African American and civil rights history, lunch, and a party.

I was arrested a second time on December 11, 1965 at MacDowell construction site when I was six months pregnant with my third child. The site was to be a school for Black children. We protested the building of the school, as it was intended to maintain racial segregation. I ran onto the site and pushed my body against the



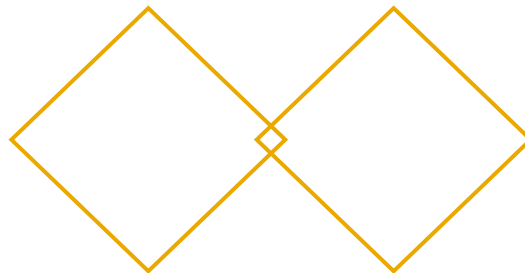
My Life as an Activist in Milwaukee by Juanita Adams (continued)

pouring spout of the cement mixer, in an effort to halt the transfer of cement to an elevator. This took the police by surprise. The police would routinely follow us to see what we were doing and to stop any action we might take. They did not expect a pregnant woman to do such a thing. A white nun, Marilyn Morheuser, was also arrested that day and sentenced to 30 days in jail. Father Groppi was ordered by his superiors not to become involved in our demonstration. However, I recall him telling me that he would not stand silent while his people, St. Boniface members, were going to jail. (At this time several of us belonged to St. Boniface, where he was one of our priests.)

In the 1960s, Blacks were often discriminated against by realtors and landlords in Milwaukee. I participated in many demonstrations to end that injustice. One night in 1967, I marched for open housing practices on Milwaukee's south side with Father Groppi. We marched across the 16th Street Viaducts, a bridge between the north and south sides. That was the scariest night of my life. Never had I experienced bystanders so filled with hate and anger. I thought I might die that night. Later, to honor Father Groppi's efforts, the bridge was named the James E. Groppi Unity Bridge.

After the riot on July 30, 1967, I began to see the movement move away from the nonviolent principles I had been taught. The changing movement and the amount of time it took from my family motivated me to decrease my level of involvement. Two of my three children were in elementary school and needed my undivided attention. I decided it was time for me to consider the wellbeing of my own children, so I became a full-time, stay-at-home mother.

“**That was the scariest night of my life. Never had I experienced bystanders so filled with hate and anger.**”



Exercise 2: The Fair (Open) Housing Movement

The Fair Housing (or Open Housing) Movement in Milwaukee was an effort by civil rights leaders and activists like Juanita Adams to overcome discrimination in segregated schools, housing, job opportunities, and more. With roots stretching back to pre-WWI Wisconsin, the movement took hold and gained popular support in the 1960s, with leaders Vel Phillips, Lloyd Barbee, and Father James Groppi leading the way.

For the Teacher

For this exercise, students will read a short essay on the Open Housing marches and watch an animated video. An optional timeline is included for class discussion. As a class, go over the discussion questions and performance task associated with this lesson.

Students may work together in pairs, small groups, or independently at your discretion.

- **Read:** [200 Nights that Shook Milwaukee: The 1967-1968 Open Housing Marches](#)
- **View:** [The Fight for Fair Housing](#)
- **Optional:** [March on Milwaukee timeline](#)

Discussion Questions

- What were the origins of the Fair Housing Movement in Milwaukee?
- Who were the main figures in support of Fair Housing?
- Who was opposed to it?
- What tactics were used?
- What parts of Juanita's story do you see reflected in the animation?
- How does Juanita's story expand on what is told in the animation?

Performance Task

Summarize the key points of the Fair Housing Movement. What did the protestors want? Who were the leaders? Why were people protesting?

Exercise 3: Systemic Racism

The type of discrimination that Juanita and her husband faced is called “systemic racism.” This meant that throughout the city of Milwaukee, rules applied differently to Black people than White people. Some of these rules were unwritten, such as landlords simply not renting to anyone who was Black outside of a certain neighborhood or zip code. Sometimes these rules were written down, such as in housing covenants that restricted the sales of homes to minorities, like this one:

No Persons other than the white race shall own or occupy any building on said tract, but this covenant shall not prevent occupancy of persons of a race other than the white race who are domestic servants of the owner or occupant of said buildings." (Crestview Acres 12, Greendale, recorded July 29, 1958)

–Racially Restrictive Covenants: The Makings of All White Suburbs in Milwaukee County; Lois M. Quinn

For the Teacher

For this exercise, students will use information from previous exercises and the US Census to analyze the housing covenant statement and answer the following questions. As a class, go over the discussion questions and performance task associated with this lesson.

Students may work together in pairs, small groups, or independently at your discretion.

Discussion Questions

- How did systemic racism work to limit opportunities for Black people in Milwaukee?
- In what other ways were unwritten rules used to limit opportunities for Black men and women?
- How would you define “systemic racism” in your own words?

Performance Task

Use [data from the most recent \(2020\) US Census data on Greendale, WI](#) to answer the following questions:

- How many people identify as White?
- How many people identify as Black?
- Do you think the covenant quoted above had a lasting effect? Why or why not?
- How did the Fair Housing Movement hope to address these problems?

Exercise 4: Jim Crow Laws

Jim Crow laws came about after the United States Civil War and the Reconstruction Era ended. These laws were passed in southern states to keep Black men and eventually women from exercising their right to vote.

Read: <https://www.britannica.com/event/Jim-Crow-law>

For the Teacher

For this exercise students will use information from previous exercises and britannica.com to answer the following questions. As a class, go over the discussion questions and performance task associated with this lesson.

Students may work together in pairs, small groups, or independently at your discretion. It is recommended that you review Jim Crow laws at britannica.com as a class before beginning.

As a class, compare and contrast Jim Crow laws and systemic racism using a two-circle Venn diagram. Label one circle **Jim Crow Laws** and the other **Systemic Racism**.

- In how many ways were they similar?
- How were they different?
- What connects the two ideas?

Discussion Questions

- Where did Jim Crow laws originate?
- Who did they apply to?
- What was their purpose?
- How did they affect Juanita?
- How would they have affected you?

Performance Task

Choose one:

- Write a short reflective paragraph on how Jim Crow laws may have affected your life.
- Write a short paragraph on how social justice movements work to end unjust laws.

Exercise 5: Brown v. Board of Education, Freedom Schools, and Segregation

In the 1960s, schools in Milwaukee were heavily segregated. The schools in Black neighborhoods were often in poor condition, textbooks and other school curricula were out of date, and classrooms were often overcrowded. Civil rights protestors wanted to change the conditions in Milwaukee's schools for the better. A "Freedom School" was a type of protest that allowed youth to safely participate. Freedom schools were organized by local activists, who recruited members of the community to hold classes in alternative locations.

Students would boycott their traditional, segregated schools and attend integrated classes led by "Freedom School" teachers. There they learned about race and racism, Black history and culture, segregation, civil rights, and more. In Milwaukee, CORE and MUSIC used Freedom Schools on at least two occasions (in 1964 and 1965) to protest segregated schooling.

A decade earlier, in *Brown v. Board of Education of Topeka, KS* (1954), the US Supreme Court established that separate schools were inherently unequal and unconstitutional. The justices decided that segregated schools violated the 14th amendment to the US Constitution. The 14th amendment guaranteed equal protection for Black people. Not only were Black schools unequal, but psychological tests showed that segregation hurt Black students and made them feel inferior*. Schools must be desegregated, the courts said. And yet, ten years later, Milwaukee schools were still segregated. Still unequal.

For the Teacher

For this exercise students will use information from previous exercises and [uscourts.gov](https://www.uscourts.gov) to answer the following questions. As a class, go over the discussion questions and performance task associated with this lesson.

Students may work together in pairs, small groups, or independently at your discretion.

Discussion Questions

- Read the summary of *Brown v. Board* here (scroll down): <https://www.uscourts.gov/educational-resources/educational-activities/history-brown-v-board-education-re-enactment>
- How did "Freedom Schools" hope to address segregation?
- Do you think this type of protest was effective? Why or why not?
- Using her essay, cite Juanita's role in Freedom Schools

This exercise is continued on the next page.



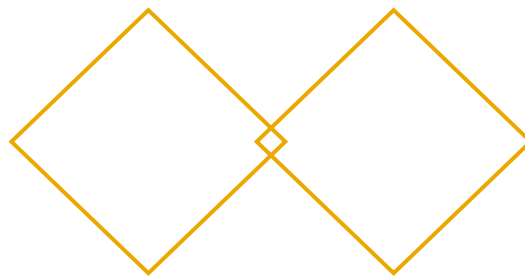
Exercise 5: Brown v. Board of Education, Freedom Schools, and Segregation (continued)

Performance Task

What do you think a day in the Freedom Schools of Milwaukee was like for students? How would they have felt going there?

Write a one-paragraph piece of creative historical fiction imagining that you are attending a Freedom School day. What did you learn? How was it different from regular school? How might it have been the same?

* <https://www.uscourts.gov/educational-resources/educational-activities/history-brown-v-board-education-re-enactment>



Exercise 6: Still Separate, Still Unequal?

On May 17, 1954, the United States Supreme Court ruled that segregated schools "are inherently unequal." That ruling was a catalyst for school desegregation protests in Milwaukee and around the country. The efforts of Juanita Adams and all of the Milwaukee Civil Rights leaders were successful. By the 1980s and 1990s, Milwaukee Public Schools (MPS) were some of the most integrated schools in the country. However, the programs designed to desegregate MPS were not enough to prevent the segregation that exists in schools in low-income communities today.

Today, MPS leads the country in the number of Black and Hispanic "intensely segregated" (90% of the student population is one race) schools. Many of those schools are in low-income communities. Schools in low-income communities lack critical resources such as full-time library and media specialists; regular art, music and physical education; adequate number of psychologists and guidance counselors, etc. As a result, student achievement is often less than that of students in schools in higher-income communities.

The negative effects of segregation in schools can last a lifetime. National studies show that desegregated education benefits student achievement and students' life outcomes after school. Racial separation in schools tends to lead to unequal opportunity in life.

For the Teacher

For this exercise students will use information from previous exercises to answer the following questions. As a class, go over the discussion questions and performance task associated with this lesson. Students may work together in pairs, small groups, or independently at your discretion.

Discussion Questions

- What effect does segregation have on students in the system?
- Does what you learned about systemic racism help explain the continued segregation of Milwaukee's White and Black students?

Performance Task

Imagine you are in a position to make changes to the school system in an effort to make it work better for all students.

- What tools would you use? Here are some examples to get you started:
 - o Financial incentives: How much? Where would the money come from?
 - o Busing: What students? Where?
 - o Resource distribution: textbooks, educators and other staff, school supplies
 - o City, state, or local laws: What is needed?
- What policies are needed to make sure schools in low-income communities have necessary educational resources? Why are those policies important? Cite your evidence from the article above.
- Who might support your efforts? Who might oppose them?



Exercise 7: Nonviolence: CORE Protest and Demonstration Strategies

CORE (Congress of Racial Equality) demonstrators were asked to adhere to a code of nonviolence, even in the face of being attacked. To do so required discipline and training. CORE held regular meetings to train its members in how to approach daily events with nonviolence. CORE leaders believed that trainings like these helped people stay calm when confronted with real situations.

For the Teacher

In this exercise, students will analyze primary source training documents and answer the questions in each selection. Sample scenarios have been lightly edited to remove offensive language.

Optional Activity: Use the scenarios below (or others from the primary source document) to recreate the CORE training sessions.

A full list of CORE Protest and Demonstration Training Scenarios is available here: <https://content.wisconsinhistory.org/digital/collection/p15932coll2/id/16667/rec/1>

SAMPLE SCENARIOS

Note the cast, scenario, and questions are all part of the training materials. Participants were asked to consider their answers to the questions to help them prepare how to react to a similar scenario.

The Eviction

Cast: Three or four demonstrators, two or three citizens, a constable, one or more police officers.

A group of civil rights demonstrators is blocking access to a tenement to prevent a constable from evicting a tenant who has been participating in a rent strike. The constable and several citizens urge the group to obey the law and move out of the way; then the constable and a police officer threaten the group with arrest if it does not move. (You may want to continue this scenario to the point of actual arrest and being taken to the wagon [arrested].)

Questions: How do the demonstrators respond to the other citizens and to the constable? How do they respond to the officer?

This exercise is continued on the next page.



Exercise 7: Nonviolence: CORE Protest and Demonstration Strategies (continued)

The Barber Shop

Cast: One Black demonstrator, one barber, one assistant, three clients, one police officer. You may add an additional onlooker (white) who sympathizes with the Black person and who intervenes at a later point in the action in order to show how this will affect the situation.

A Black civil rights demonstrator is attempting to integrate a barber shop. All other participants in the situation are whites: a barber, an assistant, two clients in the chairs, one client waiting, one police officer. All the whites are segregationists, but one of the whites in the chair is particularly rabid. The action begins when the other white is finished and gets up. It is the Black person's turn, but the head barber calls, "You're next" to the waiting white client.

Questions: What is the response of the Black client? What kinds of actions and remarks raise and lower tensions? How does the segregationist really see the situation? What does he really feel? What are the real issues as far as he is concerned? As far as the civil rights demonstrator is concerned?

Sit-In

Cast: Six demonstrators, white waitress, troublemakers, police officer, two or three other customers, all white.

Six demonstrators, four Black, including one white boy and one white girl, sit at a lunch counter in a southern community in an effort to secure service. A white waitress does not serve them. Two white troublemakers come and harass the demonstrators. A policeman stands by but does not interfere. There are some other people at the counters. The action begins when the demonstrators take their seats.

Questions: What effect does refusal of service have upon the demonstrators? What is the effect of heavy harassment? How do the demonstrators see the situation? What of the effects on the onlookers?

This exercise is continued on the next page.

Exercise 7: Nonviolence: CORE Protest and Demonstration Strategies (continued)

The March

Cast: Marshal, three persons with signs.

This is a situation involving only four persons and demonstrates the problem of decision-making on-the-spot. One of the participants is told he is in charge of a mass march on City Hall; at a mass meeting the night before it was democratically decided, for various reasons, not to have any signs of any kind in the march. The march is about to "take off" when three persons appear, in succession, with signs. They are not connected to each other. The first person is privately instructed to be very stubborn and uncooperative about putting his sign away; the second is cooperative; the third is neutral. The first two were at the meeting the night before; the third was not. Action begins when the first person approaches the march marshal, and the marshal says,

"Last night we agreed on no signs, right?" (He poses the same question to each of the others.) The instructor stops the action after the marshal has somehow come to grips with the stubborn individual, then the next person appears. In the course of the discussion with the third individual, the instructor calls out, "They're ready to go," referring to the march. It is important that the marshal not know in advance what the reaction of the three persons will be.

Questions: How do the marshal's feelings about the situation change as the pressure builds up? How much should the marshal try to placate the individuals, and how firm should he be? How does time affect the situation?



Discussion Questions

- Why do you think training sessions like these were necessary?
- Are any of these scenarios similar to ones Juanita was involved in? Which ones?
- What do you feel might have been the most effective tactics? Why?

Performance Task

Create your own historic training scenario. Think about what you might be protesting. For example, there were separate bathroom facilities for Whites and Blacks, even separate drinking fountains. Then think about who would be in the protest and what you think might happen.

Exercise 8: 16th Street Bridge Protest: August 28th, 1967

From: <https://uwm.edu/marchonmilwaukee/keyterms/16th-street-bridge-viaduct/>

“The 16th Street Bridge, also known as the 16th Street Viaduct, links Milwaukee’s North Side to the South Side. This bridge was considered the ‘Mason-Dixon Line’ of Milwaukee, separating the city’s White and Black communities. During the 1960s, Blacks resided on the city’s North Side while the city’s South Side was overwhelmingly occupied by Whites. On Monday, August 28, 1967, close to 200 NAACP (National Association for the Advancement of Colored People) Youth Council members and supporters marched across the bridge to the South Side’s Kosciuszko Park. Upon reaching the South Side, marchers were greeted by a hostile crowd of thousands of White counter-protesters. The violent crowd hurled eggs, rocks, and bottles at Youth Council members. The following night, the Youth Council marched again to the South Side. This time they were confronted by even more hecklers. Some counterdemonstrators held up signs and posters with derogatory messages on them while others continuously pelted hard objects at the young marchers.”

For the Teacher

In this exercise students will watch sections of a compilation of footage from the march across the 16th Street bridge in Milwaukee. After watching the sections as a class, work through the discussion questions together before moving on to the next segment. Be aware that some sections of this video contain offensive language and images.

Video Selections from <https://collections.lib.uwm.edu/digital/collection/march/id/2505>

- Milwaukee Mayor Maier speaks: 5:13-5:35
- 2nd night of protest marches: 5:35-7:20 – NO AUDIO
- Father Groppi speaks after: 7:21-8:08
 - o What was Mayor Maier hoping to influence? What actually happened? What do you think Mayor Maier’s opinion of the protestors was?
 - o Who do you think is responsible for the violence? Who does Father Groppi think is responsible? Who would the mayor blame?
- Section 25:35-26:57 – NO AUDIO
 - o Does watching this change any of your answers above?
 - o How have attitudes surrounding racial justice changed? How have they remained the same?
- Sections 22:10-22:30 and 28:20 - 28:50
 - o Is there a middle ground between these views? What point seems to be getting lost? What is each side hoping to achieve?

Performance Task

Compare and contrast the two sides of the marches. What kinds of signage does each side use? What symbols does each side use? What do you think these symbols mean? What are the police doing in the different sections? Looking at Juanita Adams’ story, how do you think she felt about the events that night?



Exercise 9: Milwaukee County Fair Housing Ordinance

The Milwaukee Civil Rights movement sought to accomplish a number of goals. Activists wanted to end discrimination in housing, segregation in schools, “separate but equal” anywhere it existed, to improve job prospects for Black people, and to reaffirm rights protected by the US Constitution.

There were essentially three paths leaders in the movement followed. The first was active, vibrant demonstrations. Protest marches in segregated neighborhoods, picketing of neighborhood businesses, and boycotting schools were major parts of their activism. The activists in the streets used these methods and more to draw attention to the problems that existed. Juanita Adams worked directly with Father James Groppi and other leaders to make their voices heard.

Another was through state government. Lloyd Barbee, a leader of MUSIC and the Milwaukee chapter of CORE, used his power as a state legislator to bring laws before the State Assembly. These state laws would help protect people whose rights were being abused.

A third was through city government. Vel Phillips, a member of the Milwaukee City Council, used her authority to push for her Open Housing bill, which made it illegal to discriminate against someone based on the color of their skin. As discussed previously, systemic racism in Milwaukee made it difficult for Black people to find a place to live, secure employment, and other things the White community took for granted. Vel Phillips’ ordinance failed time and again, even as late as 1967. It wasn’t until 19 days after the federal Fair Housing Act was signed into law by President Lyndon Johnson that the Milwaukee City Council voted in favor of her bill.

For the Teacher

In this exercise students will analyze the text of the final version of Vel Phillips’ Open Housing ordinance as amended and passed January 21st, 1969, review an article on the Fair Housing demonstrations, and answer the following discussion questions.

- Watch Milwaukee Common Council Meeting Video 2:35 – 3:56 <https://collections.lib.uwm.edu/digital/collection/march/id/720/rec/3>
- Read or review the article Open Housing Marches Placed Spotlight on Racial Discrimination <https://milwaukeeens.org/open-housing/open-housing-marches-placed-spotlight-on-racial-discrimination-segregation.php>
- Read the highlighted sections of the resource "January 21, 1969 Milwaukee City Council Proceedings." These include Sections 109.1; 109.2; and 109.3. www.wisconsinhistory.org/pdfs/Jan_21_1969_proceedings.pdf

This exercise is continued on the next page.



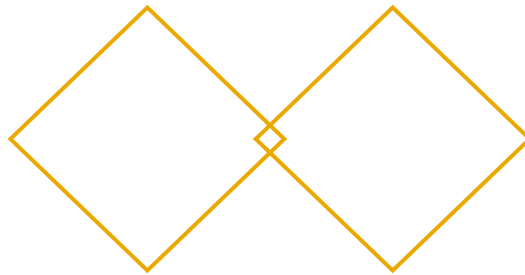
Exercise 9: Milwaukee County Fair Housing Ordinance (continued)

Discussion Questions

- How did the activists influence public policy?
- How do the three parts of activism, described above, work together for change?
- Are any one of the three more important than the other? Why or why not?
- What specific language in the ordinance protects a person from discrimination?

Performance Task

Imagine you are Vel Phillips. How will you try and persuade the rest of the city council to vote for your bill? What evidence might you use? What emotional appeals? Write a persuasive speech on the topic of Fair Housing, citing evidence from any resource you have studied so far.



Exercise 10: Activism and Public Policy: Protecting the Vulnerable

The pressure from civil rights activism in Milwaukee and throughout the country encouraged federal lawmakers to create policies to protect vulnerable citizens from discriminatory housing practices. On April 11, 1968, President Lyndon B. Johnson signed the Fair Housing Act into law. The Act officially made it illegal to deny housing to anyone based on their race, religion, sex, national origin, handicap or family status. On May 8, 1968, Mayor Maier of Milwaukee signed a similar act into law.

Today, amendments to the federal Fair Housing Act and the Wisconsin Open Housing Law have expanded those protected classes of citizens to make it unlawful to discriminate against anyone based on:

- **Race** – A person’s race or the race of persons with whom one associates.
- **Color** – A person’s skin color.
- **Sex** – A person’s sex, gender identity, or sexual orientation. Harassment or intimidation based on sex, gender identity, or sexual orientation are also prohibited.
- **National Origin/Ancestry** – The country of one’s birth and/or the nationality of one’s ancestors.
- **Religion** – A person’s religious beliefs or denominational affiliation.
- **Disability/Handicap** – A physical or mental impairment that substantially limits one or more major life activities.
- **Family/Familial Status** – Household composition, including the presence of children.
- **Age** – Persons 18 years of age and older.
- **Marital Status** – Married, single, divorced, widowed or separated.
- **Lawful Source of Income** – A person’s legal means of income, including such subsidized forms as Social Security, Food Stamps, Unemployment Compensation, etc.
- **Sexual Orientation** – Heterosexuality, homosexuality and bisexuality.
- **Domestic Abuse, Sexual Assault and Stalking Victims** – Persons who have been or are victims of domestic abuse, sexual assault or stalking.

For the Teacher

As a group or in any desired configuration, have students read Protecting the Vulnerable (above) and as a class discuss the following questions. The performance task can be done in pairs, small groups or individually as desired.

This exercise is continued on the next page.

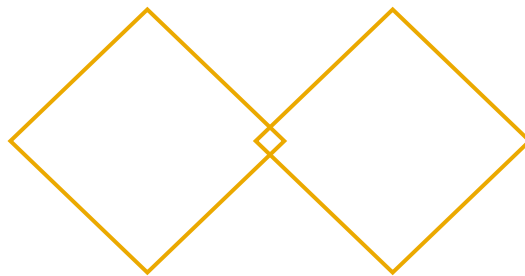
Exercise 10: Activism and Public Policy: Protecting the Vulnerable (continued)

Discussion Questions

- Why do we need laws to protect vulnerable populations?
- Are there other classes of people that should be protected through federal/state/city fair housing laws? Who would you add, and why do you feel they should be added? If not, why not?
- How does activism impact the lawmaking process?

Performance Task

What matters to you and your peers? What would you like to see changed? It could be something small, like less litter around the school grounds, or large, like creating new after-school groups to get together. Think of something you are passionate about. What steps might you have to take to make a change? How could you get started? Who would you have to talk with? Write down your ideas and discuss them with the class.



Exercise 11: The March on Washington: August 18, 1963

The March on Washington (also known as The March on Washington for Jobs and Freedom) was one of the largest protests of the Civil Rights era. Over 200,000 people, including Juanita Adams, brought their activism to Washington, DC. Among the more famous of the marchers was Dr. Martin Luther King, Jr. It was at this protest march that Dr. King delivered his famous “I Have a Dream” speech.

Marches are more than a single speech or moment, though. They are the culmination of hundreds of hours of organizing, gathering resources, logistics planning, and more. They are inspiring and often have symbols and music that become part of the overall movement.

For the Teacher

In this exercise students will watch video clips of the March on Washington and analyze the music that they hear.

Watch the following sections from <https://archive.org/details/gov.archives.arc.49737>

- 00:51-2:20 We Shall Overcome: Lyrics: <https://wihist.org/3BgHw4G>
- 3:18-3:52 Blowing in the Wind: Lyrics: <https://www.bobdylan.com/songs/blowin-wind>
- 4:00-4:34 If I Had a Hammer: Lyrics: <https://wihist.org/3Fv8w3d>
- 7:33-8:03 We Shall Not Be Moved: Lyrics: <https://wihist.org/3DhBth8>
- 8:04-9:10 Ain't Scared of Your Jails Lyrics: <https://wihist.org/3ISAmXO>

Discussion Questions

- What common themes do these songs have?
- Do you think music was important to the Civil Rights movement? Why or why not?
- Is music used by activists today?
 - o What, if any, have you heard?
 - o What kind of music would you pick for modern protests?

Performance Tasks

As a class, make a list of modern music that might fit the Fair Housing movement protests. What themes should the music have? What should it inspire? What do you want people to feel when they hear it?

Exercise 12: Amanda Gorman: *The Hill We Climb*

Amanda Gorman is the United States' first ever National Youth Poet Laureate. President Joe Biden asked her to read her work, *The Hill We Climb*, at his inaugural address. As an activist, Amanda promotes creative writing programs for underserved youth.

For the Teacher

For this exercise, students will use information from previous exercises, a short video, and poets.org to answer the following questions. Students will then be asked to create a Venn diagram. As a class, go over the discussion questions and performance task associated with this lesson.

Students may work together as a class, in pairs, small groups, or independently at your discretion.

Discussion Questions

- Read or review Juanita Adams' essay from Exercise 1.
- Read this short biography of Amanda Gorman: <https://poets.org/poet/amanda-gorman>
- Watch *The Hill We Climb* performed at the 2021 inauguration: <https://youtu.be/LZ055illiN4>
- Read *The Hill We Climb*: <https://www.cnbc.com/2021/01/20/amanda-gormans-inaugural-poem-the-hill-we-climb-full-text.html>
- How is Juanita's story of activism in the 1960s connected to Amanda Gorman's poem? List 2-3 examples.

Performance Task (Whole Class)

Create a two-circle Venn diagram. Label one side **Juanita Adams' Essay** and the other **The Hill We Climb**. As a class, brainstorm a list of terms that describe each person and their work and fill in your diagram. For example, both are activists, so the word activist would be in the center of your diagram.

- What has changed in terms of race, racism, and social justice since Juanita's time as an activist?
- What has remained the same?



Exercise 13: Who is Harmed by Racism?

Are minority populations the only ones harmed by racism? As you read the following quotes, consider how you have felt as you have looked at the world through the eyes of Juanita Adams and other activists. Do their stories move you in any way? What motivated them? What might motivate you to work for change?

For the Teacher

For this exercise students will use information from previous exercises, quotes, and various websites to answer the following questions. Students will then be asked to choose a performance task associated with this lesson.

Discussion Questions (Whole Class)

Read and discuss the following quotes:

"We believe we have a responsibility to address current events and to frame them with an economic lens in order to highlight the real costs of longstanding discrimination against minority groups, especially against Black people and particularly in the U.S." – "The Cost of Racism: US Economy Lost \$16 Trillion Because of Discrimination, Bank Says," <https://www.npr.org/sections/live-updates-protests-for-racial-justice/2020/09/23/916022472/cost-of-racism-u-s-economy-lost-16-trillion-because-of-discrimination-bank-says>

"If you have come to help me you are wasting your time. But if you recognize that your liberation and mine are bound up together, we can walk together." - Lila Watson

"Injustice anywhere is a threat to justice everywhere." - Martin Luther King, Jr.

"Without a sense of caring, there can be no sense of community." - Anthony J. D'Angelo

<https://www.ywcabham.org/sites/ywca/files/u35/All%20Quotes%20on%20Racial%20Justice.pdf>

Performance Task (Choose One)

- Write a short reflective essay (2-3 paragraphs) on the harm that racism and racist actions cause.
- Find 5-10 more quotes that discuss the societal and personal harms of racism and injustice. Write your quotations down with citations for who said it and where you found it, and then use your own words to explain what each quote means.



Exercise 14: Oral Histories and Impact

There are many different ways to learn about the past. There are books and essays, diaries and journals. There may be television or radio interviews and footage; there may be paintings, photographs, or home movies. One method historians use to document the past is through oral histories. An oral history is a pre-planned interview about a person's life that is recorded and sometimes videotaped.

For the Teacher

For this exercise students will use information from previous exercises and listen to excerpts from an oral history interview with Juanita Adams and her friend Arlene Johnson. Students will then do the performance task associated with this lesson. For further exploration, an oral history guide is included for use by your students in creating their own oral histories.

Students may work together as a class, in pairs, small groups, or independently at your discretion.

Discussion Questions

- What makes an oral history different from a written history?
- How do historians use oral histories?
- What are some advantages to oral histories?
- What might be some disadvantages?

Performance Task

Full Interview: <https://collections.lib.uwm.edu/digital/collection/march/id/2528/rec/1>

Listen to the selections from the interview below and answer the following questions:

- Organizing participation in the 1964 school boycott: https://liblamp.uwm.edu/ohms/viewer/render.php?cachefile=/MoM/uwmmss0217_a01-a02.xml#segment2133
 - How does this interview compare to what you have already learned about Freedom Schools? What details are new to you?
- Opinions on the effectiveness of integration: https://liblamp.uwm.edu/ohms/viewer/render.php?cachefile=/MoM/uwmmss0217_a01-a02.xml#segment2670
 - What surprised you about this segment of the interview? What details stand out?
- Gender roles and female activism, being arrested, and decision making in civil rights groups: https://liblamp.uwm.edu/ohms/viewer/render.php?cachefile=/MoM/uwmmss0217_a01-a02.xml#segment4735
 - Do you think roles for men and women have changed? Why or why not?



Exercise 15: Success? Failure? Or Somewhere In-Between?

The Fair Housing Movement in Milwaukee essentially ended with the signing of the federal Fair Housing Act of 1968. The act "...prohibited discrimination concerning the sale, rental, and financing of housing based on race, religion, national origin, sex, (and as amended) handicap and family status."

As time passed, Milwaukee's Black community moved out of the Inner Core neighborhoods, primarily settling in the north and northwest sections of the city. By that measure, the marches played a successful role in helping end the systemic racism in place at the time.

For the Teacher

For this exercise students will use information from previous exercises and hud.gov to answer the following questions. Students will then be asked to write an opinion piece (short essay, no more than 2-3 paragraphs) about the Fair Housing Movement. As a class, go over the discussion questions and performance task associated with this lesson.

Students may work together in pairs, small groups, or independently at your discretion.

Discussion Questions (Whole Class)

- List 2-3 goals of the Fair Housing Movement
- From her essay, cite how Juanita participated in achieving these goals
- Read this summary of the Fair Housing Act: [https://www.hud.gov/program_offices/fair_housing_equal_opp/aboutfheo/history#:~:text=The%201968%20Act%20expanded%20on,Housing%20Act%20\(of%201968\)](https://www.hud.gov/program_offices/fair_housing_equal_opp/aboutfheo/history#:~:text=The%201968%20Act%20expanded%20on,Housing%20Act%20(of%201968))

Performance Task

Read the following articles and write an opinion article of no more than 2-3 paragraphs to answer the following questions:

- <https://milwaukeeenns.org/open-housing/fifty-years-after-open-housing-marches-residential-segregation-still-norm-in-milwaukee.php>
- <https://milwaukeeenns.org/open-housing/former-st-boniface-student-says-father-groppi-taught-me-how-to-love.php>
- <https://milwaukeeenns.org/open-housing/open-housing-marcher-says-state-of-the-city-has-gotten-worse.php>

Was the work of the activists during the Fair Housing Movement successful? Why or why not?

- What has changed?
- What has remained the same?

[*https://www.hud.gov/program_offices/fair_housing_equal_opp/aboutfheo/history#:~:text=The%201968%20Act%20expanded%20on,Housing%20Act%20\(of%201968\)](https://www.hud.gov/program_offices/fair_housing_equal_opp/aboutfheo/history#:~:text=The%201968%20Act%20expanded%20on,Housing%20Act%20(of%201968))



Exercise 16: Summarizing "The Heart of An Activist"

In 2014, Juanita Adams sat down for a one-hour oral history interview with Clayborn Benson of the Black Historical Society of Milwaukee. In it she discusses the origins of her activism, from growing up under Jim Crow to participating in the Civil Rights Movement in Milwaukee.

For the Teacher

For this exercise students will view the oral history interview of Juanita Adams and share their observations with each other. The video is one hour in length and could be viewed in separate class periods, or student pairs or small groups could be assigned 10m intervals to report back out to in groups.

Juanita Adams Interview: <https://www.youtube.com/watch?v=u9i6lrxosfM>

Discussion Questions (Whole Class)

- What has been most surprising to you about Juanita's story?
- What has resonated with you?
- Explain the following metaphor with examples from Juanita's life: "It lit a flame within me to stand for justice."
- What type of segregation is Juanita talking about when she says, "There was segregation here, but one that wasn't spoken of?"

Performance Task

Choose one:

- Using the Oral History worksheet, record an oral history interview with a friend or relative.
- Write a reflective essay (3-5 paragraphs) on what you have learned through the story of Juanita Adams' life as an activist.



Extension Activity: Learning from Objects

Juanita Adams (1940-2016) was active in the desegregation movement in Milwaukee, WI from 1962 until 1967. During her time as an active member of the Milwaukee chapter of the Congress of Racial Equality (CORE) and Milwaukee United School Integration Committee (MUSIC), Juanita planned, participated in, and executed protests with Lloyd Barbee and Father James Groppi. She also led Freedom School classes (1964) and participated in protests at the national level. Spurred to action at a young age, Juanita's decision to work for positive change in her community placed her at the forefront of events during the Civil Rights Movement in Milwaukee. The buttons on the next page are similar to those that Juanita herself wore to various events.

Required Reading: Juanita Adams' Autobiographical Essay (see **Exercise 1**)

Enduring Understanding: Historians use primary and secondary sources to pull together a complete picture of the past. Objects, as primary sources, help tell the story of the past through their material makeup, shape, use, and other features.

Essential Questions

- Why do we save things?
- What makes the things we save important?
- What questions do we ask of objects?
- How do objects tell a story of the past?

Performance Tasks

The student will:

- Analyze photographs and objects to better understand historic context
- Think critically about the role material culture plays in the understanding of history
- Relate Juanita's experiences with their own
- Draw historical comparisons to a contemporary issue

This exercise is continued on the next page.





Ask:

- How are the buttons and image related?
The buttons represent a protest in Washington, DC in 1963. The image shows Juanita wearing a button at a different protest in Milwaukee in 1965.
- What do these buttons and the image tell us about American culture in the 1960s?
Possible answers include: Segregated, unsettled, unfair labor practices
- What are the messages of the two buttons? How are they similar? How are they different?
Answers may vary: Slogans, inspiring, meaning, etc.
- What might be missing from the story of American culture in the 1960s?
Answers may vary: Perspective, different points of view, context
- What can be deduced from the buttons and image?
Possible answers include: Dates of events, participants, locations, methods, objects, etc.
- Why is the button significant in the telling of Juanita's story? Why did she save them?
Possible answers include: Places Juanita at a specific event at a specific time, corroborating her personal story of her time in CORE; tells the date of an event, shows her as active over years, not just once
- Who supported the messages on the buttons? Who may have opposed them?
Supporters of civil rights; union members
People opposed to extending rights to African Americans, anti-labor business owners
- How do these buttons support individual and/or collective actions?
- Do you feel there's a difference between a protest and a march?
Protests are formal objections
A march can be a ceremonial gathering, or a gathering of people with similar ideas expressing themselves
- Which button tells you more about the event Juanita attended? Cite your evidence.
The button with the date and sponsorship information
- What's the most interesting part of this story?
Answers will vary
- Where do you see yourself in Juanita's story? Is there a cause or problem that you care about?
Answers will vary

Extension Activity: Learning from Objects II

Performance Task

One of the many ways historians think about the past is to study and discover the answers to questions about objects. One way to understand how this works is to analyze an object from your own past.

- Pick an ordinary object from home to write about.
- Bring the object (if possible, or a picture of the object if not) to class with you for discussion.
- Be prepared to tell the class why the object is important to you.
- Working together as a class or in small groups, try and determine where your object came from, what year it might have been made, and other important details.

Here's a longer list of questions you might want to ask about your object:

- What is this object made of?
- How was this object made?
- Who made this object? Why?
- Who used this object?
- How was this object used?
- Does the design of the object suit the purpose and/or use?
- Are there any marks, stains, changes, damages, alterations of this object?
- What size is the object? Is the object decorated? How? Why?
- Is this an item a person might have one of, or several? Why?
- Are other items made out of the same materials? How?
- Is this object used with other items? How?
- Is this object made using other items as part of the process? How?
- Is this object used to make other items? How?
- Are any items today similar to this object?
- What are the similarities or differences?

Extension Activity: Past and Present Activism

For the Teacher

Juanita was an activist during the Civil Rights Movement in Milwaukee, fighting for changes to segregation laws, fair housing laws, school curriculum, and more. In this lesson, students will compare the movements of Fair Housing and Black Lives Matter.

Performance Task

Using the March on Milwaukee website (<https://uwm.edu/marchonmilwaukee/>) or Milwaukee Open Housing Marches (<https://milwaukeeenns.org/open-housing/index.php>), make a list of the reasons that activists like Juanita were protesting.

Then, using a site such as Wikipedia (https://en.wikipedia.org/wiki/Black_Lives_Matter) or the Free Library of Philadelphia (<https://libwww.freelibrary.org/explore/topic/black-lives-matter>), explore the reasons behind the recent Black Lives Matter protests and make a list of those reasons. Using your lists, answer the following questions:

- How are the two movements similar?
- How are they different?
- What has changed since the 1960s?
- What has remained the same?
- What do all activists have in common?

Creating an Oral History

Pre-Interview

Oral histories are primary sources that historians use to gain personal stories of events from the past. These histories are a recollection of people, experiences, emotions, and thoughts from a specific time or event in history. Use the following guide to help shape your interview questions.

Content Questions

- Discuss the type of interviews you would like to do (subject matter, time period, etc.)
- What historical information are you looking for?
- What type of person do you want to interview?

Suggested Activities

- Research the culture of the person you will be interviewing. Consider:
 - Respect for traditions around sharing of information. Some religious practices and cultural traditions may be sacred and/or private and may not be included in the interview.
- Specific greetings and salutations.
 - Mr., Ms., Mrs., Dr., etc.

Expectations of Privacy

Share your questions with your subject before the interview so they can be comfortable answering (or declining to answer certain questions).

Your interview subject may wish to review the transcript before final publication. You should agree to this, since it can help you:

- Ensure that traditional knowledge is treated appropriately or removed at the request of your subject.
- Anticipate any potential conflicts regarding privacy.

Designing and Conducting the Interview

- Introduction: Create a script that you will start the recorded interview with. You need to introduce yourself, the narrator, the date, the place the interview is taking place, the purpose of the interview, and an explanation of the project.
- Example: This is [first, last name]. Today's date is [month, day, year]. I am at [location, city, state, at the house of]. I am interviewing [first, last name] about [theme/topic] for [class or project name]. Also with us is [first, last name] who is [job they are doing to aid in the preservation of interview].

This exercise continues on the next page.

Creating an Oral History (continued)

- Gather biographical background of your narrator: full name, birth date, birthplace, and occupations. Write three warm-up questions to ask based on this biographical information to uncover more information.
- Write four open-ended questions that provoke stories and narratives to assist in gathering information or details about the event, time period, or experience you are researching.
- Write potential follow-up questions to clarify or expand on information from your subject.
- Make an appointment and be on time.
- Consider bringing a culturally appropriate gift.
- Explain to your subject what the project is about and why you are interested in learning more on the topic.
- Let your subject know how their information will be used and disseminated.
- Make sure your subject agrees to be recorded and signs a release.
- Bring your notes and other information along to guide the interview. When your subject strays away from your theme or questions, use your notes to return to the subject.
- If unclear about a response, repeat what you understood them to say to verify it is correct.
- Make sure you thank your subject for their time and how appreciative you are of what they shared with you.
- Iterate a timeline detailing steps to publication, including time necessary for transcript review or privacy concerns.
- Send a thank you letter upon your return home.

Adapted from: Holt, Rinehart and Winston. Park City Museum: Engaging Students with Primary Sources.



Additional Resources

For the Teacher

Primary source material can contain language and themes considered harmful and unacceptable. Please familiarize yourself with the resources below before assigning them to your students.

- Book: *More Than One Struggle: The Evolution of Black School Reform in Milwaukee*, by Jack Dougherty. Pages 108-110. (Audio of interview for book can be found at http://crdl.usg.edu/people/a/adams_juanita/)
- The Evening Standard (PA) Newspaper account. <https://www.newspapers.com/clip/79373436/milwaukee-fair-housing-march/>
- The Portsmouth Herald (VA) account. <https://www.newspapers.com/clip/79374024/milwaukee-fair-housing-march-met-with-vi/>
- Courier-Post (NJ) account. <https://www.newspapers.com/clip/79374325/milwaukee-fair-housing-march/>
- The News (MD) <https://www.newspapers.com/clip/79397663/milwaukee-fair-housing-march/>
- Fort Lauderdale News (FL) <https://www.newspapers.com/clip/79398021/milwaukee-fair-housing-march/>
- Jet Magazine, September 31, 1967, “White Strife Making Milwaukee Infamous: White Priest and Young Negroes” by Frederick Graves. <https://books.google.com/books?id=9bkDAAAAMBAJ&lpg=PA14&dq=Groppi&pg=PA14#v=onepage&q=Groppi&f=false>
- Groppi Testimony at Hearing on Control of Civil Disorders September 21, 1967 - National Advisory Committee on Civil Disorders. (BEGIN AT PAGE 25, LINE 14) <http://blackfreedom.proquest.com/wp-content/uploads/2020/09/kerner16.pdf>
- March on Milwaukee-Father Groppi: <https://collections.lib.uwm.edu/digital/collection/march/search/searchterm/Groppi,%20James,%201930-1985/field/people/mode/all/conn/and/order/title>
- March on Milwaukee-Lloyd Barbee: <https://collections.lib.uwm.edu/digital/collection/march/search/searchterm/Barbee,%20Lloyd%20A.,%201925-2002/field/people/mode/all/conn/and/order/title>
- March on Milwaukee-Vel Phillips: <https://collections.lib.uwm.edu/digital/collection/march/search/searchterm/Phillips,%20Vel/field/people/mode/all/conn/and/order/title>
- Freedom Schools UWM Libraries - <https://uwm.edu/marchonmilwaukee/keyterms/freedom-schools/>; WHS Curriculum “Milwaukee School Boycott”- https://www.wisconsinhistory.org/pdfs/lessons/civilrights/CivilRights_lesson3.pdf
- CORE Founding Documents: <https://content.wisconsinhistory.org/digital/collection/p15932coll2/id/60510/rec/9>
- Freedom Schools Curriculum (MUSIC) <https://collections.lib.uwm.edu/digital/collection/march/id/165/rec/11>
- Zero Hour (Youth climate activists) <http://thisiszerohour.org/who-we-are/>
- March for Our Lives (Youth against gun violence) video https://youtu.be/eH6F_w6tWs4, website <https://marchforourlives.com/>
- Civil Rights Activists defined. (UWM) <https://uwm.edu/marchonmilwaukee/keyterms/civil-rights-activists/>



Standards Alignment: English Language Arts

"The Heart of an Activist" education materials can help meet or exceed a wide range of English Language Arts standards. Please see DPI's publication *Wisconsin Standards for English Language Arts* to see a breakdown of each anchor standard listed below.

From DPI's Wisconsin Standards for English Language Arts:

"To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts...By reading informational text, students build a foundation of knowledge that will also give them the background to be better readers."

Anchor Standards for Reading

Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Key Ideas and Details

- Anchor Standard R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Anchor Standard R2: Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
- Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Anchor Standard R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Anchor Standard R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.

Integration of Knowledge and Ideas

- Anchor Standard R7: Integrate and evaluate content presented in diverse media and formats.
- Anchor Standard R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Anchor Standard R9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

Anchor Standards for Writing

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

Text Types and Purposes

- Anchor Standard W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
- Anchor Standard W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Anchor Standard W3: Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

Production and Distribution of Writing

- Anchor Standard W4: Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
- Anchor Standard W5: Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
- Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others.

Inquiry to Build and Present Knowledge

- Anchor Standard W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
- Anchor Standard W8: Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
- Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

Anchor Standards for Speaking and Listening

Overarching statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

Comprehension and Collaboration

- Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Anchor Standard SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Anchor Standards for Language

Overarching statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Knowledge of Language

- Anchor Standard L1: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- Anchor Standard L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
- Anchor Standard L3: Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings. when reading or listening.
- Anchor Standard L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

Conventions of Standardized English

- Anchor Standard L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
- Anchor Standard L6: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.



Standards Alignment: Social Studies

"The Heart of an Activist" student exercises can help meet or exceed the following select social studies standards and learning priorities for grades 6-8 (m) and 9-12 (h):

Inquiry

Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.

- Inq1.a: Develop questions based on a topic
- Inq1.b: Plan an inquiry

Standard SS.Inq2: Wisconsin students will gather and evaluate sources.

- Inq2.a.m: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry
- Inq2.b: Evaluate sources

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

- Inq3.a: Develop claims to answer an inquiry question
- Inq3.b: Cite evidence from multiple sources to support a claim
- Inq3.c: Elaborate how evidence supports a claim

Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.

- Inq4.a: Communicate conclusions

Standard SS.Inq5: Wisconsin students will be civically engaged.

- Inq5.a: Civic engagement

Behavioral Sciences

SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).

- BH2.a: Relationship of people and groups

SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).

- BH3.a.m.h (partial): Social interactions



Economics

Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.

- Econ1.a.m: Choices and decision making

Standard SS.Econ3: Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).

- Econ3.a.m.h (partial): Economic indicators

Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government)

- Econ4.d.h (partial): Impact of government interventions
- Econ4.b.m (partial).h (partial): Institutions
- Econ4.d: Impact of government interventions

Geography

Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.

- Geog2.a.m (partial).h (partial): Population and place

Standard SS.Geog4: Wisconsin students will evaluate the relationship between identity and place.

- Geog4.a.m.h (partial): Characteristics of place

Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.

- Geog5.b.m (partial): Interdependence

History

Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.

- Hist1.a: Cause
- Hist1.b: Effect

Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

- Hist2.a: Patterns stay the same over a period of time
- Hist2.b: Patterns change over a period of time
- Hist2.c: Contextualization



Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

- Hist3.a: Connections
- Hist3.b: Perspective
- Hist3.c: Current implications

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view (Historical Methodology).

- Hist4.a: Historical context
- Hist4.b: Intended audience
- Hist4.c: Purpose
- Hist4.d: Point of view (POV)

Political Science

Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.

- PS1.a.m.h (partial): Values and principles of American constitutional democracy
- PS1.b: Origins and foundation of the government of the United States
- PS1.b.m (partial): Origins and foundation of the government of the United States

Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.

- PS2.a.m (partial).h: Civil rights and civil liberties
- PS2.b.m (partial): Fundamentals of citizenship
- PS2.c.m.h (partial): Asserting and reaffirming of human rights

Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.

- PS3.b.m(partial).h (partial): Linkage institutions (Partial)
- PS3.d: Public policy

Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy.

- PS4.a: Argumentation
- PS4.b: Compromise, diplomacy, and consensus building