

### Declaration of WASAH Lesson Plan Project

1. I was inspired by Stephen Kercher's presentation about Oshkosh's Black Thursday and would like to create a unit plan based on Wisconsin's Civil Rights Movement history. The goals of such a unit plan would be twofold. First, I intend to shatter the mythical dichotomy of a noble north and a bad racist south. Anyone who has seen the hateful images from Martin Luther King's March on Chicago or, closer to home, the photos of white supremacists in Milwaukee knows that "northern exceptionalism" is a false notion. Second, by bringing this history closer to home, I hope that the historical narrative might be more engaging and relevant for Wisconsin students. After all, if the curriculum stops after the Voting Rights Act of 1965, students are left to ponder this question: "If the Civil Rights Movement achieved an equal playing field for all races, why do such dramatic inequalities persist in education, housing, and incarceration?"
2. I intend to collaborate with Stephen Kercher, Jeff Pickron and Nathan Werner during the school year. Stephen has already suggested some helpful books about Civil Rights in the north and is creating a website for his Black Thursday research which will contain primary source documents and oral histories from many of those involved. Nathan's project focus is similar to my own and I am hoping to share materials and ideas with him throughout the year.
3. None of my colleagues teach the history of the movement in the north. As such, I envision sharing high impact visuals (photos and political cartoons) and primary source documents from the movement in Wisconsin. Additionally, I will share any helpful websites or resources I use for my project.
4. I will begin by sharing statistics about incarceration, graduation rates, life expectancy, income etc., and ask students to come to conclusions based on the data. What should become quite apparent will be the shocking disparities based on race. Before moving forward, students will need to be able to distinguish between political and economic freedom. Because although the landmark legislation of 1964-1965 restored political freedom in name, economically the playing field of freedom was far from level. At this point we will examine the different ways in which Wisconsinites at the state and local level circumvented federal law. We will find a way to simulate de facto segregation and distinguish it from its recently deceased relative, de jure segregation. We will learn about the causes and effects of white flight. In doing so, students will understand why leaders like Father Groppi and Lloyd Barbee organized direct action campaigns in Wisconsin. Ultimately, students should see that there is a story behind those statistics we looked at on the first day. In other words, the persistent racial inequities in our society are a direct result of slavery, Jim Crow segregation, and, more recently, de facto segregation.

I enjoyed Edward O'Donnell's presentation on using visuals in the classroom. I aim to use a rich collection of photos and political cartoons from the period to deliver the

content. Online resources such as wikis provide a great collaborative platform through which students can find and present their own relevant images as well. It will also be interesting to use Kyle Ward's book, *History in the Making*, to look at the historiography of the Civil Rights Movement. Students could compare how the narrative of the Civil Rights Movement has been molded to serve the political ends of the teller.

5. I will teach this unit to my regular ed. semester two sophomores. Wisconsin State standards addressed:

**B.12.1** Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

**B.12.2** Analyze primary and secondary sources related to historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion]

**B.12.3** Recall, select, and analyze significant historical periods and the relationships among them

6. *Sweet Land of Liberty* by Tom Sugrue; *Selma of the North* by Patrick Jones; *More than One Struggle: The Evolution of Black School Reform in Milwaukee* by Jack Dougherty; *History in the Making: An Absorbing Look at How American History Has Changed in the Telling Over the Last 200 Years* by Kyle Ward