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Annotated Mapping of the Marches for Fair Housing

Content Area	Social Studies
Grade Band	5-12
Objectives	We are learning to understand what happened during the marches for fair housing in Milwaukee in the 1960s. Students will be able to identify the major events in the Civil Rights Movement in Milwaukee and locate important historical sites on the map.
Length	30 minutes
Standards	SS.Inq5.a.h Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. SS.Geog2.d.h Evaluate the impact of spatial inequality as a result of urbanization, and develop various solutions to address these inequalities. SS.Hist3.a.h Analyze significant historical periods and their relationship to present issues and events.
Creator	Heather Godley

By reading about the marches and annotating a map of Milwaukee as they read, students will get an overview of the Marches for Fair Housing in Milwaukee and identify important locations. This is recommended as an introductory activity, and may best be read aloud as a group to allow students to ask questions and reflect on the major events as they go.

Procedures:

Step One: Ask students what they would be willing to do to try and make a change in their community. (Examples may be to write to their elected officials, boycott, protest, etc.) Introduce the idea that the Civil Rights Movement was not limited to those working in the South, but also took place to address discrimination in northern cities. Segregation was not just in the South, and it may help to tell students that even today, Milwaukee is one of the top five most segregated cities in the United States. In this lesson, tell students that they will look specifically at how teenagers protested, boycotted, and marched for 200 days in 1967-1968 to stop segregation.



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Step Two: Give each student a printout of the map of the marches and a narrative handout of the protests. Map and narrative handouts can be found at bit.ly/MOMannotatemap.

Step Three: Students read (alone or together) the double-sided reading that narrates the marches for fair housing in Milwaukee. As they read each paragraph, they should follow directions to annotate their map.

Example:



Step Four: Students should complete an “exit ticket” responding to the following prompt:

“What are some problems or issues today that we should try to address in our own community? Do you think marching would be effective in trying to solve those problems? Why or why not?”