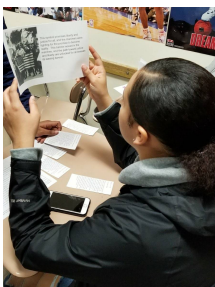
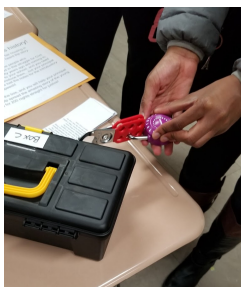
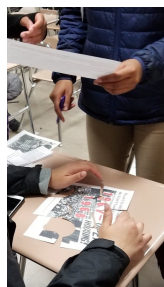




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Breakout: Introducing the Fair Housing Marches in Milwaukee

Breakout.Edu Activity: Introducing the Open Housing Marches in Milwaukee

Content Area	Social Studies, ELA
Grade Band	5-12
Objectives	We are learning to problem-solve and identify how the NAACP Youth Council Members and Commandos worked to challenge segregation in Milwaukee. Students will be able to identify major events in the Fair Housing Marches in Milwaukee and make a KWL chart of what they know and want to know about the marches.
Length	30-45 minutes
Standards	Wisconsin SS.Inq1: Students will construct meaningful questions that initiate an inquiry. Wisconsin SS.Inq5: Students will be civically engaged.
Creator	Heather Godley
Sample photos	   

All breakout printables and clues are available at bit.ly/MOMbreakout

For more lesson plans and resources about the Marches for Open Housing in Milwaukee, visit bit.ly/MKEmarch

This experience is based on the popular “Breakout.edu” boxes that many schools have. While Breakout.edu has kits you can buy, these can also be put together relatively inexpensively from Dollar Tree and by ordering online at places such as Amazon.com. Materials needed are listed in the attached lesson. Students should work in groups of 3-6, so having multiple Breakout Boxes may be necessary unless students are using this as one station among other activities. The teacher should



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have the Breakout Boxes set up with all clues photocopied and ready for students. Before they begin, however, complete the KWL activity.

Step One: On the board, the teacher should write “Fair Housing Marches in Milwaukee” and make a KWL chart. The teacher should ask students what they already know about the Fair Housing Marches in Milwaukee from the 1960s. (For more information, teachers may find Kantara Souffrant’s “Milwaukee is Home to One of the Longest Youth-Led Mass Protests in US History” at

https://www.huffingtonpost.com/entry/milwaukee-is-home-to-one-of-the-longest-demonstrations-of-youth-led-mass-protests-in-us-history_us_59d50f9de4b04b9f9206f361. The teacher should expect that students may not know anything about the marches, even if they live in Milwaukee. It’s acceptable to leave this mostly empty, though the teacher can at least prompt students to brainstorm what might be involved if the marches are labelled as “fair housing” marches.

Step Two: Students should brainstorm what they want to know. Students will return to this later, however, so it is fine to leave this blank as the Breakout Box activity is designed to help introduce students and therefore will hopefully lead to more questions after completion of the game.

Step Three: In small groups of 3-6, students should use the introduction and clues at the Breakout boxes to complete the tasks. While students will ideally use collaborative problem-solving to complete the game, there are also “hint” cards for the teacher to assist. It is sometimes fun to just have the boxes and envelopes with clues laid out at the beginning of class and go straight to this to build excitement...in this case, you can play the theme music from Mission Impossible to get them in the mood. It is also helpful to put a timer counting down on the projector. I suggest setting it for 45 minutes.

- **IMPORTANT NOTE:** Please ask students to leave the locks open and put them into the baggie when they complete the clue and remove the lock.

Step Four: As students complete the Breakout games, talk with them about their experiences. Once students have gotten the boxes open and are enjoying any “prizes” like candy that the teacher put in the boxes, the group should come back together for discussion.

Step Five: Ask students together to complete the “L” column on the board to indicate what they have learned. Then ask them if they want to add questions that they want to know the answer to in the middle “W” column. These questions can serve as guiding questions for inquiry in future lessons related to the Fair Housing Marches in Milwaukee or Civil Rights protests more generally.



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Breakout Box Instructions and Required Materials

All breakout printables and clues are available at bit.ly/MOMbreakout

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Scenario/backstory:

- Wisconsin has forgotten its history! It's the fiftieth anniversary of the marches for fair housing in Milwaukee, and many students have never heard the story. Several of the people who participated in this struggle for Civil Rights fifty years ago are coming to speak to your school, and you need to introduce them...but your principal has lost the notes for the introductory speech! Find the clues to unlock the box, and you will help your principal find the speech and spread the amazing story of the young people who marched for 200 nights straight for justice!

Required Materials:

- Lock Box
- UV flashlight with UV pen (note: invisible ink doesn't work on cardstock, only regular paper)
- Student access to a Chromebook to view a short video (or they can use their phones)
- Flag (or edit that clue for the key to adapt to a different hiding place)
- Congratulations sign and candy should be put inside the locked box. If possible, a picture of each group should be taken holding their sign when they "break in." In addition to the prizes, there could be materials inside the box for students to make thank-you cards for the NAACP Youth Council Member and Commandos.

Locks:

- Directional multilock (5 arrow combination)
 - Must occur after the UV flashlight has been found
 - On a map of the marches (from the March on Milwaukee website), draw arrows to indicate the route with the blacklight pen, indicating the start at St. Boniface Church. The arrows are the combination to the lock.
 - NOTE: This lock can be tricky to open. You may need to help students press down on the hasp twice to reset it between tries.
 - **Down, left, down, right, up**
- 4-digit lock
 - Make a transparency overlay to circle 1 1 7 8 and then cut it into puzzle pieces.
 - Put together puzzle pieces of the marchers' assembly point at St. Boniface, then put the overlay over it to highlight the numbers for the combination.
 - **1-1-7-8**
- 3-digit lock – *for now, use the ABC circle lock*
 - Questions from 50 Year Ache (Journal Sentinel) with answers to multiple choice questions to develop graphic literacy with charts
 - **1-4-4**



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- ABC multilock (5 letters, A-G) **or another 4-digit lock**
 - Assemble the 12 MyAvery pdf cards (quarter sheets) in order and answer the questions. Then the circled letters should be decoded using the decoder table. Those numbers should then be added together and multiplied by 50.
 - Answers:
 - HOUSING May 1962
 - EAGLES February 1966
 - COMMANDO October 1966
 - STUDENTS May 1967
 - KOSCIUSZKO August 28, 1967
 - THOUSAND August 29, 1967
 - ARRESTED August 30, 1967
 - OFFICE September 7, 1967
 - RALLY September 11, 1967
 - BOYCOTT November 15, 1967
 - MARCH March 14, 1968
 - PHILLIPS April 30, 1968
 - $HGDSZDRIAYCL = 8 + 7 + 4 + 19 + 26 + 4 + 18 + 9 + 1 + 25 + 3 + 12 = 136 \times 50 = 6800$
- Keyed lock (optional)
 - Required: device to watch video (Note: if students do not have a QR scanner installed on their phone, they can use the url below to get to the video.
 - Video: 6 ½ minutes, distributed by Patrick Jones, compiled/edited by Jasmine Alinder and Cris Siqueria and located at https://www.youtube.com/watch?v=y-78E Ggm_o
 - Students should watch the six-minute video and should find, at the 5:45 minute mark, Father Groppi talking about protest/protesting as the only way to bring about fair housing legislation. This is also the point at which he quotes Frederick Douglass to support his view. If students are able to tell the teacher that Groppi believed that protesting was necessary, give them the key to their box.
- Keyed lock (optional)
 - Tape the key underneath the flag in the classroom.

Locks/Combinations At-a-Glance

Down, left, down, right, up

1178

144

6800

Key under flag

Key with teacher to be given when correct answer (protests/protesting) is given