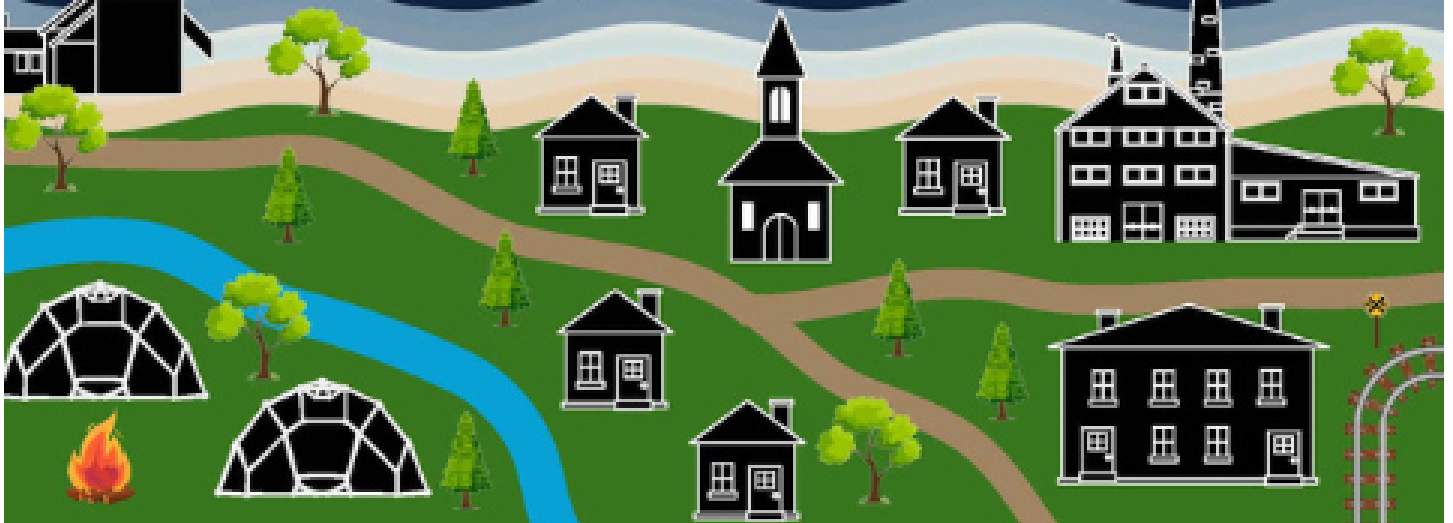
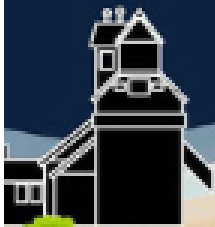
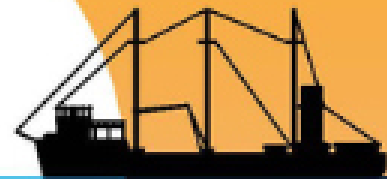


The Making of Milwaukee

Milwaukee is your city

UNIT 6:
CHALLENGES
IN THE CITY





The Making of Milwaukee

The Making of Milwaukee Table of Contents – Unit 6

Unit 6: Challenges in the City; Video Chapter 16

Video Chapter 16: City Under Siege

City Under Siege Educator Pages	Page 3
City Under Siege Student Activities	Page 7
Unit 6: Engaging in Inquiry	Page 22
Unit 6: Children’s Literature Connections	Page 23



The Making of Milwaukee

Unit 6: Challenges in the City

Video Chapter 16: City Under Siege

Essential Questions:

- What is racism?
- What challenges faced the African American community in Milwaukee?
- What is white flight?
- How did redlining in Milwaukee contribute to the challenges African American communities faced?
- What were the major events of the civil rights protests in Milwaukee?

Video Chapter Overview:

There was substantial change in Milwaukee during the 1960s. City and county government saw new leadership and many projects developed in both. Examples of those projects were: the Milwaukee County Zoo, the Milwaukee Public Museum, the Performing Arts Center, the Milwaukee Public Library, the Mitchell Domes, and the Marquette Interchange. Streetcars were removed in 1958 as cars became a more attainable mode of transportation. Population growth of African Americans also occurred. Older European ethnic groups were resistant to the change in the city. Many neighborhood demographics changed very quickly. Poverty and prejudice were a problem for African Americans. Even so, they were a rich community and had many rising stars. The Civil Rights Movement affected Milwaukee and school desegregation.

Standards:

- SS.BH1:** Students will examine individual cognition, perception, behavior, and identity.
- SS.BH2:** Students will investigate and interpret interactions between individuals and groups.
- SS.BH3:** Students will assess the role that human behavior and cultures play in the development of social endeavors.
- SSGeog1:** Students will use geographic tools and ways of thinking to analyze the world.
- SS.Geog2:** Students will analyze human movement and population patterns.
- SS.Hist1:** Students will use historical evidence for determining cause and effect.
- SS.Hist2:** Students will analyze, recognize, and evaluate patterns of continuity and change over time, and contextualization of historical events.
- SS.Hist3:** Students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
- SS.Hist4:** Students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view.
- SS.Econ1:** Students will use economic reasoning to understand issues.
- SS.Econ2:** Students will analyze how decisions are made and interactions occur among individuals, households, and firms or businesses.



The Making of Milwaukee

City Under Siege Framework

Learning Goals:

Students will be introduced to the growth of Milwaukee's suburbs and some of the racial issues that made life difficult for many African Americans in the mid-twentieth century.

Objectives:

Students will draw conclusions about which factors made life most challenging for Milwaukee's African American population.

Possible Discussion Questions:

- How did racism influence the segregation of Milwaukee neighborhoods?
- How was education affected by de facto segregation?
- How were African Americans restricted by redlining?
- Who were leaders in the African American community?

Additional Resources:

[Civil Rights in Milwaukee](#)
[March on Milwaukee Digital Library](#)
[Recollection Wisconsin](#)
[The Nonviolence Project UW Madison](#)
[Milwaukee Historic Photo Collection](#)

Vocabulary:

racism	prejudice
ethnicity	discrimination
redlining	migration
de facto segregation	segregation
council	suburb
urban	city limits

City Under Siege Activities Overview

Overview:

Milwaukee's history is not bound to its city limit, but Milwaukee's city limit was bound by the development of other cities around Milwaukee County. People moved out of the city for specific reasons.

Materials Needed:

The Making of Milwaukee student journals (digital or paper)
[The Making of Milwaukee Video Chapter 16](#)
[Redlining in Wisconsin Video](#)
[Urban Renewal for Black Residents](#)
[PBS Biographies](#)

Learning Activities Overview:

Many activities in this section will help students develop knowledge of the U.S. Civil Rights Movement and the ways it affected Milwaukee.

- **Learning activities** can be taught after or while viewing the sections of Video Chapter 16.
- **A video notetaking guide** encourages students to write, draw, and record images during their viewing of the video. The teacher should strategically stop the video to allow students to write and discuss.
- **My Milwaukee Journal** activates student thinking and background knowledge. It allows students to make connections to Milwaukee history while making connections to their own lives.
- **Meet an Influential Milwaukeean:** Vel Phillips.

The ways these learning activities are implemented is the teacher's choice. The goal is for student to discuss and think critically about the Great Migration and the Civil Rights Movement and their effects on the city and people of Milwaukee.

- *Great Migration Milwaukee.* After watching *The Making of Milwaukee* Video Chapter 16, students should be able to look for effects of the rise in Milwaukee's African American population.
- *White Flight.* This reading introduces students to racial inequity in city housing and Milwaukee's segregation issues. The term redlining is introduced, and students should understand the deep-seated racism that influenced major racial issues in Milwaukee's history.
- *De Facto Segregation.* Students should consider the cause and effect of racial practices in Milwaukee. Students read about and characterize the institutional racism that plagued Milwaukee schools and analyze a primary source document from Lloyd Barbee's group, MUSIC.
- *Milwaukee Civil Rights.* This short reading introduces students to Milwaukee's civil rights movement in the 1960s. There are many books in the library about protesting and people's rights. You can make a current argument for the power of protest. [This video can be used with this reading of Vel Phillips speaking at the Common Council Meeting.](#) The footage is Alderman Robert Dwyer considers protest marches a threat to the city. Vel Phillips begins speaking at 2:36 about the marches planned for fair housing. And at 3:25 she tells the Common Council, the city will not simmer down. Father Groppi speaks at 16:10. At 21:58, the video picks up again with Vel Phillips speaking to the Common Council. Vel Phillips is the only woman and the only African American on the Common Council.

City Under Siege Activities Overview

(continued from prior page)

[This database from UWM has an excellent collection of Civil Rights documents to use for inquiry](#)

- *Civil Rights Milwaukee Image Analysis*. This activity includes four different images for students to analyze. You can have them analyze them all or divide them among the class. You can add images from the UWM Civil Rights site above, if you choose.
 - Father Groppi in a police van after he was arrested for marching in front of St. Boniface Catholic Church in 1967.
 - Father Groppi and Vel Phillips stand on a school bus during one of the 200 nights of marches in 1967 for civil rights.
 - CORE members marching for equal housing with suburb names on their signs. This indicates that they are unable to move to these places because of the unfair racial practices and redlining.
 - NAACP Youth Council in a stand-off with police during the 200 nights of marches in 1967.

Teacher Notes:



The Making of Milwaukee Video Notes
Chapter 16: City Under Siege

While you watch the video, write words you think are important or make quick sketches of things you see that you want to remember. This could be names, places, dates, things from nature, things manmade, artifacts, quotes – whatever you take away from the video.



My Milwaukee Journal: Racism in the City

Racism occurs when people are treated unfairly because of the color of their skin or ethnicity. It is a kind of discrimination and causes great harm to people. Look up the term, racism, in a dictionary and write its definition here:

Have you ever read about, learned about, seen, or experienced racism in any form? What happened?

Why is it so important that we celebrate our differences, especially in Milwaukee?

The Making of Milwaukee

The Great Migration: Milwaukee

Think about the cause and effect of situations regarding the Great Migration of African Americans to Milwaukee during the twentieth century. The first column will refer to the cause and the second column, the effects. Name some of the effects.

Throughout the 1920s and 1930s, there was a small but strong community of African Americans in Milwaukee.

Milwaukee had many jobs available after WWII. African Americans in the South needed jobs and were ready to leave the South behind.

Deep-seated racism caused employers to discriminate based on pay, which meant that Black workers were paid less than White workers.

Racist ideas, prejudice, discrimination, and poverty occurred in Milwaukee like other U.S. cities.

The Making of Milwaukee

White Flight

Many people moved from the City of Milwaukee because they wanted more land, bigger houses, and to get away from the problems of city life. The smaller suburban cities offered lower property taxes, smaller governments, and safety away from city crime.

The suburban sprawl was not a good thing for the City of Milwaukee. High volumes of White Milwaukee residents left the city for the suburbs, creating large pockets of segregation. People abandoned or sold their Milwaukee properties, and this reduced the tax base for the city. Many businesses also left Milwaukee to expand outside of the city. It is common that when there are no jobs and high levels of poverty, high levels of crime can occur.

Why did mostly White people leave the city? Life was difficult for African Americans in Milwaukee. African Americans in Milwaukee faced a lot of racism during the twentieth century. They were often paid less for jobs and restricted to living in Milwaukee because of redlining. Redlining was a discriminatory act that prevented minorities from receiving loans and equal housing opportunities. As citizens, they were paid less and forced to rent cheaper, run-down housing. This kind of racism forced people into poverty and made it difficult for the Black Milwaukee population to prosper.

What is redlining and why is it a form of discrimination?

When African American citizens are treated differently than White citizens, what kind of effect does that have on the African American community?

The Making of Milwaukee

De Facto Segregation

Milwaukee became a very segregated city by the 1960s. Many White Milwaukee citizens moved out of the city to live in Milwaukee suburbs. Because of discrimination, African American citizens found it hard to get loans or buy houses. Many African Americans moved into houses in the central city neighborhoods. As we have seen with other ethnic groups, African Americans wanted to be close to people that were similar to them. They had created a vibrant community but were forced to live in older, run-down neighborhoods because of their inability to move and lower wages.

Another problem started to emerge during the 1960s. The Milwaukee School Board had a policy that said children were required to attend their neighborhood schools. As a result, African American children were restricted to their central city neighborhoods and attended schools where 100% of the population was Black. These schools were also older and did not have the same amenities as newer schools being built for White students in the suburban areas. This kind of segregation is called de facto segregation. This kind of segregation does not happen due to specific laws, but by facts or circumstances.

A very smart man named Lloyd Barbee decided that things needed to change. Lloyd Barbee was a Black attorney and a Wisconsin lawmaker. He worked hard to fight for civil rights in Milwaukee. He was a member of the NAACP. Lloyd Barbee organized a group of people in Milwaukee that fought against de facto segregation. This group was called Milwaukee United School Integration Committee or MUSIC. This group led protests and boycotts of Milwaukee Public Schools. Lloyd Barbee filed a federal lawsuit against the Milwaukee Public School Board. He won the case in 1976 and worked in Milwaukee to enact a viable plan to desegregate the school system.

How was the school “de facto segregation” in Milwaukee different than what happened in Southern states?

What problems are associated with Black Milwaukee students being forced to attend their neighborhood schools?

The Making of Milwaukee

MUSIC

Take a look at these informational posters from Milwaukee's Freedom School boycotts. Discuss the messages that are shared, and the adjectives used. These are primary source documents.

How much is Milwaukee segregation costing YOU and ME?



INFERIOR SCHOOLS

"One of the surest ways to control the Negro is to control his education."
(Roy Wilkins) Milwaukee's 22,000 Negro children are controlled in 30 inferior, segregated schools.

Don't talk it. DO IT! MARCH
Fight INFERIOR SCHOOLS in the Milwaukee March toward Freedom and Independence, Aug. 28, 2 p. m., 12 and Lloyd.
-- Milwaukee March Executive Committee, 2944 N. 9th Street --

**KEEP YOUR CHILDREN
OUT OF SCHOOL**

Because

- ▶ Milwaukee schools are in fact segregated
- ▶ Negro children are receiving inferior education
- ▶ Almost one year of NAACP, CORE, and NNNPC efforts have met with continuous refusal to even recognize segregation in Milwaukee schools. The School Board in its current work sessions, has not yet begun to deal with the problem.
- ▶ The School Board continues to segregate 37 classes of Negro children who are bussed to 'white schools.'

A one day mass student withdrawal has been called by the Milwaukee United School Integration Committee (MUSIC) which includes all the civil rights groups and many church and fraternal groups. The withdrawal will protest and dramatize the evils of our segregated schools and the inferior education offered to our children.

Join thousands of Milwaukee parents who feel morally obligated to withdraw their children from school on Monday, May 18, 1964, in support of

**FREEDOM DAY
MAY 18th**

Why Hurt Me More?



Robert asks:

Why make me go to inferior schools where I will be

- *bussed and segregated?
- *graduated from the 12th grade with a 10th grade education?
- *refused the right to take courses to prepare me for college?
- *deprived of the right to learn about my heritage?
- *made to feel I'm not as good as other children?

Will You Help Me?

***BOYCOTT Public Schools
beginning October 18***

Make the school board believe in me

Make them give me an equal chance, too, please

Hundreds of Milwaukeans are working to set up Freedom Schools for Robert and all other children and to spread the word to concerned parents.

Beginning on October 18, these students will have the chance to learn Negro history, the meaning of freedom and democracy, their right to believe in themselves, the worth and meaning of good education.

Will you join in this effort to show the city that we care about our children? **TO JOIN THIS FIGHT** for our children's future, call 374-6720 or visit the Boycott Information Center, Milwaukee STAR office, 2334 N. 3rd Street, Monday through Saturday, 10 a.m. to 9 p.m.

--Milwaukee United School Integration Committee, 2944 N. 9th St., 374-6720 --

The Making of Milwaukee

MUSIC

What are the problems addressed in the posters?

What is the goal of the posters?

What kind of action does the poster promote? Why do you think they suggest that kind of action?

The Making of Milwaukee

Milwaukee Civil Rights

African Americans in Milwaukee were confined to one neighborhood. As a function of de facto segregation there were practices in place that prevented African American families from moving out of the inner core of Milwaukee. The inner core was not supported by the city like other White neighborhoods were. There were few jobs, buildings were run down, there wasn't enough housing for the population growth, and Milwaukee leaders were unresponsive to the problems. African Americans were denied loans from banks. They were denied from signing leases in other neighborhoods because they were Black. Banks did not offer African American citizens mortgages to buy houses.

There were leaders in Milwaukee who fought hard for African Americans. Common Council member Vel Phillips wanted the Common Council of Milwaukee to pass fair housing laws that would protect African Americans from discrimination and racism. Father Groppi of St. Boniface Church joined forces with Vel Phillips and Lloyd Barbee to be the advisor to the Milwaukee NAACP (National Association for the Advancement of Colored People) Youth Council.

Milwaukee groups marched for 200 nights in 1967. Father Groppi, along with more than 200 members of the Milwaukee NAACP Youth Council crossed the 16th Street Bridge into the Southside to protest unfair housing. Many protesters were attacked by mobs or hit by flying debris. Fires were started and police threw tear gas.

On April 11, 1968, the U.S. government finally passed the Fair Housing Act prohibiting racial discrimination and on April 30, Milwaukee passed the Fair Housing Bill introduced by Vel Phillips.

Why do you think antiracist groups and fair housing groups decided to protest?

Why do you think some citizens resisted the marchers?

Do people still march today to protest? What do they protest?

The Making of Milwaukee

Fair Housing Act of 1968

The U.S. government passed a law prohibiting discrimination in housing. This is a section of the Fair Housing Act. Use the questions on the next page to guide your inquiry.

Sec. 804. [42 U.S.C. 3604] Discrimination in sale or rental of housing and other prohibited practices

As made applicable by section 803 of this title and except as exempted by sections 803(b) and 807 of this title, it shall be unlawful--

- (a) To refuse to sell or rent after the making of a bona fide offer, or to refuse to negotiate for the sale or rental of, or otherwise make unavailable or deny, a dwelling to any person because of race, color, religion, sex, familial status, or national origin.
- (b) To discriminate against any person in the terms, conditions, or privileges of sale or rental of a dwelling, or in the provision of services or facilities in connection therewith, because of race, color, religion, sex, familial status, or national origin.
- (c) To make, print, or publish, or cause to be made, printed, or published any notice, statement, or advertisement, with respect to the sale or rental of a dwelling that indicates any preference, limitation, or discrimination based on race, color, religion, sex, handicap, familial status, or national origin, or an intention to make any such preference, limitation, or discrimination.
- (d) To represent to any person because of race, color, religion, sex, handicap, familial status, or national origin that any dwelling is not available for inspection, sale, or rental when such dwelling is in fact so available.
- (e) For profit, to induce or attempt to induce any person to sell or rent any dwelling by representations regarding the entry or prospective entry into the neighborhood of a person or persons of a particular race, color, religion, sex, handicap, familial status, or national origin.

Fair Housing Act of 1968

What is the main purpose of this law?

What are the most important words in this law?

Think about your community now. Do you see people that look different from you? What are good reasons to live in a diverse community?

Do you think this law solved all of the problems in Milwaukee? Do you think there was still some discrimination?

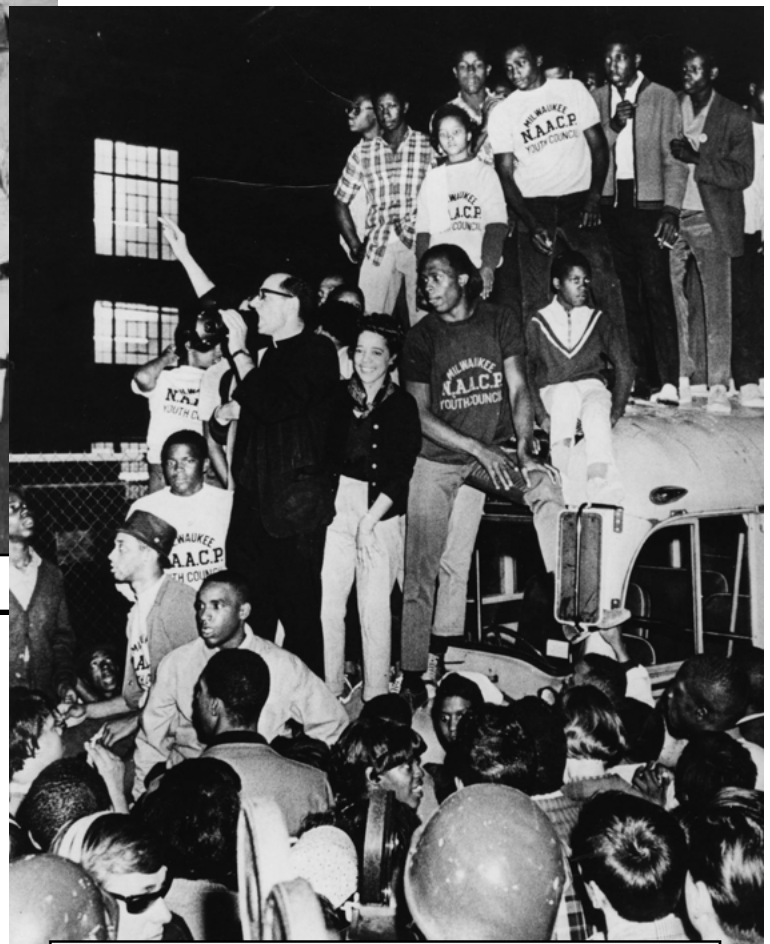
What unfair issue is important to you? What would influence your decision to march/not march in the streets to draw attention to the unfairness of this issue?

The Making of Milwaukee

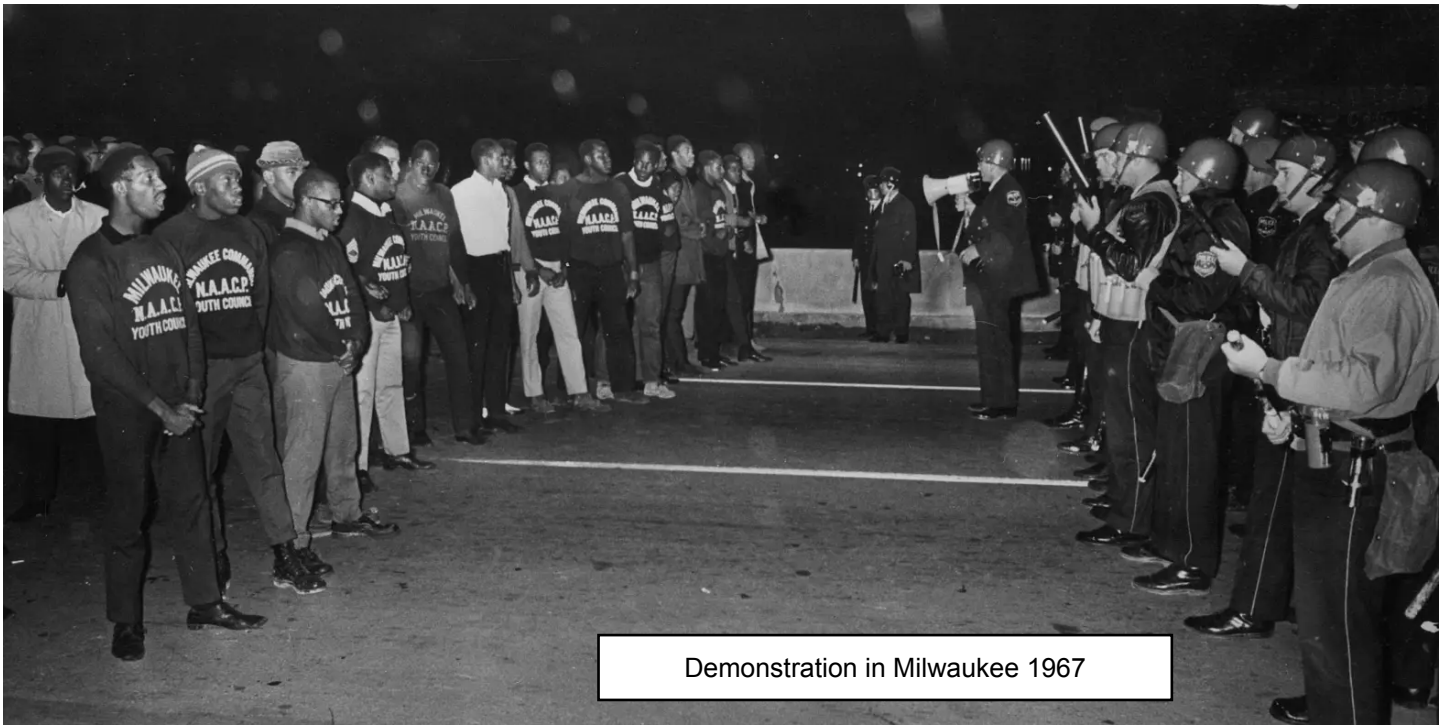
Image Analysis



Father Groppi 1966.



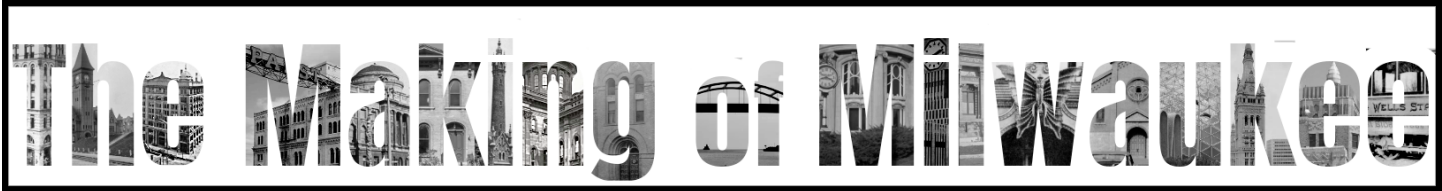
Father Groppi, Vel Phillips, and NAACP Youth Council during the March on Milwaukee 1967.



Demonstration in Milwaukee 1967



Marchers in Milwaukee's group CORE (Congress of Racial Equality) carry signs for fair housing in Milwaukee.



Civil Rights Image Analysis

Choose an image and write down all of the things that you see, only the facts that you can find in the image.

What do you think is happening in the image?

What kind of emotions does this picture make you feel? Why?

What can we learn from this image about the history of Milwaukee?



Meet a Milwaukeean: Vel Phillips

Vel Phillips was born in Milwaukee in 1924. She graduated from Howard University and the University of Wisconsin-Madison. She opened a law firm with her husband in Milwaukee and was an active member of the NAACP. In 1956, Vel Phillips became the first woman, and the first African American, elected to Milwaukee's Common Council. The job was very difficult for her because she was a Black woman. She repeatedly introduced a bill for open housing laws in Milwaukee. She recognized that Milwaukee's Black residents were being discriminated against and the city needed to act. She was an important civil rights leader in Milwaukee. She participated in local marches and sit-ins at the state capitol in Madison. She worked with a local priest named Father James Groppi for many protests. Vel worked tirelessly for civil rights in housing and was often disrespected by Milwaukee Mayor Henry Maier. Her efforts to make housing discrimination illegal was finally acknowledged when the Fair Housing Act was passed in 1968.



Why do you think being an alderwoman was difficult for her as a Black woman?

What kind of a person must Vel Phillips have been to become an effective leader?



The Making of Milwaukee

Unit 6: Challenges in the City Engaging in Inquiry

Research a Milwaukee civil rights leader besides Father Groppi or Vel Phillips. Present what you learned to the class.

Listen to the oral stories on [March on Milwaukee Civil Rights](#) History Project and summarize a story in your own words.

Students complete an inquiry project about one of Milwaukee's neighborhoods.

- Who are the people (the demographics)?
- What are the neighborhood boundaries and geographical features?
- What are the unique characteristics and history?
- What businesses and industry have influenced the neighborhood?
- What are the major streets?

Art reflecting the diversity in Milwaukee can be created around the city. What should Milwaukee's new mural be?

Create advertisements for a Milwaukee neighborhood. Display the advertisements with a caption.

Research the history of a Milwaukee suburb.

Essay: What could the future of Milwaukee look like? Support your reasoning.

Complete a timeline of events for the Civil Rights Movement in Milwaukee.



The Making of Milwaukee

Children's Literature Connections

Allen, T. (2020). *Sometimes People March*. Harper Collins Publishers.

This book highlights some of the rallying causes for organized marches throughout history. 303.484 A432 (MPL)

Easton, E. (2018). *Enough: 20 Protesters who Changed America*. Crown Books for Young Readers.

A book about revolutionary change makers who changed America during protests. 323 E138 (MPL)

Evans, S. (2012). *We March*. Roaring Book Press.

Illustrations and brief text about the events of 1963 March on Washington. PIC Evans (MPL)

Freeman, M. (2018). *If You're Going to A March*. Sterling Children's Books.

Political action, marching, and its purpose for expression of voice. 303.484 F855 (MPL)

Geenen, Paul. (2014). *Civil Rights and Activism in Milwaukee: South Side Struggles in the 60s and 70s*. The History Press.

Teacher read: Discover the challenges faced by civil rights groups in their fight for open housing and better working conditions for Milwaukee's minority community 323.1196 (MPL)

Green, A. (2021). *Hidden Black History: From Juneteenth to Redlining*. Lerner Publications

From Juneteenth to the Tulsa Race Massacre, many important moments in Black American history have not been taught in schools or covered in the media. Discover these events and how they are remembered in the Black community today. J973.04 G82 (MPL)

Levinson, C. (2017). *The Youngest Marcher: The Story of Audrey Faye Hendricks, a Young Civil Rights Activist*. Atheneum Books.

Audrey becomes the youngest known child to be arrested for picketing against Birmingham segregation practices in 1963. 323.092 L667 (MPL)

Long, M. (2023). *Unstoppable: How Bayard Rustin Organized the 1963 March on Washington*. Little Bee Books.

This powerful and triumphant picture book biography tells the story of Bayard Rustin, an openly gay civil rights leader, who, with the support of Dr. King and future congressman John Lewis, led 250,000 people to the doorstep of the U.S. government demanding change. 323.092 L848 (MPL)

Shelton, P. (2010). *Child of the Civil Rights Movement*. Schwartz and Wade Books.

Highlighting how everyday people fueled the movement for justice. 323.1196073 (MPL)

Stotts, S. (2013). *Father Groppi: Marching for Civil Rights*. Wisconsin Historical Society Press.

Father Groppi was a local priest fighting for equal rights in Milwaukee. 92 G87696S (MPL)

Taylor, K. (2019). *Race for Profit: How Banks and the Real Estate Industry Undermine Black Homeownership*. University of North Carolina Press.

Teacher read: the chronicle of redlining and controversial real estate practices in the Black urban market. 363.51 T243 (MPL)

Waters, M. (2021). *Liberty's Civil Rights Road Trip*. Flyaway Books.

Based on a real-life trip, Liberty and her friend Abdullah visit significant places from the civil rights movement, inspiring them to come together with others to create a better world. PIC Waters (MPL)