Vel Phillips: Dream Big Dreams
Teaching Guide / Grades 9-12

*Vel Phillips: Dream Big Dreams* tells the story of one remarkable woman and the struggles she undertook to build a better community. Use the film and this teaching guide to engage your students in Vel Phillips’s extraordinary story.

Your students will discover how Phillips, Milwaukee’s first African American and first female alderman, rose to prominence as one of Wisconsin’s great civil rights activists boasting a list of “firsts” as part of her legacy. These include the first African American judge in Wisconsin and the first woman in the nation to hold executive office in state government.

**Lessons include:**
1-Identifying Discrimination
2-Classroom Common Council
3-Creating Document-Based Questions
4-You and Your Community’s Past, Present, and Future
5-Organize a Rally
6-Recording Legacies

Find these lessons at pbswisconsineducation.org.

---

**Special thank you to Andrew de Lutio and Kelsey Noack** from the Milwaukee High School of the Arts, part of the Milwaukee Public School District, and **Kurt Griesemer** from the Wisconsin Historical Society, for assisting in the development of the lessons found in this teaching guide.

**Funders:**
Greater Milwaukee Foundation, Helen Bader Foundation, Evjue Foundation, the Charitable Arm of the Capital Times, Wisconsin Humanities Council, with funds from the National Endowment for the Humanities, Brewers Community Foundation, Milwaukee (WI) Chapter, The Links, Incorporated, and Friends of Wisconsin Public Television

**Partners:**
Alverno College, University of Wisconsin-Milwaukee, Milwaukee County Commission on Aging, Ex Fabula, Milwaukee Urban League, America’s Black Holocaust Museum, Milwaukee Journal Sentinel, Bay View Historical Society, Marquette University, Milwaukee Art Museum, Wisconsin Historical Society
Lesson 1

Identifying Discrimination

Overview
During this activity, students deepen their understanding of discrimination as they examine people’s perceptions and responses to it. Students will also create a collage of images and write personal reflections to share with others their understanding of discrimination.

Lesson Standards
Wisconsin’s Model Academic Standards for Social Studies

Standard C: Political Science and Citizenship
C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens
C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position

Common Core State Standards for English Language Arts
RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
WHST.9-10.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons and evidence.

Lesson Targets
Students will identify a time when they experienced discrimination or when they discriminated against someone else, reflecting on how the situation made them and others feel, as well as how the discrimination impacted those around them.

Students will analyze the discrimination Vel Phillips experienced, and conclude how the experiences influenced Vel’s life.

Students will create a collage using a minimum of ten images, and write a personal reflection for each image about how the picture represents discrimination. They will share this collage with their peers, who will add their own reflections.

Materials
• Vel Phillips: Dream Big Dreams, segments: 1924 Early Years and 1942 Howard University (03:41-08:27)
• Identifying Discrimination worksheet (provided, one needed for each student)

Lesson Procedure
To activate their prior knowledge, first ask students to define discrimination. Record their responses on the board. A sample student definition is: Discrimination is the unjust treatment of others because of age, ethnicity, religion, sex, or other personality traits.

Next have students watch the first two segments of Vel Philips: Dream Big Dreams titled 1924 Early Years and 1942 Howard University. After viewing, ask students questions such as:
Identifying Discrimination - Lesson 1 cont.

- How was Vel discriminated against?
- How did Vel react when experiencing discrimination?
- What did Vel do to overcome discrimination?
- How do you think Vel felt when facing discrimination?

Be sure to ask students for evidence from the video to support their responses.

Show students the first two segments of the documentary again, instructing them to search for additional examples of discrimination Vel experienced. Students should notice that Vel also faced gender and racial discrimination. They may also recognize that the discrimination Vel faced as a child and teenager influenced who she became.

To help students connect to Vel’s experiences, have students work with a partner and reflect on a time they experienced discrimination or when they discriminated against someone else. Students should use Identifying Discrimination: Part 1 as a guide.

Once complete, students will research and share a minimum of ten images that represent or show discrimination. This can be completed using different methods including:

1. Have students gather images from magazines, newspapers, and other print resources. The students should cut out the images and adhere them on a poster board.

2. Have students find images online. The students should print the images and adhere them to a poster board.

3. Have the students find images online and save them in an album or document that can be shared virtually with their peers.

4. Have students find and save images using an online tool such as Pinterest, VisualizeUs, Juxtapost, etc. It is recommended that students use an assigned school email rather than a personal email if they are creating an account to use an online tool for this project.

With each image, instruct students to write a brief reflection describing how each image represents or shows discrimination. Students should number each image. These directions are found in Identifying Discrimination: Part 2.

Afterwards, have students share their images and reflections with the class.

Students will next choose five images, one from five different students. They should record the other student’s name, the image number, and an alternative reflection for the image in Identifying Discrimination: Part 3.

Lastly, have students independently complete the final reflection using Identifying Discrimination: Part IV.

Extension Activity

Display the students’ images and reflections in the school or community. Provide sticky notes and post a sign requesting additional reflection. For example, the sign could read, “Choose an image. On a sticky note, reflect on how you think the image represents or shows discrimination. Place the sticky note on the image. Repeat for as many images as you choose!”
Identifying Discrimination

Vocabulary - Discrimination is the unjust treatment of others because of age, ethnicity, religion, gender, or other personality traits.

Part 1: With a partner, reflect on your experiences involving discrimination. You should record your partner’s responses.

Describe a time when you went to a place and you felt did not belong because of how others made you feel.

Why do you think you felt like you did not belong?

Do you think you were a victim of discrimination? Why?
Tell about a time when you were with a person that made you feel uncomfortable.

Why do you think you felt uncomfortable?

Do you think you were discriminating against the person you were with? Why?

Do you think the person you were with was discriminating against you? Why?

Is there a situation when discrimination is okay? Explain.
Which group in your school do you think experiences the most discrimination? Explain.

Which group in your community do you think experiences the most discrimination? Explain.

Describe a time you witnessed someone being discriminated against.

What did you do? Why?
Describe a time you noticed someone alter their behavior or appearance because they feared discrimination and wanted to avoid it.

Part 2: Find ten images that either show or represent discrimination. Number each image, and write a short reflection describing how the image shows or represents discrimination.

Part 3: Choose one image from five different peers. Record your peers name and the image number. Write an alternative reflection telling why you feel the image shows or represents discrimination.
Part 4: Respond to each of the following questions.

Do you notice any patterns in your responses from Part 3? If so, why do you think your responses had this pattern?
How does the experience of discrimination differ between people?


What discrimination did Vel Phillips face?


How did Vel Phillips overcome discrimination?


How would you overcome your experience of discrimination?
Lesson 2

Classroom Common Council

Overview
Vel Phillips served on the Milwaukee Common Council for 15 years, helping develop policies that impacted those in her community. In this activity, students will evaluate the power local government has on people’s lives as they learn about and form a common council within their classroom.

Lesson Standards
Wisconsin’s Model Academic Standards for Social Studies
C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position
C.12.10 Identify ways people may participate effectively in community affairs and the political process
C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals

Common Core State Standards for English Language Arts
SL9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Lesson Targets
Students will be able to define common council, ward, and policy, as well as describe the impact of local government after viewing Vel Phillips: Dream Big Dreams, segment 1956 First Campaign through segment 1967 Open Housing.

Students will demonstrate their understanding of how local policy is created. They will role-play a community with a common council. During the role-play, the following will occur:

• The classroom will be divided into wards.
• The students in each ward will create a list of issues affecting their ward and develop a new policy they would like implemented in the classroom.
• The students in each ward will vote to select an alderperson to represent their ward on the common council.
• Each alderperson will share with the common council an issue and a proposed new policy.
• The alderpersons will debate and vote on three proposed policies brought to the common council.

Materials
• Vel Phillips: Dream Big Dreams, segments: 1956 First Campaign through 1967 Open Housing (11:08-41:14)
• Classroom Common Council Guide (provided, one needed for each student)
Lesson Procedure

First, assess the students’ understanding of what a common council is and its purpose. The students may respond with: A common council is a group of elected officials that represent people in their city, town, district, or ward. The common council works together to set the governing policies of the city or town. (If students do not know what a common council is or what its purpose is, this can be done after watching the video segments in the next step.)

Next, show students Vel Phillips: Dream Big Dreams, segment 1956 First Campaign through segment 1967 Open Housing. Have students add to their common council description using information from the segments. If students were not able to write a description previously, have them now write one.

Review with students Vel’s history on the Milwaukee Common Council. To assist the teacher, the following is a summary of Vel’s history on the Milwaukee Common Council:

When Vel Phillips vied for a seat on the Milwaukee Common Council in 1956, she was attempting to secure a position on the most powerful committee in the city. As a legislative body, it was the common council’s job to create the laws that would be implemented across all 19 wards in the City of Milwaukee. A ward is a term used to describe the boundaries of a particular neighborhood. The citizens living in a ward elect their council representative. In 1956, Vel was running to represent the 2nd ward. In 2016 the council was comprised of 15 individuals representing 15 distinct districts, and it still functions as it did over 50 years ago.

Those elected in local elections make decisions that have a large impact on people’s daily activities. For example, local councils decide parking regulations, noise ordinances and approve building permits. In Vel’s time, they also decided where people of differing ethnicities could live. All of these are issues debated by members of the common council.

Facilitate a discussion with the class to assess students’ understanding of common council, ward, and local regulation by asking students questions such as:

• What is a ward?
• What is a citizen’s duty living in a ward?
• What does a common council do? What is its purpose?
• Who develops federal legislation? Who develops local legislation?
• Why do local elections greatly impact people’s daily lives?
• Describe Vel’s influence while serving on the Milwaukee Common Council.

Next, divide the students into wards so they can role-play a classroom common council. While doing so, be sure to create inequalities or situations that will cause conflict or disagreement within the classroom. This will reflect how Vel had to address the unique housing issue affecting her ward. For example, create a ward that stretches across the back of the classroom, and develop a rule that only students with brown hair may sit in that ward. It is recommended the teacher draws the wards’ boundaries on a seating chart and disseminates it to the students. Have each student sit in their assigned ward.
Provide each student a Classroom Common Council Guide. Within the students’ wards, they should first answer the questions in Part 1, which will serve as an assessment of their understanding of common council.

Next using Classroom Common Council: Part 2, students should elect an alderperson as their ward’s representative.

With the members of their ward, students should inform their elected alderperson of their ward’s concerns or issues. The students must record their responses in Classroom Common Council: Part 3. Students will also vote on which issue they want their alderperson to take before the common council, and write a new proposed policy that would resolve the issue.

A common council meeting will now be held. It may be helpful to rearrange the desks so that the alderpersons are in one part of the classroom and the remaining students (the ward members) form an audience.

The alderpersons should first elect a council president by nominating various alderpersons, and then voting. Next, each alderperson will share with the council his or her ward’s issue, as well as the ward’s proposed policy. All students should record each alderperson’s issue and proposed policy in Classroom Common Council: Part 4.

After all have shared, the alderpersons will vote on which three issues to address. For each topic, each alderperson will testify on behalf of his or her ward members. After, the alderpersons will vote on the proposed policy. The teacher will assist the council president in moderating the testimony and voting. Continue to hold the common council session until all three issues have been addressed and voted on. If time allows, continue discussing and voting on other issues alderpersons brought to the common council.
Part 1: Answer the following questions.

1. What is a ward?

2. What is a citizen’s duty in a ward?

3. What is the purpose of a common council?

4. Describe how we get *federal* legislation?
5. Describe how we get *local* legislation.

6. How do local elections impact people’s daily lives?

Analyze your ward’s boundaries and respond to the following.

1. How does the size and population of the wards differ?

2. How will the ward’s size and population affect any issues it takes before a common council?

---

Part 2: Elect an alderperson.

record your alderperson’s name
Part 3: In your ward, host a local meeting, communicating specific issues or concerns from the ward to the alderperson. List your ward’s issues and concerns.

.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................

From the list above, circle the issue your ward thinks is most important and should be debated during the common council meeting.

Reflect on the chosen issue and write a new policy that your ward would like to propose to the common council.

proposed policy:

.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................

Part 4: At the common council meeting, have each alderperson share his or her ward’s issue and proposed policy. Record the issues and policies.

Ward 1 issue:

proposed policy:

.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
.........................................................................................................................................................................................
Ward 2 issue:

proposed policy:

Ward 3 issue:

proposed policy:

Ward 4 issue:

proposed policy:

Ward 5 issue:

proposed policy:

Ward 6 issue:

proposed policy:
Once each alderperson has presented, a vote will be held by the council to determine which issues to address. Circle the three issues that will be formally addressed.

The council president will choose one of the three chosen issues to discuss. Each alderperson will share an opinion about the issue as a representative of their ward. Afterward, the alderpersons must vote to either adopt or reject the proposed policy.
Lesson 3

Creating Document-Based Questions

Overview
This activity promotes disciplinary literacy through the identification, compilation, and analysis of primary and secondary sources regarding the segregation and racism Vel Phillips had to overcome within her own political party. After researching Vel's experiences with discrimination and at the 1960 Democratic National Convention, students write a short document-based question essay.

Lesson Standards

Wisconsin’s Model Academic Standards for Social Studies
Standard B: History
B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion
B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history
B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

Common Core State Standards for English Language Arts
RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.
RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Lesson Targets
Students will conduct research and write a document-based question essay in order to analyze Vel's participation in the 1960 Democratic Convention.

Students will strengthen their ability to write document-based question essays as they assess their own and a peer's research, essential questions, and thesis statements.

Materials
- Research tools such as a device with internet access (computer, tablet, etc.), books, magazines, etc.
- Creating Document-Based Questions Guide (provided; one needed for each student)
- Document Analysis and Response (provided; one needed for each student)
Lesson Procedure

First have students view Vel Phillips: Dream Big Dreams, segment 1960 Democratic National Convention. To assess their understanding, students should individually complete Creating Document-Based Questions Guide: Part 1. Once complete, review the students responses as a whole group.

Next, describe to students that they will be writing an essential question, researching it, and writing a response to their question. This type of response is called a document-based question essay.

Have students work with a partner to create a list of possible essential questions that will lead to a deeper understanding of Vel’s participation in the Democratic National Convention. Each student must choose one essential question and record it in Document-Based Questions Guide: Part 2. Inform students that their essential questions may be revised as they conduct their research.

Once complete, tell students they are to conduct research in order to formulate a response to their essential question. They must use a minimum of five sources, which may include images, maps, political cartoons, interviews, newspapers, book excerpts, newspaper articles, etc.

Students must cite and provide a summary of their sources in Document-Based Questions Guide: Part 2. Instruct students to print, copy, or save all sources.

Next, have students work with a partner and assess each other’s research. Provide each student with Document Analysis and Response to guide them in their assessment. Partners should work together to develop a thesis statement.

Finally, have each student write a document-based question essay using their research, thesis statement, and other relevant information.
Part 1: Answer the following questions.

1. Why was the battle for civil rights becoming a national focus?

2. Who was the expected nominee for the Democratic Party in 1960?

3. What did northern liberals at the convention demand?

4. Describe what is meant by *a split in the party*. 
5. What did Spessard Holland warn? Describe Vel's response to Spessard.

Part 2: Write an essential question about Vel's participation in the Democratic National Convention. This question should guide you in gaining a deeper understanding of the challenges Vel faced and her role at the event.

Examples:
- What is a segregationist?
- What is the difference between a Democrat in 1960 and a Democrat in 2016?

Your Essential Question:

Using a minimum of five sources, conduct research to draw conclusions and support your response to your essential question. Sources may include images, maps, political cartoons, interviews, newspapers, book excerpts, newspaper articles, etc. Cite and provide a summary of your sources in the space provided. Be sure to print, copy, or save all sources.
Write your partner’s essential question.

Describe how this document helps answer your partner’s essential question.

Document 1 Name:

Describe how this document helps answer your partner’s essential question.

Document 2 Name:

Describe how this document helps answer your partner’s essential question.
Document 5 Name:

Describe how this document helps answer your partner’s essential question.

Work with your partner to write a thesis statement answering their essential question.
Lesson 4

You and Your Community’s Past, Present and Future

Overview

Vel Phillips’s community influenced who she became. During this lesson, students take a closer look at the meaning of home and people’s differing perceptions of their community. Students will reflect on their impact on their community when they set a goal that addresses a community issue.

Lesson Targets

Students will reflect on what home means to them.

Students will capture, title, and share eight pictures that represent their home, as well as one image representing a place they believe Vel felt was her home.

Students will choose five images, one from five different peers, and record a new understanding or perception of their community they gained from the image.

Students will create an attainable goal for how they can address a community issue they identified.

Lesson Standards

Wisconsin’s Model Academic Standards for Social Studies

Standard C: Political Science and Citizenship

C.12.10 Evaluate the ways in which public opinion can be used to influence and shape public policy

Common Core State Standards for English Language Arts

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

WHST.9-10.2.a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Materials

- Vel Phillips: Dream Big Dreams, segments: 1924 Early Years through 1948 Law School (00:00-08:27) and 1971 Children’s Court Judge through 1978 Secretary of State (41:15-56:46)
- Home worksheet (provided, one needed for each student)
- camera

Lesson Procedure

First ask students, “Where is your home?” Some students may identify the place they live, school, or another location they spend much of their time.

Next ask students, “What are some characteristics of a home?” Responses may include, “A place where I feel safe,” or “Home is where people I love live.”
You and Your Community’s Past, Present, and Future - Lesson 4 cont.

Have students complete Part I of the Home worksheet.

Tell students they are going to watch a documentary about Vel Phillips, and they are to take note of different places Vel might call home using the characteristics they described. Show students Vel Phillips: Dream Big Dreams segments: 1924 Early Years through 1948 Law School and 1971 Children’s Court Judge through 1978 Secretary of State.

Next, instruct students to complete Home: Part 2 worksheet. In small groups, have students share their Part 2 responses.

Students will next use a camera to take a picture of something that symbolizes each of their responses to Part 1 and Part 2. The picture can be of the place they are describing or a representative of the place. In total, students should have eight pictures.

Students must write a title for each picture, recording them in Part 3 of Home. All pictures should be printed and displayed with their titles. To do this, students can adhere the pictures to a poster board, create a photo album, etc. Optional: Rather than printing the pictures, a digital tool, such as Instagram, can be used to upload and share the images.

Once complete, students will then look at their peers’ pictures and titles, choosing five that lead to a new understanding or perception of their community. For each selected image, students must record their peer’s name, the image title, and their new understanding or perception in Home: Part 4.

Finally, students will complete the final reflection of home and their community in Home Part 5. In this section, students will also write a goal and proposal for how they can address the community issue they identified in Part 1.
Part 1: Complete the following.

Favorite place to relax or spend time:
___________________________________________________________________

Describe why you enjoy this place.
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Person that supports you:
___________________________________________________________________

Explain how this person supports you.
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Street or road that is meaningful to you:
___________________________________________________________________

Describe why this road or street is meaningful.
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Favorite room in the school building:

Tell why this room is special.

Favorite activity:

Explain why you enjoy doing this activity.

Major issue in your neighborhood:

Tell why you selected this issue.

A place you call home:

Describe why this place feels like home to you.
Part 2: Complete the following.

Thinking about the characteristics that make a place a home, what is one place you think Vel called home?

Describe why you think this place felt like home to Vel.

Part 3: Using a camera, take a picture of something symbolizing your responses in Part 1. You should have eight pictures in total when complete. Be creative. For each picture, create a title using no more than four words. Record your titles below.

<table>
<thead>
<tr>
<th>title 1</th>
<th>title 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>title 2</td>
<td>title 6</td>
</tr>
<tr>
<td>title 3</td>
<td>title 7</td>
</tr>
<tr>
<td>title 4</td>
<td>title 8</td>
</tr>
</tbody>
</table>

Part 4: You and your peers will share your images with each other. While looking at your peers’ pictures, choose five images that lead to a new understanding or perception of your community for you.

For example, an image that leads to a new perception of your community could make you think, “I did not know my community had….” Or “I didn’t realize our community….” Record your peer’s name, the image title, and your new understanding or perception.
new understanding or perception:
Part 5: Complete the following.

What did you notice during this activity?

peer name

image title

new understanding or perception:

peer name

image title

new understanding or perception:
Did any of your peers’ images surprise you? Explain.

Describe your peers’ perception of home compared to your own.

Were you and any of your peers living in the same part of the community? If so, did you have similar or different perceptions? Explain.

Why is it important to reflect on individuals perceptions of their home or community when an organization is implementing changes to a community? Explain.
How did Vel Phillips decide to respond to differing perceptions within her community?

List other community issues your peers identified

Which of the community issues identified by your peers surprised you? Explain

Name one issue in your community, and write a goal about something you can do to address the issue.
Create a proposal for an activity you can lead that addresses the community issue and helps you achieve your goal.
Lesson 5

Organize a Rally

Overview

People hosted rallies to demonstrate their opinion and gather support about fair housing in Milwaukee. During this lesson, students will learn the power of a rally when they organize one that addresses an issue that is important to them. Students will choose an issue, develop a coherent message, publicize the event, and create goals for their rally.

Lesson Standards

Wisconsin's Model Academic Standards for Social Studies

Standard B: History

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

Standard C: Political Science and Citizenship

C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position

C.12.10 Identify ways people may participate effectively in community affairs and the political process

C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals

Common Core State Standards for English Language Arts

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Lesson Targets

Students will work in a small group to plan a rally about an issue that is important to them using the provided Rally Guide. For the rally, students will

• Choose an issue for distribution.
• Create a leaflet.
• Develop a presentation.
• Form a plan to inform the public about the event.
• Write slogans.
• Make a list of goals.

Materials

• Vel Phillips: Dream Big Dreams, segments: 1962 The Road to Open Housing through 1967 Open Housing (25:47-41:14)
• Rally Guide (provided, one needed for each student)
• poster board
• markers
• computers with internet access
Organize a Rally - Lesson 5 cont.

Lesson Procedure

To activate their prior knowledge, ask students, “What is a rally? Describe it.” Record their responses.

Next, have students view Vel Phillips: Dream Big Dreams, segments 1962 The Road to Open Housing through 1967 Open Housing (25:47-41:14). Afterwards, discuss rallies and their influence on the fight for fair housing in Milwaukee using questions such as:

- What were the rally participants’ goals?
- Describe the work involved with organizing the fair housing marches during the 1960s.
- How did rally organizers get so many people to participate?
- How did the rally participants know they were successful?
- How did rally participants respond to individuals who disagreed?
- Tell how rally organizers communicated their message to individuals with influence and power in the community.

Provide each student with a Rally Guide. Working in groups of three, students should work together to organize a rally. Moderate the students, answering any questions they may have.

Using the guide, students will first choose an issue that is important to them. They then will develop a leaflet and a presentation for their rally.

Next, they must develop a plan to communicate information about the rally to the public, including when and where the rally is held, as well as the purpose of the rally.

Finally, the students develop goals about what they hope the rally will achieve.
Rally Guide

Background Information

When Vel Phillips, Father Groppi, and others organized rallies addressing Milwaukee’s fair housing disputes throughout the 1960s, they were creating public awareness about a community issue they wanted fixed. The rallies had the power to give a voice to people who may not have one and encourage elected leaders to take swift action.

Rallies can feature:

- Speeches
- Posters and informational packets (called leaflets)
- Musical performances
- Poetry readings
- Theatrical performances
- Organized walks

A set of common goals or demands to be presented to legislators or other policy makers is a key rally characteristic.

Your Task - Organize a rally to address an issue that is important to you or your community.

Step 1: Choose an issue

You and your group members need to choose an issue that is important to you and something you are passionate about. The issue could be about your classroom or school rules; a law in your community; something a group of people do in your community that negatively affects others.

Summary of your chosen issue.

 organizerseducation.org
State who this issue affects.

---

**Step 2: Create a leaflet**

Prepare a leaflet (a short informational sheet), summarizing the importance of the issue and your goals regarding its resolution. Your leaflet should include

- A large title or a headline about the issue
- A short statement summarizing your position
- Photos or cartoons that illustrate the issue
- Quotes or statistics about the issue

**Step 3: Develop a Presentation**

How will you grab people's attention at your rally? What will you do or say to make them as passionate as you? Develop a presentation your group will make at the rally. Your presentation should include at least one speech and one performance (musical, poetry, theatrical, march, etc.). Be sure your performance helps people remember the rally's issue.

Write a thesis statement for your speech.

---

Write three supporting details for your thesis statement.

1

2

3
Describe your presentation.


Step 4: Publicize Your Rally

Communicate to others when and where your rally will take place.

When Vel and Father Groppi participated in and organized rallies during the 1960s, they often used word of mouth, sharing information person-to-person, to communicate rally details.

Develop a list of at least five methods you could use to communicate information about your rally to the public


Think about what you want to communicate to your audience. Write two or three sentences about your rally, inviting the public to participate. Be sure to include information such as the purpose, the starting and ending locations, and when it begins.
Rallies usually have slogans. Write three or more memorable slogans for your rally.

People often prepare rally tools, such as signs or chants, before attending a rally. Write two or three sentences instructing rally participants to prepare rally tools. Encourage them to use the rally slogans.

Write an engaging and informative invitation to your rally. Use your ideas and information from the previous sections.
Step 5: Rally Outcomes

Rallies are one way to create awareness about an issue. Not only do rallies attract the public’s attention, they also gain the attention of community leaders who can help fix an issue.

How will you know if your protest is successful? Develop a list of at least three outcomes you hope to achieve from hosting your rally.

1

2

3
Lesson 6

Recording Legacies

Overview
This lesson empowers students to critically analyze the meaning of legacy. Students first reflect on Vel Phillips’s life accomplishments and write an obituary to describe her legacy. Then, students will reflect on their hopes for their personal legacy and write their own obituary.

This lesson should be completed after students have viewed the documentary.

Lesson Standards

* Wisconsin’s Model Academic Standards for Social Studies
  - Standard C: Political Science and Citizenship
    - C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position
  - Standard E: Behavioral Science
    - E.12.2 Explain how factors such as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development

* Common Core State Standards for English Language Arts
  - WHST.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Lesson Targets

Students will create a list of five adjectives that describe Vel Phillips, as well as identify and write short descriptions about three of her life accomplishments.

Students will define legacy and write an obituary for Vel Phillips to describe her legacy using a graphic organizer as a guide.

Students will reflect on his or her life goals in order to develop a personal legacy. Each individual will then use a graphic organizer to write an obituary that summarizes his or her legacy.

Materials
- *Vel Phillips: Dream Big Dreams* documentary
- *Vel Phillips’s Legacy and Your Legacy* graphic organizers
- Computers with internet access

Lesson Procedure

This lesson is to be completed after the students have viewed *Vel Phillips: Dream Big Dreams*.

First, instruct the students to write five adjectives that describe Vel Phillips. Next, tell students to identify and write short descriptions of three of Vel’s life accomplishments.

Once complete, have students share their adjectives and descriptions with a partner. The partners should choose three adjectives and two accomplishments to share with another partner pair.
Instruct each group of four students to choose three adjectives and two achievements they feel are most important. Some may find this challenging as students may begin to recognize Vel’s actions impact people not only in Milwaukee, but also in the United States.

Have one student from each group share their group’s chosen adjectives and accomplishments with the class. While doing so, the student should also share the group’s justification for choosing the particular adjective or accomplishment.

Next, discuss the connections and patterns observed between the groups’ responses.

Explain to students that the achievements, adjectives, connections, and conclusions they discussed are part of Vel’s legacy. As a class, have the students create a definition for legacy.

A sample definition is: A legacy is objects or actions for which a person is remembered and is passed from one generation to the next.

Tell students that an obituary describes a person’s legacy. To provide students additional learning support, give the following definitions:

- legacy: something passed from one generation to the next
- obituary: a notice of death that tells about a person’s life

Explain to students that they will next create an obituary for Vel and for themselves. Distribute the Vel Phillips’s Legacy graphic organizer to the class. Students can choose to work independently or with a partner to complete the graphic organizer.

Afterwards, instruct students to independently complete the Your Legacy graphic organizer.

Once the graphic organizers are complete, students will independently write two obituaries—one for Vel and one for themselves. Tell students to include a photo with each obituary. Hypothetical death dates should be used. Students can write the obituaries using a word processor on a computer. They can then either print the obituaries or publish them on a blog. WordPress (WordPress.com) is a sample blogging website students can use. If a blog is written, students must provide a link to their blog.

Finally, have students share their personal obituary with their peers.

Extension Activity

Have students write a poetic obituary about themselves. All information from the Your Legacy graphic organizer should be included in the poem. Some suggested poetry styles include an epic poem or a name poem. If a name poem is chosen, students should write sort sentences using each letter of his or her name.
Reflect on Vel Phillips’s legacy, and complete the graphic organizer. Then write Vel’s obituary. Be sure her obituary includes the information below.

## Vel Phillips’s Legacy

<table>
<thead>
<tr>
<th>education:</th>
<th>family:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>employment history and positions held:</th>
<th>quotes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>organizations and groups:</th>
<th>important life events:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Imagine you accomplished everything you dreamed of doing in your life. What is your legacy? Complete the graphic organizer using your past accomplishments and your future goals. Then write your obituary. Be sure your obituary includes the information below.

**Your Legacy**

<table>
<thead>
<tr>
<th>education:</th>
<th>family:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>employment history and positions held:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>organizations and groups:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>quotes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>important life events:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>