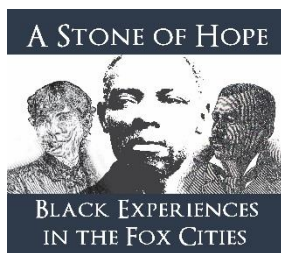




Exhibit Information and Activities Grades 4-5

Contact

Emily Rock, Curator
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About the Exhibit

A Stone of Hope: Black Experiences in the Fox Cities is a “pop-up exhibit” about local African American history from the 1700s to the present. Before 1900, the Fox Cities were home to a growing black population of Civil War veterans, small business owners, and community leaders. The exhibit highlights many of these early families who lived in Appleton, including rare photographs gathered from collections throughout the United States.

Attitudes of whites toward people of color began to change by 1900. Most Blacks left the area by 1920 due to increasing harassment from police, racial exclusion at hotels, racial covenants barring home ownership and minstrelsy advertising and entertainment. The exhibit also addresses Appleton’s sundown custom and racial exclusion from 1915 to 1961, and how the Fox Cities emerged from under this shadow during the Civil Rights Era.

Renting the exhibit is free to any business, school, church, or organization. The format includes 12 floor mounted banners (each 3feet wide x 7 feet tall). Required space is about 40 linear feet.

Thanks to Our Sponsors and Partners

African Heritage, Inc., Wisconsin Humanities Council, Community Foundation for the Fox Valley Region, Fox Communities Credit Union, Jewelers Mutual Giving Fund within the Community Foundation for the Fox Valley Region

Exhibit Committee

Erin Dix, Lawrence University Archives; Antoinette Powell, Old Third Ward Neighborhood Association; David Mueller, Appleton Area School District; Ron and Yvette Dunlap, Bola Delano-Oriaran, Sabrina Robins, African Heritage, Inc.; Kathy Flores, City of Appleton; Nick Hoffman, History Museum at the Castle.

Inquire About Speakers or Bur Tours of Related Historical Sites

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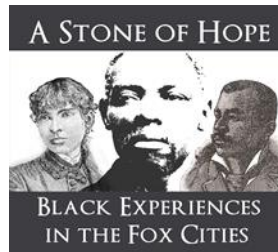
Wisconsin Model Academic Standards

Content Standard: Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time to develop historical perspective, explain historical relationships, and analyze issues that affect the present and future.

Grade 4

Social Studies

- B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts
- B.4.2 Use a timeline to select, organize, and sequence information describing eras in history
- B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events
- B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups
- B.4.5 Identify the historical background and meaning of important political values such as freedom, democracy, and justice
- B.4.6 Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags
- B.4.7 Identify and describe important events and famous people in Wisconsin and United States history
- B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations

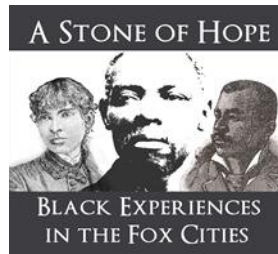


Activity 1: Pre-Visit Activities

1. As a class or as individuals, students will create a timeline about what they already know about local and national Black history from 1700 to 2014. They should include events like the American Civil War, Emancipation Proclamation, Civil Rights Era, and the election of President Barack Obama.

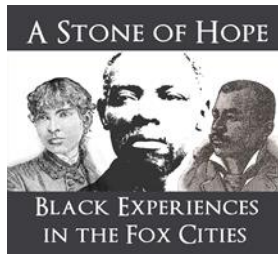
(Students will add to this timeline after viewing the exhibit).

2. Divide the students into groups. Have them identify at least three Black leaders who influenced the history of the United States. Why and how did those individuals stand up to make a difference?
3. Have the students discuss what freedom means to them. Have the students discuss times in United States history when people had unequal access to freedom.
4. A few terms and historical events may be challenging for students. It is advised that a conversation occurs before viewing the exhibit that includes the following:
 - a. **What is a sundown town?** Definition: A sundown town is a town, city, or neighborhood in the United States that is purposely all-white, excluding people of other races. Often this also meant Blacks who were visiting a town had to leave by sunset.
 - b. **What is a lynching?** Definition: To put a person to death (as by hanging, shooting, burning at the stake) by mob action without legal sanction.
 - c. Students should also be aware the exhibit includes racial slurs and images of violence to people of color and allied white activists.



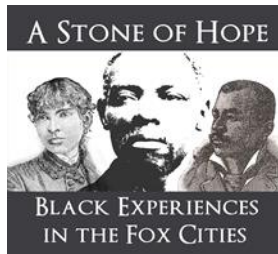
Activity 2: Exhibit Activities

1. Identify three primary sources used in the exhibit. What can each of those sources tell us about the past?
2. Why did Blacks move to Appleton before and after the Civil War?
3. Pick a Black family that lived in Appleton before 1920. What important contributions did they make to the community?
4. How were freedoms restricted for Blacks who lived in Appleton? What causes led to Black families leaving the city by 1920?
5. Identify a person who challenged local racism. Describe what this person did to try to make a difference and encourage equality in Appleton.
6. What key local and national events contributed to civil rights victories in Appleton?
7. In the exhibit, find a historic building or landmark and describe what events occurred at that place.



Activity 3: Post-Visit Activities

1. Return to the timeline the students or class created. After viewing the exhibit, they should add key people and events that occurred in local Black history. Teachers should lead a conversation about cause and effect and how national events influenced Appleton.
2. Compare and contrast local Black experiences from 1870 to 1910 with Black experiences in the 1960s to 1970s. Separated by almost 100 years, what changed for Blacks to move back to Appleton? Students should consider the following: discrimination, job opportunities, education, and legislation.
3. Based on what you've learned in the exhibit, and your own personal experiences, how has Appleton become a more welcoming community to people of diverse backgrounds, race, and ethnicity? What do you think Appleton can do in the future to keep the hope for equality alive?



Teacher Response

Name: _____ School: _____

Date: _____

1. Did you use the exhibit in your classroom activities? (circle) YES NO

2. Do you think the “pop-up exhibit” and traveling format was an effective method to reach students?

3. How can the exhibit be improved?

4. What other classroom resources would be helpful for area middle and high school teachers?

5. Was the exhibit content applicable to your studies?

6. Other comments:

Please return to Emily Rock at emily@myhistorymuseum.org or History Museum at the Castle
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Appleton, WI 54911