

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.

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.

Grades 8

Social Studies -- History

B.8.2

Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history

B.8.3

Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history

B.8.5

Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently

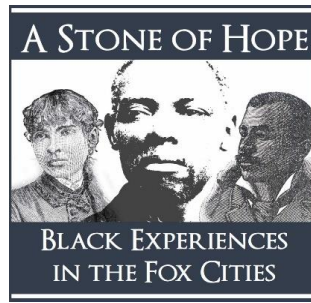
B.8.7

Identify significant events and people in the major eras of the United States and World History

B.8.10

Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations





B.8.12

Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, and by issues
Social Studies – Political Science and Citizenship Performance

C.8.3

Explain how laws are developed, how the purpose of government is established, and how the powers of government are acquired, maintained, justified, and sometimes abused
Social Studies – Behavioral Science

E.8.3

Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people

E.8.4

Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community

E.8.6

Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals

E.8.7

Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society

E.8.8

Give examples to show how the media may influence the behavior and decision-making of individuals and groups

E.8.9

Give examples of cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world

Grades 12

Social Studies – History

B.12.3

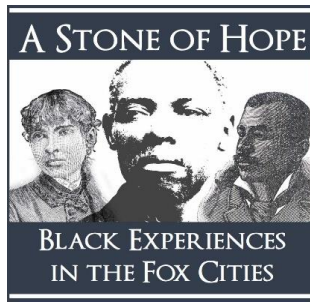
Recall, select, and analyze significant historical periods and the relationships among them

B.12.9

Select instances of scientific changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and world



African Heritage, Inc.



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

Social Studies – Political Science and Citizenship

C.12.3

Trace how legal interpretation of liberty, equality, justice, and power, as identified in the Constitution, Bill of Rights, and other Constitutional Amendments, have changed and evolve over time

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

C.12.15

Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution

C.12.16

Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities and women

Social Studies – Behavioral Science

E.12.6

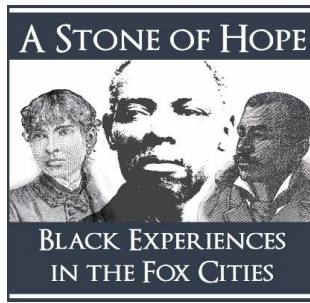
Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings

E.12.12

Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled



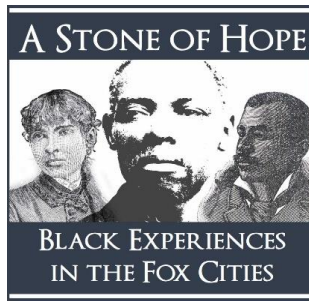
African Heritage, Inc.



Activity 1: Worksheet
Civil War to Sundown Town

1. What push and pull factors led to Black settlement in Appleton before and after the American Civil War?
2. What freedoms existed for Blacks in Appleton before 1900? What freedoms were limited by law or racism?
3. How did the Civil War shape Black experiences in Appleton?
4. Before 1900, Appleton had a growing Black population, but by 1920 the number of Black residents had significantly decreased. What factors led to the decline in population?
5. Many Blacks moved north to escape racism and to find better job opportunities. Do you think Blacks who moved north found the freedoms and opportunities they sought?
6. Select a Black resident who lived in Appleton before 1920. Why is learning their history and experiences in Appleton important for us today?



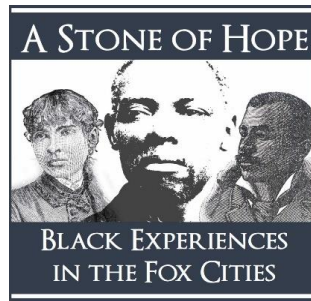


Activity 2: Worksheet

Sundown Town to Civil Rights Era

1. Appleton's Black population had already declined before the Ku Klux Klan locally organized in 1923. How did the Klan recruit members and who were their main targets of intimidation and threats of violence?
2. What is a sundown town? What historical evidence exists that Appleton was once a sundown town?
3. Do you think a law (such as a sundown town) can exist whether it is formally adopted by city government or is just a local custom informally created and supported by its residents?
4. Many famous Black performers, politicians, and Civil Rights activists visited Appleton. Who were some of the main individuals to visit the city and what was their message?
5. Many Appleton residents believed racial inequality was a southern problem. What pieces of evidence show that racial inequality was also a problem in northern cities like Appleton?
6. Appleton is quickly growing as a diverse community. Starting in 1961, what city ordinances, national laws, and examples of local activism helped Appleton become a more welcoming place?





Activity 3

Classroom Conversations

1. Draw a timeline on the chalkboard starting with 1700 and ending with 2014. Have students fill in local job opportunities that were available to Blacks at different time periods. Have the students discuss how job opportunities changed overtime and reflected politics, social and cultural stereotypes held by white Americans.
2. Compare and contrast local Black experiences from 1870 to 1910 with Black experiences in the 1960s to 1970s. Separated by almost 100 years, how did local racism, job opportunities, Civil Rights activism, and education change over time?
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?

