

[1964, May 18]

## DIRECTIVES FOR FREEDOM SCHOOL PRINCIPALS

1. Meet with your faculty and superintendent (the pastor of your school) during the week preceding the boycott, in order to:
  - a. check on facilities---washrooms, class rooms, black boards and chalk, projector and screen, assembly area, lunch area, refrigeration, play area.
  - b. make arrangements for fire drill exits.
  - c. assign class rooms, various duties such as: distributing name tags, time-keeping, lunch supervision, numbering rooms or areas of church.
2. Senior High School Principals:

Send four students from your school, to be chosen during the morning, to St. Matthew's school after lunch time. They will prepare a dramatic presentation of Langston Hughes "Freedom's Plow" to be given at the Hootenany. These students should 1) be good readers, 2) have loud voices, 3) be integrated, 4) include a guitar player if possible. Ask teachers to be looking for these students during morning classes.
3. Collect essays from 4th to 12th grade at the beginning of the lunch period and have them delivered to Marilyn Morheuser at St. Matthews.
4. Assign teachers to stand at the front door of the school to welcome students.
5. Encourage teachers to be friendly with students and to talk informally with them outside of classes. Above all, these students must know we're interested in them.
6. Any teacher is welcome to provide supplies other than newsprint, pencils, and crayons - to be provided by M.U.S.I.C. They should be encouraged to check out from the public library books for their grade level, which are listed in the family bibliography. Some of these books will be available at M.U.S.I.C. headquarters, 2944 N. 9th St., but teachers taking them out for classroom use must deposit the price of the book. It will be refunded when they return the books after freedom day.
7. Invite your teachers to attend an evaluation meeting on Friday, May 22, at 7:00 p.m. at St. Matthew's. There should be at least two representatives from each faculty.
8. Invite the ministers or a representative from the church to be present on Freedom Day.
9. Pick up from St. Mark's all of the necessary materials for your school. This includes material in the appendix to the teacher's guide which is available in quantity for all students. It also includes freedom songs for students and teachers in the intermediate, junior and senior high schools.
10. Assign a place for the nurse in your school and make out a list of duties for any teacher aides who might be available to help you, e.g., supervisor of lavatories, supervisor of lunch and recreation periods.
11. Get from M.U.S.I.C. headquarters freedom school attendance certificates. Teachers should fill in students' names and distribute them at end of day.



## PROGRAM OF ACTIVITIES PRIMARY GRADES

Freedom Day School, May 18, 1964

General objectives: To show individual differences on the family level.  
To show that people are important.  
To broaden general understanding of human relations.

To the teacher: The following plans utilize one or more of the above concepts so that the child will acquire a better understanding by actively participating in the planned activities.

### OUTLINE OF THE DAY'S SCHEDULE

- I. 7:30- 9:00 Teacher Preparation
- II. 9:00- 9:20 Assembly
- III. 9:30-10:00 Beginning the Day
- IV. 10:00-10:20 Continuation: getting acquainted and differences between people
- V. 10:20-10:40 Dramatization
- VI. 10:40-11:00 Recess
- VII. 11:00-11:30 Story Time
- VIII. 11:30-12:00 Art and drama: Negro heroes
- IX. 12:00- 1:00 Lunch
- X. 1:00-1:15 Rest Time
- XI. 1:15- 1:30 Songs
- XII. 1:30- 1:45 "What do words mean?"
- XIII. 1:45- 2:00 Let's make a play about the freedoms!
- XIV. 2:00-2:30 Story Time
- XV. 2:30- 2:45 Physical Education
- XVI. 2:45- 3:15 Art or Essay
- XVII. 3:15 Dismissal

### LESSON PLAN

#### I. Teacher Preparation

Important: This period should be used for the teacher to become familiar with the materials made available to her for a successful day of teaching.

Materials: American flag, name tags, pins, crayons, newsprint paper, construction paper, films, projector, books, pencils, film screen, records, record player, chalk board, chalk, erasers, stapler, etc.

#### II. Assembly at a central place in the school for all levels

- A. Objectives: 1. To give children feeling of belonging to a total school before separating into classes.  
2. To give general instructions: locations of classrooms, lavatories, fire exit routes, etc.  
3. To set mood of purpose for day.
- B. Procedure: To be conducted by Freedom School principal and Freedom Day leaders.

#### III. Beginning the day

- A. Specific objective: to become acquainted with each other.
- B. Procedure:



Facts About the Freedom Day School Withdrawal, May 18, 1964

1. ~~Why a school withdrawal?~~

Negro children in Milwaukee are receiving a separate and unequal education, with inferior curriculum and outdated texts. They are denied the normal association with children of other ethnic groups which was guaranteed to them by the United States Supreme Court ruling of May 17, 1954.

2. Has every reasonable alternative been tried?

Yes. For almost a year the School Board has been receiving empirical, documentary and statistical evidence to prove our claims. Spokesmen for NAACP, CORE and NNNPC have pleaded with the board to recognize the problem and seek solutions. The School Board has consistently refused to admit that a problem exists, much less to take action to solve it.

3. What has been offered by the School Board?

Compensatory aids have been proposed to make the separate school facilities more nearly equal. This is the concept of school systems in the South. It perpetuates the myth that Negroes are inherently inferior, unfit to associate with Caucasians. In practice, it prevents children of both races from getting to know each other as human beings and fellow Americans. Thus, it preserves racial fears and hatreds to blight still another generation.

4. Are we asking parents to break the law?

No. We charge that the School Board is breaking the law by persisting in its policy of deliberate and intentional segregation by race. Freedom Day is the protest of people of conscience against that violation.

5. Do the organizations represented in MUSIC propose mass interchange of pupils by special bus?

NO! The School Board was given seven suggestions for integrating the schools. NOT ONE required special bus transportation. NAACP contended that pupils who ARE being bussed to schools outside their home area should be integrated with others in those schools.

6. What is Freedom Day intended to accomplish?

It will make the public aware of the problem, and of the firmness of our resolve that it must be solved.

7. Will the children be hurt academically by missing a day of school?

Freedom Schools are being planned carefully to give a rich educational experience at each age level. Qualified teachers, supplemented by men and women of rank in scholarship and the arts, will conduct programs emphasizing the concept that "People are Important", including the dramatizations of many achievements of Negroes in history and current life.

8. Who has endorsed the one-day school withdrawal?

Up to April 10, the following organizations had officially pledged their support. Others were in process of voting their endorsement.

Wisconsin (six branches) and Milwaukee Branch, National Association for the Advancement of Colored People (NAACP)  
Congress of Racial Equality (CORE)  
Milwaukee Citizens for Equal Opportunity (MCEO)  
Near Northside Non-Partisan Conference (NNNPC)  
Negro-American Labor Council (NALC)  
Milwaukee United Human Rights Council (MUHRC)

9. What can you do?

Parents, both Negro and white, are asked to keep their children out of school on May 18th, and to send them to the Freedom School designated for their area. Children who attend the Freedom Schools are invited to an evening "Hootenanny" and rally. MUSIC also needs more volunteers to serve on committees, to man the temporary office and to staff the Freedom Schools.

MILWAUKEE UNITED SCHOOL INTEGRATION COMMITTEE (MUSIC)

2944 N. 9th Street

Telephone 374-6720



[1964, May 18]

COPIES FOR ALL

THREE POEMS ON

CRISPUS ATTUCKS, HARRIET TUBMAN, AND FREDERICK DOUGLASS

from North Star Shining, by Hildegard Swift

Let's shake hands with the slaves. What kind of person will you expect each to be? Is he one who has been enslaved from the beginning of time? Or is he one who became a victim of slavery while drifting along the shores of America? Has he given up every hope of ever becoming a proud walking human being with the gifts of God endowed upon him? Or, is he satisfied with the cruel kisses of the whip, the burden of chains, and the darkness of a meaningless life? Let's find out what they are, and the light will surely come.

"I brought into the New World the gift of courage."

I was Crispus Attucks -- bold, heroic, daring,  
Wild and unpredictable.  
In life infamous, I was called  
Beggary wretch, runaway, ne'er-do-well, a rascal;  
Yet in death I became immortal.

I was the first to fall on that memorable night of March  
In the year of our Lord seventeen hundred and seventy,  
When the English Redcoats shot at an unarmed people.  
Mine was the first blood to stain the snow of Boston.  
Though the sober citizens called us "rioters",  
My death, and the death of the men around me,  
Roused the freeholders of Massachusetts,  
Shocked the men of the Colonies into final action,  
So that long afterwards, in cold blood, John Adams wrote,  
"On that night the formation of Independence was laid".

My blood was the first to be shed for freedom;  
I was Crispus Attucks -- wild and unpredictable --  
Who died under a young moon.

"I brought to the New World the gift of devotion to my fellowmen."

I was Harriet Tubman, who would not stay in bondage.  
I followed the devious, uncharted trails to the North,  
I followed the light of the North Star,  
I ran away to freedom in 1849.  
I was Harriet Tubman who could not stay in freedom,  
While her brothers were enslaved.  
"Go down, Moses," back to Egypt,  
Back to the land of the bloodhound and the slavefather,  
"Tell old Pharaoh, let my people go!"

Everywhere they waited for my coming,  
Tiny treasures hid against my coming --  
I was the lone call of an owl in the darkness,  
I was blurred line of a Spiritual under a slave-cabin window,  
I was the last, faint tremor of the hope upon the wind.  
I was Harriet Tubman,  
Who "never unrun my train off the track,  
And never lost a passenger".

"I brought to the New World the power of self-expression."

I was Frederick Douglass, editor of the "North Star".  
I was the master of brave, fighting words,  
Keen, direct words that could not be buried or forgotten,  
Words that grew and grew in men's hearts  
Until they became a forest of marching men.

I was Frederick Douglass,  
There is a statue to me in the public square of Rochester;  
I was the editor of the "North Star".  
I fought for my people  
With the keen dagger of a word.



[1964, May]

MUSIC

2944 N. 9th

m

FREEDOM SCHOOLS

374-6720

TEACHER QUESTIONNAIRE

Name \_\_\_\_\_ Address \_\_\_\_\_

Telephone \_\_\_\_\_

Will you teach in a Freedom School? \_\_\_\_\_

What grade level? (Circle one) 1-3, 4-6, 7-9, 10-12

Will you teach for a whole or half day? \*\*\*\*\* AM OR PM

Are you teaching now? \_\_\_\_\_

What level? \_\_\_\_\_ What subjects? \_\_\_\_\_

Can you provide student work to decorate Freedom Schools? \_\_\_\_\_

Will you help prepare lesson plans? \_\_\_\_\_

Can you suggest substitute or retired teachers or any other interested and qualified people?

NAMES

ADDRESSES

Can you suggest substitute or retired teachers or any other int.

Will you assist with clerical and informational services \_\_\_\_\_  
and/or recruitment of parents and teachers \_\_\_\_\_

at the MUSIC headquarters, 2944 N. 9th Street? It will be open from  
9AM to 9 PM seven days a week.

What days?

What hours?

Can you suggest people interested in teaching freedom songs to the children

RECOMMENDED EXCUSE FOR FREEDOM DAY ABSENCE

[1964]

Dear Teacher,

Please excuse the absence of \_\_\_\_\_  
who attended a Freedom School on Monday, May 18, 1964, to  
protest the segregated school system of Milwaukee.

Signed \_\_\_\_\_  
Parent or Guardian

1. Pledge of Allegiance
2. Singing of "My country 'Tis of Thee" verse 1
3. Review of fire procedure
4. Teacher introduction: Why do you think I am here today?  
This will help the children realize the teacher's role and respect her as their guide. She might introduce here the ideas of freedom and brotherhood. She should describe her own family.
5. Getting acquainted: Attendance- What is your name? Whom do you live with? (A family is not only a group with the mother or father, but any group of people who live together. People of the world live together in groups called families and each family is different...in size, race, religion, national origin, etc.)
6. Purpose of the day: What is the name of this school? Why did you come here today? What is a Freedom School?
7. "Today we are a family...Let's get to know each other."

Teach action poem:

Some people are short,  
Some people are tall,  
Some people are big,  
Some people are small, (Act out kinds of people.)  
Some people walk this way,  
Some people walk that,  
Some people are thin,  
Some people are fat.

But big or small,  
Or green or blue,  
Let's all be friends,  
How-do-you-do! -----Shake hands with the person next to you.

Poem may be repeated, so that children get a chance to shake hands with several others.

#### IV. Continuation of getting acquainted, and teaching of differences between people:

Draw a family portrait. These portraits will show how families are different. Children may discuss them and tell about them.

- V. Dramatization: What would you like to be when you are grown up?  
Can you show us by acting out what you would do?  
Other children guess what the occupation is.

#### VI. Recess: lavatory and rest or games. (See game sheet at end of plans.) Walk in the neighborhood if possible.

#### VII. Story Time

- A. Stories may be read to children which convey human relations and reveal basic concepts of freedom and brotherhood. (See bibliography) Or
  - B. Stories of Negro heroes or heroines who fought for freedom, or others who have made outstanding contributions to our country.  
e.g. Crispus Attucks, Frederick Douglas, Phyllis Wheatley, Harriet Tubman, Sojourner Truth. (See poems from "North Star Shining")
  - C. Discussion: What Negro heroes do you know? What have they done?  
(Martin Luther King, Sidney Poitier)
- (Read chapters 2 and 3 in Before the Mayflower or other sources for background information.)

#### VIII. Art or Drama

- A. Let's make a book about the Negro heroes and heroines who lived long ago, or who are living today.  
Children draw pictures individually. Then, as a class, they decide what words to say to go with the pictures.



- B. Let's make up a play about one of these heroes. Who are the characters? What do they do? Let's plan the scenes. (Some of the children may watch while the others act the scene. Talk about the scene with the children. They may be encouraged to give their ideas about how to make the scene better. Try to encourage them to mention the things they liked about the scene before suggesting changes. The scene may then be repeated with a different group taking the parts.

#### IX. Lunch

- X. Rest Time: While children rest, folk or freedom songs might be played on the record player, or sung by the teacher.

#### XI. Songs (See song sheet for additional songs)

- A. tune: "Are you Sleeping?"  
 Bells are ringing, bells are ringing  
 Freedom's Song, Freedom's Song  
 Waking up the country, waking up the country  
 Ding, ding, dong, Ding, ding, dong.
- B. tune: "Row, row, row your boat."  
 Come, come, come along,  
 Come to Freedom School  
 That shortly, shortly, shortly, shortly  
 This shall be the rule.

#### XII. Spelling (or "What do words mean?" for kindergarten and first graders)

- A. Write words on the chalk board:
1. Freedom- (see Morgan Gibson discussion)
  2. Brotherhood- (All men are brothers. Why? What does this mean?)
  3. Boycott- (Use, perhaps, a simple explanation of the beginning of the word, Sir Charles Boycott)
  4. Equality
  5. Justice
- B. What kinds of freedoms do people need? Talk about this with the children. They might wish to make a list of freedoms, working as a class.

#### XIII. Let's make a play about the freedoms:

- "Everyone should be free to speak, and to disagree"  
 (Children all talk to each other)
- "Everyone should be free to pray as they wish"  
 (Children pantomime praying in different ways: kneeling, standing, crossing themselves, bowing, raising hands to heaven, Indian style, etc.)
- "Everyone should be free to have enough to eat"  
 (Children pretend to eat their favorite foods)
- "Everyone should be free from fear"  
 (Children two by two comfort each other)
- Add any others the children may have thought of.

#### XIV.

#### XIV. Story time

- A. Objective: to introduce some of the ideas included in Sidney Peck's discussion of racial myths.
- B. Procedure:
1. Choose a story on the children's level which illustrates the idea of all men as relatives, or as members of one family. (See bibliography) or
  2. Show some of the photographs in Family of Man and make up your own story about them, or ask the children to make up a story about what is happening in the pictures.



C. Special note: Carl Sandburg's Prologue to Family of Man

"People! flung wide and far, born into toil, struggle, blood and dreams, among lovers, eaters, drinkers, workers, loafers, fighters, players, gamblers. Here are ironworkers, bridgemen, musicians, sandhogs, miners, builders of huts and skyscrapers, jungle hunters, landlords, and the landless, the loved and the unloved, the lonely and abandoned, the brutal and compassionate - one big family hugging close to the ball of Earth for its life and being.

Everywhere is love and love-making, weddings and babies from generation to generation keeping the Family of Man alive and continuing. Everywhere the sun, moon and stars, the climates and weathers, have meanings for people. Though meanings vary, we are alike in all countries and tribes in trying to read what sky, land and sea say to us. Alike and ever alike we are on all continents in the need of love, food, clothing, work, speech, worship, sleep, games, dancing, fun. From tropics to arctic humanity lives with these needs so alike, so inexorably alike."

Ask for the children's ideas about the story. What does it mean to them? What does it tell them about people?

XV. Physical Education (Refer to game sheet), lavatory, recess.

XVI. Art or Essay

Younger children may draw pictures concerning some element of Freedom Day. Older children may prefer to write a story or poem about it. Talk about stories, poems, or pictures.

XVII. Dismissal: Give children "Our Proud Heritage", the pamphlet from Mammoth Publishing Company.

## RECESS AND GAME SHEET FOR

## PRIMARY GRADES

Imaginary I Spy

A player thinks of an object in some special location; for instance, the ball on the school flagpole. The others in the group try to find it by asking questions that may be answered by "yes" or "no." It is sometimes better to have two children agree on the same object and answer the questions together.

Moving Day

Two adjacent rows play the game together. Each seat is a house, and aisles between the rows are the streets. Unoccupied seats plus one more seat are haunted houses and should be marked by a book. (There should be one less house (seat) than there are players). The houses that are marked may not be used. The player without a house is "it." He walks up and down the street between the two rows. The residents along the street change houses both in front of and behind "it." If "it" can move into a house while it is vacant, the player left without a house becomes "it."

## Suggestions:

1. If the players do not move often enough, the teacher may call "the first of May," whereupon all players must then move to a new house as "it" attempts to find a vacant house during the moving.
2. Encourage children not to shove or push while moving into a vacated seat.



Cut the Pie

1. Children form a circle.
2. "It" separates the hands of the adjacent players with a cutting movement and calls out "Cut the Pie."
3. The two whose hands were struck run away from each other once around the outside of the circle and "It" joins the circle where he "Cut the Pie."
4. The winner runs to the center through the opening calling "Cherry Pie! Here I am." The loser closes the opening and a new game begins.

Cat and Mice

1. Children take places as shown in the diagram. Several mice are in the circle, while the cat is on the outside.
2. The cat creeps up to the circle and is allowed to enter.
3. The mice may not go outside the circle but may run inside the circle.
4. As the cat catches the mice they must take their places on the circle.
5. The last mouse caught becomes the "cat" for the next game.

Face-to-Face

1. Partners stand face to face with hands joined. "It" player stands somewhere near center of the group.
2. "It" player calls, "All change," at which time each player must seek a new partner and joins hands.
3. The player left out each time in "it" for the next change.

## FREEDOM SONGS

Welcome Table

We're gonna sit at the welcome table  
 We're gonna sit at the welcome table  
 One of these days, Hallelujah  
 We're gonna sit at the welcome table  
 Gonna sit at the welcome table  
 One of these days

I'm gonna live anywhere I want to

I'm gonna live in South Milwaukee  
 (add Whitefish Bay, etc., etc.)

We're gonna shake up all Milwaukee

Give Me that Old Freedom Spirit

Give me that old freedom spirit  
 Give me that old freedom spirit  
 Give me that old freedom spirit  
 It's good enough for me

It was good for Medgar Evers

It was good for William Moore  
 James Farmer... the Birmingham Children  
 Give me that old C.O.R.E. spirit

Good News

Good news, freedom's coming  
 Good news, freedom's coming  
 Good news, freedom's coming  
 And it will be here before long

Clap your hands, freedom's coming  
 So glad,  
 Stamp your feet freedom's coming

Step aside Milwaukee

Look Up Everybody

Bow down

Wave your hands

Chants and Cheers

Hey, hey whatdya say?  
 Jim Crow must go!

2,4,6,8,  
 We don't wanta segregate  
 1,3,5,9  
 We'll take freedom anytime



~~~~~  
We're gonna roll  
We're gonna roll  
We're gonna roll our freedom on  
(repeat)

If anybody's in the way  
We're gonna roll right over him  
We're gonna roll right over him  
We're gonna roll right over him  
If anybody's in the way  
We're gonna roll right over him  
We're gonna roll our freedom on

Everybody Wants Freedom

Everybody wants freedom  
Everybody wants freedom  
Everybody wants freedom  
Freedom, Freedom

Milwaukee wants freedom

I'm gonna get my freedom

We all want freedom

Woke up This Morning

Woke up this morning with my mind  
Stayed on freedom  
(repeat two more times)  
Hallelu, hallelu, hallelujah

Ain't no harm to keep your mind  
Stayed on freedom

Walking and talking with my mind  
Stayed on freedom

The ink is black, the page is white,  
Together we learn to read and write.  
To read and write,  
and now a child can understand  
This is the law of all the land;  
all the land:

The ink is black, the page is white,  
Together we learn to read and write;  
To read and write.

Their robes were black, their heads were/ white,  
The schoolhouse doors were closed so tight,  
were closed up tight  
Nine judges all set down their names  
To end the years and years of shame,  
Years of shame:  
The robes were black, the heads were white,  
(whistle tune)  
The slate is black, the chalk is white,  
The words stand out so clear and bright,  
So clear and bright.  
and now at last we plainly see  
The alphabet of Liberty, Liberty  
The slate is black, the chalk is white  
Together we learn to read and write,  
To read and write.

a child is black, a child is white,  
The whole world looks upon the sight,  
A beautiful sight.  
For very well the whole world knows  
This is the way that freedom grows;  
Freedom grows;  
a child is black, a child is white,  
(whistle tune)

FILMS

1963 Golden Rule , Lesson for Beginners--- 10 minutes. Primary

1964 Ways to Settle Disputes---11 minutes Primary intermediate

Story of Ping

BIBLIOGRAPHY FOR GRADES 3-5-7

A Garden We Planted Together, United Nations Dept. of Public Information, McGraw-Hill, 1952

Good Citizens-Good Neighbors, Dudley, Melmost, 1957 (6-9 yrs.)

The Smile That Traveled Around the World, Pierce, Steck, 1959 (6-8 yrs.)

This in My Country, Barr, Whitman, 1959