

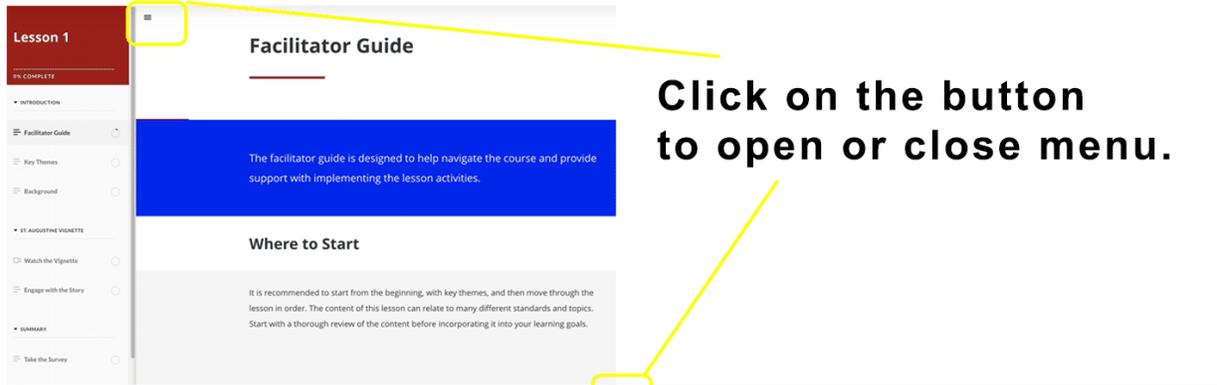
Facilitator Guide

The facilitator guide is designed to help navigate the course and provide support with implementing the lesson activities.

Tips to get started

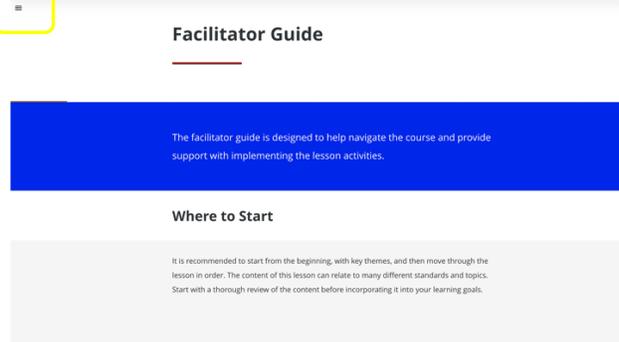
 Some of the web links have a lot of ads. It is recommended to get an ad blocker for your browser to minimize these distractions. Adblock is a popular, free blocker, and it is available on Chrome, Firefox, Edge, Safari, iOS, and Android.

OPEN



Click on the button to open or close menu.

CLOSE



Where to Start

It is recommended to start from the beginning, with key themes, and then move through the lesson in order. The content of this lesson can relate to many different standards and topics. Start with a thorough review of the content before incorporating it into your learning goals.

Key Themes

Provides the main themes analyzed in the oral histories. This will support efforts to incorporate the lesson into specific content classes.

Background

The background information found here will allow the students to build or fill gaps in their knowledge related to the vignette, specifically related to the narrators, terminology, or significant events. Building background knowledge allows the student to connect with the events and narrators and increases overall comprehension.

Watch the Vignette

The vignette is a shorter episode taken from a full 90-minute play. It is recommended to introduce the narrators and any discussion questions before you watch the vignette. This will allow students to make stronger inferences.

Engage with the Story

There are several activities offered to engage in the story. Decide which activities meet your learning goals.



Connect Your Students

Introduce the Vignette

Let your students know that the vignette is a shorter, 5-minute episode taken from a full 90-minute play. If you would like to watch the full 90-minute play, click on this link: [FCTB Play](#).

This vignette focuses on oral history from Minnie Mae Butler Edwards, the daughter of Frank Bulter. She describes her father as a civil rights advocate because of his ability to break through stereotypes and purchase land. Although there were many laws and regulations put in place during the Jim Crow

era to prohibit the accumulation of wealth for Black people, Frank Butler persevered and helped pave the way for establishing Black-owned businesses in the South. Butler was also a champion for the Black vote and encouraged Black voters to go to the polls.

How Motivated Are Your Students?

Motivation

Research shows that students who are motivated connect better with the lesson and the content. This activity is offered as a reflection activity for facilitators.

Read this PDF and find one way to increase student motivation.



Motivation_Matters_July_2015.pdf

6.5 MB

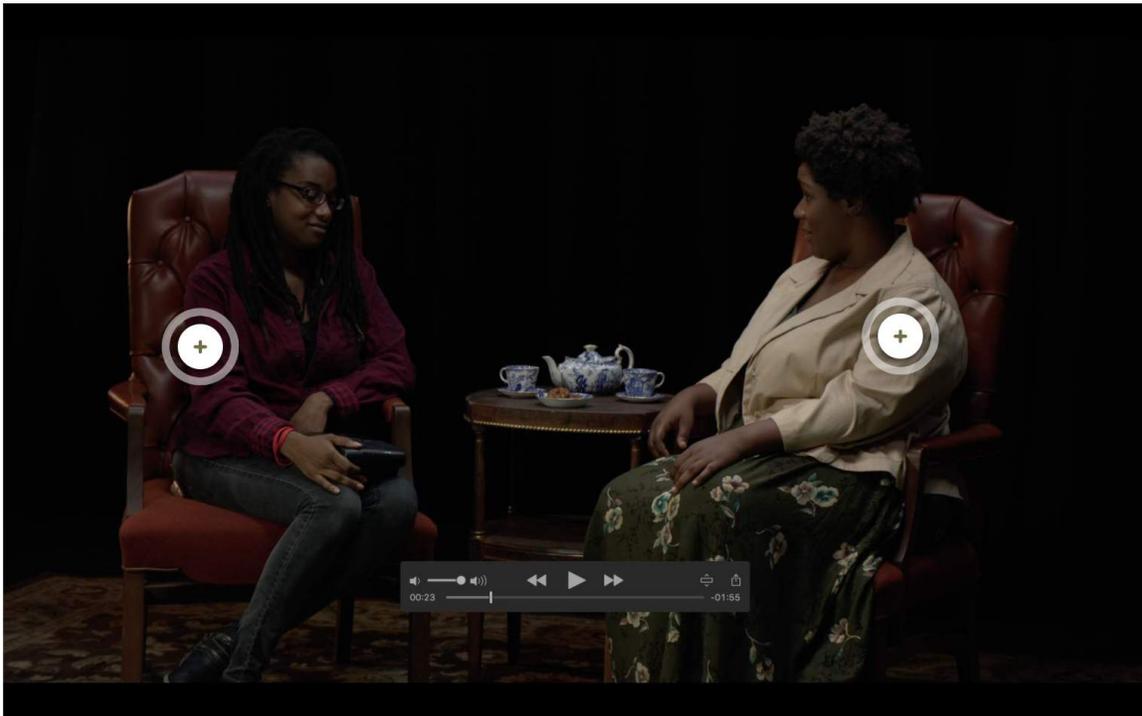


Watch the Vignette

Your students will watch the vignette and then engage in the story by completing the appropriate activities designated by you for your audience. It is recommended to introduce the narrators before watching the vignette. This will decrease their cognitive load and build the framework to dig deeper into the stories.

Meet the Narrators

Click on the + button to learn about each narrator.



Snapshot of the Activity

You will have the students click on the plus button highlighted to provide a general description of the narrators.

Engage with the Story

This is where students make connections. As the facilitator, it is important to understand these activities. Here you will find support for each activity offered.

 **Tip: You can click on each image to zoom in.**

Analyze

The goal of this lesson is to use data to answer this essential question:

How does systemic repression limit the ability to accumulate wealth?

The flow here is a little different than the other lessons. There is a lot to get through in the beginning before you do the activity. An intro video and examples of data are provided to support the student's understanding of what they will need to collect when sifting through online resources. It is important to go through this information to set the stage for their own research.

After you get through the video and examples, have your students start to create the mind map. Make sure you also spend some time defining the concept of redlining so they have a clear understanding of what to search for when they choose their location. Students will then use the redlining map provided and research a location and any data that support factors that affect property and living conditions. Last, the students will present their mind maps.

Step 1: Play the intro video about property and wealth

This video was created using oral histories gathered in discussion groups about important topics based on the 90-minute play. This video discusses how difficult it was for Frank Butler to buy property, introduces redlining and the New Deal concepts, and touches on poverty and policy discrimination.

Watch the video

Watch the video (7:27 min).

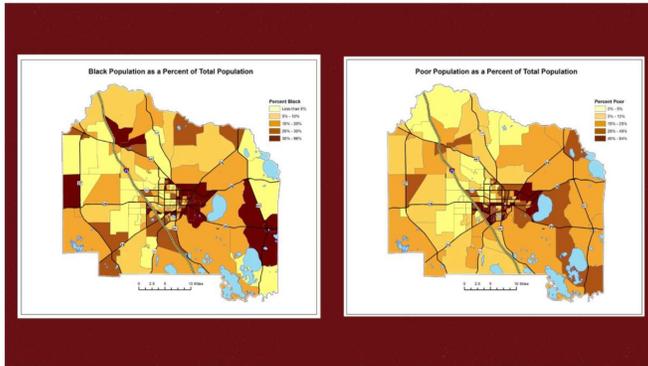


Step 2: Review images of data to use as examples

There are several examples that students can reference as they conduct their research. You can let the students go over these in more detail in groups or as a class but it will introduce them to the type of data they will be asked to research.

Compare West and East Gainesville

Look at the data and make comparisons between West and East Gainesville.



Take a deeper look at the redlining of East Jacksonville.

- Do the generationally poor have poorer health outcomes?

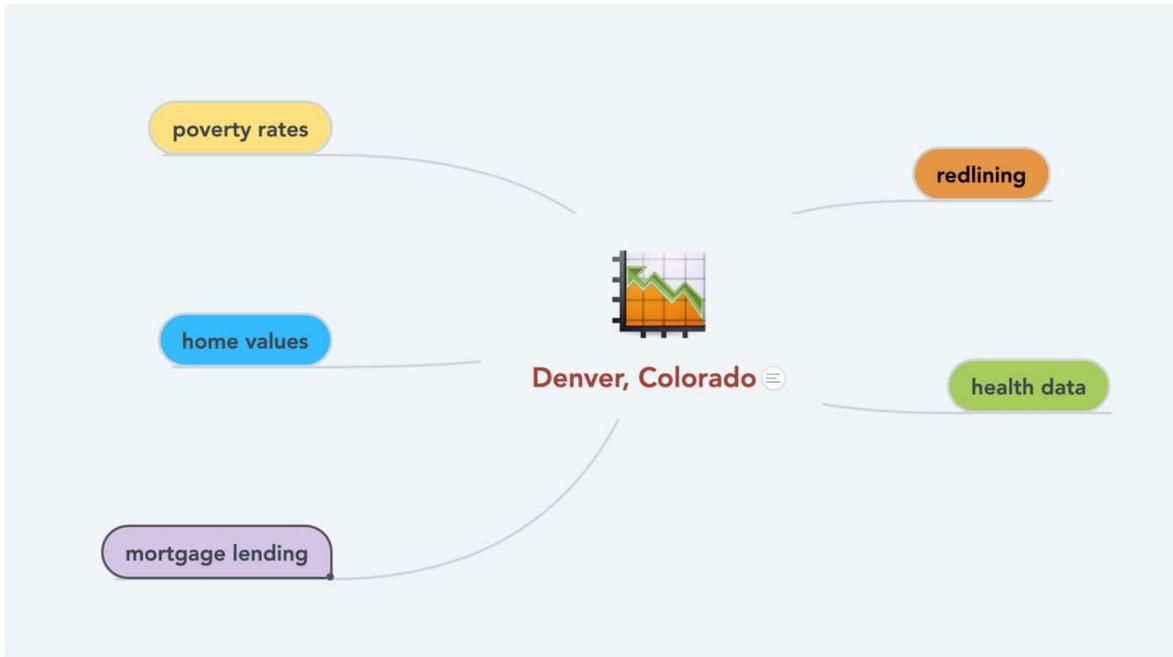


Step 3: Start your mind map to organize information

Start with asking students to create a mind map to organize their information as they conduct their research. They will eventually use the mind map to present their findings to the class. There is a free version that provides enough support to carry out this activity. If you are not familiar with the tool, go online and create a map of your own. This is an excellent way to engage visual learners and students who struggle with organization and presenting.

<https://www.mindmeister.com/>

The image below provides an example of what you can do with a free version.

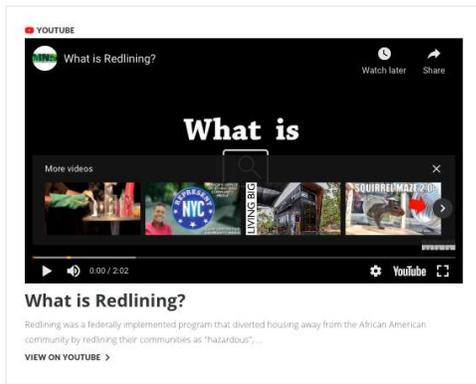


Step 4: Define redlining

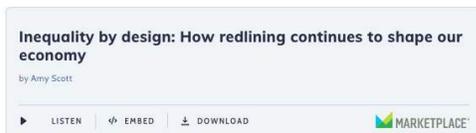
There is a great 2 minute YouTube video to get the students thinking about redlining and another article presented in audio or text format.

<https://youtu.be/SNH6kTHdUII>

<https://www.marketplace.org/2020/04/16/inequality-by-design-how-redlining-continues-to-shape-our-economy/>



Read the article or listen to the audio file (5:24 min)



Step 5: Have students find a redlining map and connect with data

This activity allows students to make connections to where they live. The idea is to make it personal so they remember. It's all in the data. Compare the redlining maps with health outcomes.

- Research redlining and the New Deal
- How did the depression era lending and housing programs justify racism?
- Did the government profit from the inequality?
- What are the health outcomes in those areas? Home prices? Lending practices? Infant fatality rates? Is there more pollution in areas of poverty? How does it break down with different racial backgrounds?

<https://dsl.richmond.edu/panorama/redlining/>



Step 6: How does environmental racism correlate with the data

Watch the video. Then, connect with the data the students have accumulated and investigate the surrounding areas to connect with poor health outcomes and living conditions.

- Define **Environmental Racism**
- Does your data point to environmental racism? Research what is around the neighborhoods. Are there industrial sites, city dumps, or downstream from a toxic river or a superfund site?



Add a caption

Step 7: Present the mind map

This is where the students will have a chance to show others what they found. The goal here is to show students the data that points to the systemic racism that still exists today.

Extension Activity

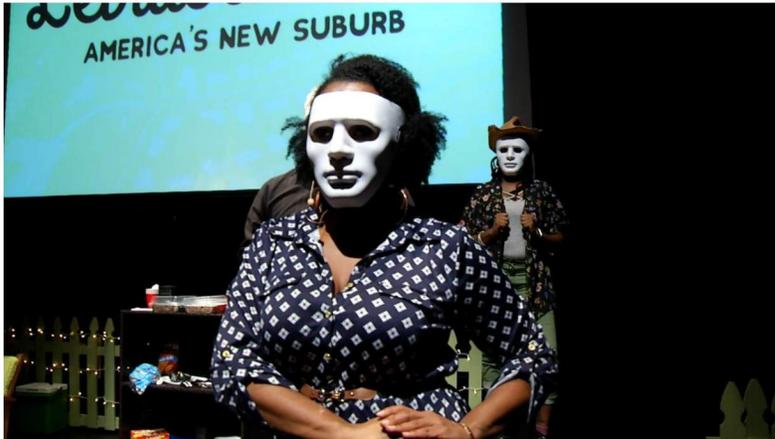
Let's Talk About the Masks

Brittney M. Caldwell was an integral part of writing the 90-minute play. She struggled with portraying white people in the play, and this discussion is about why she decided to use the white masks worn by Black actors to make this connection.

Let's talk about the masks

Click on the + button to read about the masks used in the scene by African American playwright and UF graduate Ms. Brittney M. Caldwell.

Let's Talk About the Masks



CONTINUE