

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

Lesson 1

100% COMPLETE

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Facilitator Guide

Key Themes

Background

ST. AUGUSTINE VIGNETTE

Watch the Vignette

Engage with the Story

SUMMARY

Take the Survey

Facilitator Guide

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

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.

Click on the button to open or close menu.

CLOSE

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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, 6-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 the cruel treatment experienced by low-wage workers in the early 1930s. The narrator describes the life of a Black plantation worker whipped to the point of needing a doctor and

how one man decided not to let his life go in the same direction. Even though these men were free, there were no rights enforced to protect that freedom.

This lesson allows deeper connections to be made by analyzing the history of slavery and by creating thoughtful discussions about racial violence and a resurgence of racism as it exists today.

2

What Do Your Students Know?

Create a Poll

Use Poll Everywhere to conduct a poll about the history of slavery. Consider conducting two polls, a before and after lesson observation.

POLLEV

PolleEv

This is the place to be if you're trying to participate in a live poll

READ MORE POLLEV >

Example from the Washington Post

- What outlawed slavery in the United States?
 - Lincoln's Emancipation Proclamation
 - **The 13th Amendment (correct)**
- Did slavery exist in all 13 American colonies, or just in some colonies?
 - **Slavery existed in all colonies (correct)**
 - Slavery existed in just some colonies
- When Lincoln first ran for president, did he promise to end slavery in the United States?
 - Lincoln promised to end slavery
 - **Lincoln did not promise this (correct)**
- What percentage of the United States population in 1860 were slaves?
 - 3%
 - 7%
 - **13% (correct)**
 - 21%
- What was the main cause of the Civil War - was it slavery or another reason?
 - **Slavery (correct)**
 - Another reason

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 Narrator

Click on the + button to learn about the narrator.



Snapshot of the Activity

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

Questions

Read through the discussion questions below before watching this vignette.

Discussion Questions

- How did this story affect you? Does it change the way you see the world today?
- How did the narrator describe the worker conditions? Put yourself in the shoes of a low-wage worker during this time? Would you have been able to make the same decision to leave when threatened?
- Put yourself into the shoes of a low-wage or migrant worker today. Do you think there are still harsh working conditions? What safeguards do we have now to protect the rights of workers today? Would the same situation be allowed? What about outside of the United States? Does this happen in other countries?
- When was slavery abolished in the US?
- What year was this story from? Why do you think this kind of treatment of Black workers persisted until the 1930s?

Discussion Questions

There are also discussion questions provided here to review with students before watching the vignette.

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.

Many of these activities call for discussions. There are various ways to have discussions from discussion threads, Socratic seminars, and story circles. You will need to plan how you want to perform these activities to find the best avenue for your audience.

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

Analyze

Discussion Questions

Analyze the vignette by answering the discussion questions. These questions are meant to get the students to think about the oral histories after watching the vignette.

- How did this story affect you? Does it change the way you see the world today?
- How did the narrator describe the worker conditions? Put yourself in the shoes of a low-wage worker *during this time*? Would you have been able to make the same decision to leave when

threatened?

- Put yourself into the shoes of a low-wage or migrant worker *today*. Do you think there are still harsh working conditions? What safeguards do we have now to protect the rights of workers today? Would the same situation be allowed? What about outside of the United States? Does this happen in other countries?
- When was slavery abolished in the US?
- What year was this story from? Why do you think this kind of treatment of Black workers persisted until the 1930s?

Connect

Research Migrant Workers Today

One of the key themes in this vignette is about the rights of low-wage workers. The goal here is to let students make connections to current problems that still exist today. Migrant workers are one example of harsh conditions and low wages without resources to protect them.

Students are asked to compare and contrast migrant workers today or their personal journey using the Venn diagram.

There are some resources provided to get the students started.

<https://www.youtube.com/watch?v=LG3qtwme6Ro>

<https://www.npr.org/2021/06/16/1006986601/a-college-grad-honored-her-parents-with-a-photoshoot-in-the-fields-where-they-wo>

Watch this video (4:52 min)



Unsettled: The Life of a Migrant Farmworker Family

This video was created by USF student Chaveli Guzman for Jeanette Abrahamson's Advanced Reporting class in 2018 in collaboration with WSJ's Telling Tampa Bay.

[VIEW ON YOUTUBE >](#)

Read this story

This story is about a graduate who honored her migrant worker parents.



A College Grad Honored Her Parents With A Photo Shoot In The Fields Where They Worked

Jennifer Rocha wanted to hear the rattle of her black graduation gown against the bell pepper bushes in the California farm fields. She wanted to see the farm floor above the dirt paths that she and her parents have spent years walking on, a family while plucking heavy gallons of perfectly ripe fruits and vegetables that end up in America's grocery stores.

[READ MORE NPR.ORG >](#)

Tool: Venn diagram

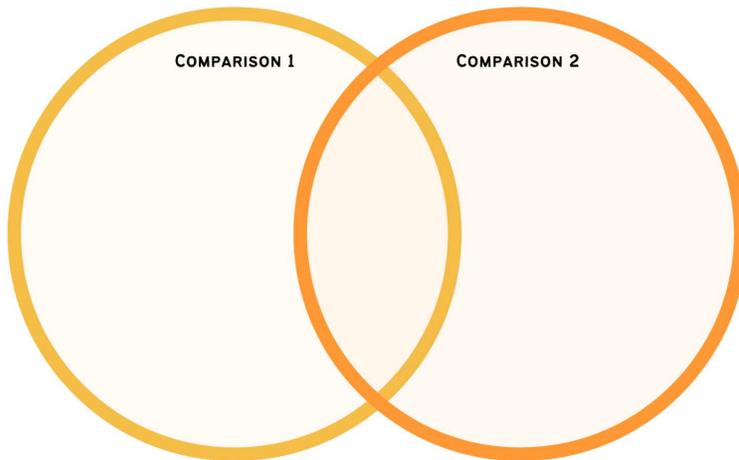
A resource is provided if you need it.



VennDiagram.pdf
33 KB



VENN DIAGRAM TEMPLATE



Call to Action!

Make a Difference

This is a fun activity that lets the students walk away with a feeling of doing something to help. The student is asked to research an area of law or practice today that is not in favor of humane conditions, and they are asked to devise a plan or take action to support change.

There are some resources to get you started, and ideas are also provided for the students to brainstorm. This does not have to be overwhelming. It can be as simple as starting a petition or writing a letter to congressional leaders. The goal here is to get them to think about an action they can take right now to make a difference.

There are some resources provided to get the students started.

<https://www.ilo.org/global/standards/subjects-covered-by-international-labour-standards/migrant-workers/lang--en/index.htm>

<http://nfwf.org/farm-workers/farm-worker-issues/labor-laws/>

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[READ MORE NPR.ORG >](#)

Discuss

Confront the Legacy of Slavery

Note: This lesson contains scenes, messages, and language that is controversial and deep. It is advised to know your audience. Some of the topics and discussions could trigger strong emotions. We think that's okay. Use with discretion.

This video is based on a scene played out from discussion group feedback. It starts by depicting how slavery was justified by white slave owners regardless of the moral dilemma. Despite the movement

toward the abolishment of slavery, white slave owners didn't want to change. The scene then moves into defining white fragility. The sequence is significant. Here we open up the conversation around feeling discomfort when discussing racism both past and present.

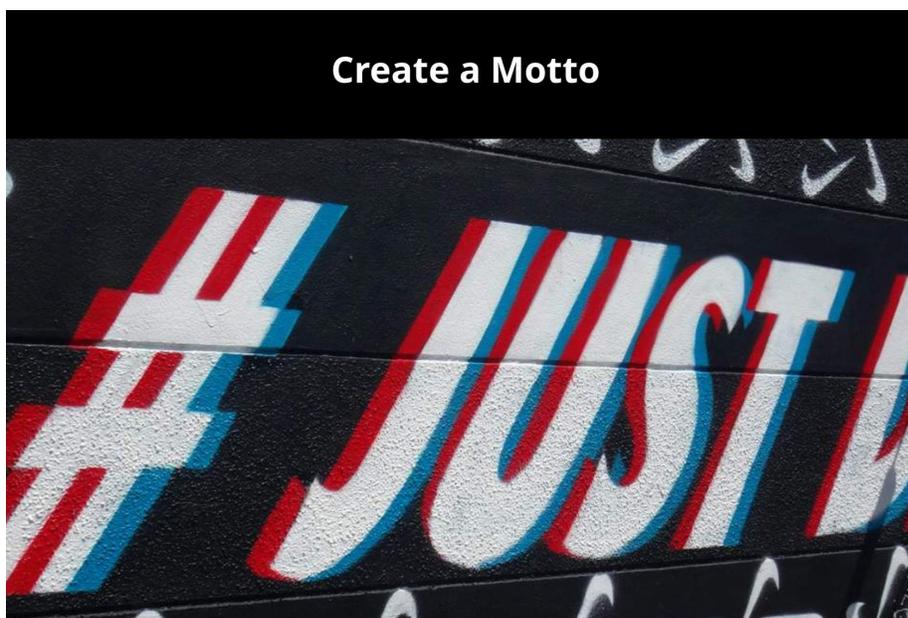
- How did this scene make you feel? Defensive? Sad? Indifferent? Connected? Explain.
- Has the country benefited from racist beliefs to enact racist laws and barriers to the Black uprising?
- How is racism today more subtle than in 1823? Does racism still exist today? Is racism found across all cultures?
- If racist policies have been the norm in the US for hundreds of years, and white people created those policies, how have all white people been complicit in upholding those policies?
- How do white people benefit from racially biased policies?
- What can white people do to dismantle racist policies in their communities? Schools?
- What questions do you still have?



Create

Create a Motto

This is a creative way for students to crystalize their thoughts around this vignette. Have the students develop a motto that supports critical analysis of power and systems in society or supports workers' rights or anti-racism.



To "Die or Go" was the motto for the narrator in this vignette

Consider what your motto would be at this time in your life. Explain the significance.

Create a Clio

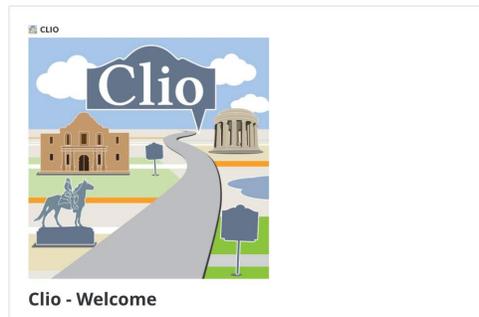
Clio is a free educational site where students can create a historical entry, time capsules, and walking tours. Research the history of where they live or consider a period in time you would like to learn more about. Offer choice for this activity and let the students get creative. If they need more direction, consider creating a time capsule that relates to the oral histories in this vignette.

Create

Find a landmark or historically relevant site and create a Clio

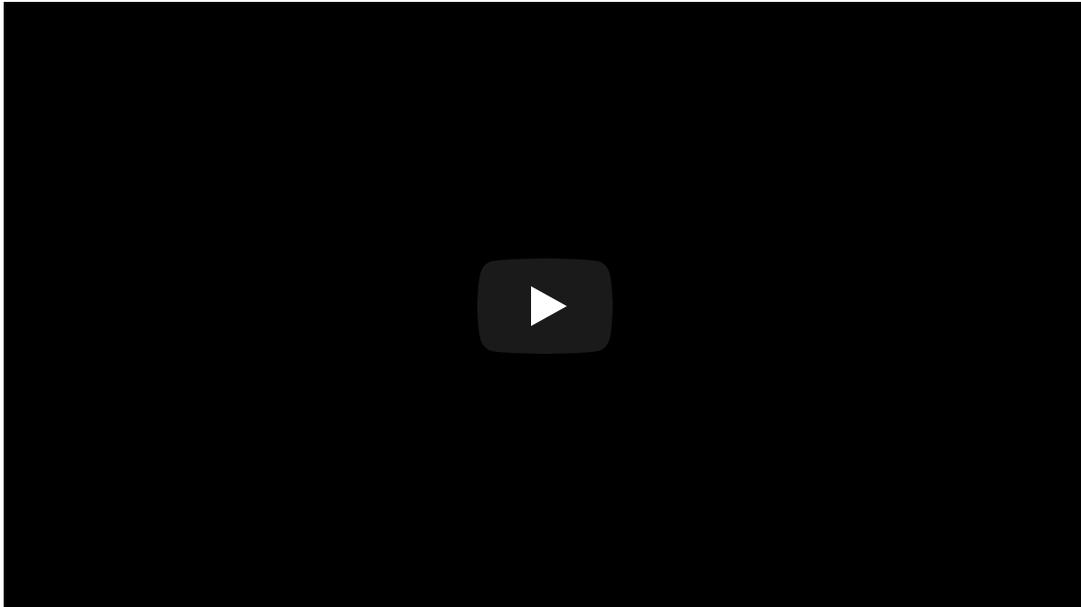
The narrator in this vignette talks about the "whipping grounds," otherwise known as Campbell Fields. If these places could talk, what would they say? Research a place that has historical meaning. Be creative. Build a Clio based on the "whipping grounds" or research an actual monument and learn about the story behind the token. There are a few choices with how to proceed with this activity:

1. Work in groups or as a class to create a Clio from a historic district. Everyone can take a part of the district and will work together to create the final Clio. You can even create a walking tour if you are up for the task.
2. Work independently to add or edit a significant landmark or monument
3. Advanced: Use the oral histories to create a narrated historical walking tour



Instructions Clio Part 1

YOUTUBE

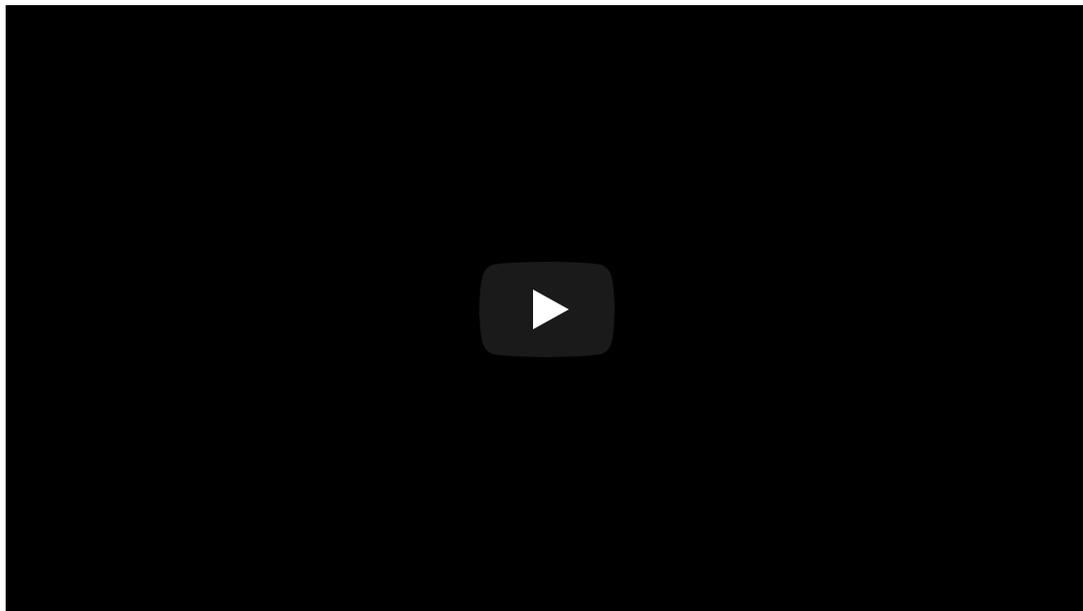


How to Create a Clio Entry Part 2: Introduction and Backstory

[VIEW ON YOUTUBE >](#)

Instructions Clio Part 2

 YOUTUBE



How to Create a Clio Entry Part 2: Introduction and Backstory

<http://www.theclio.com>This instructional video guides users through the process of writing a Clio entry. The narrative sections are the most important compon...

[VIEW ON YOUTUBE >](#)

Understand

Racial Violence

This artist offers a powerful way to consider that racial violence has evolved and that we can't just ignore what happened as it affects what is right now. This perspective is creative and moving and can connect with the idea that racial violence is happening today. The essential question being: How is violence perpetuated in our society today for all people of color?

TED

Sorry: we can't play video on this browser. Please make sure it's up to date and that Flash 11.1 or higher is installed. [Load this talk on ted.com](#)

Sanford Biggers: An artist's unflinching look at racial violence

Conceptual artist and TED Fellow Sanford Biggers uses painting, sculpture, video and performance to spark challenging conversations about the history and trauma of black America. Join him as he details two compelling works and shares the motivation behind

his art. "Only through more thoughtful dialogue about history and race can we evolve as individuals and society," Biggers says.

VIEW ON TED >

Extension Activity

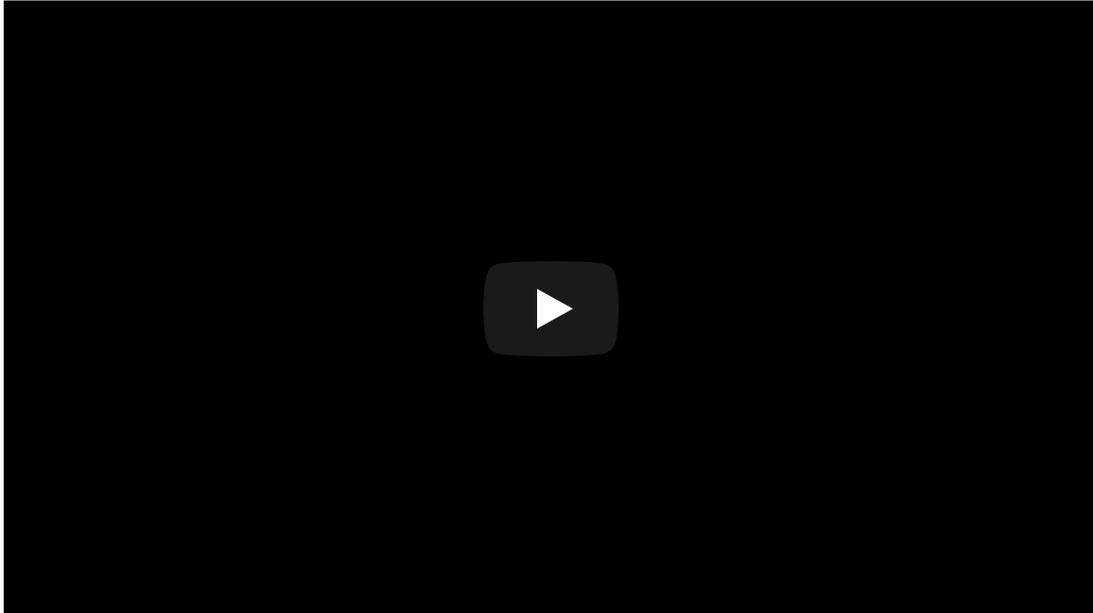
 Note: This activity is intended to build empathy. It might be uncomfortable for all students. It is advised to know your audience before proceeding.

Listen to Understand

Watch this video and listen to the lyrics (2:16 min).

Have students listen to the song once through with their eyes closed. After they listen to the song, allow one minute of silence to reflect on the song. Then ask students to respond to the song through a five-minute free-write. Have students share what they wrote with each other and build discussion from there.

 YOUTUBE



I Want to go Home

Charles H. Wagner IV - spinto tenor! Want To Go Home, spiritual

VIEW ON YOUTUBE >

"I Want to Go Home"

Dere's no rain to wet you,
O, yes, I want to go home.
Dere's no sun to burn you,
O, yes, I want to go home;

O, push along, believers,
O, yes, I want to go home.
Dere's no hard trials,
O, yes, I want to go home.

Dere's no whips on de wayside,
O, yes, I want to go home.
O, push along, my brudder,
O, yes, I want to go home.

Where dere's no stormy weather,
O, yes, I want to go home.
Dere's no tribulation,
O, yes, I want to go home."

CONTINUE