

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.



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.



Introduce the Vignette

Let your students know that the vignette is a shorter, 11-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](#).

The "*It's Not Going to Be Easy*" vignette focuses on oral history storytelling from the following female narrators:

- Cora Tyson
- Affie Wright
- Barbara Norris

The stories told in this vignette provide insight into the experience of being a Black woman during the civil rights movement. Accounts of violence and threats highlight the courage and resilience of these women in the face of adversity. This vignette opens up a conversation about the effects of collective trauma and racism on mental health and how it disproportionately affects communities of color.

What Do Your Students Already Know?

Here are some ideas on how to investigate what your students already know.

Build Background Knowledge

Building background knowledge will help with comprehension. All students will have different levels of knowledge about the lesson, so it is important to know where they are about the topics.

Ask students what they already know about the civil rights movement. Can they recall a Black woman in history that was influential? Do they know about the hostilities of the KKK? What do they know

about how behavior and environment influence genetics?

Make this a brainstorming activity. Have students write on notecards or on Flipgrid, VoiceThread, or any online tool used to create a community discussion. Learners should record their answers to reflect later.

Brainstorm

Chalkboard background with a lightbulb and post in notes

Rules of Brainstorming:

- explain the rules before you begin
- time the activity
- have the question written and visible
- no judgment and no negative feedback allowed

Go through the responses and find common themes. Fill in the gaps with facts from research links on the background page.

Prediction Guide

Use a prediction guide to access background knowledge. Here is an example that you can use or you can make your own using the template PDF link below.

PREDICTION GUIDE

Use this guide to build background knowledge. Discuss how making and revisiting predictions helped to better understand the vignette.

MAKING PREDICTIONS

Most Black women feared for the safety of their children during the civil rights movement.

Black people faced racism and hatred during the civil rights movement.

Behavior and environment have a direct affect on mental health and can alter genes.

GROUNDING PREDICTIONS

What are you basing your predictions on?

How confident are you that your predictions are going to be write?

REVISITING PREDICTIONS

As you watch the vignette, think about your predictions.

Are your predictions correct or incorrect?

What do you need to revise based on your predictions?

If you use this example, ask the students before and after watching the vignette whether they agree or disagree with the predictions. The goal is to generate curiosity about the vignette and to provide a foundation to build knowledge. The prediction guide focuses on the key ideas expressed in the vignette.



PredictionGuide.pdf

36.1 KB



PredictionGuideTemplate.pdf

24 KB



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.

Discussion Questions

- How does this vignette add to your understanding of the effects of systemic racism in America?
- Women played a significant role in the civil rights movement. Describe how the narrator's in these oral histories influenced and supported the movement.
- Why was it so important for these stories to be told? Do these stories change the way you view the civil rights movement? How do the stories contribute to your understanding of American history? Of global history?
- Why did the narrators support the civil rights movement, even when they feared for their lives? What was their motivation to fight for change? What factors made them feel empowered?
- How are current events connected to this history? What comparisons can you make?

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.

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

Analyze

Analyze the Oral Histories ---

Before watching the vignette, going over these questions is recommended to initiate a starting point that directs students' thoughts and focus. Instructors can use these questions with any online discussion board where each student is expected to provide two responses. Another idea is to dig deeper and conduct a [Socratic seminar](#).

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- How are current events connected to this history? What comparisons can you make?

SPOHP Interviews ---

The Samuel Proctor Oral History Program (SPOHP) at the University of Florida offers one of the biggest archives of oral histories of South Florida. There are three main narrators in this vignette: Cora Tyson,

Affie Wright, and Barbara Norris. Included is Reverend Thomas Wright, Affie Wright's husband, a local and pivotal leader in St. Augustine and Gainesville civil rights movements.

The goal here is to incorporate more information to build the story and fill in the details of what it was like for these narrators during the civil rights movement. The students are asked to pick a narrator and read the script out loud. There are a few different ways to approach this task, depending on your group size. You could act out the interviews in groups or as a class and discuss details that added to the oral histories.

BARBARA NORRIS	CORA TYSON	AFFIE WRIGHT	REVEREND THOMAS WRIGHT
			

Connect

Influential Black Women

The activity here supports social learning theory. Students are asked to research a woman of color who impacted the world or their life. They are provided with famous women who were pioneers of their time but are encouraged to research other women who inspire or motivate others.

All people need to see positive role models published in the media. Students are then asked to write a social media post and tag the post about that person so that others may learn from their posts. Students should be encouraged to find someone who motivates them and has proven not to be deterred by hardships and roadblocks.

This is interactive in the lesson. Students can click on the image to flip the card and reveal the famous pioneer.

		
Vernice Armour First female naval aviator & combat pilot in the US military	Mae Carol Jemison First woman to travel in space	Jane Bolin First woman to occupy a court bench
		
Madam CJ Walker First recorded female to be a self-made millionaire in America	Vanessa Williams First woman to win the Miss America title Anna George CC BY-SA 3.0	Dorothy Lavinia Brown First woman surgeon

Discuss

Generational Trauma and Epigenetics

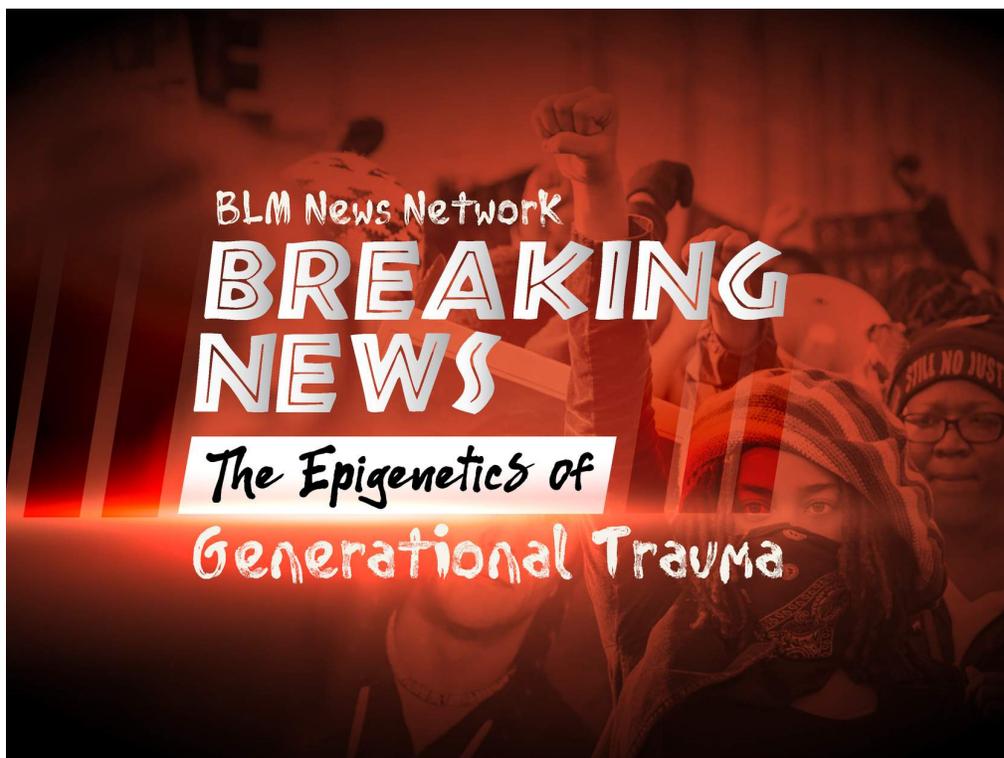
This segment of the play explores how generational trauma has affected the health of communities of color. Epigenetics is the study of how your behaviors and environment can cause changes that affect the

way your genes work (CDC). Scientists are examining how behaviors can also be passed down through generations.

It is recommended that the students build their background knowledge on the study and science of epigenetics before diving into this activity. There is a great video on the background page that you can use to introduce the concept. <https://youtu.be/aAhcNjmvhc>

Questions:

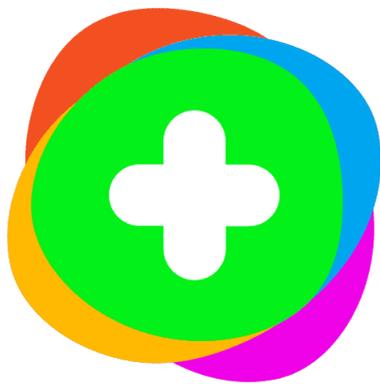
- What is the science of epigenetics?
- How does stress affect our health?
- What is intergenerational trauma?
- Why might intergenerational trauma be more pronounced in communities of color?
- How might intergenerational trauma be connected to racism and race relations? Bias?
- Identify good ways to deal with stress and share them with the group.



Tool: FlipGrid

Create a discussion topic based on the questions listed in the activity. Students will create a short video response and post it on the discussion thread for the group. [Click here if you need help setting up your group.](#) FlipGrid is free and is a fun way to host a discussion. Here are some ideas for discussion questions, and please expand on these to meet your objectives.

- What is epigenetics?
- How deeply are we affected by stress?
- Does stress alter your gene expression, and is it passed to your offspring?
- How do you explain generational trauma? How does it affect different races?
- Identify a good way to deal with stress. Share with others what works for you?



Flipgrid

Understand

Story Circle: Sharing Perspectives

—

This activity is designed to learn from others and create empathy, with the idea that the emotional connection will change the view of the world in a positive way. We all have different experiences, but sometimes focusing on how another person has been treated can set a different tone and resonate long-term with our view of the world.

1. Allow for reflection. Before you begin, allow the students to think about the question. Let them write down some notes to bring to their group.
2. Create small groups and find an area with few distractions: silence cell phones and close computers.
3. Have the students return to their individual space and have them reflect on these questions in a journal: What challenge is someone in your group facing or been faced with? How does their experience differ from your experiences? Was race, gender, or nationality a factor in the differences? Explain how the stories made you feel. Did this experience change the way you view the world?

Story Circle

This activity is designed to create a space for sharing perspectives and listening to others. We all have different experiences and stories to tell; listening to others' stories helps us develop new perspectives by seeing the world through someone else's eyes.

Prompt: Think about a time in your life when you did not feel heard and/or felt judged. Tell that story to the group: what happened? How did you feel? What did you do?



Group of diverse people having a discussion

1. Reflect on the question and write down any notes you would like to bring to the small group.
2. Create small groups and find an area with few distractions: silence cell phones and close computers.
3. Take turns sharing your story. Be polite, patient, and empathetic. Let everyone speak.
4. Go back to individual space and reflect on these questions in a journal: What challenge is someone in your group facing or have been faced with? How does their experience differ from your experiences? Was race, gender, or nationality a factor in the differences? Explain how the stories made you feel. Did this experience change the way you view the world?

Extension Exercises:



Create Your Own Story



1

Choose an interesting scene from the vignette and continue the story. How do you want it to end? Write about it.

2

Imagine that you are in charge of selecting a candidate for the **Most Influential Black Woman** during the civil rights movement. Who would you choose and why? Cora, Affie, or Barbara? Support your choice.

3

Choose a narrator that you connected with or admired the most. How can you be more like Cora, Affie, or Barbara.

CONTINUE

