

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 history of the city, the people, and the government's influence related to the oral histories. 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 make sense for your audience and learning goals.



Connect Your Students

Introduce the Vignette

Let your students know that this vignette is a shorter, 10-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 Ancient City" vignette focuses on the 1963-64 St. Augustine Civil Rights Movement. It features the oral histories of Dr. Robert B. Hayling, Ms. Audrey Nell Edwards, Ms. JoeAnn Anderson Ulmer, and Rev. Ralph Abernathy.

The first-hand accounts of the narrators in the vignette can help students connect more deeply to the events that took place in St. Augustine during the movement and deepen their understanding of what the protestors went through. Let your students know that the events in this vignette were real and the accounts are historically accurate. Paint a picture of the time and the culture in America's most segregated city. These stories are also meant to further our understanding of systemic racism through intentional engagement that parallels America's culture today.

What Do Your Students Already Know?

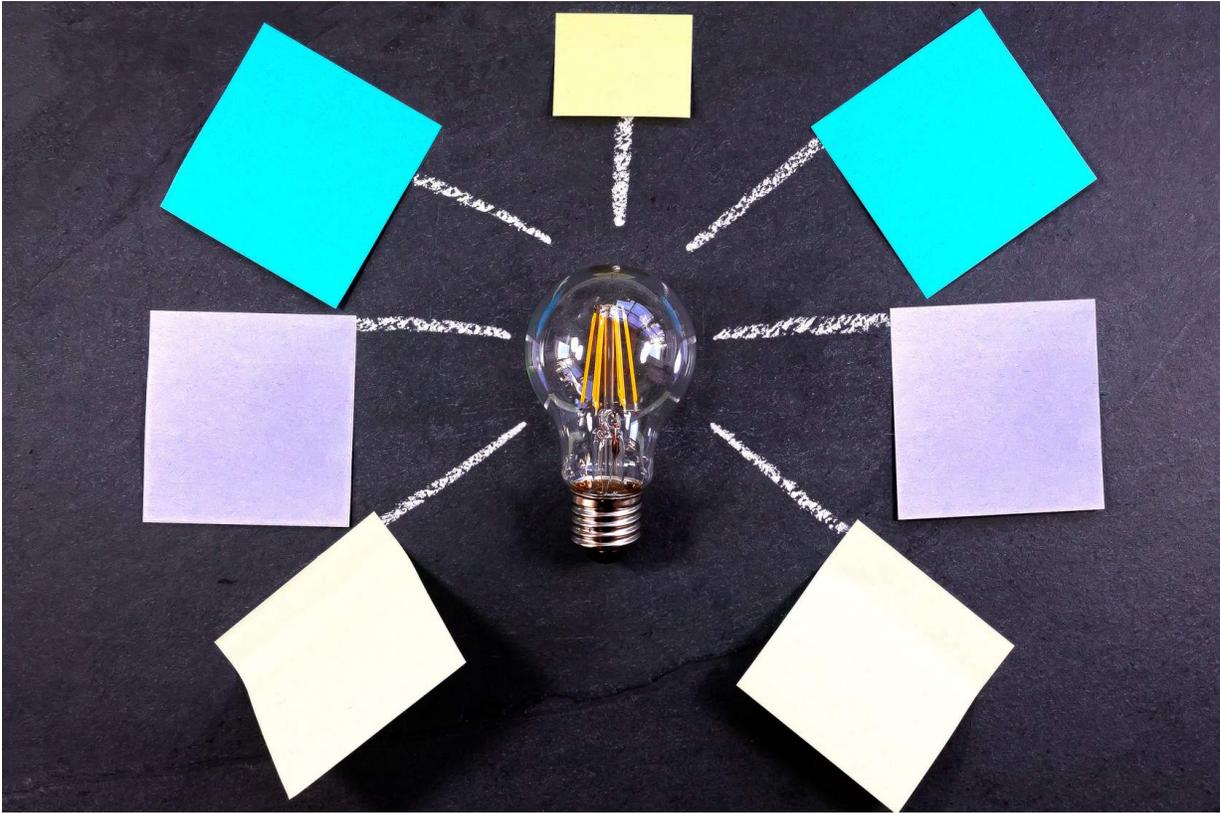
Here are some ideas on how to investigate what your students already know.

Build Background Knowledge

Ask students what they already know about St. Augustine, the civil rights movement, the Civil Rights Act of 1964, Jim Crow laws, or any other supporting knowledge of people or events relevant to that time period.

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 about the Civil Rights Act of 1964, the history of St. Augustine, and the influential activists whose stories are told.

Have a Debate

Define systemic racism from a reliable source or break the students into groups and have them search for their own definitions. Then hold a debate and discuss the differences.

Stacked Against

Discuss how US laws and policies pre 1964 were stacked against the Black population. Consider how Jim Crow laws impacted Black Americans and discuss the effects of the Civil Rights Act of 1964 on American society. Find examples of current laws or public policies that may be racially biased and discuss how those policies impact minority populations.

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 and review discussion questions 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 Question Overview

Read the discussion questions before watching the vignette.

Discussion Questions

- Discuss why peaceful demonstrations were not working?
- Why didn't the NAACP support the protestors when they decided to participate in a peaceful protest? Do you agree or disagree with this position?
- When the protestors were jailed, the judge arranged for their parents to sign a petition stating that they would not demonstrate until they were 21. Did the students sign it? Was this a lawful request?
- After spending 77 days in jail, the demonstrators spent another 52 days in a reform school. Can you think of another time in history that relates to a similar outcome?
- Why was it so important for these stories to be told? Who benefits from these stories? How do the oral histories in this vignette add to your understanding of the civil rights movement? How does oral history fit into written history? Why is it important?
- Women played a significant role in the movements in St. Augustine. How do these stories make you feel about the role women played? Do you see strength and hope? Would you have made the same choices?
- Analyze the historical background and discuss how it influenced the events narrated in the vignette.
- Why was St. Augustine known as the most segregated city in America?
- How did the events in this vignette influence the civil rights movement?
- Protesters' actions helped remove the Jim Crow laws during the civil rights movement, but did prejudice die out? How might prejudice still be perpetuated in society today?
- What was the Civil Rights Act of 1964, and why was it important?

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 analyze, evaluate, and create. 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

Review the activities and choose the ones that meet your learning goals.

Discussion Questions

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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Compare Non-Violent Protests

Use the resource links to find another protest for students to make comparisons. Students can compare non-violent protests from history or consider a recent organization with nonviolent initiatives. A Venn diagram is provided if you need a visual tool to make the comparison. This will support students to make further connections to different ideas and methods of protesting.

<https://www.crf-usa.org/black-history-month/social-protests>

<https://kinginstitute.stanford.edu/gkgi-affiliate>



Constitutional Rights Foundation

The modern civil rights movement grew out of a long history of social protest. In the South, any protest risked violent retaliation. Even so, between 1900 and 1950, community leaders in many Southern cities protested segregation. The National Association, The modern civil rights movement grew out of a long history of social protest.

[READ MORE CRF-USA >](#)

THE MARTIN LUTHER KING, JR., RESEARCH AND EDUCATION INSTITUTE



The Gandhi-King Global Initiative (GKGI)

Affiliated Organizations and Institutions of GKGI Center for Nonviolence & Peace Studies, University of Rhode Island

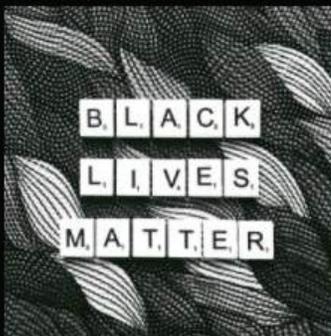
[READ MORE THE MARTIN LUTHER KING, JR., RESEARCH AND EDUCATION INSTITUTE >](#)

Make Connections

There are three different images that students can use to make connections to current events. Have them choose one that speaks to them or encourage them to find another meaningful image. The goal is to make connections between systemic racism either in the Black community or across other cultures. As the facilitator, you have the option to take this activity in a few directions.



Silence = Violence



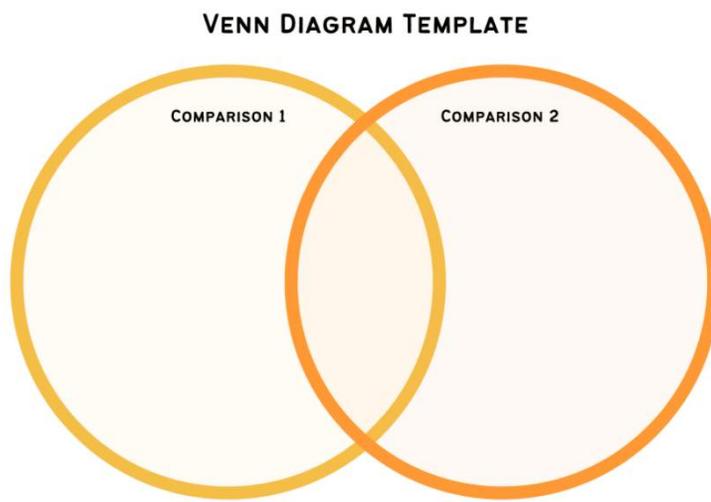
Black Lives Matter



I AM BLACK

Tool: Venn Diagram

A Venn diagram template is provided if needed.



Evaluate

This section allows students to dig deeper by creating arguments that support and justify the events narrated in this vignette.

Woolworth Sit-In & Monson Lodge Swim-In

These are the two main events narrated in the vignette. These stories capture the dichotomy between non-violence and violence. Have students choose one of these events and justify the actions that took place. There is also an audio file that is recommended in this activity. Have students listen to it and consider another comparison between the narrated stories in this vignette and the additional account of events played in the audio file.

Woolworth Sit-In

Motivated by their NAACP youth advisor, Dr. Hayling, and with Dr. King and Reverend Abernathy's support, Ms. Audrey Nell Edwards and Ms. JoAnn Anderson Ulmer took action by engaging in a peaceful demonstration to make a difference. The Woolworth sit-in led to 16 arrests, 77 days in jail, and 56 days in a reform school.



Image of two women sitting for service in an all-white establishment.

"I guess we was just tired of going with the signs. We wanted to make a difference. We wanted to just go in, sit down and ask for service." Ms. Jo Ann Anderson Ulmer

Monson Motor Lodge Swim-In

Soon after the Woolworth protest, the group initiated another peaceful protest at the Monson Motor Lodge, where they asked to enter and be served at the dining room. Soon after Dr. King was arrested, Black protestors invaded the all-white swimming pool at the Monson Motor Lodge. James Brock poured acid into the pool, and the Civil Rights Act of 1964 was signed the next day.

"We invaded an all-white swimming pool at the Monson Lodge, a swim-in, you might say. And James Brock poured two gallons of muriatic acid into the swimming pool to burn the protestors." Reverend Ralph Abernathy



James Brock pours muriatic acid into pool at the Monson Motor Lodge, June 1964.

Listen

Listen to the podcast (2:47 min).



Twitter Wars

Brainstorm ideas about the vignette that can be revived through social media platforms. The example below was created with [TweetGen](#), a fake Twitter platform. It is recommended to go to the site and create a tweet of your own and post the tweet to lead the discussion.

Twitter Wars

Using [TweetGen](#), a fake Twitter platform, revive one of these events. Imagine you are at either the Woolworth lunch counter or the Monson Lodge pool. Post your reactions to the events.



Audrey

What role did women play in the events that occurred at the Monson Motor Lodge pool? How would Ms. Audrey Neil Edwards and Ms. JoAnn Anderson Ulmer respond if they had a social media outlet? Would it change the results of the event? What demands would have been made? Would it be an effective way to communicate?



Create

This is where students get to create their own work that connects to the oral histories.

Create an Artistic Response

Keeping the themes and vignette in mind, have students choose how they want to display knowledge about why this event was 'the great moral drama.' Offering choices to students increases motivation and engagement. Offering the space to create and relate by explaining their response allows students to internalize and attach with an emotional response.

Create

Construct your own work

Create an Artistic Response

The St. Augustine Civil Rights Movement is often referred to as "**the great moral drama.**"

1. Choose one of the examples listed below and create an artistic response to the play with this slogan in mind.
 2. Include a short analysis or narrative of your creative process. Why did you make what you made? Explain your choice of medium and any symbolism.
- Write a poem
 - Create a short story or play
 - Create a slogan
 - Create a social media post
 - Write a song or rap or musical interpretation.
 - Draw or animate a cartoon
 - Paint a picture
 - Create a vision board



Colorful artistic portrait painting of Black women

Extension Exercise: Get to Know the Narrators

This is an activity you can do when you would like your students to dig deeper into the narrators' lives, preferably after watching the vignette but before engaging in the story. The goal is to make deeper connections with the narrators in meaningful ways. Answering these questions will help identify obstacles these narrators had to overcome and create an authentic scenario to lay the framework for intentional engagement and reflection later in this course.

Decide how you want to approach this task. Here are two ideas:

1. ask your students to research these narrators and provide facts about their lives, or
2. ask your students to make assumptions based on that time (1963-1964) in history.

Student instructions:

Before you reflect on the content of the vignette, let's get to know the narrators. Choose a narrator and answer these questions. Encourage the students to go beyond the questions listed here to paint a picture of the world during this time. Let the students know that not all of the questions will apply depending on the narrator they choose for this activity.

- Where do they work? What job opportunities do they have?
- Describe where they live. Be specific about the neighborhood. Are there any stores, theaters, schools, or community centers?
- Describe their friends and what they do for fun. How are they the same or different from your life now?
- Where do they go for vacation? Were there any places off limits?
- Describe their family. Do they have siblings? Who do they live with?
- Describe their school. How did they dress? How did they get to school?

CONTINUE