

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

INTRODUCTION

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

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.

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, 7-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 features the story of a family who tried to settle in the town of Rosewood, FL, many years after the infamous 1923 racially motivated massacre and expulsion of the town's Black residents. The narrators also reminisce about the Black business district of Ocala, FL - a thriving area that suffered

from the arrival of integration. The lesson helps us remember the legacy of Rosewood and asks us to consider how Black communities thrived during segregation and what they lost when those communities vanished. The lesson also features a spoken word piece written by a student that explores the connections between ideas of beauty, self-worth, and race.

2

How Do Your Students Feel?

Create Empathy

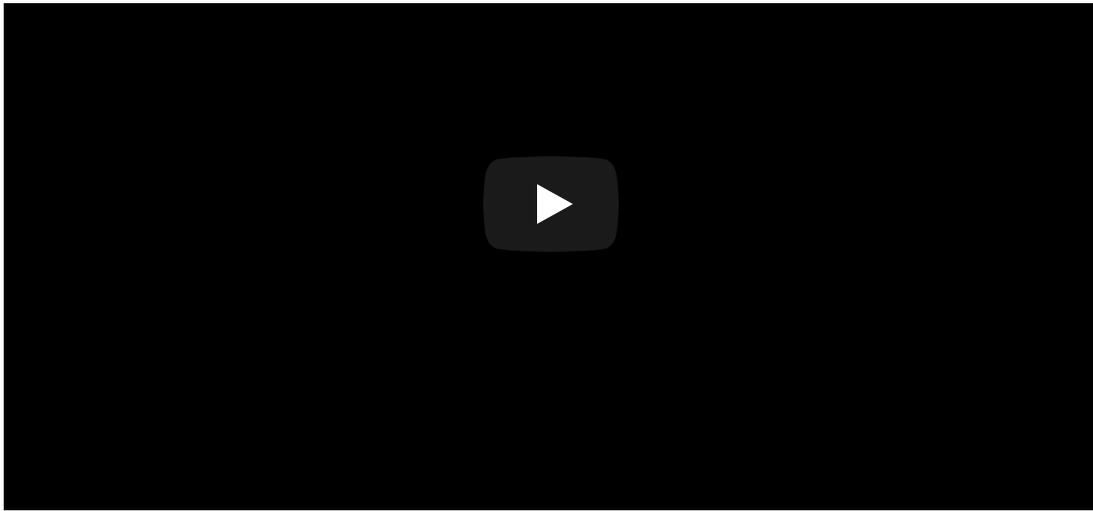
This activity offers a unique approach to building background knowledge. The goal is to use emotion to connect to the story. Creating empathy will help students *feel* what it was like to lose something. The Black people who lived in Rosewood lost everything they owned, and some even lost loved family members in the massacre.

Ask the students if they have ever lost someone they loved. What did it feel like? How were they able to get through it?

Watch the video (11:41 min)

 YOUTUBE





Rosewood Series- The Last Survivor

The Gainesville Sun shares a series of stories about the 1923 Rosewood Massacre. A three part series with part three being about the last survivor of Rosewoo...

[VIEW ON YOUTUBE >](#)

The last survivor of the Rosewood Massacre, Mary Hall-Daniels, taught her grandkids how to love regardless of the color of their skin. She also hated when people told a lie because she witnessed the damage that one lie can create.

Now that your students have watched this amazing women's outlook on life based on her grandkid's perspective, which positive trait can they relate to?

- love everyone
- work hard
- get an education
- be honest
- be healthy

How can we live our best life? Use this woman as your example.

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

Compare the Rosewood and Tusla massacres

- What were the causes?
- What was the outcome?
- How were they reported in history?
- How do you think the families of the victims are affected today?
- What can we do to teach others about massacres?
- Why are they important? What is to be gained from a better understanding of American history as it relates to these massacres?

There are several resources to support students with research and to allow for more time to compare.

Tusla Massacre

HISTORY.COM TUSLA HISTORY OKLAHOMA HISTORY MUSEUM ARCHIVES

HISTORY



Tulsa Race Massacre

During the Tulsa Race Massacre, a white mob attacked residents, homes and businesses in the predominantly black Greenwood neighborhood of Tulsa, Oklahoma over 18 hours on May 31-June 1, 1921. The event remains one of the worst incidents of racial violence in U.S. history.

[READ MORE HISTORY >](#)

Rosewood Massacre

BLACK POST BRITANNICA HISTORY.COM VIRTUAL ROSEWOOD

BLACKPAST



Rosewood Massacre (1923) *

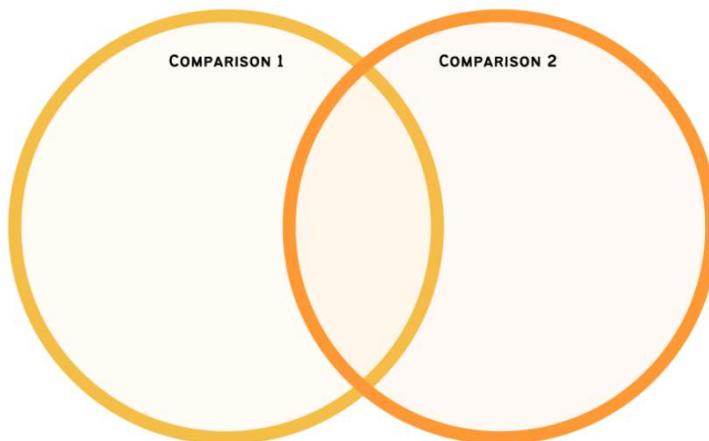
On January 1, 1923, a massacre was carried out in the small, predominantly black town of Rosewood in central Florida. The massacre was instigated by the rumor that a white woman, Fanny Taylor, had been sexually assaulted by a black man in her home in ... [Read MoreRosewood Massacre \(1923\)](#)

[READ MORE BLACKPAST >](#)

Tool: Venn Diagram

PDF VennDiagram.pdf 33 KB [↓](#)

VENN DIAGRAM TEMPLATE



Sutori is a free tool that creates presentations using text and images. The basic platform will allow you to build a timeline but you will need to upgrade if you want to add video or more interaction.

 **SUTORI**



Sutori

Sutori is the best way to present information in the remote classroom. The structure of timelines, the simplicity of slides, Foster research & inquiry. Use our media literacy content as a platform for students to learn how to search the web and ask the right questions.

READ MORE SUTORI >

Tool: Fodey

<https://www.fodey.com/generators/newspaper/snippet.asp>

This is a very easy-to-use site that allows the user to input information and then downloads the image. There is no login or sign-up required and it can be a fun way to present the information.

Explore

Poetry for Social Awareness

This activity is very personal for the students. It is recommended that you allow them to have their own space and time to reflect on and decide if they want to share with you or anyone else.

The student should choose an activity:

1. Write a letter or write a poem in response.
 - Think about how Veronica feels about the color of her skin and her identity. What do you want her to know? Do you feel the same about yourself? Are you completely unaware of her struggle?
2. Find any form of art connected to one of the massacres you researched and explain its significance.
3. Consider how violence is perpetuated in our society today for all people of color and create your own artwork to explain the significance.

The idea is to let them make personal connections in a non-threatening environment. Maybe this is just the perfect time to drop the rubric, the grading scale, and any expectations you may have and let the student make this activity their own.



CONTINUE