


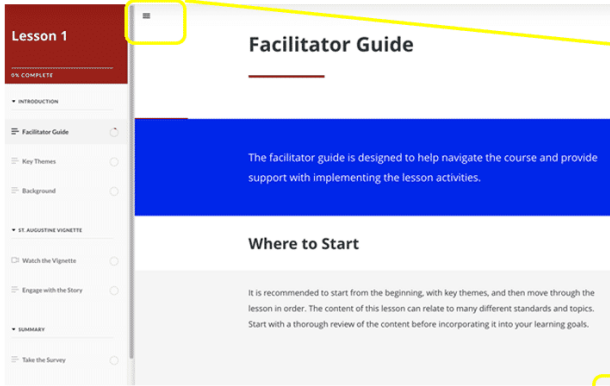
Facilitator Guide

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

Tips to get started

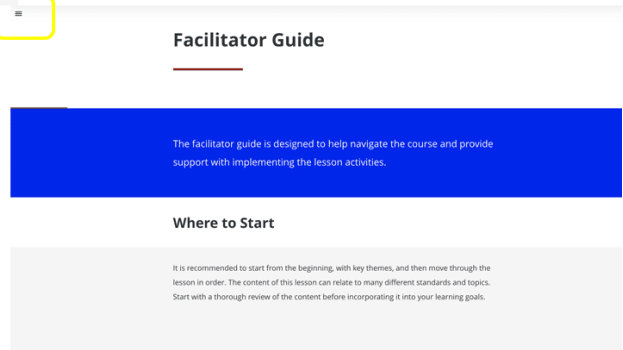
 Some of the web links have a lot of ads. It is recommended to get an ad blocker for your browser to minimize these distractions. Adblock is a popular, free blocker, and it is available on Chrome, Firefox, Edge, Safari, iOS, and Android.

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, 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 vignette focuses on the oral histories of students who attended, and faculty who taught at Lincoln High School, the first Black high school in Gainesville, FL. Lincoln gave the students a sense of pride and community. They excelled on the field and in the classroom. Teachers were dedicated to changing the

status quo and overcoming stereotypes. They taught their students to feel confident and encouraged them to be someone.

Although there were many setbacks, from biased lesson plans and hand-me-down textbooks, the sense of belonging shaped their racial identity. When Lincoln High School closed, the Black community felt that the fiber that shaped their identity was torn. The students felt absorbed and not integrated. There was no support for integration. They wanted to be separate but equal, even though they never felt equal.

You can expand on many topics with this vignette: define racial identity, evaluate the effects of integration, discuss how influential people can change your life, define a sense of what builds a community, and analyze the lasting effects of integration on the Black community.

How Do Your Students Feel?

Shifting Perspectives

This activity is a different way to create background knowledge. The goal is to use emotion to connect to the story. Shifting perspective will help students think about what it was like to be a Black person during segregation. This activity could be emotional for some students. Use your best judgment on how to implement and facilitate the discussion.

2 Truths and a Lie: Instructions

1

Play two truths and a lie. Read the examples to your students and take a vote on which of these statements is a lie.

2

Watch the video together.

3

Reveal the lie. Discuss how it would feel to experience racism during that time.

Two Examples:

1. In the 1960s, a Black person could not look at a White person when walking down the sidewalk.

2. **In the 1960s, a Black person could not eat ice cream in public. (*this is the lie*)**

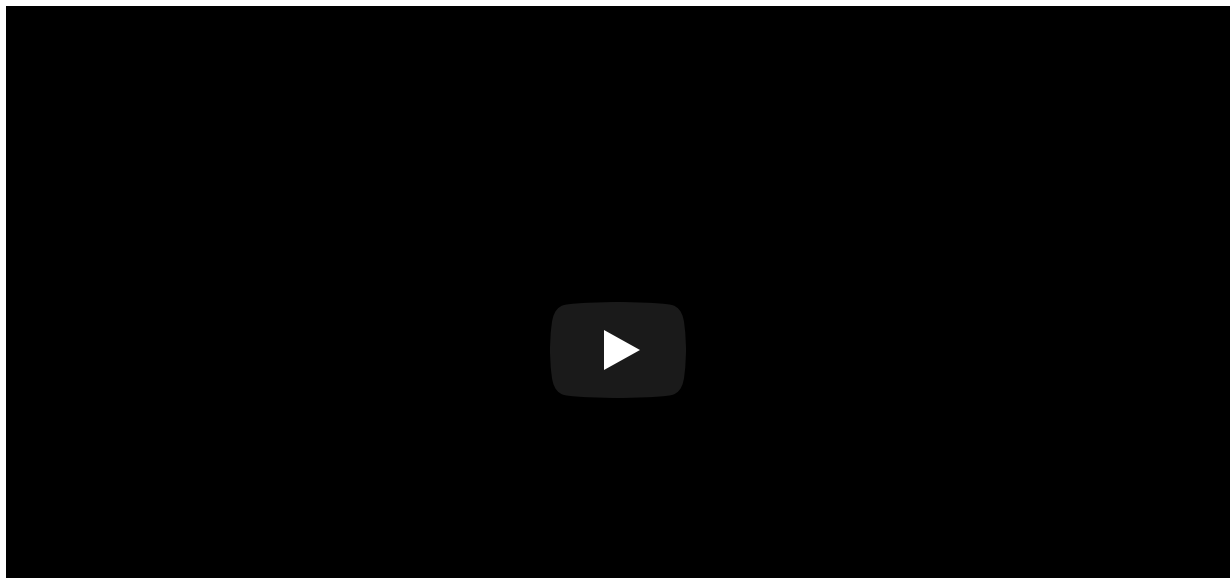
3. In the 1960s, a Black person could not try on shoes at a store before buying them.

1. **Before the Civil Rights Act, a Black person could buy a house in a white neighborhood. (*this is the lie*)**

2. Before the Civil Rights Act, Black people could not drink from the same water fountains as white people.

3. Before the Civil Rights Act, Black people had to take a literacy test to vote.

 YOUTUBE



Experiencing Racism in Segregated Mississippi in the 1960s | Iowans Return to Freedom Summer

In the early 1960s, black citizens of Mississippi continued to experience severe discrimination in the segregated South. In this video segment from Iowans Re...

VIEW ON YOUTUBE >

3

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.**

Discuss

The essential question is:

What is the cost of and lasting effects of integration on the Black community?

Negative Effects of Integration

Discussion groups based on the full 90-minute play identified important topics that led to the video in this activity. Worthy extends the discussion: What is the cost of and lasting effects of integration on Black education and the community? The discussion allows the students to have a more open-ended discussion about what topics they thought were important. The idea is to let the students make inferences here that haven't been brought up yet.

It is up to the facilitator on how to run the discussions. You could run it as a Socratic seminar or in small groups or on a discussion board or a digital whiteboard. Some facilitation will be needed as the content can be sensitive depending on the audience.

- According to this video, what were the negative effects of integration?
- Do you agree that integration was the right thing to do?
- Do you think integration and inclusion are synonymous?
- Explain the cycle of exclusion based on race? Is it masked behind class and economics?

- Discuss how unequal education can affect people.
- What questions do you have?



Evaluate


Schools and Integration Today

This activity aims to consider where we are today with how schools are integrating and consider the long-term effects of integration 60 years later.

https://www.aft.org/ae/fall2019/kahlenberg_potter_quick

<https://www.epi.org/publication/schools-are-still-segregated-and-black-children-are-paying-a-price/>

AMERICAN FEDERATION OF TEACHERS




Morris Jeff Community School

School Integration

Public schools have always been meant to provide all children with the skills and knowledge to become successful participants in the economy. But in the age of Donald Trump, a second important purpose of public education has become more salient: to promote social cohesion in a diverse and fractured democracy.

[READ MORE AMERICAN FEDERATION OF TEACHERS >](#)

ECONOMIC POLICY INSTITUTE




Schools are still segregated, and black children are paying a price

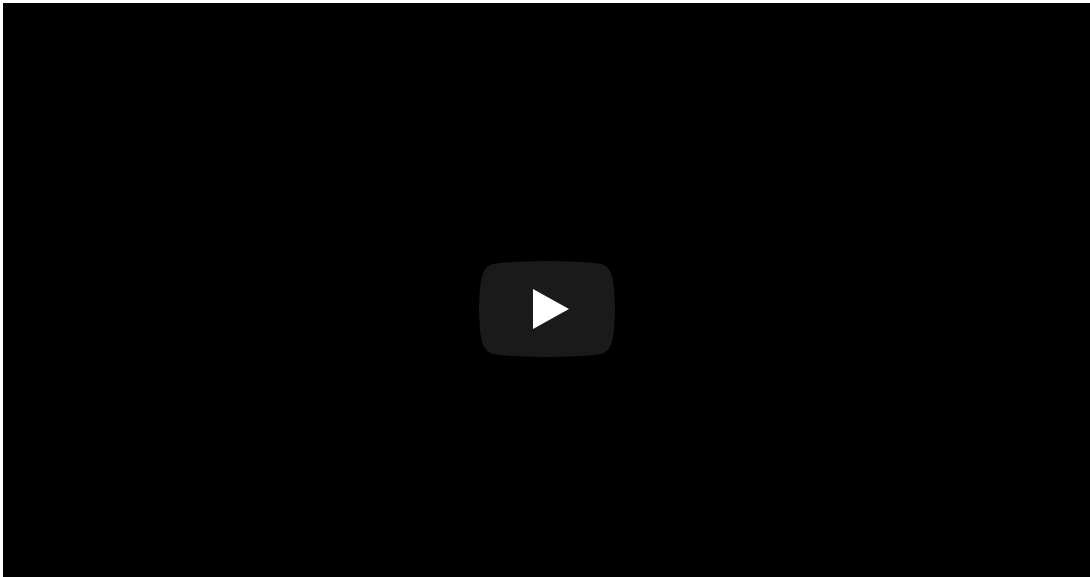
Well over six decades after the Supreme Court declared "separate but equal" schools to be unconstitutional in *Brown v. Board of Education*, schools remain heavily segregated by race and ethnicity. What are the consequences of this lack of progress in integrating schools for black children? It depresses education outcomes for black students, as shown in...

[READ MORE ECONOMIC POLICY INSTITUTE >](#)

Tool: YouTube Video on Conducting a Debate

This link is also located in the lesson activity so that you and your students have easy access to it. You can also turn this activity into a discussion board using FlipGrid or another online discussion board.

 **YOUTUBE**



ESL Debate

This video is about ESL Debate

VIEW ON YOUTUBE >

Analyze

Long-Term Effects of Poor Education

Research trends and justify the data. Consider the negative effects of integration already identified, the recent struggles of schools still trying to integrate today, and how those factors affect the Black community.

As a facilitator, you can direct this activity in many ways. You could focus on one factor and relate it across all cultures or focus on one culture and expand on many factors. The goal is to research the impact of integration and link it to systemic racism.

There are a few resources to get you started:

Resources



Status_Education_Trends.pdf

6.7 MB



GNVMaps.pdf

3.7 MB



Tool: Create infographic

Creating an infographic is one way to incorporate a visual representation and organize the information vs. writing an essay or paper. It fuels creativity and focuses on factual data, and allows for choices. The tools to consider are endless. However, the list offered here provides templates that are free to use.

Use a tool you are familiar with and create an infographic to support your research visually.

Tools to consider:

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

<https://www.hubspot.com/infographic-templates>

<https://snappa.com/templates/infographic>

An example is provided:



Understand

360-Degree View of American History

The goal here is to create a better understanding of how people of color shaped American history. This activity starts with an introductory video that challenges the image of Black Americans. Is it distorted? Has the image been manipulated by the media, including education?

Briefly discuss this video and move to the next activity.



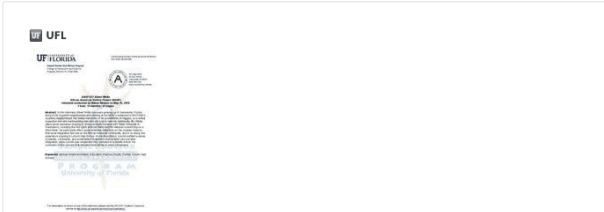
Rewrite the Textbook

The student is asked to rewrite the textbook from the perspective of a narrator found in this vignette. The full oral histories are provided for all seven narrators. The student is asked to pick a narrator and rewrite the textbook to include their story. These narrators either went to school at Lincoln High or taught there and can describe what it was like to be a student and excluded.

This activity will require time to complete depending on the depth of the facilitation. The goal is to get students to think about the information they are presented with and determine if it is truthful of the circumstance in time. You could relate this to the media and fact-checking for unbiased content. Rewriting the textbook allows students to make connections to history in a way that they might not have had a chance to before. It makes them think objectively about information in general. The idea of publishing the content for others in an open-source format provides a realistic scenario to increase student motivation.

ALBERT WHITE	THOMAS COWARD	BRENDA WASHINGTON	JANIE WILLIAMS	BER
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Abstract: In this interview, Albert White discusses growing up in Gainesville, Florida, living in the Sugarhill neighborhood and working at his father's restaurant in the Porter's Quarters neighborhood. He relates memories of his grandfather, Al Higgins, as a widely respected and very hard-working man who did a lot to help his community. Mr. White offers some memories of going to school at North Carolina A&T State University in Greensboro, including the civil rights activism there and the National Guard firing on a dorm there. He particularly offers some extended reflections on the complex impacts that racial integration has had on the African American community, and in so doing, the experience of going to Lincoln High School. As he describes it, Lincoln instilled a sense of identity, community, and achievement in students that he feels was lost after integration, when Lincoln was closed and then demoted to a middle school. He ruminates on the concern that one day there will be no more Lincolnians.



Interview with Albert White 2010-05-25

[READ MORE UFL >](#)

Tool: Wikibooks

Wikibooks is open source and free to publish content. As a facilitator, you will want to make sure the information or content is written professionally. It could be helpful to peruse Wikibook together and put an outline or format together first. You can make this a class project, have one login, and control how the content appears. If you decided to make this a class project, you could brainstorm ideas of what to write about, take a vote on the topic, break into small groups, and be responsible for a part of the whole topic. Another idea is to research American history that doesn't tell the whole story and add to the content. You have to make sure you follow the guidelines so that it is not considered vandalism or rejected by a reviewer.

[Create an account here.](#)



WIKIBOOKS

Open books for an open world

Create

Explore Your Identity and Beliefs

This activity also allows the students to make personal connections by exploring their own identities and respecting other people's beliefs and differences. The student is asked to make a vision board that displays who they are and what they believe, then present their board. The goal is to get students to think about what they value, and hopefully, there will be as many similarities among the students as differences.

One essential part of this assignment is to get the students to compliment each other by writing a positive comment about each student's vision board and sticking it on their board after they have presented. It is advised to make sure they have sticky notes before the presentations to write their thoughts on paper in real-time. Or you can display the posterboards and give them time to reflect and write after the presentations.

Explore your identity and beliefs

According to the narrators, it was a good thing that Lincoln High School was segregated. They considered Lincoln the center of the community and "where things happened." It was a place where students got to be leaders and were educated by teachers who cared. When integration occurred, they felt that they lost their identity and history.

Who am I and what do I believe?

It is essential to reflect on who you are and what makes you different. Respecting other people's uniqueness is just as important. The next activity asks you to create a vision board based on how you see yourself and your beliefs.

- 1 Ask yourself: Who am I, and what do I believe? Brainstorm ideas about beliefs, attitudes, values, culture, achievements, hopes, and dreams. You can make it structured with different sections or take one value and fill the whole board.
- 2 Find the visuals to make your board. Use images and words from magazines, websites, or any other resource you have. Your vision board can be digital or physical. Some online tools to consider are: <https://www.canva.com/> <https://www.pinterest.com/>.
- 3 Present your vision board.
- 4 Get sticky notes and for each presentation, write down one thing you like about each person's board and stick it on their board. Make this a positive way to show respect for others and their differences.

Tool: Vision Board using Canva or Pinterest

The vision board can be either in a physical or digital format depending on your resources.

Tools to consider:

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

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

CONTINUE