

FLCHE-TPS Fourth Grade

St. Augustine's Role in the Civil Rights Movement

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

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| <p>Enduring Understandings: Florida played a significant role in the Civil Rights Movement. Contextualizing is thinking about what else is going on at the time. Corroborating is determining what is true by using other documents to support.</p> | |
| <p>Essential Questions: What role did Florida play in the Civil Rights Movement? What is contextualizing? What is corroborating? What is empathy?</p> | |
| <p>Vocabulary/Targeted Skills: Civil Rights Movement, St. Augustine, segregationists, contextualizing, corroborating, caption</p> <p><i>Contextualizing:</i> a historical thinking strategy that involves inferring, using background knowledge, and recognizing that the document(s) provide one small snapshot of that particular period of time (SHEG, 2013).</p> <p><i>Corroborating:</i> is the historical thinking strategy of determining what is true by using other documents to corroborate, as well as being able to determine discrepancies between documents (Wineburg, et al., 2011).</p> | |
| <p>Unit Assessment/Culminating Unit Activity:</p> <p>Prompt: One of the quotes in the oral history primary source was: "I'm not so sure the Civil Rights Act would have been passed had there not been a St. Augustine." Do you agree? Why or why not? Use specific evidence from the primary sources presented in this lesson.</p> | |
| <p>Lesson title: St. Augustine's Role in the Civil Rights Movement</p> | <p>Time: 60-90 minutes</p> |
| <p>Standard(s): <u>Florida Social Studies Standards</u> SS.4.A.8.1: Identify Florida's role in the Civil Rights Movement. SS.4.G.1.2: Locate and label cultural features on a Florida map.</p> | |

SS.4.A.1.2: Synthesize information related to Florida history through print and electronic media.

Language Arts Florida Standards

LAFS.4.RI.1.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

LAFS.4.RI.3.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 *topics and texts*, building on others' ideas and expressing their own clearly.

Content Purpose:

(I will) Use primary sources *(so I can)* to corroborate and contextualize about Florida's role in the Civil Rights Movement.

Assessment/Evaluation (for this lesson):

Using one of the quotes in the oral history primary source, respond verbally or in writing: "I'm not so sure the Civil Rights Act would have been passed had there not been a St. Augustine." Do you agree? Why or why not? Use specific evidence from the primary sources presented in this lesson.

Reading Materials/Primary Source links:

- <https://www.floridamemory.com/items/show/39006> "Segregationists trying to prevent blacks from swimming at a "White only" beach in St. Augustine."
- https://www.loc.gov/folklife/civilrights/survey/view_collection.php?coll_id=2607 (Click on "Collection Url" which takes you to Florida Memory. Use the YouTube clip.)
- <https://storycorps.org/stories/john-t-johnson-and-al-lingo/> (I started here: <https://www.loc.gov/folklife/storycorpsfaq.html> and that link led me to the oral history clip.) Click the arrow on the picture of Johnson and Lingo. Also, be sure to scroll down to share the primary source picture of the event.
- <https://www.loc.gov/item/2008678898/> "private pool"
- http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Motion_Pictures.pdf
- <http://www.loc.gov/teachers/primary-source-analysis-tool/> (use dropdown box and select "motion pictures")

Suggested Procedures:

1. Share only the photo (without the caption or any written information) found here: <https://www.floridamemory.com/items/show/39006> 5/5/5. Ask the students, *What do you think this is? Where might this have taken place? How do you know that?* Continue to ask more questions, based on their responses, such as: *What makes you think that? Why might that be?*

2. Share the YouTube clip, **without sound**:
https://www.loc.gov/folklife/civilrights/survey/view_collection.php?coll_id=2607
 (Click on “Collection Url” which takes you to Florida Memory. Use YouTube clip.)
 Repeat the same questions from Step 1. (corroborating)
3. Replay the clip **with sound**. Ask the students *if their predictions/thoughts were correct? Did reality of the video surprise them? Why or why not?*
4. Use a map of Florida to show students the location of St. Augustine. Talk about word choices to use for explaining the location (northeast, on the coast, etc.)
5. Have them complete a primary source analysis tool by using the online tool:
<http://www.loc.gov/teachers/primary-source-analysis-tool/> (use dropdown box and select “motion pictures”) or simply use a piece of paper with three sections. In the black title portion of each section, there is a question mark to click on for probing questions. You could also do this whole group, using a smart board to complete the analysis.
6. Share the following audio: <https://storycorps.org/stories/john-t-johnson-and-al-lingo/> and have students listen to the interview of two men who were at the historical event. (Caution: there is one part where President Johnson says, “goes to hell.” It is referring to the place, but nonetheless, use caution.) After listening to the oral history, scroll down and show the students the photo taken at the time of the event. Ask them *what are their thoughts on this? How does this picture make them feel? What emotions are taking place in the photo? What are the different perspectives of the people in this photo?* (corroborating)
7. Share the definition of empathy with the students. Explain to the students that this lesson is also building historical empathy. Make that connection that is what they just felt. Placing students in the past, empowers them today.
8. Share <https://www.loc.gov/item/2008678898/> and allow students to observe the photo. Then have a quick whole group discussion on what they see in the picture. Have students create a one sentence caption for the photo. Have students share their captions. If necessary, point out the truth of what’s happening in the photo: *The public swimming pool has been changed into a "private pool" in order to remain segregated. Photograph shows several African American men standing at the entrance to an indoor swimming pool in Cairo, Illinois; a sign states "Private Pool Members Only" behind which are standing several young white men.* Share that this was happening at the same time (1964), but in Illinois instead of Florida. Things like this were happening all around the United States. (contextualizing)
9. Using one of the quotes in the oral history primary source, respond verbally or in writing: "I'm not so sure the Civil Rights Act would have been passed had there not been a St. Augustine." Do you agree? Why or why not? Use specific evidence from the primary sources presented in this lesson.

Extensions:

- Dive further into the summer of 1964: <https://www.loc.gov/exhibits/civil-rights-act/immediate-impact.html> (scroll down to Council of Federated Organizations and click on picture to enlarge). Have student using analysis tool to analyze this primary source to understand what Freedom Summer was and build additional contextualization.

- MLK was arrested in St. Augustine:
<https://www.floridamemory.com/items/show/332198> Have the students analyze this document and research to find additional documents to corroborate MLK being in St. Augustine, Florida, during the Civil Rights Movement.