

# The Ocoee 1920 Election Day: K-12 Content Resources

"In June 2020, Governor Ron DeSantis signed [H.B. 1213](#) – Educational instruction on Historical Events which in part requires the Education Commissioner’s Task Force to examine ways to include the **1920 Ocoee Day Massacre** (nee “Riots”) in the required instruction on African American History.” - Source: Commissioner of Education's AAHTF Report HB 1213

Elementary Topic & Grade Level	Standards	Essential Questions & Key Terms	Content Resources															
<p><b>Empathy</b></p> <p><b>Creating Respectful Communities through Compassion</b></p> <p>K-3</p>	<p><a href="#">SS.K.C.1.2</a> Explain the purpose and necessity of rules and laws at home, school and community.</p> <p><a href="#">SS.K.C.2.1</a> Demonstrate the characteristics of being a good citizen.</p> <p><a href="#">SS.K.C.2.2</a> Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.</p> <p><a href="#">SS.1.C.1.1</a> Explain the purpose of rules and laws in the school and community.</p> <p><a href="#">SS.1.C.2.1</a> Explain the rights and responsibilities students have in the school community.</p> <p><a href="#">SS.1.C.3.1</a> Explain how decisions can be made or how conflicts might be resolved in fair and just ways.unity.</p> <p><a href="#">SS.2.C.2.4</a> Identify ways citizens can make a positive contribution in their community.</p> <p><a href="#">SS.2.C.2.5</a> Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans and women.</p> <p><a href="#">SS.3.G.4.4</a> Identify contributions from various ethnic groups to the United States [...Native Americans, Hispanics/Latinos, Africans, Asians, Europeans].</p>	<p><b>Essential Question</b></p> <p>What makes a community?</p> <p>What can we do to make the world fair for everyone?</p> <p>How does treating everyone with compassion and empathy make the world a better place?</p> <p>How can we use Social Studies to value diversity, build empathy and avoid future conflict?</p> <p>What are the commonalities shared by all racial and ethnic groups throughout our nation?</p> <p><b>Key Terms</b></p> <p><i>Empathy, Compassion, (Fair ways for decision making, learning about other cultures/communities so that children have appreciation for the values of a diverse world.)</i></p> <p><i>Community/Unity/Patriotism</i></p>	<p><b>Talking about Race &amp; Identity-PBS Videos</b></p> <p><a href="#">Coming Together</a></p> <p><a href="#">Coming Together: Standing Up to Racism, television special presented by CNN and Sesame Street (CNN, 2020)</a></p> <p><b>Informational Text</b></p> <p><a href="#">People in Communities</a></p> <p><a href="#">Kindergarten: Why are Rules Important? LDC module</a></p> <p><a href="#">Kindergarten: What Good Citizens Do LDC module</a></p> <p><a href="#">Why Do I Have to Be Responsible? C3 lesson</a></p> <p><a href="#">Global Citizen C3 lesson</a></p> <p><a href="#">1st grade Conflict Resolution LDC module</a></p> <p><a href="#">1st grade People, Rules, and Laws LDC module</a></p> <p><b>BEST Civics Literacy List</b></p> <p>D is for Democracy: A Citizen's Alphabet <i>Elissa Grodin</i></p> <p>We Live Here Too!: Kids Talk About Good Citizenship <i>Nancy Loewen</i></p> <p><b>DBQ Micro Q</b></p> <p><a href="#">Young Activists: How Can You Change the World?</a></p> <p><a href="#">Should Your Town Ban the Sale of Plastic Water Bottles?</a></p> <p><a href="#">Content Document Task Cards</a></p> <p><a href="#">What Types of Citizens Does a Democracy Need?</a></p> <p><a href="#">Content Document Task Cards</a></p> <p><b>Studies Weekly Publications</b></p> <table border="0"> <tr> <td>Kindergarten</td> <td>1st grade</td> <td>2nd grade</td> </tr> <tr> <td>Weeks 18, 19</td> <td>Weeks 5, 25</td> <td>Weeks 4, 5, 25</td> </tr> <tr> <td>Good Citizens</td> <td>Good Citizens</td> <td>Good Citizens</td> </tr> <tr> <td>Respect</td> <td>Communities</td> <td>Together We Make a Difference</td> </tr> <tr> <td></td> <td></td> <td>Treat Everyone Fairly</td> </tr> </table>	Kindergarten	1st grade	2nd grade	Weeks 18, 19	Weeks 5, 25	Weeks 4, 5, 25	Good Citizens	Good Citizens	Good Citizens	Respect	Communities	Together We Make a Difference			Treat Everyone Fairly
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<p><b>Community of Ocoee Then and Now</b></p> <p>K-5</p>	<p><a href="#">SS.K.A.1.2</a> Develop an awareness of a primary source.</p> <p><a href="#">SS.1.A.1.1</a> Develop an understanding of a primary source.</p> <p><a href="#">SS.2.A.1.1</a> Examine primary and secondary sources.</p> <p><a href="#">SS.3.A.1.1</a> Analyze primary and secondary sources.</p> <p><a href="#">SS.4.A.1.1</a> Analyze primary and secondary resources to identify significant individuals and events throughout Florida history [...photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles, etc.].</p> <p><a href="#">SS.5.A.1.1</a> Use primary and secondary sources to understand history [...diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs].</p>	<p><b>Essential Question</b></p> <p>How has the community of Ocoee evolved from the past to the present?</p>	<p><a href="#">Primary Sources- Then &amp; Now</a></p> <p><a href="#">Ocoee DBQ</a></p>

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<p><b>Voting Rights</b> 3-5</p>	<p><a href="#">SS.3.A.1.1</a> Analyze primary and secondary sources.  <a href="#">SS.3.C.2.1</a> Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism and other civic virtues [...food drives, book drives, community, clean-up, voting].  <a href="#">SS.4.A.1.2</a> Synthesize information related to Florida history through print and electronic media.  <a href="#">SS.4.C.2.3</a> Explain the importance of public service, voting and volunteerism.            SS.4.A.8.1 Identify Florida's role in the Civil Rights Movement.  <a href="#">SS.5.C.2.2</a> Compare forms of political participation in the colonial period to today [...who participated and how they participated].  <a href="#">SS.5.C.2.3</a> Analyze how the Constitution has expanded voting rights from our nation's early history to today.</p>	<p><b>Essential Question</b>            What is the importance of voting?             How can your voice make a positive impact? Why?             What barriers to voting did African Americans and women face, and why does it matter?             What issues are important to you?</p> <p><b>Key Terms</b>  <i>Voting</i></p>	<p><b>Florida Memory</b>  <a href="#">Voting &amp; Elections in Florida</a>  <a href="#">Civil Rights Movement in Florida</a></p> <p><b>Library of Congress</b>  <a href="#">Your Right to Vote</a>  <a href="#">Be Counted on Election Day</a>  <a href="#">Beautify America</a>  <a href="#">Women's Suffrage Movement</a>  <a href="#">U.S Voting Rights Timeline</a>  <a href="#">The First Vote</a>  <a href="#">Women's Suffrage Car in a Parade in Orlando, Florida 1913.</a></p> <p><b>Reading A-Z</b>  <a href="#">Women's Suffrage Movement-Black Women and the Vote</a></p> <p><b>Facing History</b>  <a href="#">Voting Rights in The United States</a></p> <p><b>BEST Civics Literacy List</b>            Vote!  <i>Eileen Christelow</i>            Susan B. Anthony: Fighter for Freedom and Equality  <i>Suzanne Slade</i></p> <p><b>Studies Weekly</b>  <a href="#">The Civil Rights Movement in Florida</a>  <a href="#">The March on Washington</a>  <a href="#">The 15th Amendment</a>  <a href="#">History of US Voting Rights</a></p>

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<p><b>Change Must Come</b></p> <p><b>Celebrating &amp; Highlighting Civic Leaders/Diversity in our nation.</b></p> <p>K-5</p>	<p><a href="#">SS.K.A.2.4</a> Listen to and retell stories about people in the past who have shown character ideals and principles, including honesty, courage and responsibility.</p> <p><a href="#">SS.1.A.2.4</a> Identify people from the past who have shown character ideals and principles, including honesty, courage and responsibility.</p> <p><a href="#">SS.2.C.2.5</a> Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans and women.</p> <p><a href="#">SS.3.G.4.4</a> Identify contributions from various ethnic groups to the United States [...Native Americans, Hispanics/Latinos, Africans, Asians, Europeans].</p> <p><a href="#">SS.4.A.6.3</a> Describe the contributions of significant individuals to Florida.</p> <p><a href="#">SS.5.C.2.5</a> Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.</p>	<p><b>Essential Question</b></p> <p>What are some ways that civil rights activists influence change?</p> <p>What can you do to stand up to racism when you see/hear it?</p> <p><b>Key Terms</b></p> <p><i>Activists</i></p>	<p><b>DBQ</b></p> <p><a href="#">Young Activists How can you Change the World?</a></p> <p><a href="#">What was Harriet Tubman's Greatest Achievement?</a></p> <p><a href="#">What Types of Citizens Does a Democracy Need?</a></p> <p><b>Florida Memory &amp; Library of Congress</b></p> <p><a href="#">Phillis Wheatley</a></p> <p><a href="#">Mary McLeod Bethune</a></p> <p><a href="#">Zora Neale Hurston</a></p> <p><a href="#">Zora Neale Hurston Narrative</a> (4th Grade)</p> <p><a href="#">Harry T. Moore Bio News article</a></p> <p><a href="#">July Perry Zora Neale Hurston</a></p> <p><a href="#">Civil Rights Movement in Florida</a></p> <p><a href="#">The History of FAMU</a></p> <p><a href="#">Eartha M.M. White</a></p> <p><a href="#">Florida's Emancipation Day Celebration</a></p> <p><b>PBS Videos</b></p> <p><a href="#">Change the World</a></p> <p><b>Studies Weekly</b></p> <p><a href="#">African American Contributions to American Culture</a></p> <p><a href="#">African American Leaders</a></p> <p>(Free to Checkout for OCPS)</p> <p><a href="#">Diversity &amp; SEL Book Suggestions</a></p> <p><a href="#">Equity, Diversity, and Inclusion Digital Resources</a></p> <p><a href="#">Inspiring Kids to Make Change</a></p>

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Middle Topic & Grade Level	Standards	Essential Questions & Key Terms	Content Resources
<p><b>Civics</b></p> <p>7th grade</p>	<p><a href="#">SS.7.C.3.7</a> Analyze the impact of the 13th, 14th, 15th, 19th, 24th and 26th amendments on participation of minority groups in the American political process.</p> <p><a href="#">SS.7.C.2.11</a> Analyze media and political communications (bias, symbolism, propaganda).</p> <p><a href="#">SS.7.C.2.13</a> Examine multiple perspectives on public and current issues.</p>	<p><b>Essential Question</b> Why is it important to protect the right to vote?</p> <p><b>Key Terms</b> <i>Census</i> <i>Poll taxes</i> <i>suffrage</i> <i>15th amendment</i> <i>Lynching</i> <i>White Passing</i> <i>Ku Klux Klan</i> <i>NAACP</i></p>	<p><b>Lesson Plan</b> <a href="#">Documentary Lesson Plan</a> <a href="#">Student Viewing Guide</a> <a href="#">Teacher Answer Key</a></p> <p><b>Background Knowledge</b> <a href="#">WFTV Ocoee Massacre Website</a></p>

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<p>M/J U.S. History</p> <p>8th grade</p>	<p><a href="#">SS.8.A.5.8</a>            Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th and 15th amendments, opposition of Southern Whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).</p> <p><a href="#">SS.8.A.1.1</a>            Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text and identify strong vs. weak arguments.</p> <p><a href="#">SS.8.A.1.6</a>            Compare interpretations of key events and issues throughout American history.</p>	<p><b>Essential Question</b>            Has Reconstruction ended?</p> <p><b>Key Terms</b>  <i>Census</i>  <i>Poll taxes</i>  <i>suffrage</i>  <i>15th amendment</i>  <i>Lynching</i>  <i>White Passing</i>  <i>Ku Klux Klan</i>  <i>NAACP</i></p>	<p><b>Lesson Plan</b>  <a href="#">Legacy of the 15th Amendment Lesson Plan</a>  <a href="#">Reconstruction Amendments Handout</a>  <a href="#">Limitations on Rights Activity</a>  <a href="#">Webquest Form</a></p> <p><b>Background Knowledge</b>  <a href="#">WFTV Ocoee Massacre Website</a></p>

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High Topic & Grade Level	Standards	Essential Questions & Key Terms	Content Resources
<p><b>11th grade</b> <b>U.S. History</b></p>	<p><a href="#">SS.912.A.1.2</a> Utilize a variety of primary and secondary sources to identify author, historical significance, audience and authenticity to understand a historical period.</p> <p><a href="#">SS.912.A.5.7</a> Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians and women.</p> <p><a href="#">SS.912.A.5.9</a> Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women and anti-union ideas.</p> <p><a href="#">SS.912.A.5.10</a> Analyze support for and resistance to civil rights for women, African Americans, Native Americans and other minorities.</p> <p><a href="#">SS.912.A.5.12</a> Examine key events and people in Florida history as they relate to United States history.</p>	<p><b>Essential Question</b> In what ways did the Ocoee Massacre demonstrate support for a resistance to civil rights for African Americans?</p> <p><b>Key Terms</b> <i>Injustice</i> <i>Census</i> <i>Poll taxes</i> <i>Lynch</i> <i>Reparations</i></p> <p><b>People</b> Julius July Perry Mose Norman Judge John Cheney W.R. O’Neal Clyde Pounds Sam Salisbury Frank Gordon Walter White Senator Randolph Bracy</p>	<p><b>Primary Source Lesson Plan</b> <a href="#">Lesson Plan</a> <a href="#">Primary Sources</a></p> <p><b>1-Day Documentary Lesson Plan</b> <a href="#">Lesson Plan</a> <a href="#">Student Guide</a></p> <p><b>Background Knowledge</b> <a href="#">Contextualizing 1920</a> <a href="#">WFTV Collection</a> <a href="#">Sun Sentinel Hallowed Ground Article</a> <a href="#">Orange Observer Hallowed Ground article</a> <a href="#">Perfect Storm Article</a></p>

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<p><b>African American History</b></p>	<p><a href="#">SS.912.A.1.2</a> Utilize a variety of primary and secondary sources to identify author, historical significance, audience and authenticity to understand a historical period.</p> <p><a href="#">SS.912.A.5.7</a> Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians and women.</p> <p><a href="#">SS.912.A.5.9</a> Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women and anti-union ideas.</p> <p><a href="#">SS.912.A.5.10</a> Analyze support for and resistance to civil rights for women, African Americans, Native Americans and other minorities.</p>	<p><b>Essential Question</b> In what ways did events in Florida during the 1920s demonstrate support for a resistance to civil rights for African Americans?</p> <p><b>Key Terms</b> <i>Injustice</i> <i>Census</i> <i>Poll taxes</i> <i>Lynch</i> <i>Reparations</i></p> <p><b>People</b> Julius Perry Mose Norman Judge John Cheney W.R. O’Neal Clyde Pounds Sam Salisbury Frank Gordon Walter White Senator Randolph Bracy</p>	<p><b>3-Day Documentary Lesson Plan</b> <a href="#">Lesson Plan</a> <a href="#">Student Guide</a></p> <p><b>Primary Source Lesson Plan</b> <a href="#">Lesson Plan</a> <a href="#">Primary Sources</a></p> <p><b>1-Day Documentary Lesson Plan</b> <a href="#">Lesson Plan</a> <a href="#">Student Guide</a></p> <p><b>Background Knowledge</b> <a href="#">WFTV Collection</a> <a href="#">Sun Sentinel Hallowed Ground Article</a> <a href="#">Orange Observer Hallowed Ground article</a> <a href="#">Perfect Storm Article</a></p>



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*Documentary Note For Teachers: The documentary contains descriptions and images of racial violence and discrimination. Racial slurs can be seen in images and have been censored verbally. Gun violence is referenced during the documentary, the sound of gunshots can be heard.*

*Prioritizing Civics Literacy: The ELA Expectations are overarching skills that are embedded throughout each CRM Unit. They are continually developed throughout the year. ELA Expectations can be found in Appendix A (pg. 147) of the [B.E.S.T. Standards](#). [Wonders Diversity Texts K-5](#)*