

Don't Story There! Working with Primary Sources

Lesson Plan

Activity Summary

Description: A primary source activity. Learners review primary sources related to Tommie Smith and John Carlos' 1968 Black Power Salute at the Mexico City Olympics. Goal is for learners to recognize *why* they need to consult multiple sources to fully understand the contemporary reaction.

Flipped Classroom: Primary vs Secondary Sources, Evaluating Primary Sources

Time: Overall lesson should run between 60-75 minutes.

Activity Outline:

TIME	TASK	DETAILS
5 minutes	Introduction	Welcome learners, introductions, outline agenda. Use Kahoot for learner engagement.
10-15 minutes	Lecture	Recap research modules.
5 minutes	Introduce Activity	Introduce activity. Show learners original photo and briefly explain event.
20-25 minutes	Group Activity	Divide class into groups of 3-4, give each group 1 source. <ul style="list-style-type: none"> • Open Google Drive folder with sources. • Individual: read the source. • Group: discuss survey and evaluate source. • Instructor: walk around room, encourage learners to focus on reflecting. • Choose one person to submit the Survey (https://csuci.libwizard.com/f/1968).
20-25 minutes	Presentation	Someone in each group presents their groups source to the class. Discussion points will vary but encourage learners to share what they found interesting or unexpected.
5 minutes	Closing	Summarize learnings. Collect assessment (student survey). Encourage future contact.

Sources¹

Arranged in order of most used in classes.

Lacy, S. (1968, October 19). Lacy hits 'protest' at Olympics. *Afro-American*, 1, 17.

- Newspaper article. Author against protest, describes salute with Nazi terminology. Identify audience. Compare with Manns article from same newspaper. Bring up AP wire (Will Grimsley) describing salute as "Nazi-like".

Lear, L. (1968, November 5). Brundage swallowed Hitler: Choked on Smith & Carlos. *Philadelphia Tribune*, 7.

- Newspaper editorial piece. Author criticizes reporters use of Nazi comparisons. Have learners identify the audience. Compare with Lacy article. Bring up AP wire (by Will Grimsley) describing protest as "Nazi-like".

Manns, A. (1968, October 26). "Olympic stars get rousing welcome." *Afro-American*, 31.

- Newspaper article on rally and Howard University suspending classes. Discuss differences between an article and op-ed. Compare to Lacy article from same newspaper. Racial slurs are present but censored by newspaper.

¹ Many sources drawn from: Peterson, J. (2016). A "race" for equality: Print media coverage of the 1968 Olympic protest by Tommie Smith and John Carlos. In C. Lamb (Ed.), *From Jack Johnson to LeBron James: Sports, media, and the color line* (pp. 332-356). University of Nebraska Press.

"Evans puts aside racial problems: Felt boycott pressure, but concentrated on winning. (1968, October 19). *New York Times*, 44.

- Newspaper article on Lee Evans' salute at the Olympics. Discuss reporters question about berets and Evan's response. Compare photos of Evans and Smith/Carlos' protests. Evans protest during anthem.

Duino, L. (1968, October 17). Tommie in record 200 win, then 'salutes' Black Power. *San Jose Mercury News*, 73, 74.

- Newspaper article on track event from their University, ignores protest except for title. But look at newspaper's full page to see another article on protest. Discuss local vs mainstream coverage and 2005 statue at University.

United States runners Larry James, left, Lee Evans, center, and Ron Freeman are shown after receiving their medals for the 400-meter race at the Mexico City Games in Mexico City, in this Oct. 18, 1968, file photo. (2021, May 19). *AP News*.

- Photograph of Lee Evans and others with Black Power salute both on podium and when leaving the stadium with medals. Compare with *New York Times* article discussing Evans' salute and photograph of Smith and Carlos.

"Black complaint." (1968. October 25). *TIME Magazine*, 92:17, 62–63.

- Magazine article against the protest. Compare to *Los Angeles Times* coverage that mostly ignores the protest

Zimmerman, P. (1968, October 17). Gambling Seagren takes pole vault at 17-8 1/2: Gamble pays off with win for Seagren. *Los Angeles Times*, C1.

- Newspaper article mostly on track events of that day, Smith's record-breaking win briefly mention at the end. Examine comments on the gloves. Discuss why barely mentioned (racial context of 1968 and Los Angeles).

Rigo 23. (2005). *Victory salute (Olympic Black Power)* [Statue]. Public Art as Resistance in San Jose. *San Jose State University*. <https://www.sjsu.edu/ha-public-art-tour/public-art/black-power.php>

- Photograph of 2005 statue at San Jose State University of the Black Power Salute. Peter Norman figure (2nd place) is left empty, ask learners why. Discuss Norman's participation, consequences. Compare original photograph.

Harrison, C.E. (1968, October 22). Sports roundup: Smith and Carlos, gutty or nutty? *Philadelphia Tribune*, 19.

- Newspaper article summarizes reactions to protest. Discuss wider article's agenda to encourage voting.

Evaluating Primary Sources - Student Survey

Identify Key Components

- Identify the type of source (i.e., newspaper article, magazine article, interview, photograph...) you have and visually describe it in 1-2 sentences.
- What is your primary source's creator, publisher, and creation date? (list all that you can identify)

Make Sense of the Source

- Briefly summarize in 1-2 sentences what your source is discussing or portraying.
- Who is the intended audience of your primary source?

Evaluate, Reflect, and Use

- Take a moment to reflect on your primary source. What are your takeaways or thoughts? (*Does your source confirm or contradict your prior knowledge of assumptions? Do you have questions or ideas you'd like to investigate? Can you think of any sources that might answer these questions? Can you think of a research question inspired by this source? What is the creator of your source's purpose, motivation, or bias?*)

Additional Comments

- Do you have any additional comments on this activity or your source?

"Don't Story There! Working with Primary Sources" exercise and lesson plan
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