

## Segregated Spongers: The Black Hooks of Rose Hill Cemetery

In this lesson plan, students will examine the relationship between sponge divers and the environment as well as African American and Caribbean contributions to the sponge industry in Tarpon Springs, FL.

### Learning Goals:

1. Students will be able to Understand how monuments and memorials can serve as primary sources
2. Analyze environmental relationships between African American sponging in Florida and the Caribbean
3. Reflect on the role of monuments and memorials in creating community identity.

### Materials and Resources

Sway Presentation: Segregated Spongers: The Black Hooks of Tarpon Springs  
Instruction Guide A  
Worksheet B: Monuments & Memorials  
Document Analysis: Tarpon Springs & the Bahamas  
Monuments & Memorials at The Rose Hill Cemetery  
Monument Proposal  
Computer  
Projector  
Screen  
Pencils/Pens for writing  
External speakers for video clip

Sway presentation can be active through this link: <https://sway.office.com/L7nXWIdyX4Ws4anp?ref=Link>

### Learning Activity 1: Document Analysis

Distribute *Document Analysis: Tarpon Springs & The Bahamas*.

In Sway, advance to *Chapter 1: The Sponge Connection – Tarpon Springs & the Bahamas*. Advance to the next slide where students will watch Video Clip 1. As they watch & listen, have students answer questions 1 & 2 on their worksheet. Before the students move on to the main documents, direct their attention to the information cut out *Understanding the Environment with Primary Sources*. Have the students read and consider the important questions asked in the cut out with their group members.

### Curriculum Connections

SS.912.H.2.3: Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

SS.912.G.2: Understand physical and cultural characteristics of places

SS.912.G.4: Understand the characteristics, distribution, and migration of human populations

SS.912.A.1: Use research and inquiry skills to analyze American history using primary and secondary sources.

### What is Sway?

Sway is a free Microsoft program that allows teachers to make visually enhanced lesson plans for students. You may use this sway presentation as a whole group or allow students to individually follow along on their own device.

As students advance through the next few slides (2 primary text sources and 3 primary photo sources) have them analyze and record how sponge diving is connected to the environment.

## **Learning Activity 2: Primary Sources**

Next, students will be analyzing primary sources in the form of memorials from the Rose Hill Cemetery in Tarpon Springs, FL. Begin by distributing *Worksheet B: Monuments & Memorials*. In the Sway presentation, advance to *Chapter 2: Monuments & Memorials*. Have students answer the questions on the worksheet as they discuss the similarities and differences between monuments and memorials.

Direct the students' attention to the cut out *The Past & the Present* on their worksheet. Have the students read and consider the important questions asked in the cut out with their group members.

Advance to the next slide. Here, the students will be presented with 4 photos from memorials located in the Rose Hill Cemetery, Tarpon Springs, FL. Direct students to read and consider the important questions asked in the cut out *The Rose Hill Cemetery* with their group members. As the students view the memorials, ask them to identify 3 important things they see in each photo. In their groups, ask students to discuss how sponge diving and the African American & Caribbean communities are reflected in the memorials.

## **Evaluation**

Distribute the *Monument Proposal* sheet. In the Sway presentation, advance to *Chapter 3: Conclusions*. Before they begin, direct students' attention to the cut out *Thinking About the Meaning of Monuments*. Have students read and consider the important questions. Advance to the next slide. As a final evaluative activity, students will propose and sketch a monument that highlights the relationship between the Tarpon Springs community and the sponge industry.

## **References**

- British West Indies. (1900). West Indian Bulletin. In *The Journal of the Imperial Department of Agriculture for the West Indies* (1): 136-127.
- British West Indies. (1905). Commercial relations of the United States with foreign countries during the year 1904. *Department of Commerce and Labor*. Washington, D.C.: Government Printing Office.
- Rooks, S., & Mountain, C. (2003). *Tarpon Springs, Florida*.- Black America Series. Charleston: SC. Arcadia Press.
- Tarpon Springs Area Historical Society. (2019). Archival Research. Tarpon Springs, FL.
- National Park Service. (2016). *The Rose Hill Cemetery*. Retrieved from *The United States Department of the Interior*.

## **Document Analysis: Tarpon Springs & The Bahamas**

### **Watch & listen.**

**Describe the Tarpon Springs community?**

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**How is the community connected to sponge diving and the environment?**

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### **Read & Analyze.**

**How is sponge diving connected to the environment?**

**Doc 1:**

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**Doc 2:**

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**Photos 1-3:**

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## **Understanding the Environment with Primary Sources**

Maps are useful primary sources to help you better understand how people interact with the environment. Maps can show useful things like migration, climate, agriculture, and boundaries. How can historians learn about human interaction with the environment through other types of primary sources?

**Important questions to consider:**

*What can you infer about the environments of Tarpon Springs & the Bahamas in the documents?*

*What can you infer about the relationship between Tarpon Springs, the Bahamas, and the environment by analyzing the chart?*

*What can you infer about the relationship between the African American & Bahamian community to the environment through the photos?*

## **Monuments & Memorials at The Rose Hill Cemetery**

### **Observe & Analyze.**

**Identify three things you see in**

**Photo 1:**

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**Photo 2:**

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**Photo 3:**

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**Photo 4:**

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**How are the African American & Bahamian communities' connections to sponge diving reflected in the memorials?**

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### **The Rose Hill Cemetery**

The Rose Hill Cemetery is located in Tarpon Springs, FL. The cemetery was established in the late 1800s and served as the burial ground for the segregated African American and Bahamian community. Many of the burials reflect important cultural traditions to the early Black Hook spongers of Tarpon Springs.

**Important questions to consider:**

*When analyzing the memorials can you identify cultural connections to the environment?*

*What community memory could these memorials want to share with the present & future?*

*Many African American cemeteries suffer from neglect and are often forgotten by the larger community. Why would it be important to study African American cemetery memorials? Why don't African American cemeteries receive the same attention as other historic cemeteries?*

# **Monument Proposal**

## **Your task:**

*Propose and create a new monument highlighting your understanding of the Tarpon Springs sponge community as reflected in both the documents and the memorials.*

## **Proposal:**

Identify and describe your proposed monument. What will be included? Why are you including those elements? What will it look like? Where will you locate it?

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## **Create your monument:**

**Reflect:** Why should your monument be included in the community?

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## **Thinking about the meaning of monuments**

Monuments can create history by highlighting certain events, peoples, or ideas. Through time, our understanding of monuments may change and be different from the meaning initially bestowed upon the monument by the creators.

### **Important questions to consider:**

*What important story does your proposed monument tell?*

*Who is included in the monument's story?*

*Who is excluded from the story?*

*How will the local community feel about the monument?*

*How might feelings and understandings of the monument change through time?*