

Lesson Plans: SS AHis LPQ2 038 Booker T Washington and W.E.B. Du Bois

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Grade Level : Grade 11

Subject : Social Studies - High

Standards/Assessed Florida STATE FL Social Studies Standard (2008)

Benchmarks: Grades: 9-12

Florida Sunshine State Standards

American History

5: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.

SS.912.A.5.8 Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.

Description/Abstract of Lesson: 1. Students will compare and contrast the differing positions of Booker T. Washington and W.E.B. Du Bois regarding full citizenship for African Americans. 2. Students will interpret the positions of Booker T. Washington and W.E.B. Du Bois within the context of the late Nineteenth Century.

Technology Connections and Teacher Materials: **Material/Resources (Includes handouts, reading assignment, Internet links, etc):** Du Bois, W.E.B. The Souls of Black Folk <http://etext.lib.virginia.edu/toc/modeng/public/DubSoul.html> National Center for the Preservation of Democracy <http://www.ncdemocracy.org/node/1261> <http://www.bartleby.com/114/index.html> <http://docsouth.unc.edu/fpn/washington/bio.html>

Technology Connections and Student Materials: **Handout #1** <http://docsouth.unc.edu/fpn/washington/bio.html> **Handout #2** (Online Book) W.E.B. Du Bois (1868–1963). The Souls of Black Folk. 1903. <http://www.bartleby.com/114/index.html>

Duration : 4 Days

Vocabulary: legal segregation, "Jim Crow", *de facto* segregation

Steps to Deliver Initial Instruction:

- Students should already have in-depth knowledge of Civil War amendments and Civil Rights laws that were passed at the end of the Civil War and beginning of Reconstruction. Students should also understand the failure of Reconstruction to provide equal civil rights and equal economic opportunities for African Americans by the end of the 19th Century. This lesson focuses on the 2 individuals who were most known for their efforts to secure both civil and economic rights for African Americans in the South.
 - Pose a version of the following dilemma to the class: You are an African American born into slavery in 1845. When you are in your twenties, the U.S. Congress ratifies the Thirteenth, Fourteenth, and Fifteenth Amendments. Still, you know that even though the laws have changed, the hearts and minds of certain European Americans in your community have not changed. The students will now explore some of the options of how they might continue living their lives in the United States, through the perspectives of W.E.B. Du Bois and Booker T. Washington.
 - Present this scenario: During your monthly visit to the nearest town, you pick up two pamphlets. You have difficulty reading them because you were not allowed to learn to read before the Thirteenth Amendment. So, you visit the minister of your community's church and he reads the pamphlets to you. The minister asks for your views on the information in the pamphlets. *What do you tell him?*

Guided Practice with Feedback: Students work in pairs to read the following pamphlets about W.E.B. Du Bois' and Booker T. Washington's differing positions regarding African American life during the late 1800s.

- - (Pamphlet 3-1 and Pamphlet 3-2) In pairs, have one student adopt the persona of Booker T. Washington and the other student adopt the persona of W.E.B Du Bois, both responding to the phrase, "We, the people".
 - Guide students through the Talking Heads Activity Sheet. (Student Activity Sheets 3-3 and 3-4). Based on their completed Talking Heads Activity Sheet, have students role-play Booker T. Washington and W.E.B Du Bois and interview each other.
 - Discuss pro and con views of each man's position as a class.

Lesson Closure/Review:

- Students then re-think the dilemma posed earlier and write their response to the "minister." The response must:
 - Summarize each man's position.
 - Defend one of the positions with supporting examples from the pamphlets.

Creator : Middle SS Content Team

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