

Ivey Center for the Cultural Approach to History

Lesson Plan Template

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| Lesson Name |
| The Road to Equality: DuBois vs Washington. |

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| Author(s) |
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| Grades | Subject | Topic |
| 11th | US History/US Lit | Civil Rights, Primary Source research, Speeches/Letters |

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| Overview/Summary: |
| Students will read and report of the main ideas of Booker T. Washington’s and W.E.B. DuBois’ works and ideas for the direction that African American should take at the turn of the 20th century. |

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| Unit Name | Estimated Time Needed for Lesson |
| Reconstruction and Civil Rights | 90 mins |

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| State/Common Core Standard, Grade Level & Description | | |
| *Standard Number* |  | *Detailed description of each standard.* |
| **SSUSH10** The student will identify legal, political, and social dimensions of  Reconstruction. |  | d. Explain Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction. |
| **SSUSH13** The student will identify major efforts to reform American society and  politics in the  Progressive Era. |  | c. Describe the rise of Jim Crow, Plessy v. Ferguson, and the emergence of the NAACP. |
| ELAALRL1 The student demonstrates comprehension by identifying evidence (i.e.,  examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative  of different and using this evidence as the basis for interpretation. |  | The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding; the student: |

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| **NCSS Theme** | **Description** |
| *Theme Number* | *Detailed description of each NCSS theme* |
| 1 Culture | Examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. |
| 2. Time, Continuity, and Change | Study of the past makes us aware of the ways in which human beings have viewed themselves, their societies and the wider world at different periods of time. |
| 4. Individuals Development and Identity | Personal identity is shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development. |
| 10. Civic Ideals and Practices | Understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. All people have a stake in examining civic ideals and practices across time and in different societies. |

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| **The Cultural Approach Category** | **Description** |
| *Category* | *Detailed description of each Category that is a focus of this lesson.* |
| Social | What role would African Americans face now that slavery was abolished and how do they achieve those goals. |
| Intellectual | New centers of learning were being opened to African Americans to help better their lives and families. |
| Political | With the passing of the 13th, 14th, and 15th amendments, freed African Americans are faced with new paths to follow, many of which were not before. Integration and segregation were now social and political norms. |
| Economic | Both speakers are outlining a plan for the future in which specific jobs are the goals. Those jobs bring with them a specific amount of economic freedom and social status. |

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| **Handouts/Materials/Textbook Pages/Web Links** |
| *List all of the materials in the lesson. List pages in textbooks and online links.* |
| **All Grade Levels:**   * Copy of Booker T. Washington’s *Atlanta Compromise* Speech accessed from http://historymatters.gmu.edu/d/39/ * Copy of/excerpt of W.E.B. DuBois’ *Souls of Black Folks* responding to *Atlanta Compromise* accessed from http://historymatters.gmu.edu/d/40 * Word Clouds of each piece of literature file attached |
| **Additional Sources:**   * Copy of John Brown’s speech at trail accessed from http://www.historyisaweapon.com/defcon1/johnbrown.html * MLK’s *Letter from Birmingham Jail, & How Long* speech accessed from http://www.infoplease.com/spot/mlkspeeches.html |

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| **Image** | **Description** | **Citation** | **URL** |
| http://www.pbs.org/wnet/jimcrow/images/people_book_pict.gif | Booker T. Washington |  | http://www.pbs.org/wnet/jimcrow/stories\_people\_booker.html |
| W.E.B. Du Bois | W.E.B. DuBois |  | http://www.pbs.org/wnet/jimcrow/stories\_people\_dubois.html |

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| **Guiding Questions** |
| *What should students know or understand at the completion of the unit or lesson?* |
| **All Grade Levels:**   * Are people truly equal? Why or why not? Cite examples throughout history. * Can true equality be a reality? * What factors can hinder or help people reach equality? |
| **Additional Questions:**   * Why does Booker T. Washington take the position of “patience” in his move for Civil Rights? * Is this the correct position for Washington to take considering the time period in which he lived? * What other Civil Rights leaders follow Washington’s “level of patience”? Are they successful? * Why does W.E.B. DuBois take the opposite position of Washington with an “act now” move for Civil Rights? * Is this the correct position for DuBois to take considering the time period in which he lived? * What other Civil Rights leaders follow DuBois’s “act now”? Are they successful? * President and Mrs. Roosevelt were both pioneers of Civil Rights, to whose philosophy does each ascribe? How does each execute this belief? * Would you agree that President Jimmy Carter ascribed to one of these leaders philosophy? If so, which one? How does President Carter execute this belief? |

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| **Indicators of Achievement** |
| *List all of the important indicators of achievement (important people, places, and events) and vocabulary that students will need to know at the conclusion of the lesson.* |
| * Successfully read and comprehend primary sources. * Participate in group discussion using evidence gained from primary sources. * Successfully apply knowledge gained from primary sources. |

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| **Assessment Strategies** |
| *Describe the assessments that will be used during the unit.* |
| Students will be able to apply the concepts and methods of Booker T. Washington and W.E.B. DuBois to future groups and individuals and defend their position by citing sources. |

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| **Teaching Strategies** | | | | | |
| 5 min | Students review 2 word clouds: one of Washington’s and one of DuBois’ | 45 min | Primary Sources and Secondary source Analysis – Position | 30 min | Overview and discussion of individuals. |
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| 5 min | Assigning people and groups to students for application | 10-15 min. | Research and application of theories. | 10 min | Conclusion/Summary/  Discussion |
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| *Describe all of the teaching strategies that you will be using in this lesson. In the squares calculate the percentage of the lesson that the strategy will take. For example in an hour lesson, lecture should take no more than 25% (15 min) of the lesson.* | | | |
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| **Sparking Strategy/Warm-Up** |
| *Sparking Strategy (Lesson introduction)* |
| Two word clouds will be shown to students, each student will have a few minutes to read and summarize each cloud. A short discussion will follow having students share their thoughts and ideas and preferences. |

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| **Lesson Procedures** |
| *In a numerical list provide a step by step outline of the lesson. Include questions you will ask the students and material you will use.* |
| **Outline (Steps also clarified in Guide Sheet)** |
| 1. Opening Activity with word clouds and discussion.  2. Analyze primary sources from Washington, DuBois, Brown, and King. Gather facts and meaning on each, draw conclusions between any and look for other works that follow.  3. Assign students a person or group to briefly research and apply principles of Washington and DuBois to.  4. Summarize and Discuss student findings. |

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| **Differentiation** |
| *Think about students’ skill levels, intelligences, and learning styles.* |
| Students have the ability to develop a presentation of their findings as they desire: speech, power point, pod cast.  Students who have trouble with analyzing primary sources will have real figures to research and sources to access to allow for further development of analyzing skills. |

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| **Summarizing Strategies/Synthesizing Activity** |
| *The strategies to allow students to summarize what they learned in the lesson.* |
| Vocal discussion at end of class, presentation of findings through poster, power point/prezzie, or pod cast. |

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| **Evaluation** |
| * Role play application of theories discussed. * Presentation of material from students on personal discoveries. |

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| **Citations (as needed)** |
| National Archives Document Analysis Form – http://www.archives.gov/education/lessons/worksheets/document.html  Library Of Congress – www.loc.gov  Wordle – www.wordle.net |