

**Title of Lesson: *W.E.B. DuBois, Booker T. Washington, and Jim Crow***  
(Suggested grade levels: 6 and 11)

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**Background Information:**

Background information for teacher:

- This lesson uses the learning strategy Think – Pair – Share. Information about this strategy can be found at: <http://olc.spsd.sk.ca/DE/PD/instr/strats/think/>.
- Information about Tuskegee Institute can be found at: <http://www.tuskegee.edu/Global/story.asp?S=1070392>.
- An excerpt from *W. E. B. DuBois's The Souls of Black Folk* is available at the Alabama Department of Archives and History. The link for the excerpt is <http://digital.archives.alabama.gov/cdm/ref/collection/voices/id/1809>  
This excerpt will provide background information on DuBois' disagreements with Washington.
- In September, 1896, the *Atlantic Monthly* published "The Awakening of the Negro" by Booker T. Washington. The article can be found at: <http://www.theatlantic.com/past/docs/unbound/flashbks/blacked/washaw.htm>.

**Overview of lesson:** Students will use primary sources to compare the responses of W. E. B. DuBois and Booker T. Washington to Jim Crow laws.

**Content Standards**

[Alabama Course of Study: Social Studies](#) (Bulletin 2004, No. 18)

Sixth Grade: Standard 4, p.43

Eleventh Grade: Standard 2, p.75

[Social Studies Item Specifications for the Alabama High School Graduation Exam](#)

(Bulletin 2000, No. 49)

Standard V-2: Evaluate the concepts, developments, and consequences of industrialization and urbanization.

***National Standards for History, 1996***

Standards in History for Grades 5-12 (p. 73)

Era 7, Standard 1 – How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.

1A – The student understands the origin of the Progressives and the coalitions they formed to deal with issues at the local and state level.

1B – The student understands Progressivism at the national level.

1C – The student understands the limitations of Progressivism and the alternatives offered by various groups.

*National Council for the Social Studies*, (Bulletin 89, 1994)

Standard V – Individuals, Groups, and Institutions, High School

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:

h. explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.

**Primary Learning Objective(s):**

- Examine the evolution of Jim Crow laws.
- Compare and contrast the responses of W. E. B. DuBois and Booker T. Washington to Jim Crow inequality.

**Time allotted:** 50 minutes

**Materials and Equipment:**

- Copies of the poem “Booker T. and W. E. B.” by Dudley Randall (attached)
- Copies of Compare/Contrast Matrix (The students may draw this matrix on their own paper.)
- Copies of photographs and [Photo Analysis Worksheets](#) for group work
- [“Booker T. Washington and W. E. B. DuBois: Two Paths to Ending Jim Crow” PowerPoint](#)

**Technological Resources:**

- Computer with internet access
- LCD projector
- *PowerPoint* (v. '97-2003) – If you have a newer version, [a viewer](#) (free) may be downloaded from the internet.

**Background/Preparation:**

- The students should be familiar with the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the United States Constitution.

**Procedures/Activities:**

**Engagement/Motivation Activity:**

The teacher will ask students to imagine laws such as the following:

- All blacks shall be required to own real property in order to qualify to vote. (New York)
- Black children shall be prohibited from attending Pittsburgh schools.
- No person or corporation shall require any white female nurse to nurse in wards or rooms in hospitals, either public or private, in which Negro men are placed. (Alabama)
- It shall be unlawful for a Negro and white person to play together or in company with each other at any game of pool or billiards. (Alabama)
- No colored barber shall serve as a barber [to] white women or girls. (Georgia)
- The officer in charge shall not bury, or allow to be buried, any colored persons upon ground set apart or used for the burial of white persons. (Georgia)

After students react to these laws, the teacher will explain that laws such as these existed in the United States and became known as “Jim Crow” laws.

<b>Step 1</b>	Show slides 1-7 on “ <a href="#">Booker T. Washington and W.E.B. DuBois: Two Paths to Ending Jim Crow</a> ” <i>PowerPoint</i> .
<b>Step 2</b>	Ask students the following questions: <ul style="list-style-type: none"> <li>• “What is the purpose of a trade school education?”</li> <li>• “What is the purpose of a traditional four-year college education?”</li> <li>• “Is either type of post-high school education more valid than the other?”</li> </ul> Allow time for student discussion.
<b>Step 3</b>	Divide the class into four groups. Pass out a picture to each group along with the <a href="#">Photo Analysis Worksheet</a> from the National Archives. Give the groups time to analyze the pictures by answering the questions on the worksheet. After the groups have analyzed the photographs, allow a spokesman from each group to share answers to the questions while the teacher shows the appropriate picture on the <i>PowerPoint</i> (slides 8-11).
<b>Step 4</b>	Show the remaining <i>PowerPoint</i> slides about <a href="#">W. E. B. DuBois and Booker T. Washington</a> . During the <i>PowerPoint</i> , students will use the Compare/Contrast Matrix to draw their own conclusions about the viewpoints of Washington and DuBois. After the <i>PowerPoint</i> , allow students to share their conclusions.
<b>Step 5</b>	Pass out the poem, “Booker T. and W. E. B.” to students. Allow individuals time to silently read the poem. Ask for volunteers to read the poem out loud to the class. Then ask the students, “How does the poem illustrate the differences between Washington and DuBois?”
<b>Step 6</b>	Remind students of the information given on the <i>PowerPoint</i> concerning the backgrounds of Washington and DuBois. Ask the students, “How did the backgrounds of each influence their points of view?” Students will Think-Pair-Share. Teacher will call on partners to share their thoughts.

### Assessment Strategies:

Grade the Compare/Contrast Matrix for accuracy. Delete choices on matrix for high school classes.

Suggested essay topic for unit test:

- Compare and contrast the views of Booker T. Washington and W. E. B. DuBois on the following:
  - Education for African Americans
  - Civil rights
  - Political power

### Extension:

- Compare the views of Booker T. Washington and W. E. B. DuBois to those of Dr. Martin Luther King, Jr. and Malcolm X.

### Remediation:

- Students needing reinforcement may watch the videos found at [http://www.youtube.com/watch?v=\\_Hsd55AK53U](http://www.youtube.com/watch?v=_Hsd55AK53U) and <http://www.youtube.com/watch?v=WfsY2y7xrXo&feature=related>. If the school blocks *YouTube*, these videos can be downloaded to a flash drive.

### Accommodation:

- Give students a hard copy of the *PowerPoint*.

**Modification:**

- Review Individualized Education Plans, 504 Plans, and Gifted or ELL Plans for instructional and assessment accommodations or modifications.
- Provide multiple opportunities for students to demonstrate comprehension and mastery of appropriate learning objectives.



Smith-Hughes Class in Carpentry

From the Collections of the Alabama Department of Archives and History:

[http://216.226.178.196/cdm4/item\\_viewer.php?CISOROOT=/photo&CISOPTR=4419&CISOB  
OX=1&REC=3](http://216.226.178.196/cdm4/item_viewer.php?CISOROOT=/photo&CISOPTR=4419&CISOB<br/>OX=1&REC=3)



"Smith-Hughes (senior) class in 'Agricultural Education,' in their school garden for teacher training" at Tuskegee Institute in Tuskegee, Alabama.

From the collection of the Alabama Department of Archives and History:

[http://216.226.178.196/cdm4/item\\_viewer.php?CISOROOT=/photo&CISOPTR=3386&CISOBOX=1&REC=1](http://216.226.178.196/cdm4/item_viewer.php?CISOROOT=/photo&CISOPTR=3386&CISOBOX=1&REC=1)



**Howard University library, about 1890**

(Courtesy of Moorland-Spingarn Research Center, Howard University Archives)

<http://americanhistory.si.edu/brown/history/3-organized/images/hulibrary.jpg>



Pharmaceutical laboratory, Howard University, Washington, DC, ca. 1900.  
REPRODUCTION No.: LC-USZ62-35750 (b&w film copy neg.)

<http://www.howard.edu/explore/paris/images/14paris.jpg>

Student name \_\_\_\_\_

### Compare/Contrast Matrix

As you view the *PowerPoint*, circle the response which best represents the view of each man.

<b>Views</b>	<b>Booker T. Washington</b>	<b>W. E. B. DuBois</b>
Education	Industrial Classical	Industrial Classical
Civil Rights	Must be demanded Must be earned	Must be demanded Must be earned
Political Power	Results from struggle and self improvement Must be seized	Results from struggle and self improvement Must be seized

**Booker T. and W. E. B.**

*Booker T. Washington and W. E. B. DuBois*

**By Dudley Randall**

"It seems to me," said Booker T.,  
"It shows a mighty lot of cheek  
To study chemistry and Greek  
When Mister Charlie needs a hand  
To hoe the cotton on his land,  
And when Miss Ann looks for a cook,  
Why stick your nose inside a book?"

"I don't agree," said W.E.B.  
"If I should have the drive to seek  
Knowledge of chemistry or Greek,  
I'll do it. Charles and Miss can look  
Another place for hand or cook,  
Some men rejoice in skill of hand,  
And some in cultivating land,  
But there are others who maintain  
The right to cultivate the brain."

"It seems to me," said Booker T.,  
"That all you folks have missed the boat  
Who shout about the right to vote,  
And spend vain days and sleepless nights  
In uproar over civil rights.  
Just keep your mouths shut, do not grouse,  
But work, and save, and buy a house."

"I don't agree," said W.E.B.  
"For what can property avail  
If dignity and justice fail?  
Unless you help to make the laws,  
They'll steal your house with trumped-up clause.  
A rope's as tight, a fire as hot,  
No matter how much cash you've got.  
Speak soft, and try your little plan,  
But as for me, I'll be a man."

"It seems to me," said Booker T.--  
"I don't agree,"  
Said W.E.B.