

**Title of Lesson: *Booker T. Washington and W.E.B. DuBois***  
(Suggested grade level: 11)

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**Background Information:**

Background information for teacher:

- The teacher should be proficient in using *PowerPoint*.
- The teacher should be proficient in using *Photo Story*.
- The teacher should be familiar with the differing viewpoints of Booker T. Washington and W. E. B. DuBois.

**Overview of lesson:** Students will read and illustrate Booker T. Washington’s “Atlanta Compromise” speech using either *Photo Story* or *PowerPoint*. Students will read an excerpt from *The Souls of Black Folk* and complete an analysis sheet. Students will compare and contrast the viewpoints of Booker T. Washington and W. E. B. DuBois using a Venn Diagram.

**Content Standards**

[Alabama Course of Study: Social Studies](#) (Bulletin 2004, No. 18)  
Eleventh Grade: Standard 2, p.75

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

Standards in History for Grades 5-12 (p. 112)

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

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:

- b. analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings
- g. analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.

**Primary Learning Objective(s):**

Students will analyze the different opinions of W. E. B. DuBois and Booker T. Washington concerning the attainment of civil rights for African Americans in the late nineteenth and early twentieth centuries.

**Time allotted:** 90-120 minutes

**Materials and Equipment:**

- Copies of the paragraph rubric (attached)
- Copies of group presentation rubric (attached)
- Copies of the “Atlanta Compromise” speech, which can be found at <http://historymatters.gmu.edu/d/39/>
- Copies of the *Souls of Black Folk* analysis sheet

**Technological Resources:**

- Computer with internet access
- *PowerPoint* or *Photo Story* software
- LCD projector

**Background/Preparation:**

Students will be reminded of race relations during and after Reconstruction including:

- Oppression of Jim Crow laws
- Ascendency of white Democrats in the South
- Rise of Ku Klux Klan

**Procedures/Activities:****Engagement/Motivation Activity:**

Brainstorm with a neighbor the meaning of this quote by Booker T. Washington: “Cast down your bucket where you are.” What do you think it means? Allow students to share ideas.

<b>Step 1</b>	Provide each student with a copy of the “Atlanta Compromise” speech (either in print or digital form). Provide students with a copy of the graphic organizer “Atlanta Compromise” Speech Activity to be completed as they read. (attached)
<b>Step 2</b>	Divide the class into groups. Give each group a rubric which the group will use to assess its presentation. Tell the class that each group will be responsible for the illustration and narration of the “Atlanta Compromise” speech using either <i>PowerPoint</i> or <i>Photo Story</i> .
<b>Step 3</b>	Using the web, students will find pictures that appropriately illustrate the speech to develop either a <i>PowerPoint</i> or <i>Photo Story</i> presentation which presents Washington’s viewpoints. Each group will show its presentation to the class.
<b>Step 4</b>	Provide students with computer access to the excerpt from DuBois’s <a href="#"><i>The Souls of Black Folk</i></a> and a copy of the attached analysis sheet. Allow students time to read the excerpt and complete the analysis sheet.
<b>Step 5</b>	As a class, create a Venn Diagram comparing and contrasting the views of W. E. B. DuBois and Booker T. Washington. The diagram could be an individual assignment.

**Assessment Strategies:**

Based on the information from the Venn Diagram, write a five-paragraph persuasive essay in which you base your position on one of the following:

- Washington's views were more valid.
- DuBois' views were more valid.
- Both viewpoints had validity.

Rubric for assessment is attached.

**Extension:**

- Have students debate the viewpoints of Washington and DuBois.

**Remediation:**

- Allow students to take copies of readings home for additional study.

**Accommodation:**

- Give extended time on assignments.
- Allow students to pair with other students to complete the class assignments.

**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.

Name \_\_\_\_\_

Date \_\_\_\_\_

Class/Subject \_\_\_\_\_

Teacher \_\_\_\_\_

## ***Atlanta Compromise Speech Activity***

**Directions:** Read the *Atlanta Compromise* speech by Booker T. Washington <http://historymatters.gmu.edu/d/39/> to create a *PhotoStory* or a *PowerPoint* to illustrate three main ideas from the speech.

Use this graphic organizer:

- To identify 3 main ideas from the speech;
- To locate and select artwork to illustrate the main ideas for use in a *PhotoStory* or a *PowerPoint*. (Be sure include the bibliographic information to document the websites used. You may use the MLA format from *Citation Machine* <http://citationmachine.net/>);
- To choose sentences from the speech that address the three main ideas and to narrate excerpts from the speech.

<b>Main Idea 1:</b>	<b>Main Idea 2:</b>	<b>Main Idea 3:</b>
<b>Illustration 1:</b>	<b>Illustration 2:</b>	<b>Illustration 3:</b>
<b>Sentence 1:</b>	<b>Sentence 2:</b>	<b>Sentence 3:</b>

## Persuasive Essay: Washington/DuBois

**Directions:** Based on the information from the Venn Diagram you have completed, write a five-paragraph persuasive essay in which you base your position on one of the following:

- Washington’s views were more valid.
- DuBois’s views were more valid.
- Both viewpoints had validity.

**Student Name** \_\_\_\_\_

<b>CATEGORY</b>	<b>4 - Above Standards</b>	<b>3 - Meets Standards</b>	<b>2 - Approaching Standards</b>	<b>1 - Below Standards</b>	<b>Score</b>
<b>Focus or Thesis Statement</b>	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
<b>Support for Position</b>	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	
<b>Accuracy</b>	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	Most supportive facts were inaccurately reported.	
<b>Grammar &amp; Spelling</b>	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	
<b>Closing paragraph</b>	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	

**Total** \_\_\_\_\_

## "Atlanta Compromise" Speech *PowerPoint/Photo Story* Rubric

**Directions:** The group should evaluate its presentation by circling the appropriate box in each category. Total your score at the bottom.

**Names of Students in Group:** \_\_\_\_\_

<b>CATEGORY</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 points</b>
<b>Originality</b>	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 slides.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
<b>Content - Accuracy</b>	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
<b>Use of Graphics</b>	All graphics are attractive and support the content of the speech.	A few graphics are not attractive but all support the content of the speech.	All graphics are attractive but a few do not seem to support the content of the speech.	Several graphics are unattractive AND detract from the content of the presentation.
<b>Cooperation</b>	The group delegates tasks and shares responsibility effectively all of the time.	The group delegates tasks and shares responsibility effectively most of the time.	The group delegates tasks and shares responsibility effectively some of the time.	The group often is not effective in delegating tasks and/or sharing responsibility.
<b>Sequencing of Information</b>	Information is organized in a clear, logical way.	Most information is organized in a clear, logical way.	Some information is logically sequenced.	There is no clear plan for the organization of information.

**Total** \_\_\_\_\_

Student Name \_\_\_\_\_

Instructions: As you read the excerpt from *The Souls of Black Folk*, write in the boxes DuBois' arguments challenging Booker T. Washington's views.

