Note: This lesson would be within a large union on the African American freedom movement. Previously, students will be made familiar with Jim Crow laws, racism following the Civil War, and the challenges African Americans faced in the American South. The purpose of this lesson is to help students understand the political discourse of African Americans during this time period. Students will learn there was not one monolithic way to approach southern racism post-Jim Crow; in fact, there was great debate on how it could be best approached.

**NCSS Thematic Standards:** Individuals, Groups, and Institutions and Civic Ideals and Practices

**Learning Target:** I can explain the ideological differences between Booker T. Washington and W.E.B. Du Bois about how African Americans can best attain their freedom.

**Do Now (10 minutes):** As we discussed yesterday, the fraudulent election of Rutherford B. Hayes ended the type period known as Reconstruction in the American South. Name two problems African Americans faced during the time period after Reconstruction. On the left side of the T-chart below, fill in your response. On the right side, you will fill answers from your colleagues.

<table>
<thead>
<tr>
<th>My Response</th>
<th>My Colleagues</th>
</tr>
</thead>
</table>

Students will be called on, at random, to share their answers with the class. As students share their responses, the teacher will instruct the students to write down other correct responses on the right side of the T-Chart.
In order to provide for an insightful discussion, here are a few questions which can prompt students:

- What were the problems African Americans faced during this time period?
- Do African Americans face any of the same problems today?
- What do you the response from the African American community will be?

**Class Activity (20 minutes):** Teacher will distribute two short texts by Washington and Du Bois. As a class, students will complete the Booker T. Washington reading together. Teacher will allow students a few minutes to complete the questions on their own and then discuss their response. Students will complete Du Bois article on their own as teacher circulates to make students are on the right track.

**Graphic Organizer (10 minutes):** As notes, students will be prompted to fill in graphic organizer comparing and contrasting the beliefs and aims of Washington and Du Bois. Graphic organizer will be presented to whole class on overhead projector

**Assessment for Learning (25 minutes):** Students will be asked to write a dialogue using the following scenario between Washington and Du Bois:

Imagine you are at a local Starbucks and see Booker T. Washington and W.E.B. Du Bois sitting next to each other. What would they say to each other? You are responsible for writing a dialogue between the two. Here are a few questions to help get the conversation started:

1. What are the problems African Americans are facing in America?
2. How can African Americans best be integrated into American society?
3. Should African Americans protest in the streets for their freedoms? Why or why not?
4. Which one is more liked by the white community? Why?

Students will be called on to act out their dialogues
In September of 1895, Booker T. Washington delivered one of the most important speeches in American history. In the “Atlanta Compromise” speech, Washington argues for a policy of accommodation in regards to white and black relations. Washington believes African Americans should not push for the artificial forcing of freedom, but be willing to be content living “by the production of our hands.”

“Cast down in agriculture, mechanics, in commerce, in domestic service, and in the professions. And in this connection it is well to bear in mind that whatever other sins the South may be called to bear, when it comes to business, pure and simple, it is in the South that the Negro is given a man’s chance in the commercial world, and in nothing is this Exposition more eloquent than in emphasizing this chance. Our greatest danger is that in the great leap from slavery to freedom we may overlook the fact that the masses of us are to live by the productions of our hands, and fail to keep in mind that we shall prosper in proportion as we learn to dignify and glorify common labor, and put brains and skill into the common occupations of life; shall prosper in proportion as we learn to draw the line between the superficial and the substantial, the ornamental gewgaws of life and the useful. No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, and not at the top. Nor should we permit our grievances to overshadow our opportunities...

The wisest among my race understand that the agitation of questions of social equality is the extremist folly, and that progress in the enjoyment of all the privileges that will come to us must be the result of severe and constant struggle rather than of artificial forcing. No race that has anything to contribute to the markets of the world is long in any degree ostracized. It is important and right that all privileges of the law be ours, but it is vastly more important that we be prepared for the exercise of these privileges. The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera-house.”

1. What was the Atlanta Compromise speech? What was Booker T. Washington arguing?

2. According to Washington, should African Americans fight whites in the American South for social equality immediately? Why?

3. Why do you think Booker T. Washington advocated a gradual policy of social equality?

4. If you were an African American living during this time period, would you accept Washington’s recommendations? Why or why not?
The most influential critic of Booker T. Washington was W.E.B. Du Bois. Du Bois rejected Washington’s unwillingness to rock the racial boat and instead claimed that African Americans should strive for political power, civil rights, and higher education. Du Bois’ critique represents a sharp divided between African American through during the late 19th and early 20th centuries.

“In the history of nearly all other races and peoples the doctrine preached at crises has been that manly self-respect is worth more than lands and houses, and that a people who voluntarily surrender such respect, or cease striving for it, are not worth civilizing.

In answer to this, it has been claimed that the Negro can survive only through submission. Mr. Washington distinctly asks that black people give up, at least for the present, three things--first, political power, second, insistence on civil rights, third, higher education of Negro youth, and concentrate all their energies on industrial education, the accumulation of wealth, and the conciliation of the South. This policy has been courageously and insistently advocated for over fifteen years, and has been triumphant for perhaps ten years. As a result of this tender of the palm-branch, what has been the return? In these years there have occurred:

1. The disfranchisement of the Negro. 2. The legal creation of a distinct status of civil inferiority for the Negro. 3. The steady withdrawal of aid from institutions for the higher training of the Negro.

These movements are not, to be sure, direct results of Mr. Washington’s teachings; but his propaganda has, without a shadow of doubt, helped their speedier accomplishment.

The other class of Negroes who cannot agree with Mr. Washington has hitherto said little aloud. They deprecate the sight of scattered counsels, of internal disagreement; and especially they dislike making their just criticism of a useful and earnest man an excuse for a general discharge of venom from small-minded opponents.... we feel in conscience bound to ask of this nation three things:

1. The right to vote. 2 Civic equality. 3 The education of youth according to ability.”

1. According to Du Bois, has Washington’s approach worked of accommodation worked? Why?

2. What should African Americans be striving for according to Du Bois?

3. Which leader do you think would have more support from racist communities across America? Why?
Compare and Contrast Graphic Organizer: Booker T. Washington to W.E.B. Du Bois

Person 1: ______________________

Person 2: ______________________

How are these two people alike? What do they both want for African Americans?
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

How are these two people different? What should African Americans be doing to ensure they can obtain their freedoms?
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
Imagine you are at a local Starbucks and see Booker T. Washington and W.E.B. Du Bois sitting next to each other. What would they say to each other? You are responsible for writing a dialogue between the two. Here are a few questions to help get the conversation started:

1. What are the problems African Americans are facing in America?

2. How can African Americans best be integrated into American society?

3. Should African Americans protest in the streets for their freedoms? Why or why not?

4. Which one is more liked by the white community? Why?

________________________: ____________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
________________________: ____________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
________________________: ____________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
________________________: ____________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
________________________: ____________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
________________________: ____________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
________________________: ____________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
________________________: ____________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Name: ____________________________ Date: ________________________