

**Title:**

- Education; the Postbellum Period and Freemen.

**Possible Subject Area(s);**

- Sociology, U.S. History, African-American studies

**Overview:**

- Students will investigate the nature of educational systems for African-Americans from the Postbellum Period to 1900 and beyond.

**Essential Understanding:**

- Freed African Americans in the Postbellum Period were in a situation unlike any other culture group in the U.S. at the time or thereafter.
- This set of circumstances evolves and follows African Americans throughout the period and right into modern times.

**Essential Questions:**

- Did the early attempts at the development of an American educational system for freedmen and women during the Postbellum Period lead to equity for the average African American freedman or hinder their assimilation into U.S. society.
- Has the U.S. recovered from the educational challenges presented to African Americans in Postbellum times?

**CT Standards:**

- **CONTENT STANDARD 2: Local, United States And World History**  
*Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.*
- **CONTENT STANDARD 1: Historical Thinking**  
*Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.*

**Objectives: (overall)**

- The student will be able to interpret literature and documentary material relative to the African American, education, and the Postbellum Period.
- The student will be able to organize and present findings with regard to education, the African American, and the Postbellum Period.
- The student will be able to research and compile material with regard to the African American, education and the Postbellum Period.

**Materials Needed:**

- Computer lab with internet access and word processing capability
- Text; "Up From Slavery", Random House, Inc., 1999.
- PowerPoint software
- Projector

**Suggested Activities/Procedures:**

**Day 1                      Group investigation**

- **Objective**

**Students will be able to read, review, and analyze autobiographical material from the Postbellum period centered on Booker T. Washington**

- Details of the activity

Initiation for day one includes informing the students of the primary objective of the lesson which is to gain an understanding of the state of mind the freed slaves were in when faced with the prospect of having to educate themselves.

2 minutes

The initial activity will be to read the biographical sketch included on Booker T. Washington on pages V-VII in the text listed. This will be handed out along with the appropriate chapter for each group as listed below. The students should read the sketch while attendance and organization issues are resolved.

3 minutes

The class will be set up in six groups of five each and given a reading to review and analyze. The point of the analysis will be to first of all (1) read the assigned material (2) fill in the feedback sheet from the instructor for the group (3) present the feedback findings to their classmates. Students should highlight, comment on in the margins, or create a reflective journal piece on any and all issues pertaining to education mentioned by Booker in the writing they are analyzing. This should take about 20 minutes of Silent Sustained Reading.

Upon completion of the reading and analysis the students, together in their groups, will designate a speaker, writer, time keeper, leader, and motivator.

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3 minutes

When roles have been designated the students will, in group, answer the questions as posed on sheet #1 (see attached) together through discussion and sharing.

15 minutes

- Closure and Homework

The students will be advised to consider overnight a biographical figure, location, school, organization, or concept mentioned in Bookers writing, within their assignment, that they would consider further research on. Whatever topic is considered or chosen, it must have had a direct impact of some kind on the education of the African-American, or their betterment. Make at least three choices in case your first choice is taken before we get to you. First come, first serve.

4 minutes

The readings are for each group for day 1 are as follows:

Group 1; chapter 2 of Booker T. Washingtons "Up From Slavery" entitled *Boyhood Days* pps. 17-28.

Group 2; chapter 3 of Booker T. Washingtons "Up From Slavery" entitled *The Struggle for An Education* pps. 29-41.

Group 3; Chapter 4 of Booker T. Washington's "Up From Slavery" entitled *Helping Others* pps. 42-52.

Group 4; Chapter 5 of Booker T. Washington's "Up From Slavery" entitled *The Reconstruction Period* pps. 53-60.

Group 5; Chapter 6 of Booker T. Washington's "Up From Slavery" entitled *Black Race and Red Race* pps. 61-69

Group 6; Chapter 7 of Booker T. Washington's "Up From Slavery" entitled *Early Days at Tuskegee* pps. 70-77

**End Day 1**

## Day 2

## Group presentations

- Objective;

The students will be able to compile, organize and present their findings as a group regarding Booker T. Washington's biographical writings.

- Details of the activity

### Initiation;

Ask students to take out and have handy their findings from the overnight assignment and be ready to report out on those towards the end of class. While students are getting this done and organized take attendance and compile. They will get their material from yesterday out, get ready for group findings and presentations.

3 minutes

Students are given the rubric that will be used to score the group work, the teacher reviews it with them and they check their work against it. Each student gets one rubric in the group plus a group rubric which is passed back.

5 minutes

Students are asked to prepare for and practice their presentation. They need to put all group member names on the rubric and pass it back to the instructor for scoring. They keep one copy for reference.

5 minutes

Presentations begin group by group, they are scored on a 24 point basis using the rubric. All group members receive the groups score.

20 minutes

Instructor logs group scores on seating chart or grading sheet by group as they finish and transition to the next presentation. Group rubrics are handed back to group members before they leave.

3 minutes

Instructor advises students to retrieve their topic of further study as compiled for homework the night before. Ask students to be sure at least three choices are made per student. Collect the choices from the students.

3 minutes.

Hand out computer lab WebQuest material for the third session tomorrow.

- Homework

Review WebQuest material in handout and prepare for day 3 in computer lab.

## Day 3

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- Details of the activity

The WebQuest posted below will be used to get the students started researching for a PowerPoint project that would be completed on following days. This would be the extension for this series.

- Homework

**Continue research on subject associated with Booker T. Washington at home on internet.**

### **Suggested Assessment/Evaluation**

- Selected Response
- Open-ended Questions
- Rubric.....see below

### **Possible Extensions/Resources**

**See above under “details of activity” for day 3.**

**Oral Presentation Rubric : Booker T. Washington Biographical Analysis  
Worksheet #2**

Teacher Name: **Mr. Crosson**

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

CATEGORY	4	3	2	1
Preparedness	Group is completely prepared and has obviously rehearsed.	Group seems pretty prepared but might have needed a couple more rehearsals.	The group is somewhat prepared, but it is clear that rehearsal was lacking.	Group does not seem at all prepared to present.
Clarity	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.

by J. Crosson, O.H. Platt High School

Booker T. Washington, biographical material, education, "Up From Slavery."

## ***Introduction***

Students,

Today we are going to conduct a webquest on the topic, material, subject, concept, location, or institution that you have selected that has impacted Booker T. Washington's life in some way. As always, you want to work with as many university web sites as possible or those funded by larger groups such as the Federal Government or strongly funded sites. Primary sources are a major objective if you can find them. You will need to compile at least five strong web sites that deal with your subject area. Whenever historians begin to look into the lives of those who have gone before us, or those who are still in this world, one way to go about the matter is to begin to look at things that have coincided with their lives. In this case we are looking for material that is involved with some aspect of Booker T. Washington and the education of the African-American during the Postbellum period. You are the final judge of what material is worth keeping and posting for further use when the time comes to go even deeper into his life and times as they relate to education.

## ***Task***

The task is to develop as much quality material regarding your subject, Booker T. and education as you can. Your goal is a minimal of five resources. You will begin the task yourself. One good starting point is to just start a search on your subject using the top address line on your computer. Stay away from the search engines, they only restrict your search to those sites they deal with. Be sure your topic has been pre-approved by the instructor. You must track the sites or information you think you will use (I would start a WORD file for that purpose). Be sure to give credit to any sites you use and or to any authors that are cited within the information you have found.

**Educating U.S. Freedmen**

WebQuest Scoring Rubric

**Evaluation**

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Five sources were found within the class period allowed.	The student found 1-2 sites and had them cited	The student found 2-3 sites and had them cited correctly	The student had 3-4 sites documented correctly	The student had all five sites listed correctly and cited.	
Notes taken along with the sites listed.	The notes were sketchy, hard to read, and incomplete	The notes taken were legible and usable but could have had more detail.	The notes taken were complete for all five but lacked thoroughness.	Notes were taken for all five sites, were thorough, detailed and well written.	
Nature of the web sites listed	The student listed web sites developed by persons unknown	The web sites listed were mixed with well known institutions along with unknown authors	The web sites listed were well known institutions but were each like the other	The student found strong web sites with a variety of material types as well as primary material	
On topic	At least two web sites would be usable and were on topic.	At least three web sites were usable and on topic	At least four web sites were on topic and usable.	All five web sites were usable and enabled the user to expand their search	
Graphics	The student found at least one graphic that would be usable for further study on their subject	The student was able to find at least two graphics that would be usable for further study or reporting	The student found, listed, and credited 3 or more graphics that would be usable for further study.	The student found multiple sources for graphics, credited, listed and was able to correlate them to primary material.	
Total Score					