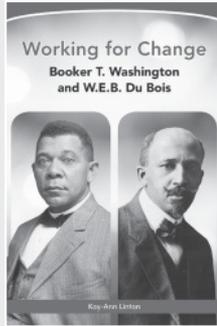
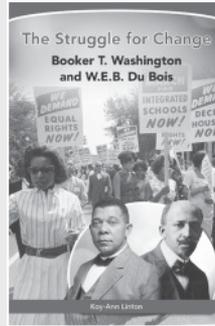


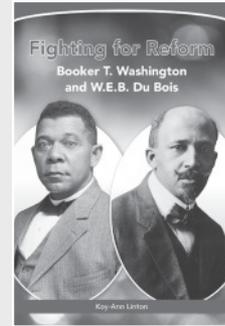
Chapter 12: Struggle for Reform



Learn About
Working for Change:
Booker T. Washington and
W.E.B. Du Bois
by Kay-Ann Linton
BL Below Level
Lexile Measure 810L



The Struggle for Change:
Booker T. Washington and
W.E.B. Du Bois
by Kay-Ann Linton
OL On Level
Lexile Measure 910L



All About
Fighting for Reform:
Booker T. Washington and
W.E.B. Du Bois
by Kay-Ann Linton
A Advanced
Lexile Measure 1050L

Summary

Each book in this set of readers offers an overview of the challenges that African Americans encountered in their struggle for equality. The books examine the Reconstruction Era and the passing of the Jim Crow Laws, briefly review the *Plessy v. Ferguson* decision based on the “separate but equal” doctrine, and end by introducing the Civil Rights movement of the 1960s. Students will learn about Booker T. Washington and W.E.B. Du Bois, two visionaries who worked diligently to fight against discrimination and to advance reform to achieve equality.

BEFORE READING

Vocabulary

- BL** **OL** abolish, doctrine, oppressive, visionary
- A** abolition, doctrine, oppressive, visionary

Differentiated Support

ELL Support

You may wish to provide a scaffolded version of the sections of text in which the vocabulary words appear. Help students use context clues to determine the meaning of the words, and have them confirm each word's meaning by referring to a dictionary or the glossary at the back of the books.

Building Background

- Ask students what Black History Month, or African American History Month, means to them. Tell them the month is dedicated to remembering the struggles and challenges that earlier generations of African Americans had to overcome. It is during this time that we honor the achievements of African Americans, who contribute significantly to the culture of the United States.
- Consider reading sections of the book *Tell All the Children Our Story: Memories and Mementos of Being Young and Black in America* by Tonya Bolden. The book presents images, clippings from diaries, posters, and text that portray the lives of African Americans from the abduction of slaves from Africa up until the 1990s.

DURING READING

Differentiated Support

Visual Learners

Visual learners remember best when they read or observe something. The use of images, maps, and graphs are effective ways to help students gain a better understanding of concepts. Help students to create a timeline showing the chronology of challenges that African Americans faced in pursuit of equality. Encourage students to write out sentences and phrases to summarize key information.

Literacy Skill: Interviews and Oral Material

Tell students that interviews and speeches are types of oral material that are primary sources. They often reveal information about a past event or situation that the person being interviewed or giving the speech has experienced personally. To help us better understand the events discussed in an interview, it is important to know who is being interviewed and when the interview took place. This helps us to think more deeply about what information we can learn from the person being interviewed and why he or she decided to share that information.

Help students to prepare a mock interview of one of two African American activists: Booker T. Washington or W.E.B. Du Bois. Tell students that when preparing to conduct an interview, they must first do some research into the person being interviewed to learn about his or her experiences and accomplishments. After completing their research, students should be able to craft brief, direct questions to gain specific information, along with open-ended questions that generally start with “How...?”, “Why...?”, or “What do you think about...?” to prompt the interviewee’s opinion about something.

BL When conducting their research, students may use the Internet to find sources that add to the information found on pages 12 to 20 in the book. Ask students to think about what they want to learn about the life of Washington or Du Bois. Work with students to develop four questions that they can ask during their interview. Support them as they do research to find answers to their questions.

OL A Have students work in pairs or independently to develop five to six questions to ask during their interview and do some research to find answers to their questions. Monitor and support students as necessary.

Discuss the Book

In collaborative conversations, have students share their thoughts about the books. Use the following guided reading questions as possible prompts to generate meaningful discussion. (Icons indicate which questions are best used with which book.)

Pages 4–11

BL OL A How did the Jim Crow laws connect back to the era before Reconstruction? (Possible response: Even though slavery was abolished, the Jim Crow laws tried to preserve the inequality and discrimination faced by African Americans before the war.) **Draw Conclusions DOK 3**

BL OL A What effects did the *Plessy v. Ferguson* Supreme Court ruling of 1892 have on African Americans? (Possible responses: White and African American people could be segregated. Racial segregation affected housing, schools, restaurants, and cemeteries. White employers gave African Americans dangerous jobs for less pay. African Americans could be arrested for using designated “whites only” facilities.) **Cause/Effect DOK 2**



DURING READING

Pages 12–20

BL OL A Summarize what Booker T. Washington did to fight inequality. (Possible response: He believed a strong work ethic was the way to achieve equal rights, so he cofounded the Tuskegee Normal and Industrial Institute and proposed the Atlanta Compromise, which advocated that African Americans focus on learning a trade instead of fighting through politics.) **Summarize DOK 2**

BL OL A Compare W.E.B. Du Bois to Booker T. Washington. What did Du Bois do differently? (Possible responses: Both experienced discrimination, believed in the power of education, and fought to help African Americans improve their lives. Du Bois was not born a slave. He criticized Washington's Atlanta Compromise. He cofounded the National Association for the Advancement of Colored People [NAACP]. He used the NAACP's magazine, *The Crisis*, to speak out about inequality.) **Compare DOK 2**

Pages 21–25

BL OL A What details show that people in the 1950s and 1960s opposed the Jim Crow laws? (Possible responses: The NAACP filed a lawsuit challenging racial segregation in public schools. The 1954 *Brown v. Board of Education of Topeka* ruling resulted in the Supreme Court ordering public schools to be desegregated. Groups of white Americans and African Americans rode buses together to protest segregation.) **Cite Evidence DOK 3**

OL A How did the Freedom Riders put pressure on the southern, or Jim Crow, states to desegregate public transportation? (Possible responses: Groups of white Americans and African Americans rode buses from the North to the South to show that everyone could work together to fight segregation. White Americans and African Americans rode the same bus to show that segregation was wrong and unnecessary.) **Interpret DOK 2**

OL A Which act signed by Lyndon B. Johnson do you think was the most significant? Why? (Possible response: I think the Voting Rights Act of 1965 was the most significant because voting is a right and a power that all Americans should have.) **Assess DOK 3**

Collaborative Conversation

During discussion, encourage students to ask one another questions when they need clarification or when they need to build on one another's ideas. Provide these prompts to foster collaborative conversations among students.

Conversation Strategy	Prompt	Response
Build on (or Challenge) the Ideas of Others	What more can you say about this idea?	You could rephrase that as _____.
Support Ideas With Examples	Like what?	To demonstrate this idea, _____.

AFTER READING

Think About It

1. When students have completed their **Compare and Contrast graphic organizer**, have them compare their graphic organizer with a partner and discuss any differences in their answers. Then have a class discussion about the benefits of each approach.

AFTER READING

2. Guide students in a discussion about how a change, no matter how justified or necessary, can be difficult to accept. Remind students to think about what would have changed after desegregation. (Possible responses: Changing whole school systems to include all students might have been difficult. Many people had to change the way they lived and what they believed.)
3. To help students understand how Du Bois used *The Crisis*, discuss how spreading awareness and speaking out about an issue can create change. (Possible response: Du Bois used the NAACP's magazine to publish strong and persuasive articles about racial equality.)

Citizenship in Action

- Point out that a biography is a written account of a person's life written by another person. It contains some basic information, such as the time and place where the person lived, and information about important accomplishments. Students should begin with an engaging opening sentence, tell the person's life story, and end with a strong conclusion that states how that person fought for social reform.
- When planning the biography, students might consider the following questions: What personality trait drove the person to succeed? What adjectives could be used to describe the person? What was the person's impact on history?

Writing: Informative/Explanatory

Invite students to write a brief informative piece explaining what the Jim Crow laws were and how they affected African American people, such as Rosa Parks, in the 1950s. Point out that students should begin their piece by introducing the topic and then present facts to help develop the topic. Finally, students should write a conclusion that supports their introduction. Remind students to use specific examples from the Content Reader or information from additional research that is presented in their own words.

BL Work with students to research and organize facts to support the main idea of their topic. Support students as they revise their writing and encourage them to use a dictionary or the glossary to check spelling.

OL A Encourage students to discuss ideas with a partner as they plan their piece and peer edit as they write. Monitor and support students as necessary.

Drama

Invite students to apply their theatrical skills to dramatize one event featured in the Content Reader, such as the signing of the Civil Rights Act, or to portray one person's story, such as that of Rosa Parks. Have students work in small groups to write a script, assign roles, create props, rehearse, and perform their dramatization for the class.

Curriculum Connections