



***Leadership from the Masses:  
From David Walker to Marcus Garvey  
1829-1926***

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This curriculum unit is recommended for:  
Grades 11<sup>th</sup> and 12<sup>th</sup> Grade Social Studies and English Courses.

**Keywords:**Leadership, Abolitionists, Mass Movements, Radicalism, David Walker, Frederick Douglas, Mary Church Terrell, W.E.B. Dubois, Marcus Garvey; Sojourner Truth.

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** History is defined as the study of people, places and events over a certain period of time; however, as history changes over time, leadership styles and people that step into prominent roles do not. This unit primary focus is to identify the unique skill sets of African Americans from 1829-1926 that were able to demonstrate these talents to captivate the nation's attention. Students will be afforded the opportunity within certain chapters to scrutinize and analyze critically, those figures such as Frederick Douglas, Booker T. Washington and W.E.B. Dubois that were able to stand in the forefront of our community and lead. As much in the content we glorify these figures in our curriculum and with the celebration of Black History Month, the students will also look at their shortcomings, failures and deficiencies and discuss the culmination of achievements, failures and setbacks that developed their leadership skills. The second fold of this dynamic unit will look at the lesser known activists and abolitionists such as Mary Church Terrell and Dr. Carter G. Woodson who developed their niche and leadership skills on more intimate level within the community. Students will examine the controversies and disputes that individual like them confronted regularly throughout their careers from within our community.

*I plan to teach this unit during the coming year in to 60 students in Grades 11<sup>th</sup> and 12<sup>th</sup>.*

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**Leadership from the Masses:  
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*Jedidiah Gist-Anderson*

## **Introduction**

Enamored, captivated, and awed by the eloquence of one's speech and charismatic stance at the pulpit, leadership in the African American community has been seen as an evolving dynamic since the first generation born. However, it has been the mass movement of groups within this community to identify themselves with one leader. These individuals that have come and captivated the masses attention ingeniously infused a certain skill set that only Picasso or Michelangelo would have deemed brilliant. I pose this question: With so many leaders that have come and gone in the community, what was it about their abilities that allowed them to motivate, inspire and encourage groups of people from all walks of life to support their efforts? How could two people of one nationality energize a mass movement within the same country, within the same geographic regions but yet split the mass movement like Moses had done with the Red Sea? The complexities of such conversations have diluted the African American community's ability to endear themselves to one true leader. For many radicalism from the likes of David Walker to Bill Cosby's post-Civil Rights rants have united and both divided the poor, rich and common folks alike and yet, the masses of our people gravitate to those individuals like sheep.

In order to create a living document that can serve the instructor as well as the student, this curriculum unit will consist of five units with a cluster of chapters under each unit. It will be through these sub topics or chapters that selected individuals that highlight those units will be condensed for unit activities. This unit seeks not just to highlight one individual per unit or chapter but to identify and discuss a variety of individuals that served in any leadership capacity for the masses in African American Studies. However the challenge and flexibility that my unit will provide to the instructor as well as for the students is that they will choose the leaders that they feel are most appealing according to their opinions. The five units will cover: Slavery: Abolition and the Quest for Freedom; The Civil War, Emancipation, and Black Reconstruction; Searching for Safe Spaces; Blacks and the Great Depression& World War II; The Black Revolution. It is in the context of these units that teachers will be able to select certain leaders, certain movements and key events to create a learning environment that is meaningful and engaging for their students.

## **Rationale**

African American Studies is such a dynamic course that offers a wide range of engaging topics and events. It has been these events that simultaneously have been overlooked and untold in US History. However, one of the most overlooked areas in African American Studies has been the multitude of leaders outside of Dr. Martin Luther King, Jr, Rosa Parks and Malcolm X that have

come and led the masses through difficult social and political eras. The microscope that this unit will lend its focus too will be the various leadership styles that were able to captivate, motivate, inspire and in some cases divide the masses in the African American community. Therefore by presenting our students with a group of leaders from the past that were able to skillfully use tact and mass appeal to reach wide ranges of people in the community, we then will be able to assist our students to identify certain leadership characteristics that made impact.

The aim of this unit is to serve as a catalyst to the African American Studies Curriculum and classes. My intent is that this unit will serve as a cross-curriculum template between social studies and English department and also in elective courses school and district wide. In all courses history is taught, and often we overlook the extraordinary risks that ordinary people took to lead the masses. Therefore whether it is in US History or in an English III class that is reading the Scarlet Letter, there is a character that we can identify as the leader and we a character we gravitate to because of their personality or virtues. My unit will serve a meaningful purpose for the both the teacher and student to identify those traits but also to find qualities that they can relate to when it comes to the leaders they encounter. The focus will be to identify the leaders, the movements and the role these individuals developed as the various sects of the community gravitated towards and away from them. Furthermore students and instructor will research the turmoil that developed from within the community from the leadership platforms.

As the new common core standards continue to phase into our curriculums and standard course of study, this unit will allow for more interpersonal and intrapersonal writing activities for our students and will provide for self-reflection for who they are as future leaders. Therefore it is imperative that the concept of what leadership is and how it appears from each individuals lens is facilitated properly for our students. What does it look like to them and how has the dichotomy of leadership within the African American community impacted the overall effectiveness of certain movements in history.

### **Objective/Background**

African Americans have made significant contributions to the economic, political, social, and cultural development of the United States. Throughout this course, students will be to evaluate the integral role that African Americans have played in the development of the United States. African Americans also had been a viable force within their own right and through their own unique experiences. culture and African American history cannot be understood without the broader context of their impact on the United States History. African American studies is a semester long course in which our students take an in depth look at the development of African American's presence in American from the Atlantic Slave trade through the election of President Barak Obama. This is a primarily elective course for 11<sup>th</sup> and 12<sup>th</sup> graders. The semester is broken down into five units which include up to five chapters per unit in the African American Studies book. The initial unit for my plan focuses on Slavery and the institution as a well-oiled machine for wealthy slave owners.

This course is the catalyst to serve our students as they will look at the overarching themes such as Slavery, Abolition and the Question for Freedom; The Civil War and Black Reconstruction; Searching for Safe Space; Blacks and the Great Depression; and The Black Revolution. Throughout this unit I will provide a variety of resources or strategies you can use, particularly

when focusing on a particular leader and their leadership style in that chapter. Activities such as organized and well-constructed debates, controversial warm up questions, quotes from individuals that will require students to use critical thinking skills to interpret their meanings and Socratic seminars are just a few of many engaging and meaningful activities that will produce effective learning environments.

### **Unit One: Slavery, Abolition and the Quest for Freedom<sup>i</sup>**

This unit entails the life of African Americans during the time period that the cotton gin helped slavery expand. It is also inclusive of the development of the various types of slaves and the experience of African Americans during the Pre and Post Antebellum Period. This unit serves as a great start to the various leaders that were born during this era and whose contributions gave rise to the black middle class, the elitist group of blacks and development of black institutions from the free black class in the North. The rise of the Abolitionists and the development of women and their roles during this era played a pivotal role in the abolishment of slavery. However prior to the rise of the abolitionist movement there were several key figures such as David Walker, Nat Turner, Sojourner Truth; Frederick Douglass; Henry Highland Garnet and Martin Delany that all created a united divided fight to create equality and freedom for the masses of African Americans. This unit clearly outlines the struggles for the fight of freedom as well as the power struggles within the African American community leadership concerning the direction of leading the people. The culminating event that tops it all off of course is the Civil War.

### **Unit 2: The Civil War, Emancipation and Black Reconstruction<sup>ii</sup>**

Unit 2 is compilation of four chapters relating to the events during the Civil War. This section discusses the issues surrounding the start of slavery including the expansion of slavery versus the expansion of industry out west. What are also noted in this unit are the various events such as the New York City Draft Riots, Battery Wagner and other integral situations involving blacks and their participation in the war. The unit identifies not only individuals but groups such as the 54<sup>th</sup> Massachusetts Regiment that actively played a role in turning the tide of the war towards the Union side. This unit is particularly critical to understanding the plight of the African American as it correlates to the alignment of the units' main topic: "Leadership from the Masses: From David Walker to Marcus Garvey: 1829-1926. The students will be able to identify central figures such as Harriet Tubman, Frederick Douglass, Henry Highland Garnett and Charlotte Ray and their platforms during America's fight to remain united during this era. Despite just identifying these central figures their focus should be primarily the appeal of these individuals' stature as well as status amongst both freed and enslaved people.

The promises and failures of reconstruction entails of the future and hope of many freedmen as well as the new opportunities and limitations that blacks would face post-civil war era and at the turn of the 20<sup>th</sup> Century. The creation of black institutions of higher learning creates new opportunities for blacks to become educated and learned in the arts as well as in the skills and trades. However, it is through the creation of these newly minted black institutions such as Historically Black Colleges and Universities and predominantly black churches that a new elite black class is created during the Jim Crow Era. Black Politicians such Blanche K. Bruce and Hiram Revels and PBS Pinchback play a significant role in southern politics and elitist

principles. Students will use primary resources to identify the dysfunctional black leadership within the Republican Party in the south and analyze the impact of leadership differences on their constituents. Students will also need to identify the plight of African Americans during the Ku Klux Klan era and what strategies and resources were available to the community and its leaders. Teacher and students will analyze political cartoons of black leadership and the community and discuss the effects of the newly found liberties as well as some newly found old discriminatory tactics.

### **Unit 3: Searching for Safe Spaces:<sup>iii</sup>**

Searching for Safe Spaces is a unit that outlines the roles and experiences of African Americans in the late 19<sup>th</sup> and early 20<sup>th</sup> century. It is comprised of four distinctive chapters whose focuses are: the status of African Americans during the time that Jim Crow laws were in full affect and secondly how African Americans were able to cope despite the social and political freedoms that they were limited despite the successes from the Reconstruction Era. Students will demonstrate understanding of the social and political dynamics in this unit, by identifying key issues, problems and solutions that faced African Americans early on in the 20<sup>th</sup> Century. Carefully identifying the political, social and religious implications from the progressive era, then students will be able to create a leadership matrix that will serve as a guide to each leaders appeal to the masses. The development of the intellectual Negro will have a resounding impact on the development of mass movements at the beginning of the 20<sup>th</sup> century. At the center of these mass movements in the fight for equality and civil rights is W.E.B. Dubois, Booker T. Washington, the NAACP and other significant black organizations. The premise of this unit is to have students reflect on differences from past leaders that have caused the African American community to divide itself among the masses to support those individuals that appealed to their beliefs. These two leaders highlight the focus of the overall curriculum unit which seeks to identify the reasons how leaders like Washington and Dubois were able to garner so much support from the community but also while at the same time divide the masses according to the target group they were targeting. As discussed early, we will analyze how infighting from earlier chapters with different leaders is now magnified in this unit due to the prominence, backgrounds and leadership styles of these two individuals.

The second half of this unit pursues the continued fight for racial equality through the creation of several movements as well as black organizations. However it highlights the continued achievements of many individuals during the early 1900's through the early 1930's. The development of Marcus Garvey and his U.N.I.A. movement and its impact is noted, however as controversial as he may have been, the effect that this movement had, caused a great deal of controversy within the leadership of the African American community. Individuals such as A. Philip Randolph, Marcus Garvey and W.E.B. Dubois presented the microcosm surrounding the direction of the leadership in our communities. As stated before the rise of the intellectual negro played a huge impact in the development of the industries such as sports, manufacturing and of course, the literary movement: Harlem Renaissance. It also highlights the achievements that were taking place in politics, military, music and the mass movement of blacks in the deep south to the Midwest of Chicago and North to Harlem, New York.

### **Unit 4: World War II and Blacks During the Great Depression<sup>iv</sup>**

Angelo Herdon, Mary McLeod Bethune and Benjamin O'Davis were individuals who played significant roles during one of the most critical times in United States History. It was during the Great Depression and through the beginnings of World War II that these individuals stood out amongst the leaders in our community and helped lead for improvement of life and equality for the Negro. Its central focus is mainly on Great Depression and its impact on the livelihood of millions of black folks. However, due to the lack of Republican effort in providing direct relief to the people, especially African Americans, there was a shift that took place. The hardest group hit by the Great Depression, African Americans made the transition from the Republican Party since the end of reconstruction to supporting the Democratic Party. It was this transition that would impact every generation since the end of the Civil War until today. The booming culture and development of the 1930's and 1940's way of life for blacks proved to be a substantial turning point in direction. This examination of the unit will focus on how leaders in the pop culture during this time stood out and reached the masses with their talents in the arts and entertainment arenas. The dynamics of this unit are truly highlighted by the various artists and entertainers that came out of the Renaissance era and inspired a new age generation of folks too seeks opportunities in higher education as well as pursues those personal dreams.

World War II served as a critical point for the role of blacks in the military. Prior to World War II back in the first World War, many blacks were often subjected to segregated units, racism and discrimination in the United States Army. Many of them were believed to be inferior and incapable of performing combat related duties. Individuals such as Benjamin O'Davis and the Harlem Hell Fighters proved their worth as decorated colored military men. However, it would not be until President Truman received the threat of a national march on Washington in 1948 by A. Philip Randolph and his organizers that would push Truman to desegregate The United States Army. The development of the Women's Army Corps and the participation of the Tuskegee Airmen in World War II proved significant in the fight for equality and pride. This time there were certain highs and lows with men returning from war to their southern homes and still facing lynch mobs and racism. This new low just increased the fight even more post-World War II blacks fight for racial justice in America. Several key people this part of the unit that your students should analyze regarding leadership is Bayard Rustin, The Black Cabinet, Mable K. Staupers and Ralph Bunche.

## **Key Leaders**

### Unit 1 Key Leaders

#### *Frederick Douglass*

Born a slave in MD in 1818, Douglass learned to read, and acquired a slave before escaping to New England in 1838.<sup>v</sup> By 1841, he had become an antislavery lecturer. He remained loyal to Garrison until 1847 in an effort to assert his independence. He realized he was more than simply a fugitive slave but an effective orator, and began publishing the North Star. Douglass was a significant contributor to the defeat of the Black Nationalist Movement during the Pre-Civil War and Post-Civil War era as he and several black prominent leaders squabbled over the status of newly emancipated slaves as well as freedmen.

### *Martin Delany*

A prominent black physician and novelist, born free in western VA in 1812, Delany had become a champion of black self-reliance by the late 1840s. He supported Black Nationalism and migration to Africa and Latin America. As one of America's most wealthy black men, he along Henry Highland Garnett pushed for major colonization efforts for blacks to leave the United States.

### *David Walker*

A black abolitionist, in 1829 this free black man wrote a piece with harsh language and demands for action. He bluntly described the oppression suffered by African Americans. He urged black men to redeem themselves defending their loved ones from abuse. Walker remarked that if the struggle led to violence or death "Had you not rather be killed than be a slave to a tyrant, who takes the life of the mother, wife, and dear little children?" He wrote *The Appeal to the Colored Citizens of the World*. Walker would become the precursor to Nat Turner's rebellions.

### *Nat Turner*

Nat Turner was a privileged slave who initiated a large scale slave uprising inspiring great fear among white southerners. Turner was a religious visionary. Born in 1800, he learned to read as a child. He studied and memorized the Bible and became a preacher and leader among local slaves. After careful planning, his band of 60-70, killed 57 white men, women, and children in August 21, 1831. In November, Turner and seventeen others were found guilty of insurrection and treason and were hanged. Turner was skinned. Whites accused Garrison and other abolitionists of inspiring the revolt. Abolitionists asserted the desire for peaceful struggle but respected Turner.

### *Sojourner Truth*

A fighter for women's rights and equality, Sojourner Truth was born a slave in New York and her name was Isabella Baumfree. Later she would eventually escape from slavery with her child and become one of the century's most well-known and outspoken opponents of slavery and supporter of women's rights. Truth developed equity among white abolitionists from the North that she was often invited to give speeches up North advocating for women's rights and end to slavery.

## Unit 2 Key Leaders

### *Frederick Douglass*

Born a slave in MD in 1818, Douglass learned to read, and acquired a slave before escaping to New England in 1838.<sup>vi</sup> By 1841, he had become an antislavery lecturer. He remained loyal to Garrison until 1847 in an effort to assert his independence. He realized he was more than simply a fugitive slave but an effective orator, and began publishing the *North Star*. Douglass was a significant contributor to the defeat of the Black Nationalist Movement during the Pre-Civil War and Post-Civil War era as he and several black prominent leaders squabbled over the status of newly emancipated slaves as well as freedmen.

### *Harriet Tubman*

Noted abolitionist Harriet Tubman was known as the black “Moses” for leading nearly over three hundred slaves through the Underground Railroad. Tubman also served as a spy for the Union Forces during the Civil War.

### *Charlotte Ray*

Charlotte Ray became the first African American woman to earn a law degree and the first woman to be admitted to the practice of law in Washington D.C. She attended Howard University Law School and opened her own practice. She used her pen name to disguise the fact that she was a woman. Eventually she would later close her practice due to economic issues in 1873.

### *PBS Pinchback*

This prominent black politician served as the first black Governor of the State of Louisiana. His term only served for three months as the previous Governor had been removed from office.

### *Hiram Revels*

Served as US States Senator for one term; born in Wilmington NC. Represented Mississippi.

## **Unit 3 Key Leaders**

*W.E. B Dubois*: noted civil rights activist and founder of the Niagara Movement and National Association for the Advancement of Colored People. Dubois was a staunch advocate for equality compared to his contemporary Booker T. Washington. Dubois is also noted for his authorship of “*Souls of Black Folks*” which he masterfully describes the struggle of African Americans throughout society from the circumstances they came through from slavery.

*Booker T. Washington*: Born into slavery in Virginia to a black mother and white father. Booker T. Washington would later become free and attended Hampton Normal Institute. He was heavily influenced by the President Samuel Chapman Armstrong. He advocated segregation and economic independence for blacks and emphasized industrial trade and skills. His biggest challenger and opponent would be WEB Dubois and would have several controversial discussions concerning the direction of Blacks in America. He was also noted for the establishment of Tuskegee University.

*A Phillip Randolph*: Noted leader of the labor union Brotherhood for Sleeping Car Porters and advocate of Civil Rights. Randolph supported various functions for equality including being credited for crafting the original draft of the March on Washington. This March on Washington was to take place in the 1940’s which politically helped desegregate the US Army and establishing Executive order 8806 by President Truman

### *Mary Church Terrell*



*Marcus Garvey:* Born in Jamaica and in poverty, Garvey was heavily influenced by the likes of Paul Cuffee and Booker T. Washington in helping blacks to develop their own sense of identity and economic independence. He created the Universal Negro Improvement Association to promote Black Nationalism and Pride and urged blacks to consider leaving America and establish a new identity in Africa.

*Carter G. Woodson:* Carter G. Woodson: was born in Virginia to poor sharecroppers. Woodson was influenced by the likes of Abraham Lincoln and Frederick Douglass's leadership. He would later go on to Berea College in Kentucky. He also would go on to be the second black person to receive a Ph.D. from Harvard University. Founded "Negro Week" which was established to identify the contributions of African Americans to America

#### Unit 4 Key Leaders

*Mary McLeod Bethune:* Was a noted political activist and social reformist in education and in politics. She received her education at Scotia Seminary in the late 1800's early 1900's and went on to create her own school for Negro girls. The Daytona Educational and Industrial Training School for Negro Girls was founded in 1904 and gave Bethune the credibility she needed that would later open up doors for her in politics and social action. She was also noted for creating the National Council of Negro Women and also served as a critical asset on the Black Cabinet during President Franklin Roosevelt's Administration.

*A Phillip Randolph:* Noted leader of the labor union Brotherhood for Sleeping Car Porters and advocate of Civil Rights. Randolph supported various functions for equality including being credited for crafting the original draft of the March on Washington. This March on Washington was to take place in the 1940's which politically helped desegregate the US Army and establishing Executive order 8806 by President Truman

*Ralph Bunche:* Born in Detroit Michigan, Bunche was educated at the University of California and graduated Valedictorian. He would later go on to receive a Ph.D. in political science from Harvard, and would be the first African American to do so. Later as diplomat for the United States he would become the first African American to receive the Nobel Peace Prize for his works in Humanity.

*Carter G. Woodson:* was born in Virginia to poor sharecroppers. Woodson was influenced by the likes of Abraham Lincoln and Frederick Douglass's leadership. He would later go on to Berea College in Kentucky. He also would go on to be the second black person to receive a Ph.D. from Harvard University. He founded "Negro Week" which was established to identify the contributions of African Americans to America.

#### Teaching Strategies

##### Carousel Activity (Peak)

Carousel Activities are engaging and meaningful instructional activities that address all learning styles in your classroom. Regarding this curriculum unit focusing on leadership, this is an activity that could be used as a form of review or as a tool to help students identify what they know versus what they do not know pertaining to a topic. It is best effective when you create

mixed ability grouping for this. This is a non-evaluative tool that allows groups of students to rotate in different to different locations and brainstorm ideas, thoughts or solutions to the open ended questions on the chart paper or topic. However, when they rotate to each station before writing or jotting ideas, they must read the responses and ideas or solutions from the previous groups so that they do not repeat the same concepts or ideas on the same chart paper.

### Knowledge Wall Learning Chart or KWL

The Knowledge Wall Learning Chart is a great learning strategy that incorporates all students where they are, where they want to be and at the end of the unit what they should. I would consider this an informal instructional map at the beginning of the unit for the students to identify what they think they know versus what they hope or want to know. This activity allows students to frame their questions from level one in the Knowledge category to level two questions under Bloom's Taxonomy of identifying and assessing what they want to know in the unit. The "W" in the Knowledge Wall Learning Chart allows students to disseminate basic information and then craft formidable questions that asks to students to describe, asses and evaluate the impact of people, places, things or events. The "L" in the Knowledge Wall Learning Chart allows teachers to create the culminating activity in which students continuously follow throughout the lesson ideas, concepts and information that they are learning. At the end of the activity they should be able to see the road map of information from where they started prior to the unit to know at the end of the road map to where they finished.

### Venn Diagrams

Venn Diagrams are level one and level two activities but when it comes to scaffolding and developing your student's critical thinking skills, this is as simple as you can get. It is important in the level of discussions with this particular unit that you already have backwards planned beginning with the end in sight. The students should be presented with the topic or topics that they will be comparing and contrasting. The general idea in this use of this diagram is to allow students to organize their thoughts relative to writing an essay or performing a debate. In my unit this would be primarily used for events and people and you can tie the significance of those events and people to that unit or era.

### Talk the Table Activity

A very Socratic-like engagement, this activity can be used as a spring board for creating formal classroom debates throughout your classes. This activity requires that you partner students up and requires one student to be an active listener while the other student evaluates and assesses their performance in the re-enactment. The flexibility of this activity is that it can be a dramatized re-enactment, a debate between two historical figures. As the instructor you can incorporate the students into how they will be assessed in this activity. I usually create a rubistar rubric that is based on oral presentation, but as the teacher you do not have to use rubistar if you do not wish. In groups you will have each student place themselves in the position that you are in and brainstorm criteria that they feel should be used for the teacher to assess the performance. The ideas that you consistently see come up written on the chart, are the ideas that all the students consider the most relevant in how they will be assessed in this activity. An idea can only be stated once therefore if you noticed that similar ideas are being repeated then it is important.<sup>vii</sup>

Students are being assessed on their ability to speak and work with their peers, therefore a formal debate should be the culminating activity from an exercise such as the Talk the Table Activity. Teacher should create their own observation sheet and use the criteria established by the class and the instructor for the students to use in their assessment. This is a great activity in having students demonstrate leadership qualities in this unit, understanding the complexities of public speaking and having developed good auditory and oratorical skills.

### Socratic Seminar

Socratic seminar is a theory based upon Socrates ideals that students learn best when governed least by the teacher filling them up with information. This is a teacher facilitated, not teacher guided or demonstrated activity.<sup>viii</sup> This is to engage students in a meaningful way that allows them to synthesize, discuss and analyze specific topics relevant to the topic. However students respond to one another in a democratic themed manner. The teacher only serves to facilitate the direction of the conversation that the students are having among their peers. This is an activity that would be suitable for my curriculum unit because as you come across different events and people relative to leadership and leadership styles in my unit, the teacher will have the unique ability to develop a seminar surrounding key events, key movements and key leaders and their impact.

### Debates/Classroom Discussion

As previously discussed, this unit is dynamic and there will be particular hot topics as it relates to the various movements and leaders who took their turn at the helm for African Americans. As the instructor it is your right and discretion to determine the appropriateness for the conversation. If it is properly planned ahead of time, with constructed open ended questioning, it should be an effective tool to help students to continue to synthesize, and analyze information. This activity can be horizontally aligned to the Talk the Table and Socratic seminar activities. This however is a more informal but planned activity where students can develop their ideas, thoughts, and rebuttals to their peers and teacher in this activity.

## **Classroom Activities**

### Interactive Notebook

#### SOAP STONE

When analyzing primary sources, political talk shows, articles, and books always look for:  
SOAPSTONE

S Speaker (Who is it?)

O Occasion (What is it?)

An Audience (Who is the message for?)

P Purpose (What is the message?)

S - Setting (Where is the message being given?)

T - What is the speaker trying to do or overall objective?

O - What is their slant/position/stance?

N – Are they successful in persuade or convincing the reader?

E - What are the implications?

This activity is not just useful for the above mentioned purposes, but this tool could also be used as you have your students watch video or YouTube and documentary clips on various leaders who gave speeches, presentations to the masses. It simplifies it for your level one student while it encompasses level two and three type questions and answers. It is my hope that it will help your students to synthesize as well as conceptualize the idea of that persons point, speech, product or presence.

### **Resources for Teachers**

Bois, W. E. B.. *The Souls of Black folk*. New York: Dover, 1994. This book served as a catalyst into the insight and wisdom of W.E.B Dubois. It highlights the struggles of blacks and Dubois struggles to find his niche in that colorline. However it also depicts the division that arose from the likes of him versus the followers of Booker T. Washington. Great for Debates and discussion. (tags: none | edit tags)

Douglass, Frederick, and Dale Edwynna Smith. *Narrative of the life of Frederick Douglass, an American slave: written by himself, and selected essays and speeches*. New York: Barnes and Noble, 2012. The life of Frederick Douglass gives us insight into the man who would become the man how his early experiences as a slave and free man would develop him as the most prominent abolitionist during the late 1800s. (tags: none | edit tags)

Dyson, Michael Eric. *Is Bill Cosby right?: or has the Black middle class lost its mind?.* New York, NY: Basic Civitas Books, 2005. This book by Eric Dyson is a displays a microcosm between the elite and middle black class, therefore he creates a better understanding of the issues impacting the lower class versus what Bill Cosby stated that the poor are poor because of themselves. (tags: none | edit tags)

Hine, Darlene Clark, William C. Hine, and Stanley Harrold. *African-American history*. Upper Saddle River, NJ: Prentice Hall, 20062005. This African American book is the secondary resource book used for the African American Studies curriculum. It entails and chronicles the black experience from Africa to the Americas up unto modern day American and the election of Barak Obama (tags: none | edit tags)

Loewen, James W.. *Teaching what really happened: how to avoid the tyranny of textbooks and get students excited about doing history*. New York [u.a.: Teachers College Press, 2010. This is a

useful resource for teachers to avoid teaching terribly to great events in history or in other disciplines that incorporate history and how to avoid the myths that have been told.

Pace, Harry. "Garvey Must Go." PBS.

[http://www.pbs.org/wgbh/amex/garvey/filmmore/ps\\_go.html](http://www.pbs.org/wgbh/amex/garvey/filmmore/ps_go.html) (accessed November 25, 2013).

Martha Solomon Watson. "Mary Church Terrell Vs. Thomas Nelson Page: Gender, Race, And Class In Anti-Lynching Rhetoric." *Rhetoric & Public Affairs* 12, no. 1 (2009): 65-90. This article is about Mary Church Terrell and noted southern supporter Thomas Nelson debating the condition and status of blacks in the south in the early 1900's. However, it is Mary Church Terrell's background that has helped shaped her opinions, thoughts and responses towards the status of blacks during this time.

Pace, Harry. "Garvey Must Go." PBS.

[http://www.pbs.org/wgbh/amex/garvey/filmmore/ps\\_go.html](http://www.pbs.org/wgbh/amex/garvey/filmmore/ps_go.html) (accessed November 25, 2013).

Phillips, Donald T.. *Lincoln on leadership: executive strategies for tough times*. New York: Warner Books, 1992. *Lincoln on Leadership* is a great resource to pull from for students to help identify key ingredients that leaders need and characteristics and qualities that Abe Lincoln exuded during his time as President during America's most turbulent time. (tags: none | edit tags)

Woodson, Carter Godwin. *The mis-education of the Negro*. Trenton, NJ: Africa World Press, 1990. This is book by Dr. Carter G. Woodson who would be classified as an elite black during the early 1900s seemingly is attacking the educated blacks during this time for the lack of thinking and inability to help the majority of blacks that remained in an ignorant state, post slavery era. (tags: none | edit tags)

## **Reading list for Students**

Hine, Darlene Clark, William C. Hine, and Stanley Harrold. *African-American history*. Upper Saddle River, NJ: Prentice Hall, 2006. This African American book is the secondary resource book used for the African American Studies curriculum. It entails and chronicles the black experience from Africa to the Americas up unto modern day American and the election of Barak Obama (tags: none | edit tags)

Bois, W. E. B.. *The souls of Black folk*. New York: Dover, 1994. This book served as a catalyst into the insight and wisdom of W.E.B Dubois. It highlights the struggles of blacks and Dubois struggles to find his niche in that colorline. However it also depicts the division that arose from the likes of him versus the followers of Booker T. Washington. Great for Debates and discussion. (tags: none | edit tags)

Douglass, Frederick, and Dale Edwynna Smith. *Narrative of the life of Frederick Douglass, an American slave: written by himself, and selected essays and speeches*. New York: Barnes and Noble, 2012. The life of Frederick Douglass gives us insight into the man who would become the man how his early experiences as a slave and free man would develop him as the most prominent abolitionist during the late 1800s

## ***Appendix I: Implementing Common Core Standard/North Carolina Standard Course of Study***

### ***KEY IDEAS AND DETAILS***

☐CCSS.ELA-Literacy.RH.11-12.3 evaluates various explanations for actions or events and determines which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

### **INTEGRATION OF KNOWLEDGE AND IDEAS**

☐CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

## **North Carolina Standard Course of Study: African American Studies**

### **Competency Goal 2**

The learner will develop an understanding of the justifications and ramifications of slavery between 1619 and 1860.<sup>ix</sup>

*Students will be able to assess and evaluate the justifications and implications for slavery in colonial America. Students will also examine key political and social figures that were essential to the development of slavery and its impact on African Americans.*

### **Competency Goal 3**

The learner will demonstrate an understanding of African American life and cultural contributions through 1860<sup>x</sup>. *Students will be able to identify and explain the contributions of the African American family during the antebellum period as well as the key political, social and religious figures that would help shape the 1860 conflict.*

### **Competency Goal 4**

The learner will analyze the roles of African Americans during the Civil War and Reconstruction.<sup>xi</sup> *Students will be able to assess the roles of soldiers, spies, religious and political leaders in their struggle for freedom during the Civil War Era. Students will be able to assess their impact to the outcome of the war.*

### **Competency Goal 5**

The learner will examine the rise of Jim Crow and its effects on the life experiences of African Americans in the late nineteenth and early twentieth century's.<sup>xii</sup> *Students will be able to analyze the effects of racism and discrimination through the development of Jim Crow laws at the turn of the 20<sup>th</sup> Century. Students will be able to identify key central political, social and religious figures who used viable organizations to fight for their causes.*

## **APPENDIX: SAMPLE ACTIVITIES**

### **Worksheets/Study Guides**

#### **The Failure of Reconstruction**

Define:

Hiram Revels	Blanche K. Bruce	carpetbaggers
PBS Pinchback	scalawags 284	Ku Klux Klan
15th Amendment	Enforcement Acts	Redemption
The Freedmen's Bank	Civil Rights Act of 1875	Hamburg Massacre <sup>2</sup>

Questions:

1. Profile (Give a general overall description) the Black Politicians.
2. What were the major political issues black politicians faced?
3. Explain the emergence of the Ku Klux Klan.
4. Which group benefited immediately from the 15th Amendment? Which group was obvious excluded?
5. Why did the North lose interest in the cause for African Americans?
6. Analyze the map on p. 296. List the dates of readmission of southern states to the Union and reestablishment of Democratic Party Control.
7. The Compromise of 1877 299-301

#### **African American Studies**

##### **From White Supremacy through the 1920s**

##### **Study Guide/Review**

1. Who was the first black man to receive a Ph.D. (Harvard)?

2. In his address at the Cotton States Exposition (Atlanta Exposition), what did Booker T. Washington propose?
3. Who was the chief critic of Booker T. Washington and author of *The Souls of Black Folk*?
4. What was the interracial organization founded by a group of black and white progressives in 1909?
5. What was the organization founded in 1910 to assist blacks who migrated to cities?
6. What was the first college fraternity for black men founded at Cornell University?
7. Who argued that African American colleges should emphasize agricultural and industrial education rather than an academic and liberal arts education?
8. What was the Brownsville incident?
9. Who was the first African American woman to serve as a bank president in the United States?
10. The birthplace of jazz music.
11. Who was the leading black inventor and pioneer in electricity?
12. Define Great Migration, Dyer Bill, "If We Must Die," *Nixon v. Herndon*, Pan-African Congress, Harlem Renaissance, Cotton Club, Hampton Model, "talented tenth," Social Darwinism, disfranchisement, and *The Crisis*.
13. What was D.W. Griffith's film, *The Birth of a Nation* about?
14. Where was the Ku Klux Klan revived and how was the initial mission/purpose changed?
15. Identify Marcus Garvey, A. Phillip Randolph, Carter G. Woodson, Bessie Smith, Rube Foster, and Jack Johnson.

## Southerners Challenge White Supremacy

### PART II

#### Key Terms:

1. Social Darwinism
2. Henry McNeal Turner
3. Holiness Movement and the Pentecostal Church
4. The Army Reorganization Act of 1869



5. Buffalo Soldiers
6. Brownsville Incident
7. Madame CJ Walker
8. Maggie Lena Walker
9. Jack Johnson
10. Scott Joplin
11. Black Fraternities and Sororities
12. Rube Foster

### **Audio Visual Documentaries/Movies/YouTube Clips**

Discuss the following characters from “Glory” and explain their roles in the film.

Frederick Douglass--

Thomas –

Jupiter—

Tripp—

Forbes—

Sgt. Major Mulcahey--

Collins--

Robert Gould Shaw--

Identify the following as they relate to the Civil War:

Contraband

Impressment

Take Notes: Include the relationship between the soldiers and the commanders; consider the behavior of many soldiers towards their leaders. How did many soldiers feel at this time about the war? Describe Denzel Washington’s role in this movie; look at his relationship between his unit, as well as his commander. Why was he an antagonist in this movie? What was his motivation for fighting despite, his background?

Once students have completed watching the “Glory” Movie they will follow up with a reaction paper response of one page to the above questions. These notes will serve as catalyst for them to reference throughout the movie so then they can formulate their response to the reaction paper topic appropriately. This activity address Common Core standards for literacy in standard 11.2 through 12. 1 in that it addresses the student’s requirement to cite specific textual evidence from primary texts and synthesize the information from the body whole from that source.

## **Reference Page**

Bois, W. E. B. *The souls of Black folk*. New York: Dover, 1994. This book served as a catalyst into the insight and wisdom of W.E.B Dubois. It highlights the struggles of blacks and Dubois struggles to find his niche in that color line. However it also depicts the division that arose from the likes of him versus the followers of Booker T. Washington. Great for Debates and discussion.

Douglass, Frederick, and Dale Edwynna Smith. *Narrative of the life of Frederick Douglass, an American slave: written by himself, and selected essays and speeches*. New York: Barnes and Noble, 2012. The life of Frederick Douglass gives us insight into the man who would become the man how his early experiences as a slave and free man would develop him as the most prominent abolitionist during the late 1800s.

Dyson, Michael Eric. *Is Bill Cosby right?: or has the Black middle class lost its mind?.* New York, NY: Basic Civitas Books, 2005. This book by Eric Dyson is a displays a microcosm between the elite and middle black class, therefore he creates a better understanding of the issues impacting the lower class versus what Bill Cosby stated that the poor are poor because of themselves.

Hine, Darlene Clark, William C. Hine, and Stanley Harrold. *African-American history*. Upper Saddle River, NJ: Prentice Hall, 2006. This African American book is the secondary resource book used for the African American Studies curriculum. It entails and chronicles the black experience from Africa to the Americas up unto modern day American and the election of Barak Obama

Loewen, James W.. *Teaching what really happened: how to avoid the tyranny of textbooks and get students excited about doing history*. New York [u.a.: Teachers College Press, 2010. This is a useful resource for teachers to avoid teaching terribly to great events in history or in other disciplines that incorporate history and how to avoid the myths that have been told.

Martha Solomon Watson. "Mary Church Terrell Vs. Thomas Nelson Page: Gender, Race, And Class In Anti-Lynching Rhetoric." *Rhetoric & Public Affairs* 12, no. 1 (2009): 65-90. This article is about Mary Church Terrell and noted southern supporter Thomas Nelson debating the condition and status of blacks in the south in the early 1900's. However, it is Mary Church Terrell's background that has helped shaped her opinions, thoughts and responses towards the status of blacks during this time.

PeroGagloDagbovie. "'Among The Vitalizing Tools Of The Radical Intelligentsia, Of Course The Most Crucial Was Words": Carter G. Woodson's "The Case Of The Negro" (1921)."

Journal for the Study of Radicalism 3, no. 2 (2009): 81-112. This article identifies Dr. Carter G. Woodson's "Case of the Negro" and his viewpoint of White America and the status of African Americans at the early start of the 20th Century. It is vastly contrasting to the likes of Dubois and Garvey

Phillips, Donald T.. Lincoln on leadership: executive strategies for tough times. New York: Warner Books, 1992. Lincoln on Leadership is a great resource to pull from for students to help identify key ingredients that leaders need and characteristics and qualities that Abe Lincoln exuded during his time as President during America's most turbulent time.

"STANDARD COURSE OF STUDY." *African American Studies*. Department of Public Instruction, n.d. Web. 3 Dec. 2013.  
<<http://www.dpi.state.nc.us/curriculum/socialstudies/scos/2003-04/072africanstudies>>.

Woodson, Carter Godwin. The mis-education of the Negro. Trenton, NJ: Africa World Press, 1990. The is book by Dr. Carter G. Woodson who would be classified as an elite black during the early 1900s seemingly is attacking the educated blacks during this time for the lack of thinking and inability to help the majority of blacks that remained in an ignorant state, post slavery era.

bayo, Tamba E.. "W. E. B. Du Bois, Marcus Garvey, and Pan-Africanism in Liberia, 1919-1924." *The Historian*, March 22, 2004. This article focuses on the controversial disagreements of Marcus Garvey and his aim to streamline the Back to Africa Movement in America and Dubois's fight to pursue Pan Africanism and its development in America as well as abroad.

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<sup>i</sup> African American History.Pg xii

<sup>ii</sup> African American History.Pg.xii

<sup>iii</sup> African American History.Pg xiv

<sup>iv</sup> African American History.Pg xv

<sup>v</sup> Narrative of the Life of Frederick Douglas.Pg 5

<sup>vi</sup> Narrative of the Life of Frederick Douglas.Pg 5

<sup>vii</sup> Applying Differentiating Strategies. Pg. 101

<sup>viii</sup> The Padeia Program: An Educational Syllabus. Pg. 18

<sup>ix</sup> <http://www.dpi.state.nc.us/curriculum/socialstudies/scos/2003-04/072africanstudies>>.

<sup>x</sup> <http://www.dpi.state.nc.us/curriculum/socialstudies/scos/2003-04/072africanstudies>>.

<sup>xi</sup> <http://www.dpi.state.nc.us/curriculum/socialstudies/scos/2003-04/072africanstudies>>.

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