

Booker T. Washington and the Rosenwald Schools

Teacher's Guide

Overview:

This lesson covers historical information about Booker T. Washington and the Rosenwald schools that were developed between 1912 and 1932. While Washington had the vision, philanthropist Julius Rosenwald provided financial resources, which, along with matching community contributions, built thousands of schools for Black children in the rural south. The Rosenwald schools successfully educated two generations of children and made significant progress in closing the educational gap between rural Blacks and Whites.

This is an appropriate lesson for Black History Month, studies on civil rights, visionary design, social movements in education, civic ideals and practices, and social-emotional development.

Lesson Prompt:

Share the prepared PowerPoint presentation on the Rosenwald Schools. The presentation includes discussion prompts to reinforce the principles discussed.

Select activities from the accompanying Activity Pack according to your time allowance and student appropriateness. Included in this lesson pack are:

Multiple Choice Questions (Grades 2-8)

Critical Thinking Exercises (Grades K-5 with guidance; Grades 6-8 unassisted)

Matching Quiz (Grades K-5)

Coloring Page (Grades K-3)

Additional Reading/Viewing (Grades K-8 - varies by video)

Vocabulary:

Intellectual

Autobiography

Vocational

Segregation

Philanthropist

Immigrant

Stakeholder

Architect

Desegregation

Literacy

Unconstitutional

Preservation

Additional Resources:

“Inside the Rosenwald Schools: Photographer Andrew Feiler documented how the educational institutions shaped a generation of black leaders” by Michael J. Solender, *Smithsonian Magazine*

Rosenwald Schools: Guide to Library of Congress Resources

“‘Schoolhouse’: Rosenwald Schools in the South” from *All Things Considered*, NPR

Standards and Learning Objectives

Mapped to the College, Career and Civic Life (C3) Framework for Social Studies State Standards published by the National Council for the Social Studies

Grades K-2

English Language Arts:

D1.3.K-2. Identify facts and concepts associated with a supporting question.

Civics:

D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.

D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.

D2.Civ.5.K-2. Explain what governments are and some of their functions.

D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.

D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.

Economics:

D2. Eco.1. K-2. Explain how scarcity necessitates decision making.

D2. Eco.2. K-2. Identify the benefits and costs of making various personal decisions.

D2. Eco.3. K-2. Describe the skills and knowledge required to produce certain goods and services.

D2.Eco.6.K-2. Explain how people earn income.

D2.Eco.13.K-2. Describe examples of capital goods and human capital.

Geography:

D2 Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.

D2. Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.

D2. Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place.

History:

D2. His.1. K-2. Create a chronological sequence of multiple events.

D2. His.2. K-2. Compare life in the past to life today.

D2. His.3. K-2. Generate questions about individuals and groups who have shaped a significant historical change. D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.

Communicating and Critiquing Conclusions:

D4.2.K-2. Construct explanations using correct sequence and relevant information.

D4.5.K-2. Ask and answer questions about explanations.

D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

D4.7.K-2. Identify ways to take action to help address local, regional, and global problems.

Grades 3-5**Civics:**

D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.

D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.

Economics:

D2. Eco.1.3-5. Compare the benefits and costs of individual choices.

D2. Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.

D2. Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes.

Geography:

D2. Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.

D2. Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.

D2. Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

History:

D2. His.2.3-5. Compare life in specific historical time periods to life today.

D2. His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

D2. His.14.3-5. Explain probable causes and effects of events and developments.

D2.His.16.3-5. Use evidence to develop a claim about the past.

Communicating and Critiquing Conclusions:

D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. D4.5.3-5. Critique explanations.

D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Grades 6-8**Civics:**

D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

Economics:

D2. Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.

D2. Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

D2. Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy.

D2.Eco.13.6-8. Explain why standards of living increase as productivity improves.

Geography:

D2. Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.

D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.

History:

D2. His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2. His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.

D2. His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

D2.His.5.6-8. Explain how and why perspectives of people have changed over time.

D2. His.14.6-8. Explain multiple causes and effects of events and developments in the past.

D2. His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.

Communicating and Critiquing Conclusions:

D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

D4.4.6-8. Critique arguments for credibility.

D4.5.6-8. Critique the structure of explanations.

D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.