



Booker T. Washington & the Rosenwald Schools

Standards & Learning Objectives

AP US History

CUL-4.0 Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

NAT-4.0 Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

Key Concept 6.1 — Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.

II. A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.

D. Despite the industrialization of some segments of the Southern economy—a change promoted by Southern leaders who called for a “New South”—agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.

Key Concept 6.3 — The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

II. Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.

C. The Supreme Court decision in *Plessy v. Ferguson* that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality.

Key Concept 7.1 — Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

II. In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.

D. The Progressives were divided over many issues. Some Progressives supported Southern segregation, while others ignored its presence. Some Progressives advocated expanding popular participation in government,



while others called for greater reliance on professional and technical experts to make government more efficient. Progressives also disagreed about immigration restriction.

Key Concept 8.2 — New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

- I. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.
- C. Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.

National Council for the Social Studies Themes

- 1 CULTURE
- 2 TIME, CONTINUITY, AND CHANGE
- 3 PEOPLE, PLACES, AND ENVIRONMENTS
- 4 INDIVIDUAL DEVELOPMENT AND IDENTITY
- 5 INDIVIDUALS, GROUPS, AND INSTITUTIONS

Common Core

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**CCSS.ELA-LITERACY.RH.11-12.3**

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Learning Objectives:

After completing this lesson, students will:

Be able to properly identify what a “Rosenwald school” is, and place their establishment in proper historical context.

Be able to explain why the Rosenwald schools were founded, and why they were located in the American Southeast.

Be able to identify the co-founders of the Rosenwald schools and describe their motivations.

Be able to explain what is meant by segregation, desegregation, and integration of schools.

Be able to explain the meaning of “Jim Crow” laws, and place this concept in historical context.

Be able to identify the court case that ended school segregation in the United States.

Be able to identify the historical figure of Booker T. Washington and name two things for which he is famous.

Be able to define the following words: disparities, collaborative, segregation, desegregation, integration, “Jim Crow,” stakeholder, philanthropist, pragmatic, antebellum, demise, icons, progressive, seclusion.