WHAT IS FREEDOM?

Booker T. Washington

National Monument

CURRICULUM-BASED EDUCATION PROGRAM

GRADES 9-12



BOOKER T. WASHINGTON NATIONAL MONUMENT

HARDY, VIRGINIA

**MISSION STATEMENT FOR EDUCATIONAL PROGRAM**

It is the mission of Booker T. Washington National Monument's education program to satisfy the curriculum needs as specified in the Standards of Learning for Virginia Public Schools and Common Core standards utilizing the park as a classroom. The programs and activities included in Booker T. Washington National Monument's *What Is Freedom?* educational packet is designed to meet these requirements while introducing students to the philosophical questions of freedom faced by Booker T. Washington and his contemporaries.

By engaging in classroom activities that are appropriate to their grade level, students will examine in depth Booker T. Washington’s early life and gain insight into the topic of freedom as viewed by African Americans and abolitionists of the period.

The activities included in this packet enable students to investigate, research, and participate in meaningful learning experiences. They will build a strong foundation in communication skills, research techniques, computer skills, writing, and thinking in terms of multiple points of view.

At Booker T. Washington National Monument, students can learn about the cultural diversity that makes up Franklin County, Virginia. It is the hope of Booker T. Washington National Monument's educational staff that by learning about the past and the life of Booker T. Washington that we can broaden our understanding of the context of race and freedom in American society.

**CURRICULUM-BASED EDUCATION PROGRAM FOR GRADES 9-12**

THEME: Booker T. Washington was a nationally respected leader that dedicated his life to ending discrimination and inequality of African Americans. Although many African American and abolitionist leaders searched for freedom and equality, they each pursued different paths for change. By examining their experiences, we will have a better understanding of their philosophies on racial justice and the search for freedom.

GOALS:

1. To learn Booker T. Washington's philosophy of education, experiences with freedom, and his hopes for African American progress.

2. To compare the topic of freedom from multiple points of view, to include viewpoints based on individual perspective and historical change over time.

OBJECTIVES:

1. Students will examine the experiences of Booker T. Washington and other prominent figures of the Abolition/Civil War time period and analyze and compare their individual views on freedom.
2. Students will examine and compare views on freedom across multiple time periods, including the Civil War period, Reconstruction, the Civil Rights era, and the modern United States.

**TABLE OF CONTENTS**

**FOR**

**PROGRAM GRADES 9-12**

The program for grades 9-12 at Booker T. Washington National Monument is designed to compare and contrast Booker T. Washington and other prominent figures in their views of and experiences with freedom. The program also includes an opportunity for further examination of this topic over multiple periods of United States history. There are pre-visit activities and post visit activities in addition to the site visit. Teachers can utilize the lessons below to assist them with these activities to help students learn about the African American experience in the pursuit of freedom. A trip to Booker T. Washington National Monument is recommended for further study, however the activities can be completed on their own.

Standards of Learning for Virginia Public Schools that are met by the learning activities are history and social science 1a, 1d,1e,1g, 4c, 9a (2015). Common Core Standards: CCSS.ELA-literacy 9-10.1, 9-10.2, 9-10.6, 11-12.1, 11-12.2, 11-12.6

**PRE-VISIT ACTIVITIES**

1. Students will read and answer questions from chapters one and two from Booker T. Washington’s autobiography *Up From Slavery* to learn about his early life.

2. Students will watch the video *Measure of a Man*, found here <https://vimeo.com/218679519> or on the NPS website at <https://www.nps.gov/bowa/planyourvisit/things2do.htm> in preparation for the site visit.

**VISIT ACTIVITIES**

3. Students will take a tour of the Booker T. Washington National Park with a park ranger. The tour will be centered on the theme “What Is Freedom?” and use the disruptors that are found throughout the park. Disruptors will be used to initiate conversation and discussion on this topic. Disruptors will be found in three key locations, the pig pen, the smokehouse, and the spring.

**POST VISIT ACTIVITIES**

4. Roundtable discussion: What did Washington think about freedom during the various times of his life? What did freedom mean to Booker T. Washington at age 9? At age 16? At age 25? And at the end of his life at age 59? What factors led to the changes in his point of view?

5. Students will compare Booker T. Washington’s views on freedom with another prominent individual of the Abolition/Civil War period.

6. As an extension of the post-visit activity above, students can continue to add to the project by adding viewpoints from each of the following periods/lists.

*Up From Slavery* Chapter Questions

Directions: Read Chapters one and two from Booker T. Washington’s autobiography Up from Slavery answer the following questions.

Chapter 1

1. How did the “grape-vine” telegraph work? Why was it important? (p. 4-5)
2. Explain how the act of Booker’s brother to take his shirt from him and wear it was an act of kindness? (p. 6)
3. How does Washington explain that the institution of slavery hurt not just blacks but also whites? (p.8-9)
4. According to Washington after the initial celebration of the Emancipation Proclamation there was a feeling of gloom among the enslaved. Why was this? What group worried the most about this new freedom? (p.10-11)

Chapter 2

1. Where did Washington and his family go after being freed? Who were they meeting there and how did they travel? (p.12)
2. What did Washington long to do from as far back as he could remember? And how did his mother help him get started? (p.13)
3. What were some of the obstacles Washington had to overcome to go to school? (p. 15-16).
4. Washington mentions as a young man he used to envy white boys. How did his perception change overtime? (p.19-20)

Post-Visit Roundtable Discussion

Leading Questions:

* What did Washington think about freedom during the various times of his life?

* What did freedom mean to Booker T. Washington at age 9?
* At age 16?
* At age 25?
* And at the end of his life at age 59?
* What factors led to the changes in his point of view?
* How did age play a role in Washington’s views?
* How did his experience as an enslaved person impact his view?
* How did his thirst for education contribute to his thoughts on freedom and vice versa?

Change Over Time/Comparison Activity

Each listed individual has a link to a short biography to help familiarize students with their experiences and to help students cite specific examples to support their arguments. Their examples should center on “What is freedom for this individual?”

\*\*Time permitting, teachers may choose to have students do their own independent research on their assigned individual instead of using the provided link.

Students could complete this activity as a social media profile/posts activity or as a monologue.

Suggested List of Prominent Individuals of the Abolition/Civil War Time Period:

Frederick Douglass <https://www.britannica.com/biography/Frederick-Douglass#ref347267>

Nat Turner <https://www.britannica.com/biography/Nat-Turner>

William Lloyd Garrison <https://www.britannica.com/biography/William-Lloyd-Garrison>

Sojourner Truth <https://www.britannica.com/biography/Sojourner-Truth>

Harriet Beecher Stowe <https://www.britannica.com/biography/Harriet-Beecher-Stowe>

Abraham Lincoln <https://www.britannica.com/biography/Abraham-Lincoln>

Charlotte Grimke <https://www.britannica.com/biography/Charlotte-Forten-Grimke>

Harriet Jacobs (Linda Brent) <https://www.britannica.com/biography/Harriet-Jacobs>

Sarah Parker Remond <https://coloredconventions.org/black-mobility/associated-women/sarah-parker-remond/>

Reconstruction/Early 20th Century

Mary Peake <https://edu.lva.virginia.gov/changemakers/items/show/3>

Marcus Garvey <https://www.britannica.com/biography/Marcus-Garvey>

Pap Singleton <https://www.blackpast.org/african-american-history/singleton-benjamin-pap-1809-1892/>

Nat Love <https://docsouth.unc.edu/neh/natlove/summary.html>

William Monroe Trotter <https://www.britannica.com/biography/William-Monroe-Trotter>

Ida B. Wells <https://www.britannica.com/biography/Ida-B-Wells-Barnett>

Mary Bethune <https://www.britannica.com/biography/Mary-McLeod-Bethune>

Sarah Breedlove (Madam CJ Walker) <https://www.britannica.com/biography/Madam-C-J-Walker>

Louis Armstrong <https://www.britannica.com/biography/Louis-Armstrong>

George Washington Carver <https://www.britannica.com/biography/George-Washington-Carver>

Civil Rights Movement

Fanny Lou Hamer <https://www.britannica.com/biography/Fannie-Lou-Hamer-American-civil-rights-activist>

Emmett Till <https://www.britannica.com/biography/Emmett-Till>

Nina Simone <https://www.britannica.com/biography/Nina-Simone>

Hank Aaron <https://www.britannica.com/biography/Hank-Aaron>

Barbara Johns <https://motonmuseum.org/learn/biography-barbara-rose-johns-powell/>

Jackie Robinson <https://www.jackierobinson.com/biography/>

Don Shirley <https://www.biography.com/musician/don-shirley>

Stokley Carmichael <https://www.britannica.com/biography/Stokely-Carmichael>

Malcolm X <https://www.britannica.com/biography/Malcolm-X>

Modern America

Barack Obama <https://www.britannica.com/biography/Barack-Obama>

Neil DeGrasse Tyson <https://www.britannica.com/biography/Neil-deGrasse-Tyson>

Colin Powell <https://www.britannica.com/biography/Colin-Powell>

Gabby Thomas <https://time.com/6086644/gabby-thomas-olympics-tokyo/>

Kizzmekia Corbett <https://asm.org/Biographies/Kizzmekia-S-Corbett,-Ph-D>

Oprah Winfrey <https://www.britannica.com/biography/Oprah-Winfrey>

Condoleeza Rice <https://www.britannica.com/biography/Condoleezza-Rice>

Michael Jackson <https://www.britannica.com/biography/Michael-Jackson>

Shaquille O’Neil <https://www.britannica.com/biography/Shaquille-ONeal>

Robert L. Johnson <https://www.britannica.com/biography/Robert-L-Johnson>

Individuals whose experiences (potentially) evolved with multiple periods

John Lewis <https://www.britannica.com/biography/John-Lewis-American-civil-rights-leader-and-politician>

CT Vivian <https://www.npr.org/2020/07/17/892223763/c-t-vivian-civil-rights-leader-and-champion-of-nonviolent-action-dies-at-95>

Jesse Jackson <https://www.britannica.com/biography/Jesse-Jackson>

Morgan Freeman <https://www.britannica.com/biography/Morgan-Freeman>

Sidney Poitier <https://www.britannica.com/biography/Sidney-Poitier>

Maya Angelou <https://www.britannica.com/biography/Maya-Angelou>

Ella Fitzgerald <https://www.britannica.com/biography/Ella-Fitzgerald>

W. E. B. DuBois <https://www.britannica.com/biography/W-E-B-Du-Bois>

Ruby Bridges <https://www.britannica.com/biography/Ruby-Bridges>

Linda Brown <https://www.biography.com/activist/linda-brown>

**Additional Resources**