

Maggie L. Walker



National Historic Site



Lesson Plans for 5th, 6th, and 7th Grades



Maggie L. Walker National Historic Site commemorates the life of a progressive and talented African American woman. Armed with courage, perseverance, extraordinary intellect, and charisma, Maggie L. Walker overcame the obstacles of poverty, race, gender, and physical handicap to fulfill her dream of helping others.

Students participate in a ranger-guided tour at Maggie L. Walker National Historic Site to learn about the life and times of the remarkable businesswoman, Maggie L. Walker. While working in small groups, students become investigators to uncover historic events that occurred during the life of Maggie Walker. Students view museum exhibits, photographs, artifacts, and the Maggie L. Walker house to draw conclusions. Activity sheets, group discussions, and hands-on participation involve all students in this learning adventure.

Target audience:

5th-6th-7th grade

Ties to Virginia Standards of Learning:

History and Social Science: U.S. I. 10a, b, c, US II. 1 a,b,c,d,e, US II.3b, c, US II.5b, c, d, US II.8a,

Program Cost:

Free

Accessibility:

The visitor center, courtyard, and first floor of the Maggie L. Walker house are accessible for visitors with disabilities. A photo book of the second floor is available for viewing upon request.

Food:

Students may bring and eat a bag lunch in the courtyard, weather permitting.

Restrooms:

Restrooms are available and accessible.



101 PROMINENT COLORED PEOPLE*

Webquest

Pre-Visit Activity

Name _____

Date _____

Find the poster “101 Prominent Colored People” located in the Maggie L. Walker Travel Trunk. Upon entering the library of Maggie L. Walker’s home, one may observe a copy of this poster hanging on the wall. Look at the poster and locate images of prominent citizens such as Maggie L. Walker (#94), Booker T. Washington (#75), Robert Smalls (#83), W.E.B. Du Bois (#31), and George Washington Carver (#20). Use the links below to complete the webquest and find out more about Maggie L. Walker and other African American leaders in business, education, science, and race relations, many of who were Maggie’s friends and associates.

Links:

Maggie L. Walker

www.nps.gov/mawa

Booker T. Washington

www.nps.gov/bowa

Robert Smalls

www.robertsmalls.org

W.E.B. Du Bois

www.nps.gov/hafe/historyculture/w-e-b-dubois.htm

George Washington Carver

www.nps.gov/gwca

* In the early 20th century, the term “colored” was used for African Americans. Other terms used later in the 20th century include “negro” and black.

101 PROMINENT COLORED PEOPLE*

Webquest

Pre-Visit Activity

1. Visit the Maggie L. Walker link and list 3 contributions she made to business and her community.

2. Visit the Booker T. Washington link and list 3 contributions he made to civil rights and his community.

3. Visit the Robert Smalls link and list 3 contributions he made to the U.S. Navy and Congress.

4. Visit the W.E.B. Du Bois link and list 3 contributions he made to writing and civil rights (ex. The Niagara Movement).

5. Visit the George Washington Carver link and list 3 contributions he made to the science of agriculture.



LIVING IN THE ERA OF JIM CROW

Before the Civil War, Maggie's neighborhood, Jackson Ward, was home to free blacks and enslaved individuals, along with European immigrants and Jewish residents. The area served as a city electoral district from 1871-1905. By the early 20th century, it had become one of the premier centers of African American business, social and residential life in the United States. Black-owned businesses such as the St. Luke Penny Savings Bank thrived during legalized racial segregation. The neighborhood was known as the "Black Wall Street," or the "Harlem of the South." By 1920, 93% of Richmond's Black residents lived here.

After the Civil War and Reconstruction era, the 13th, 14th, and 15th amendments were ratified. These amendments added important rights to the United States Constitution for all African American citizens. These included abolishing slavery in all 50 states, granting citizenship to all African Americans, and extending voting rights, or suffrage, to African Americans. In response to these amendments, from the 1880s into the 1960s, southern segregationists increasingly turned to their state legislatures to enact discriminatory legislation known as "Jim Crow" laws. These laws varied from state to state, with Virginia enacting 25 statutes between 1870 and 1960. These laws effectively legalized segregating schools, public transportation, residential neighborhoods and businesses and allowed African Americans to be denied their right to vote by imposing poll taxes and literacy tests.

Using these National Park Service web sites and reference books from the school library, students will create an ABC book about Segregation and the Jim Crow era. For each letter of the alphabet, students will need to select an appropriate vocabulary term, definition, and illustration. Use the templates provided or allow students the option of creating an ABC poster, power point presentation, or board game.

Related links:

www.nps.gov/archive/malu/documents/jim_crow.htm

www.nps.gov/archive/elro/glossary/jim-crow-laws.htm

Name: _____

My
ABC's
of
Jim Crow
Book

Student Planning Sheet for ABC Book

<u>Letter</u>	<u>Term</u>
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
N	
O	
P	
Q/R	
S	
T	
U	
V	
W/X	
Y	
Z	

Sample template

A

(Vocabulary words go on this line)

Definition: _____

(illustrations go here!)

B

(Vocabulary words go on this line)

Definition: _____

(blank template page for other letters)

Definition: _____

Definition: _____



THE ST. LUKE EMPORIUM

In the fall of 1904 Maggie directed the St. Luke Penny Savings Bank to rent a building at 6 W. Broad Street in Richmond to open a department store, The St. Luke Emporium. Geographically, this was a good location as Broad Street was the dividing line between white businesses on the south side and black businesses on the north side.

Maggie, along with 21 other women, opened the Emporium in 1905 to provide further business opportunities for Richmond's African American women. The goal of the store was to provide quality goods at affordable prices, as well as establishing a place where black women could earn an honest living and gain valuable business experience.

The St. Luke Emporium employed 15 women as salesclerks, a significant number for white-collar and business class positions previously reserved only for whites. Until the opening of the Emporium, African Americans could not try on clothes, undergarments, shoes, or hats in predominately white department stores or shops. They were forced to enter through a separate door in the back and purchase clothes off the rack. Sales made to black customers were made on a strictly no return, no refund policy as the merchandise was not considered able to resell once it was tried on by a black customer.

The Emporium served to keep African American dollars in the black community, and to provide a retail experience where African American customers could enter through the front door, try on the latest fashions from places like New York and Atlanta, and be treated with respect.

The Emporium was not as successful an enterprise for Maggie as she had hoped. Even before it opened, the Emporium was a source of controversy amongst the white business owners on Broad Street, who offered to buy the building Maggie had rented for the Emporium for a price high above market value. Shortly after the Emporium opened, the Retail Dealer's Association was formed by a group of white business owners to prevent competition from black owned businesses. Wholesalers, both locally and as far away as New York City, were pressured by this group of competing white business owners on Broad Street who threatened to boycott any supplier who sold items to Maggie and the Emporium. They saw the Emporium and Maggie as a business threat, and eventually the wholesalers refused to do business with Maggie.

The Emporium closed in 1911, just 7 years after its doors opened. Maggie saw this not as a defeat, but as an opportunity to sound the alarm for the need for more community support for black owned business and to keep black earned dollars in her community.

Examine the images on the following pages, taken in Richmond, VA during the 1960s Civil Rights movement. Use the images and words of the protest signs to create your own protest song or illustrate a protest sign. Teachers may choose to project images on an LCD projector and select student students to stand in front of the screen to assume the role of each person in the photograph. Other students may play the role of photographers interviewing the people in the photographs.



Protest march on Cary Street, Richmond, VA, 1960s



Mrs. Ruth Tinsley is shown in 1960 being dragged from Thalheimer's, a Richmond, Virginia department store by two policemen, after she refused to move on during picketing. This photo that was later featured in LIFE magazine was taken by African-American photographer and Richmonder Scott Henderson.



Protest march outside Thalheimer's department store in Richmond, VA, 1960



(Source for images: LIBRARY OF CONGRESS archives)

Read this article that appeared in the Cleveland Journal on April 15, 1905, announcing the opening of the St. Luke's Emporium in Richmond, Virginia. Newspaper articles published at the time of an event in history are an example of a primary source document. Other examples include diaries, photos, or eyewitness accounts. After you read this newspaper article, be prepared to discuss its contents and answer a few questions.

The opening of "St. Luke's Emporium," Richmond, Va., Monday, marked an era in the development of Negro societies. True enough, as St. Luke's Herald says: "Time was when we only thought of administering to the sick and caring for the dead. No thought of material, mercantile and financial development troubled us. Gaudy regalia, marching to the tuneful airs of the band, sumptuous banquets, extensive and costly funeral parades were the avenues through which our folks got rid of their surplus dollars.

"But, today with our blind eyes slowly opening, our deaf ears gradually becoming unstopped, - our dull minds by degrees becoming quickened, we are beginning to learn the lesson, that a Negro society is a Negro trust with untold opportunities for racial good, protection and aggrandizement."

The Emporium is to be a great department store conducted by a society whose chief promoters are women. The Cleveland Journal wishes the new enterprise God-speed. May it prove an inspiration for hundreds of others.

Questions

1. Find the city of Cleveland, Ohio on a United States map. Why do you think a newspaper in Cleveland, Ohio would announce the opening of department store in Richmond, Virginia?

2. According to the article, how has the mission or purpose of the Independent Order of St. Luke changed over time?

3. Define these key vocabulary terms from the article:

era, regalia, mercantile, surplus

4. The *Richmond Times Dispatch* became the leading “white newspaper” in central Virginia in 1903. Despite the announcement of the opening of the Emporium in the *St. Luke Herald* and newspaper from as far away as Cleveland, Ohio, there was no mention of Maggie L. Walker’s latest business venture opening in the *Richmond Times Dispatch*. Why do you think her hometown newspaper did not find this event to be newsworthy?

Write an article for the *Richmond Times Dispatch* to be published in April of 1905. Keep in mind that circulation of this paper was primarily white readers in the Richmond business community and should reflect the historic point of view for that era.



MAGGIE L. WALKER

CIVIL RIGHTS ACTIVIST

Maggie and the NAACP

The National Association for the Advancement of Colored People (NAACP) was founded in New York City in 1909 by a group of white citizens inspired by W.E.B. Du Bois and his anti-segregation movement, known as the “Niagara Movement.” W.E.B. Du Bois, the first African American to earn a doctorate degree from Harvard, became the NAACP’s first Director. Founding members also included sympathetic whites such as philosopher John Dewey and social worker Jane Adams, founder of Hull House.

Founded on February 12, 1909, the hundredth anniversary of the birth of Abraham Lincoln, the mission of the NAACP was to “complete the work of the Great Emancipator.” Initially founded to promote the rights of African Americans, the organization eventually grew to encompass other minorities such as Native Americans, Asian Americans, and Jewish Americans.

Maggie served on the national board of the NAACP and in 1917 helped charter the first chapter in Richmond, Virginia where she eventually served as president. Northern chapters were interracial and did not face the same dangers as chapters in the south, which enforced policies of racial discrimination and segregation known as “Jim Crow” laws. Due to segregation, the Richmond chapter was limited in their activities to primarily focusing on fund raising, dissemination of NAACP materials in newspapers such as the *St. Luke Herald*, and arranging meetings for national NAACP speakers. Since the action was mainly at the national level, Maggie frequently traveled to New York City to attend board meetings.

One of the causes Maggie L. Walker and others supported through the NAACP was a federal anti-lynching bill. After the Civil War, many African Americans were victims of “lynch mobs,” groups of 2 or more people who willfully and unlawfully caused “the execution without due process of law, especially to hang, as by a mob. During the era of Jim Crow, lynching was a serious threat to African Americans in Richmond and throughout the south.

The first federal anti-lynching bill was proposed in 1918 by Missouri Congressman Leonidas C. Dyer. The bill became a major cause promoted by Maggie L. Walker and other women who were leaders in the NAACP. The bill, which passed in the House but not the Senate in 1922 and was not entertained on the floors of Congress again until the 1930’s Costigan-Wagner Bill. Anti-lynching laws became more strictly enforced in 1951 when the Supreme Court upheld the individual rights of citizens under the 14th amendment with its ruling in the case of *Williams v. United States*.

Read the text of the proposed Dyer Anti-Lynching Bill and be prepared to discuss and answer a few questions.

Source: Dyer Anti-Lynching Bill, United States Senate Reports, 67th Congress, 2nd session, 1921-22, vol. 2, p. 35

APRIL 20 (calendar day, JULY 28), 1922.--Ordered to be printed.

AN ACT To assure to persons within the jurisdiction of every State the equal protection of the laws, and to punish the crime of lynching.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the phrase "mob or riotous assemblage," when used in this act, shall mean an assemblage composed of three or more persons acting in concert for the purpose of depriving any person of his life without authority of law as a punishment for or to prevent the commission of some actual or supposed public offense.

SEC. 2. That if any State or governmental subdivision thereof fails, neglects, or refuses to provide and maintain protection to the life of any person within its jurisdiction against a mob or riotous assemblage, such State shall by reason of such failure, neglect, or refusal be deemed to have denied to such person the equal protection of the laws of the State, and to the end that such protection as is guaranteed to the citizens of the United States by its Constitution may be secured it is provided:

SEC. 3. That any State or municipal officer charged with the duty or who possesses the power or authority as such officer to protect the life of any person that may be put to death by any mob or riotous assemblage, or who has any such person in his charge as a prisoner, who fails, neglects, or refuses to make all reasonable efforts to prevent such person from being so put to death, or any State or municipal officer charged with the duty of apprehending or prosecuting any person participating in such mob or riotous assemblage who fails, neglects, or refuses to make all reasonable efforts to perform his duty in apprehending or prosecuting to final judgment under the laws of such State all persons so participating except such, if any, as are to have been held to answer for such participation in any district court of the United States, as herein provided, shall be guilty of a felony, and upon conviction thereof shall be punished by imprisonment not exceeding five years or by a fine of not exceeding \$5,000, or by both such fine and imprisonment.

Any State or municipal officer, acting as such officer under authority of State law, having in his custody or control a prisoner, who shall conspire, combine, or confederate with any person to put such prisoner to death without authority of law as a punishment for some alleged public offense, or who shall conspire, combine, or confederate with any person to suffer such prisoner to be taken or obtained from his custody or control for the purpose of being put to death without authority of law as a punishment for an alleged public offense, shall be guilty of a felony, and those who so conspire, combine, or confederate with such officer shall likewise be guilty of a felony. On conviction the parties participating therein shall be punished by imprisonment for life or not less than five years.

SEC. 4. That the district court of the judicial district wherein a person is put to death by a mob or riotous assemblage shall have jurisdiction to try and punish, in accordance with the laws of the State where the homicide is committed, those who participate therein: Provided, That it shall be charged in the indictment that by reason of the failure, neglect, or refusal of the officers of the State charged with the duty of prosecuting such offense under the laws of the State to proceed with due diligence to apprehend and prosecute such participants the State has denied to its citizens the equal protection of the laws. It shall not be necessary that the jurisdictional

allegations herein required shall be proven beyond a reasonable doubt, and it shall be sufficient if such allegations are sustained by a preponderance of the evidence.

SEC. 5. That any county in which a person is put to death by a mob or riotous assemblage shall, if it is alleged and proven that the officers of the State charged with the duty of prosecuting criminally such offense under the laws of the State have failed, neglected, or refused to proceed with due diligence to apprehend and prosecute the participants in the mob or riotous assemblage, forfeit \$10,000, which sum may be recovered by an action therefor [sic] in the name of the United States against any such county for the use of the family, if any, of the person so put to death; if he had no family, then to his dependent parents, if any; otherwise for the use of the United States. Such action shall be brought and prosecuted by the district attorney of the United States of the district in which such county is situated in any court of the United States having jurisdiction therein. If such forfeiture is not paid upon recovery of a judgment therefor [sic], such court shall have jurisdiction to enforce payment thereof by levy of execution upon any property of the county, or may compel the levy and collection of a tax, therefor [sic], or may otherwise compel payment thereof by mandamus or other appropriate process; and any officer of such county or other person who disobeys or fails to comply with any lawful order of the court in the premises shall be liable to punishment as for contempt and to any other penalty provided by law therefor [sic].

SEC. 6. That in the event that any person so put to death shall have been transported by such mob or riotous assemblage from one county to another county during the time intervening between his capture and putting to death, the county in which he is seized and the county in which he is put to death shall be jointly and severally liable to pay the forfeiture herein provided.

SEC. 7. That any act committed in any State or Territory of the United States in violation of the rights of a citizen or subject of a foreign country secured to such citizen or subject by treaty between the United States and such foreign country, which act constitutes a crime under the laws of such State or Territory, shall constitute a like crime against the peace and dignity of the United States, punishable in like manner as in the courts of said State or Territory, and within the period limited by the laws of such State or Territory, and may be prosecuted in the courts of the United States, and upon conviction the sentence executed in like manner as sentences upon convictions for crimes under the laws of the United States.

SEC. 8. That in construing and applying this act the District of Columbia shall be deemed a county, as shall also each of the parishes of the State of Louisiana.

That if any section or provision of this acts shall be held by any court to be invalid, the balance of the act shall not for that reason be held invalid.

Questions

1. Define the terms “lynching” and “lynch mob.”

2. Why do you think the cause of anti- lynching legislation became a priority for Maggie L. Walker and the other women of the NAACP?

3. In June of 2005, the United States Congress issued a resolution apologizing for failing to enact anti-lynching laws that may have prevented the brutal deaths of over 5,000 African Americans during the late 1800s to mid-1900s. Why do you think it took so long for Congress to act on this issue?



SURVIVING THE GREAT DEPRESSION:

St. Luke Penny Savings Bank Merges Into Consolidated Bank & Trust

Maggie L. Walker started the St. Luke Penny Savings Bank in 1903 with \$9,430 in deposits gathered from members of the Independent Order of St. Luke, an African-American benevolent society. The order had been formed after the Civil War to take care of the sick and cover funeral expenses of members in exchange for small monthly dues.

Walker reasoned that white-owned banks did not want to take deposits from a black organization, and white bankers' reluctance gave her the idea to start a bank, which would become the financial foundation of The Independent Order of St. Luke. "Let us put our moneys together; let us put our money out at usury among ourselves, and reap the benefit ourselves," Walker said in a 1901 speech to the group. "Let us have a bank that will take the nickels and turn them into dollars."

Two years later, St. Luke Penny Savings Bank was formed, with Walker as its president. By 1913, assets had grown to over \$300,000, and she lived and worked in the flourishing black community of Jackson Ward in Richmond, Virginia, sometimes called the "Harlem of the South." The St. Luke Penny Savings Bank was home to five other black-owned banks and many other African American owned businesses including hotels, restaurants and funeral homes. It made loans to black businesses, students, and black families to buy their own homes. Walker also set up a weekly newspaper, the St. Luke Herald, which she edited, and a department store that ultimately failed after the white community boycotted it and its suppliers.

In October of 1929 the United States entered an era of economic depression known as the *Great Depression*, prompted by the Stock Market Crash when thousands of investors lost large sums of money. During the 1930's many Americans were unemployed as banks, stores and factories closed and came to depend on public assistance from the government. Many African Americans living in Richmond were the first to lose their jobs, as employers tried to keep whites working as long as possible. The Jackson Ward community where Maggie L. Walker lived was hit particularly hard.

While many of the largest black-owned banks went under during the Great Depression, Maggie L. Walker made sure her bank survived. In 1930 Maggie called a conference with all the presidents of the other black owned banks in the black community to explore ways they could cooperate and attempt to save their financial institutions. Economic conditions due to the Great Depression led Maggie to convince the others that only if all the resources of the city's African American community were combine would survival be possible. After intense negotiations, Maggie announced the merger of the St. Luke Penny Savings Bank with two smaller, black-owned banks—The Second Street Savings Bank and Commercial Bank and Trust. On January 2, 1931 the newly formed Consolidated Bank & Trust opened its doors with \$864,000.000 in assets. It was one of the only banks in Richmond to survive the Great Depression. Today, Consolidated has assets of \$116 million, and the majority of its shareholders, who include two of Walker's descendants, are African Americans.

Role play: Living Statues

Assign students into small groups to discuss and research the effects of the Great Depression on African American bank owners, working class citizens of the Richmond African American community, African American bank investors and local African American business owners. Assign students to these groups to research and portray one of the following roles:

- a. 1 student to portray Maggie L. Walker
- b. 2 students to portray presidents of other black banks in Depression Era Richmond, 1930 (The Second Street Savings Bank and Commercial Bank and Trust)
- c. 2-3 students to portray concerned working class citizens who currently have accounts at St. Luke's, Second Street or Commercial Bank and Trust.
- d. 2-3 students to portray bank investors who might lose their entire life savings and investments
- e. 3-4 students to portray owners of other local businesses suffering due to the current economic difficulties brought on by the depression.

Allow students ample time to research their roles, design props or costumes needed, etc.

When research is complete, students will "strike a pose" as if they are a statue attending a public hearing about the bank merger. The teacher will "activate" each living statue by pressing an on/off button (round stickers on each student's shoulders work best). As each statue comes alive, students will role play what each character might be thinking/ feeling at the time of the Great Depression as Maggie L. Walker attempts to keep the Jackson Ward community financially stable.



MAGGIE L. WALKER

Culminating Project

You have been learning about the remarkable life and times of Maggie L. Walker, one of our nation's great entrepreneurs and a woman of distinction among the African American community in Richmond, Virginia. In 1979, the Maggie L. Walker home was purchased by the National Park Service and became a National Historic Site. Use the resources you have learned in this unit, resources in your school library and educational websites such as the National Park Service (www.nps.gov/mawa/index.htm) to create a brochure, foldable or power point presentation to be shared or distributed at the Maggie L. Walker Historic Site Visitor's Center. Your brochure should include factual information based on the SOLs and lessons you have learned at the park and in class with your teacher.

Each brochure must include :

A title / cover page

Images, drawings or photos

10 facts you have learned about Maggie L. Walker

Minimum of 3 sources cited

Be prepared to share your project in class !

SAMPLE BROCHURE:

SIDE A:

St. Luke Penny Saving Bank	Newspaper:	Sample cover:
		Title
		picture
picture	Emporium:	
		name _____

SIDE B:

Early Life:	Education & Religious	Independent Order of St. Luke
	Upbringing:	
		picture
picture	picture	



GPS UNIT LESSONS

Richmond National Battlefield Park

Teachers will select a podcast tour at Richmond National Battlefield Park. Students will work in small groups with a handheld GPS unit to mark points along the tour. Tours include: **Cold Harbor** - 7 stops / 1-mile walking tour, **Gaines' Mill** – 8 stops / 1.5 mile walking tour, and **Malvern Hill** – 10 stops / 1.5 mile walking tour. **Lincoln Visits Richmond**, 7 stops can be used by students to follow in Lincoln's footsteps. Upon returning to the classroom, students will download their points onto the computer and locate the latitude and longitude of each point on a topographic map. Next, students will compare the coordinates marked on the topo map to a historic map of the battlefield using the podcasting map PDF files. Students will draw conclusions as to how the geography of the battlefield may have influenced the strategies or outcomes of each battle. Finally, students will use cardboard, scissors and glue to construct their own contour maps of the battlefield.

Maggie L. Walker National Historic Site

Students will participate in a ranger guided walking tour of Jackson Ward, one of the most prosperous black communities in the United States in the late 1800s and early 1900s and the home of Maggie L. Walker. Working in small groups with handheld GPS units, students will start at the Maggie L. Walker National Historic Site and mark points along the walking tour. Points that the student's will label on their map include: the Maggie L. Walker house, Hippodrome Theatre, site of the St. Luke Penny Savings Bank, and other residences, churches and business that were prominent in Mrs. Walker's neighborhood. Upon return to the classroom, students will download their points onto the computer and use city maps such as a grid map to locate each historic building. Students will then create baseline maps of Mrs. Walker's neighborhood past and present and compare/contrast the changing use of the land over time.