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Primary Sources: African Americans

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (1 page)

How to Use This Product (2 pages)

Lesson Plan (4 pages)

Primary Source Document (1 page)

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— PRIMARY SOURCES —

African Americans



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How to Use This Product

This unit, with its primary documents, photographs, and support materials, will allow both teacher and student to expand their study of history beyond the textbook and classroom. The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

The Book

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary sources, and extension ideas. **Historical background pages** are provided to give teachers and students information about each of the primary sources being studied. The coordinating **student activity pages** allow the flexibility for a class, individuals, or small groups of students to focus on a specific task and provide direction for a series of tasks to be completed during a time period.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org>). The objective listed for each lesson is a content learning objective describing what students will learn and how they will show what they have learned. A complete chart listing each lesson in the book and the corresponding standards is available on the CD in the folder entitled *Lesson Support Files* (standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on topics with longer essay questions. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.

How to Use This Product *(cont.)*

The Photographs

Each photograph has four general areas on the back for teacher and student use. The top of the card has a brief **Historical Background Information** section. Along the left side of the card is the **Analyzing History** section. This includes questions and activities designed to make students analyze what they see and learn. In the **Historical Writing** section, students are given two writing assignments, one fiction and one nonfiction. Finally, the **History Challenge** section offers fun extension ideas for the students. The teacher lesson plans do not necessarily refer to each of the sections on the back of the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.).

The Primary Sources

The documents, letters, maps, and other primary sources are provided in both an authentic-looking format as well as in the book for reproduction. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. The easy-to-read copies of the primary sources in the book can be reproduced for the students to use during student activities. If the text of a document is too long, only an excerpt of the text is included in the book. The entire text of the document is available on the CD.

The CD

The CD provided with the book has copies of the 16 main primary sources and photographs, additional documents and photographs from the time period, and activities to support and enrich the lessons in the book, including 16 student pages to support the introduction. See pages 75–76 for more information about using the CD.

Objectives of This Unit

By participating in the lessons provided in this book, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

By presenting the lessons in this book, teachers will:

- improve students' test scores and improve test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning history.
- develop critical-thinking skills in students.

Million-Dollar Idea

Standard/Objective

- Students will relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development. (NCSS)
- Students will learn about the life of Madam C. J. Walker and her company. Then students will assess their qualifications and apply for a position at Madam C. J. Walker's company.

Materials

Copy of the facsimile *Madam C. J. Walker Preparations* document; Copies of the historical background information (page 44); Copies of the *Application Form* activity sheet (page 45); Copies of the *Madam C. J. Walker Preparations* document (page 46)

Discussion Questions

- What kinds of products are being sold in this advertisement?
- Who would be interested in this advertisement?
- When do you think this advertisement was published?
- How did this advertisement influence people to buy the products?

Using the Primary Source

Distribute copies of the *Madam C. J. Walker Preparations* document (page 46) to students or project the document. Tell students that this company has several positions for young, talented, and enthusiastic individuals. Each student will be able to apply for one of the available positions. Give students a few minutes to review the advertisement and then ask the discussion questions above.

Distribute copies of the historical background information (page 44) and have students read it silently. Take time for students to ask questions or comment and review any words that are not understood.

Tell students they will be applying to this company for a job. There are positions open in sales, product development, advertising, and management. Have students choose or assign them one of the open positions. Have them take out a sheet of paper and fold it in half lengthwise. Tell students that when they apply for a job, they need to consider what skills they can bring to the company and whether it is a company for which they would like to work. In the left column, have them list the talents and skills they possess that will help them be successful in this position. In the right column, have them list why this company appeals to them. Ask students to think about what they read in the historical background information to help them with this section. Then, distribute copies of the *Application Form* activity sheet (page 45) and have students complete the form using the information from their papers.

Extension Idea

Have students research other African American entrepreneurs. What aspects of the company appeal to them? Would this be a company they would like to work for? What are their reasons?

Million-Dollar Idea *(cont.)*

Historical Background Information

At the height of her career, Madam C. J. Walker was a millionaire and owned a 34-room mansion in New York. She had a hair care company and a hairdresser school. She had also met with President Woodrow Wilson.

Madam Walker was born Sarah Breedlove in Delta, Louisiana in 1867. She was the first member of her family to be born free. At the age of 7, she was an orphan and went to live with her sister. She married young and gave birth to a daughter named Lelia. Her husband was murdered by a white lynch mob when she was 20 years old.

After losing her husband, Walker moved to St. Louis to join her brothers. She worked as a laundress for \$1.50 a day. During this time, she developed a scalp ailment that caused her to lose much of her hair. One night she had a dream about a hair restorer product. She soon began experimenting with some home remedies and some store-bought products.

In 1905, she moved to Denver, Colorado with only \$2.00 in her pocket. She took a job as a cook during the day to finance her hair care business. She joined a company owned by Annie Malone, another African American businesswoman who manufactured hair care products. Then she met and married Charles Joseph “C. J.” Walker. He was a newspaper man who was good at marketing. Sarah set up her own company and changed her name to Madam C. J. Walker.

Walker traveled for over a year across the South selling her products door-to-door. She demonstrated her hair care products in churches and lodges. During this time, she refined her sales and marketing strategies. As her business continued to grow, she hired sales agents to sell her products. In 1910, she moved her operations to Indianapolis, Indiana. There, she set up a modern factory with the latest equipment. In 1913, she expanded her business to Central America, the Caribbean, and Europe.

By 1914, she had the largest company owned by an African American. She was worth more than one million dollars. In 1916, she moved to New York and built a 34-room mansion off the Hudson River. The house was called Villa Lewaro and was designed by one of the first African American architects, Vertner Tandy.

Walker saw her personal wealth as a way to help others. At the height of its success, her company employed over 3,000 people, mostly African American women. These women were well-paid sales agents, trainers, and assistants. They were earning \$5 to \$15 a day while unskilled white male laborers were making \$11 a week.

Walker gave much of her money to charitable causes, including educational institutions. She also helped set up a girls academy in West Africa. She organized “Walker Clubs” and gave prizes to clubs for doing philanthropic (fil-uhn-THROP-ik) work in their communities. Just before her death in 1919, Walker began development on the Walker Building and Theater in Indianapolis, which became a center for entertainment and business. It was a source of pride for the African American community.



Name _____

Application Form

Madam C. J. Walker Manufacturing Company

Personal Information:

Name _____ Date _____

Present Address _____

How long at present address _____ Days/hours available to work:

No preference _____

Telephone number _____ Mon. _____ Tues. _____

Wed. _____ Thur. _____

Position applied for _____ Fri. _____ Sat. _____

How many hours can you work weekly? _____ Can you work nights? _____

Employment desired _____ Full time only _____ Part-time only _____ Full or part-time

When are you able to start? _____

Education:

Type of School	Name of School	Location	Number of Years

Skills:

Reasons you want to work for this company: (Use an additional sheet of paper if necessary.)

Challenge

You have been hired by the Madam C. J. Walker Manufacturing company. Design a new logo and advertisement for the company that will help sell its many famous products.

Madam C. J. Walker

Preparations



*If you want Beauty of
Complexion and Loveliness of
Hair, try Mme. C. J. Walker's World
Renowned Toilet Preparations.*
(FULL DIRECTIONS ON EVERY BOTTLE)



BE SURE THIS
SEAL IS UNBROKEN



Madam C. J. Walker Mfg. Co.

INDIANAPOLIS, IND
DEPARTMENT 10