

AP[®] African American Studies

From Slavery to Freedom

Sample Chapter

First Edition

Teacher Manual

AP[®]
EDITION



Mc
Graw
Hill

Greg Simmons | Malcolm Reed

03

Unit 3

The Practice of Freedom

- **Chapter 12:** Promises and Pitfalls of Reconstruction
- **Chapter 13:** The Color Line
- **Chapter 14:** The Era of Self Help
- **Chapter 15:** In Pursuit of Democracy
- **Chapter 16:** Voices of Protest
- **Chapter 17:** The Arts at Home and Abroad
- **Chapter 18:** The New Deal Era

Unit Overview

Unit 3 examines the experiences and contributions of Black Americans from the end of the Civil War in 1865 through the 1920s. It covers Reconstruction through the Jim Crow era up until the eve of World War II, examining public policy reforms, major economic and demographic shifts, and White conservative backlash and resurgent race discrimination and persecution. The unit also explores cultural, social, intellectual, and political undertakings by Black citizens, including early civil rights campaigns that developed into the Civil Rights Movement of the mid-twentieth century.

- **Chapter 12: Promises and Pitfalls of Reconstruction** contrasts different approaches to Reconstruction, examines constitutional amendments guaranteeing freedom and citizenship for formerly enslaved people, assesses the work of the Freedmen's Bureau and the impact of demographic shifts, follows the rise of Black political leaders within the Republican Party across the South and the election of the first Black state and federal officials, covers violent White resistance and the origins of White nationalist groups like the Ku Klux Klan, and reviews the causes and consequences of the end of Reconstruction. It further explores the unfulfilled promises of "40 acres and a mule" and explores the transition in the South from enslaved labor to sharecropping.
- **Chapter 13: The Color Line** covers the onset of Jim Crow rule, including the return of White political rule, the adoption of segregation laws and discriminatory Black Codes, the disenfranchisement of Black male voters, the and the violent persecution of Black persons by White terrorist groups like the Ku Klux Klan. It examines the hardening of the color line not only in southern states but also in northern states and other parts of the country. It further explores the organized efforts of Black persons to resist resurgent oppression, considers how the color line at home reflects the expansion of an American "empire of color" abroad, and considers the role of Black Americans in the Spanish-American War. The chapter includes coverage of disturbing conditions such as the widespread lynching of Black Americans and follows the spread of violent race riots in the South and the North.

- **Chapter 14: The Era of Self Help** explores competing philosophies for African American advancement, gives particular attention to the debate between Booker T. Washington's emphasis on vocational training and accommodation versus W. E. B. Du Bois's call for higher education and immediate civil rights. The chapter also examines the significant contributions and impact of the Black Women's Club Movement(s) and their focus on uplift as well as the rise of Historically Black Colleges and Universities (HBCUs) and the New Negro movement. It covers the contributions of figures like Ida B. Wells, who exposed the terrors of lynching, and the formation of the Niagara Movement. It provides comprehensive coverage of Black social, cultural, economic, and intellectual achievements, demonstrating the diverse and pervasive nature of Black contributions to U.S. society.
- **Chapter 15: In Pursuit of Democracy** examines the role, efforts, sentiments, and treatment of African Americans in the years leading up to and during World War I. The chapter examines why scholars consider this period to be the nadir of race relations in the country and examines the many ways in which Black Americans contributed to the war effort despite their conflicting opinions on the war and their ongoing marginalization and persecution at home and in a segregated military. The chapter further relates the mass migration of African Americans from rural southern areas to northern urban centers, the development and impact of the National Urban League, and the experiences of Black workers in industry.
- **Chapter 16: Voices of Protest** focuses on diverse forms of resistance and activism, from peaceful protests and legal challenges to more militant approaches, exercised by African Americans from the pre-World War period through the 1920s. It pays particular attention to the causes and effects of the Great Migration, the role of Black progressives and the advances by and failures of progressivism for Black persons. It examines the various strategies used by Black Americans to fight discrimination, including the work done by the National Organization for the Advancement of Colored people (NAACP) and the rise of Black nationalism and Marcus Garvey's Universal Negro Improvement Association (UNIA). It also follows the escalation of race riots and racially motivated violence against Black persons, particularly by the a resurgent Ku Klux Klan.
- **Chapter 17: The Arts at Home and Abroad** examines the vibrant cultural productivity of Black Americans in the United States and in Europe in the post-World War I era. It explores the achievements of the Harlem Renaissance, expatriate Black communities, the significance of the Jazz Age, and the achievements of Black artists, authors, musicians, actors, filmmakers, and others who used creative expression to challenge racial stereotypes, celebrate Black identity, and gain international recognition. The chapter highlights the Afro-Cuban and Négritude movements and assesses the use of art and race literature as propaganda, particularly as a means to compel social change.
- **Chapter 18: The New Deal Era** discusses the causes and effects of the Great Depression, particularly with regards to the financial crisis' impacts on Black individuals and communities across the nation. The chapter further explores the Franklin Roosevelt's presidency and New Deal programs and the mixed outcomes that they had for African Americans. It carefully

examines the resurgence of Black political agency and organizing and the reasons for the shift in Black support away from the Republican Party and toward the Democratic Party. It highlights the advisory role of the Black Cabinet, overviews Black labor relations, continues coverage of Black cultural developments and contributions, and addresses challenging issues like ongoing race riots and the Tuskegee Study.

Together, the chapters in this unit demonstrate ongoing Black agency, ingenuity, and persistence in the face of economic, social, and political challenges. They contextualize the numerous gains of Black citizens relative to repeated setbacks and hardships. They also demonstrate the resilience, productivity, and vibrancy of Black cultural expression and the contributions of Black workers, political leaders, entrepreneurs, innovators, scholars, artists, authors, and more to the nation-scape. Finally, these chapters lay the foundation for understanding the formation of oppositional consciousness among African Americans and the accelerating momentum of organized Black resistance that manifested as the Civil Rights Movement from the 1950s onward.

Unit Notes for Teachers

Introduce the Unit	• Display the Unit Three opener image <i>Lifting As We Climb</i> in the student text. Give students a moment to study the banner and then read aloud the caption. Ask: What tone do you think this image sets for the unit? • Read the AP Themes Across Time and review the unit timeline together. Note that the unit comprises seven chapters and covers more than 60 years. Emphasize that these chapters cover a great deal of essential content for the AP exam as the decades from the mid-nineteenth century to the mid-twentieth century are crucial to understanding the later Civil Rights Movement and the conditions that shaped the modern era and race relations and ongoing challenges today. • Preview the start of the unit by watching the video “Inside Look I Reconstruction: America After the Civil War PBS,” hosted by Dr. Henry Louis Gates, Jr. Tell students to write down questions that they have after watching the video and encourage them to revisit those questions as they work through the unit. • Finally, invite students to identify topics that they expect to cover in the unit. Ask: What do you hope to learn from these chapters?
Unit Importance in AP Exam & Course Pacing	• 20–25% of the multiple-choice section of the AP African American Studies Exam covers content from Unit 3 (Chapters 12–18). • For a year-long course, the College Board suggests that this unit should take approximately 28 class periods, or about five weeks, to complete, depending on the class structure and duration and frequency of the class. However, it may be completed in fewer weeks. • For a semester course, you should allot approximately 14 days. Keep in mind that you may need to reserve additional time at the end of the spring semester course for test prep, so you may need to compress the unit into fewer days for a spring than for a fall semester course. • Preview the chapters in this unit to gauge their relative length and consider how to allocate the target class periods across five weeks.

Unit Notes for Teachers

Previewing Themes

- Each unit contains content that reflects all four AP Themes, but you may wish to emphasize the following two themes in Unit 3:
 - **Intersections of Identity:** Though the themes of migration as well as resistance and resilience are pervasive and strong throughout the chapters in Unit 3, they manifest and are integral to understanding the influences, tensions, and shifts in Black identity formation across these decades. In the wake of the Civil War, Black Americans emerged for the first time as citizens of the United States. Collectively, they secured official constituency, though their access to political participation remained sharply circumscribed by general discrimination. These chapters demonstrate the significant influence of regional variations on Black communities and highlight the diversity of thought and activity within the Black populace. The persistent debates between figures like Booker T. Washington, W. E. B. Du Bois, and Marcus Garvey as well as the significance contributions of Black women despite their dual marginalization signify the nuanced nature of Black identity. Throughout the chapters, intersections relative to class, education, job or profession, religion, gender, geography, and more make clear that Black Americans were not monolithic in their ideas or experiences but, like other segments of the population, reflected dynamic experiences and perspectives. They show how Black citizens forged distinctly Black American identities through notions of self-help, racial uplift, and the New Negro movement in the face of a pervasive color line and highlights notions like Du Bois's double consciousness.
 - **Creativity, Expression, and the Arts:** The chapters of Unit 3 demonstrate the cultural vibrancy of Black Americans across the disparate regions of the United States. Throughout the decades covered, Black Americans—through daily artisanship and ingenuity and through Black letters, arts, music, theater, and more—cultivated distinctive forms of cultural expression that served to counter racial myths and stereotypes, to advance calls for public policy reform, to preserve African heritage and connect with other African diasporic peoples, and to bridge ongoing divides within American society. Black arts not only forced strong ties within and among Black communities but also encouraged empathy and collaboration across racial divides. During this period, Black scholarship gave rise to the discipline of African American Studies, while the Harlem Renaissance and the New Negro, *Negrismo*, Afro-Cuban, and *Négritude* evidenced a flourishing of Black arts and literature. These movements not only emphasized Black identities, culture, and pride but also helped cultivate and apply Black political and social consciousness. Jazz, in particular, surged to the fore not only of Black but of mainstream American popular culture.

Teaching with Sensitivity

This text contains material that can be upsetting, confusing, and challenging for students. Teaching with sensitivity means respecting the diverse backgrounds, experiences, identities, and perspective of all students. This requires you to be mindful of the ways that the text and you present and discuss topics involving race, gender, religion, violence and trauma, historical injustices, and contentiously debated issues. Each unit and chapter will provide content warnings and suggestions for approaching challenging topics.

Unit Three

Teaching with sensitivity means respecting the diverse backgrounds, experiences, identities, and perspective of all students. This requires you to be mindful of the ways that the text and you present and discuss topics involving race, gender, religion, violence and trauma, historical injustices, and contentiously debated issues.

Unit 3 includes important but difficult content. Several topics explore racial terror, systemic oppression, and post-slavery forms of exploitation, which may be disturbing, traumatizing, or triggering for some students. It is important to approach this content with care and thoughtful preparation.

Key topics in the unit that may require warnings before instruction and sensitivity guidance include:

Racial violence and terror, including lynching (Chapters 12, 13, 14, 15, 16)

Convict leasing and forced labor (Chapters 13, 14)

Jim Crow laws and persecution (Chapters 13, 14, 15, 16)

Race riots and mob violence, including the Tulsa Race Massacre and the Red Summer of 1919 (Chapters 14, 15, 16, 18)

Issues of race and identity (Chapters 13, 14)

Eugenics and forced sterilization (Chapter 16)

Racial caricatures, including minstrel shows and Black face (Chapter 17)

Be aware that these topics are coming. Additional guidance is provided for each issue in the appropriate chapter teacher pages.

Reading at a College Level

Some students may not have taken an AP-level course in the past. Have students new to AP use these tips to adjust to the rigor of reading a college-level textbook.

Tip 10 Activate prior knowledge. It can help when starting a new unit and chapter to recall what you have already learned or what you may already know about the periods and topics. Read the unit or chapter titles and make note of the time periods covered. Ask yourself what you already know about these subjects and think about what you learned in the preceding unit. Before you begin reading the new content, consider jotting down some of the details you remember in your Reading Journal. This exercise reinforces what you have already learned and helps you connect existing knowledge with new material.

Tip 11 Read actively: Parse information and paraphrase the text. This tip builds on other notetaking tips. College-level text can be dense. Some of the paragraphs may be daunting as they pack lots of information into complex, lengthy sentences. If you struggle to get through a passage or read something and don't really understand what you read, pause and go back. Parse difficult sentences, or break them up into manageable parts. To ensure you understand concepts, paraphrase the text, or rewrite details in your own words. Record these notes in your Reading Journal to make them easier to review and reference.

Tip 12 Read actively: Record your own thoughts. As you read, your brain is actively processing information. You may form opinions or have ideas about the material you read. Jot these thoughts down either in the margins, if there is room, or in your Reading Journal. Doing so helps you retain information and think critically about the material.

Tip 13 Read actively: Note connections. This tip builds on the previous one. As you read and think about the text, you may notice relationships between people, events, places, conditions, and other details. Pause to note these connections either by annotating the text or recording your ideas in your Reading Journal.

Tip 14 Use charts to organize information. Charts and other graphic organizers are useful tools taking notes in a way that helps you visualize relationships between bits of information. Use a concept web to record main ideas and supporting details or to link specific details to bigger events, places, or people. Use a Venn diagram to record similarities and differences between two or three peoples, places, or developments. Sequence charts are great for writing down a series of events so you can see how conditions unfolded over time while cause-and-effect charts and chains or cause-event-effect charts help you identify causation among events and conditions. T-charts and other simple charts enable you to categorize information for different people, places, and events. Before you begin reading and taking notes, consider whether a chart might be useful. You may also read through a section or chapter completely and then go back and take notes in the chart you deem appropriate.

Content Support for Students

When teaching Unit 3, which covers Reconstruction through the New Deal Era (1865–1940), focus on helping students understand the complex patterns of progress and setbacks that characterized this period. These chapters cover critical transitions from slavery to freedom, the rise of Jim Crow, and the emergence of modern civil rights organizing.

Use primary sources to help students hear authentic voices from each era and understand how African Americans actively shaped their own destinies despite systemic oppression. Considering scaffolding the materials that you use according to students' level of familiarity with African American Studies (AAS) content.

- **Beginner/New to AAS:** Students with limited background in African American history who need foundational knowledge and accessible entry points.

- **Some Exposure to AAS:** Students with basic knowledge of major events and figures who can engage with more complex themes and connections.
- **Advanced AAS Learners:** Students ready for sophisticated analysis, primary source interpretation, and critical examination of historiography.

The chart below suggests the types of resources that might best help students based on their familiarity with AAS as well as with their level of comfort with the rigor of AP courses.

Types of Resource by AAS Familiarity

Resource Type	Beginner/New to AAS, Low Rigor	Some Exposure to AAS, Moderate Rigor	Advanced AAS Learners and Rigor
Primary Sources	Letters, photographs, short speeches	Government documents, longer speeches, memoirs	Congressional records, FBI files, organizational papers
Secondary Sources	Textbook chapters, encyclopedia entries	Scholarly articles, biographies	Academic books, historiographical debates
Visual Materials	Documentary clips, photo collections	Full documentaries, museum exhibits	Archival footage, visual analysis projects
Interactive Resources	Digital timelines, virtual tours	Digital archives, podcast series	Research databases, primary source collections

For this unit, consider using the following resources to supplement instruction for students with varying levels of familiarity with AAS content.

Recommended Unit Resources by AAS Level

Student Level	Recommended Resources
Beginner/New to AAS	• Library of Congress “African American Odyssey” online exhibit • National Archives “Teaching with Documents” Reconstruction materials • Smithsonian’s National Museum of African American History virtual tours
Some Exposure to AAS	• Stanford History Education Group Reconstruction lessons • Gilder Lehrman Institute resources • Facing History and Ourselves “Reconstruction” curriculum
Advanced AAS Learners	• Freedmen’s Bureau Online database • HathiTrust Digital Library historical newspapers • University digital collections (e.g., Yale, Harvard, Howard)

For each chapter in Unit 3, consider using the following resources to help students engage with the content and enhance the learning experience relative to their familiarity with AAS.

Recommended Chapter Resources by AAS Level

Chapter	Beginner/New to AAS	Some Exposure to AAS	Advanced AAS Learners
12	• <i>Reconstruction: America's Unfinished Revolution</i> by Eric Foner (selected chapters) • Photographs of Black legislators and schools • Video: "Reconstruction: The Second Civil War" (PBS clips)	• <i>Black Reconstruction in America</i> by W. E. B. Du Bois (selected chapters) • Freedmen's Bureau records • Documentary: "Reconstruction: America After the Civil War"	• <i>The Era of Reconstruction</i> by Kenneth Stampp • Congressional debates on Reconstruction amendments • Primary sources from state constitutional conventions
13	• <i>The Strange Career of Jim Crow</i> by C. Vann Woodward (selected chapters) • Photographs of segregation signs and facilities • Video: "The Rise and Fall of Jim Crow" (Episode 1)	• <i>Crucible of Race</i> by Joel Williamson • <i>Plessy v. Ferguson</i> court documents • Ida B. Wells' anti-lynching pamphlets	• <i>Race and Reunion</i> by David W. Blight • State disenfranchisement constitutional provisions • NAACP anti-lynching campaign materials
14	• <i>Up from Slavery</i> by Booker T. Washington (excerpts) • <i>The Souls of Black Folk</i> by W. E. B. Du Bois (selected essays) • Photographs of Tuskegee Institute	• <i>Booker T. Washington</i> by Louis R. Harlan • Atlanta Compromise speech • Niagara Movement documents	• <i>W. E. B. Du Bois: Biography of a Race</i> by David Levering Lewis • Correspondence between Washington and Du Bois • Black business and professional organization records
15	• <i>The Warmth of Other Suns</i> by Isabel Wilkerson (selected chapters) • Great Migration photographs and maps • Video: "The Great Migration" (PBS American Experience clips)	• <i>Making Their Own Way</i> by Joe William Trotter, Jr. • Letters from migrants to families • Documentary: "The Rise and Fall of Jim Crow" (Episodes 2–3)	• <i>A Chance to Die</i> by Jacquelyn Dowd Hall • NAACP branch records and membership data • Military service records and protest documents

Recommended Chapter Resources by AAS Level, continued

16	• <i>Marcus Garvey and the Vision of Africa</i> by John Henrik Clarke (selected chapters) • UNIA parades and meeting photographs • Video: “Marcus Garvey” (PBS American Experience clips)	• <i>Negro with a Hat</i> by Colin Grant • <i>The Negro World</i> newspaper excerpts • A. Philip Randolph’s <i>The Messenger</i> articles	• <i>Race First</i> by Tony Martin • FBI surveillance files on Marcus Garvey • Communist Party and African American members’ correspondence
17	• <i>When Harlem Was in Vogue</i> by David Levering Lewis (selected chapters) • Harlem Renaissance artwork and photographs • Audio: Jazz recordings by Duke Ellington and Louis Armstrong	• <i>The Harlem Renaissance</i> by Nathan Miller • Langston Hughes and Zora Neale Hurston selected works • Documentary: “Jazz” by Ken Burns (Episodes 4–6)	• <i>The Harlem Renaissance in Black and White</i> by George Hutchinson • <i>The Crisis</i> and <i>Opportunity</i> articles • Patronage correspondence and artistic manifestos
18	• <i>The Forgotten Man</i> by Amity Shlaes (chapters on African Americans) • Photographs of New Deal programs and Black workers • Video: “The New Deal” (PBS American Experience clips)	• <i>New Deal/New South</i> by Patricia Sullivan • Mary McLeod Bethune speeches and writings • Documentary: “The Dust Bowl” (African American experiences)	• <i>The Black Cabinet</i> by Jill Watts • National Youth Administration records • Labor union organizing documents and correspondence

Key Advice

Remember that sensitivity is important, mainly because teaching honest history is important. The interdisciplinarity of AP African American Studies requires us to take an honest look at all aspects of history. The written record, images, artifacts, and sounds of the time must all be explored to fully grasp the moment. In Unit 3, these elements of society tell us a story that may be hard to digest at times, but most importantly, that story exhibits the courage and resilience needed to overcome adversity. Creating a safe community classroom space—by modeling transparency, vulnerability, and enthusiasm—will allow students to address their emotional response to the content and help them to think critically about it while practicing the skills of describing the perspective, context, purpose and audience of the source encountered. This speaks to sources within as well as outside of the framework. This combination will help students learn content through their feelings instead of recall alone.

14

Chapter 14

The Era of Self Help (1880 to 1916)

During the Era of Self Help (1880 to 1916), as illustrated in this chapter, African Americans asserted themselves against increasing racial violence, segregation and exclusion in the post-Reconstruction era. By establishing their own institutions and working independently, they affirmed their autonomy via economic self-sufficiency, education, and racial pride. After a turbulent post-Reconstruction era marked by Jim Crow laws and widespread disenfranchisement of Black men (as women had yet to secure suffrage), Black communities turned inward to support each other by using resources like Black mutual aid societies, churches, schools, banks, and businesses. These institutions constituted a collective strategy for Black empowerment. Woven into civil society, they aligned with Black political protest, vocational or industrial schools, colleges and universities, settlement houses, churches and missions, and other community-based organizations.

Black leaders like Booker T. Washington and W. E. B. Du Bois generally supported these institutions though they often favored those that most closely aligned with their own views on the best way to advance Black American rights, freedoms, and opportunities. For example, Washington called for the establishment of industrial or vocational schools to prioritize economic independence for the educational needs of African Americans while Du Bois emphasized university education and the promotion of the Talented Tenth of the Black community for leadership development and political action. Both leaders supported and ties to community-based programs like Black settlement houses and churches.

Despite their political marginalization, Black women played an integral role in racial self-help and uplift campaigns. They not only strove to advance women's rights and opportunities but focused on the elevation of their local Black communities and on the Black citizenry. Though denied the vote, Black women exercised agency and constituency and powerfully influenced their communities through women's club organizing, church and missionary groups, settlement houses, and civil rights organizing, particularly around racial and gender justice. They worked actively in tandem or in cooperation with White progressives to secure women's suffrage, labor reforms, and more while specifically advocating for full recognition and protection of Black citizenship. Many women, like Ida B. Wells, led targeted social justice campaigns.

Ultimately, this chapter emphasizes that in the face of systemic barriers and structural disadvantages, African Americans created a multivalent narrative—or one reflecting multiple values and meanings—of empowerment that laid the groundwork for the struggles and accomplishments of the twentieth century.

Teaching with Sensitivity

Chapter 14 contains text and/or images that may be disturbing, traumatizing, or triggering for some students. It is important to approach this content with care and

thoughtful preparation. The following topics may require warnings before instruction and mindfulness during instruction.

Racial violence and terror, particularly lynching. Chapter 14 addresses how lynching was used to instill fear, punish resistance, and enforce White supremacy, especially in the Jim Crow South. Students will read graphic descriptions of the violence inflicted on Black persons and will view a graphic photograph of the lynching of Jesse Washington. Discussions and activities will also include graphic text and images as Black people were hanged, burned alive, or mutilated, sometimes in front of large crowds. These actions were often public spectacles that were photographed.

Convict leasing and forced labor. After emancipation, Black Americans were criminalized for minor or fabricated offenses, imprisoned, and leased to private companies. They endured forced labor, violence, and death under horrific conditions. This practice directly echoes slavery. Students may be upset by accounts of abuse of children, physical punishment, and state-sanctioned exploitation and violence.

Jim Crow laws and persecution. Students explore how Jim Crow segregation shaped every aspect of Black life—housing, education, health care, and personal behavior—and reinforced racial hierarchy. The emotional toll of segregation, humiliation, and systemic exclusion can hit close to home, especially for Black students whose families lived through or still feel these legacies.

Race riots and mob violence. Chapter 14 examines racial violence in the late nineteenth and early twentieth centuries. Students may feel overwhelmed by the violence, the lack of justice, and the intergenerational loss of wealth and life. Discussions and activities may include texts and photos that describe or depict burned homes, armed mobs, and displaced families.

Issues of race and identity. Conversations about race, especially through the lens of W. E. B. Du Bois notion of double consciousness will be inevitable. Teachers and students must remain mindful of the use of language from that time as well as today. Primary sources may use language considered offensive then and/or today and historical illustrations may include offensive depictions and reflect racial stereotypes. Students will also have to deal internally with their own personal stories regarding race relations, identity, and experiences. This presents a great opportunity for students to learn from one another by keeping an open mind and being respectful of each other's perspectives.

Suggested guidance or modifications:

- **Always give a warning:** Let students know ahead of time when material includes graphic violence or emotional trauma.
- **Give students an opt-out or pause option:** Give students permission to step out, journal, or sit quietly without penalty.
- **Support emotional processing:** Build in time for debriefing, art-based reflection, or restorative circles.

Recommended Pacing

- Full Year: 4 class periods
- Spring Semester: 2 class periods
- Fall Semester: 2 class periods

Exam Focus

This content reflects Learning Objectives (LOs), and Essential Knowledge (EKs) focused on efforts by African Americans to employ self-help and uplift strategies to cultivate community, exercise agency, and achieve reform amid the segregation, economic and political exclusion, and persecution of the post-Reconstruction Jim Crow era. Key topics include methods of disenfranchisement, segregation and other discriminatory laws and their impacts, White supremacist violence, development of the color line in American society, notions of double consciousness and symbolism of “the mask” (in “We Wear the Mask”) and “the Veil” (in *The Souls of Black Folk*), and the achievements of Black athletes, artists, scholars and authors, and scientists and innovators. Students should also know how Black-owned businesses, mutual aid societies, public schools and Historically Black Colleges and Universities (HBCUs), medical and technological innovations, scholarship, and religious organizations served as mechanisms for uplifting individuals and communities. Students will be asked to contrast the perspectives of Booker T. Washington and W. E. B. DuBois regarding pathways for race progress. Attention should also be given to Black women’s advocacy for social justice and public policy reform via Black women’s clubs, settlement houses, and other institutions, and should highlight the achievements of Black women leaders like Mary Church Terrell and Ida B. Wells. Students should be prepared to address how Black self-improvement strategies manifested both as survival strategies and as aspirations for racial uplift and how they countered dominant narratives of Black inferiority in the period.

Addressing the AP Framework

This chapter covers content mainly in fulfillment of the following Topics, Learning Objectives (LOs), and Essential Knowledge (EKs) of the AP AAS Framework:

AP Framework Correlations

Topic	Learning Objectives	Essential Knowledge
3.4 The Defeat of Reconstruction	LO 3.4.A	EK 3.4.A.1 EK 3.4.A.2 EK 3.4.A.3 EK 3.4.A.4 EK 3.4.A.5
3.5 Disenfranchisement and Jim Crow Laws	LO 3.5.A LO 3.5.B	EK 3.5.A.1 EK 3.5.A.2 EK 3.5.B.1 EK 3.5.B.2

AP Framework Correlations, continued

Topic	Learning Objectives	Essential Knowledge
3.6 White Supremacist Violence and the Red Summer	LO 3.6.B	EK 3.6.B.1
3.7 The Color Line and Double Consciousness in American Society	LO 3.7.A	EK 3.7.A.1 EK 3.7.A.2 EK 3.7.A.3 EK 3.7.A.4
3.8 Lifting as We Climb: Uplift Ideologies and Black Women’s Rights and Leadership	LO 3.8.A LO 3.8.B	EK 3.8.A.1 EK 3.8.A.2 EK 3.8.A.3 EK 3.8.A.4 EK 3.8.B.1 EK 3.8.B.2 EK 3.8.B.3
3.9 Black Organizations and Institutions	LO 3.9.A	EK 3.9.A.1 EK 3.9.A.2 EK 3.9.A.3 EK 3.9.A.4 EK 3.9.A.5
3.10 HBCUs, Black Greek Letter Organizations, and Black Education	LO 3.10.A LO 3.10.B	EK 3.10.A.1 EK 3.10.A.2 EK 3.10.A.3 EK 3.10.A.4 EK 3.10.A.5 EK 3.10.B.1 EK 3.10.B.2 EK 3.10.B.3 EK 3.10.B.4
3.11 The New Negro Movement and the Harlem Renaissance	LO 3.11.A	EK 3.11.A.1
3.15 Black History Education and African American Studies	LO 3.15.B	EK 3.15.B.4
4.19 African Americans and Sports	LO 4.19.A	EK 4.19.A.1 EK 4.19.A.2
4.20 Science, Medicine, and Technology in Black Communities	LO 4.20.A LO 4.20.B	EK 4.20.A.1 EK 4.20.B.1 EK 4.20.B.2 EK 4.20.B.3

Further Reading for Teachers

- Bederman, G. (1995). *Manliness and civilization: A cultural history of gender and race in the United States, 1880-1917*. University of Chicago Press.
 - Analyzes how Black leaders like Washington and Du Bois used concepts of “civilized” masculinity to argue for racial advancement and respectability.
- Brown, T. L., Parks, G. S., & Phillips, C. M., eds. (2012). *African American fraternities and sororities: The legacy and the vision*. The University Press of Kentucky.
 - Provides a curated collection of essays that demonstrate how Black Greek letter organizations, founded during this period, embodied self-help principles through scholarship, service, and community uplift.
- Higginbotham, E. B. (1993). *Righteous discontent: The women’s movement in the Black Baptist church, 1880-1920*. Harvard University Press.
 - Examines how Black Baptist women created a “politics of respectability” and built extensive networks of social services and reform organizations.
- Lincoln, C. E., & Mamiya, L. H. (1990). *The Black church in the African American experience*. Duke University Press Books.
 - Analyzes how Black churches became central institutions for self-help efforts, combining spiritual guidance with practical community development.
- Moses, W. J. (1978). *The golden age of Black nationalism, 1850-1925*. Archon Books.
 - Examines how Black nationalism intersected with self-help ideology, including economic separatism and institution-building strategies.
- Rudwick, E. M. (1957). The Niagara Movement. *The Journal of Negro History*, 42(3), 177–200. <https://doi.org/10.2307/2715936>.
 - Analyzes Du Bois’s founding of the Niagara Movement in 1905 as an alternative to Washingtonian accommodation, emphasizing protest and political action over pure self-help.
- Walker, J. E. K. (2009). *The history of Black business in America: Capitalism, race, entrepreneurship*. University of North Carolina Press.
 - Analyzes early Black business development and economic nationalism as expressions of self-help philosophy, examining both successes and limitations.
- Weems, Jr., R. (2007). *Building the Black metropolis: African American entrepreneurship in Chicago*. University of Illinois Press.
 - Explores how Black business development in Chicago exemplified self-help principles while creating economic foundations for community advancement.
- White, D. G. (1999). *Too heavy a load: Black women in defense of themselves, 1894-1994*. W. W. Norton & Company.
 - Traces the history of the Black women’s club movement and their strategies for community uplift, moral reform, and challenging racist stereotypes.
- Woodson, C. G. (1933). *The mis-education of the Negro*. AfricaWorld Press.
 - Applies debates from the self-help era about appropriate forms of Black education and intellectual development to critique educational systems.

Common Misconceptions

The misconceptions listed below relate directly to the content in the chapter; some may permeate the totality of the course content.

- 1. Black success in this period meant freedom from racism or barriers.** It is a fallacy to assume that Black success during the Era of Self Help from 1880 to 1916 meant an escape from racism or a removal of structural barriers. Rather, while African Americans had great success in building businesses, schools, churches, newspapers, and civic organizations, they were living and working in a hostile environment in which repression, persecution, and even sabotage were commonplace and frequent. White institutions and some citizens largely worked to maintain a racial hierarchy that subjugated Black citizens. Black professionals and businesspeople were excluded from capital systematically; they were not invited into White markets legally and were subject to discriminatory policies and laws. Black communities that achieved success in a prominent way—like Tulsa’s Greenwood District, later dubbed “Black Wall Street”—often experienced violent pushback. Also, despite establishing their own institutions, African Americans had to navigate segregation and economic inequity and lacked political protection during this time. This was not an era of reprieve from racism but rather a time of resilience and innovation for Black Americans who managed to succeed in the face of systemic racism. It is important to understand the difference to contextualize their accomplishments and exemplify the challenges they had to overcome.
- 2. Only men led the self-help movement, and Washington and Du Bois were entirely opposed.** It is a fallacy to contend that Black men were the sole leaders of the self-help movement in the late nineteenth and early twentieth centuries. It is likewise false to believe that figures like Booker T. Washington and W. E. B. Du Bois, who held divergent views on certain issues and methods, disagreed on all matters and were unwilling to collaborate. Documentary evidence makes abundantly clear that Black women led the self-help movement, presiding over organizations, advocating social change, and creating community-based institutions that provided direct assistance to the Black community. These women, including Mary Church Terrell, Frances Ellen Watkins Harper, and Ida B. Wells, also engaged in education, anti-lynching, suffrage, and racial justice movements. Black women used organizations such as the National Association of Colored Women (NACW) to promote uplift, a notion that encompassed efforts at racial advancement, gender equality, and social service. Though Washington and Du Bois are often depicted as opponents, their ideologies were not contradictory but complementary. Washington urged economic independence and industrial education as the most reasonable next steps toward Black progress in an oppressive world. Du Bois advocated political action to achieve full civil rights and the organization of an educated Black elite, a “Talented Tenth.” Washington and Du Bois had different methods but both committed themselves to racial advancement and often worked with similar institutions, including Black churches, HBCUs, and settlement houses.

Valuable Digital Resources

These resources, which include websites, videos, and articles, are available online.

- “African American Reformers: The Club Movement,” “Mary Church Terrell,” and “National Association of Colored Women” from the National Women’s History Museum
- African American Perspectives: Materials Selected from the Rare Book Collection, from the Library of Congress
- African American Photographs Assembled for 1900 Paris Exposition, compiled by W. E. B. Du Bois, “Du Bois in Paris – Exposition Universelle, 1900,” by Danna Bell, February 7, 2020, and “Du Bois’s American Negro Exhibit for the 1900 Paris Exposition,” by Jeff Bridgers, February 28, 2014, from the Library of Congress
- “Blackface: The Birth of An American Stereotype” from the National Museum of African American History & Culture
- Booker T. Washington Collection at Tuskegee University
- Colored Conventions Project
- Gilded Age African American History (Teaching with Historic Places): Lesson Plans and Early 20th Century African American History (Teaching with Historic Places): Lesson Plans, from the National Park Service
- Crash Course Black American History from PBS:
 - Ida B. Wells #20
 - Booker T. Washington and W. E. B. Du Bois #22
 - The Black Women’s Club Movement #23
- Jubilee Singers: Sacrifice and Glory, from PBS’ American Experience:
 - Jubilee Singers: Chapter 1
 - Timeline of the Jubilee Singers
- Madam C. J. Walker Website
- The African American Odyssey: A Quest for Full Citizenship: The Booker T. Washington Era, from the Library of Congress
- *The Red Record: Tabulated Statistics and Alleged Causes of Lynching in the United States*, by Ida B. Wells-Barnett, 1895, at Project Gutenberg
- W. E. B. Du Bois Papers, from The National Endowment for the Humanities’ EDSITEment!
- Women Who Changed Atlanta and the World:
 - “Thy Neighbor as Thyself:” The Neighborhood Union Collection
 - “Keep Moving, A Standing Pool Becomes Stagnant:” The Chautauqua Circle Collection

Teaching the Required Sources

Use the strategies below to introduce and help students analyze required primary and secondary sources from the AP Course Framework.

Support for “The Atlanta Exposition Address” by Booker T. Washington, 1895

Preview	• Frame the source from Topic 3.8 and activate student interest by inviting students to share what they remember about Booker T. Washington and his philosophy about racial advancement. • Provide historical context for the source: - Washington delivered this speech in 1895 to the Cotton States and International Exposition in Atlanta. - The speech was given during a period when African Americans were experiencing increasing racial violence, segregation, and political disfranchisement. - Washington spoke to a predominantly White audience and seized the opportunity to define his philosophy of racial progress in terms of vocational training, economic self-sufficiency, and accommodation with white society. • Write the following guiding question on the board: How did Booker T. Washington balance the twin imperatives of survival and the uplifting of Black people during the Jim Crow era? Advise students to keep that question in mind as they analyze the source.
Guide	• Display and distribute copies of the text of the source. If the link from the National Park Service, provided in the AP Course Curriculum, is broken, then you can also locate a transcript at the Voices of Democracy: The U.S. Oratory Project. • Divide the transcript into sections of one to two paragraphs. Invite volunteers to read aloud each section, pausing after each section to check for understanding, clarify meaning, and discuss concepts. Encourage students to annotate their copies. • When you have finished reading the speech as a class, have students work in pairs or triads to identify and share notable or important quotes from the speech. If students struggle to identify excerpts, direct them to “cast down your bucket where you are” in paragraph four and “in all things that are purely social we can be as separate as the fingers” in paragraph 8. Then provide student pairs and triads with guided reading questions to examine the tone, intended audience, and subtext of compromise, patience, and economic focus. • Reinforce that in Washington’s view he was advocating more for industrial education and technical training instead of explicitly civil rights, which he believed would create lasting stability and respect for Black Americans. Help them contrast this tone with the more urgent demands for equality that were also beginning to emerge at this time.

Support for “The Atlanta Exposition Address” by Booker T. Washington, 1895, continued

Engage	• Analyzing Perspectives: Challenge students to think through the controversy and implications of Washington’s speech. Break students into small groups and assign each one a historical perspective: Black farmers, Northern Black intellectuals, Southern White elites, Black women activists, etc. Have each group discuss and share how their assigned group would react to Washington’s address. • Class Discussion: Invite students to describe the Du Bois’s response to the speech. Ask: Why did Du Bois call it the “Atlanta compromise”? Use student responses to lead a discussion of perspectives on accommodation vs. agitation. • Reflection: Challenge students to reflect on their discussion by writing a response to one of the following prompts: - Is Washington being realistic, strategic, or too accommodating? Explain your reasoning. - What are the costs and benefits to compromise within an unequal system? Cite evidence from the excerpt in your response.
Wrap Up	• Ask students to consider the enduring effects of Washington’s speech: - How did Washington’s message impact Black education, leadership, and public opinion? - What inconsistencies did it reveal within the Black community relating to the best way to pursue justice and equality? • Have students write a short editorial response from the perspective of a contemporary observer—for or against Washington’s argument. Emphasize that the Atlanta Exposition Address continues to be a seminal document for examining the scope of African American strategy, leadership, and survival at the nadir of race relations in America. • Revisit the guiding question that you wrote on the board as the Exit Ticket Prompt: How did Booker T. Washington balance the twin imperatives of survival and the uplifting of Black people during the Jim Crow era?

**Support for Excerpts from *The Souls of Black Folk* by W. E. B. Du Bois, 1903
(Selections from “The Forethought,” “Of Our Spiritual Strivings,” “Of Alexander Crummell,” and “The Afterthought”)**

Preview	• Frame the source from Topic 3.8 and activate student interest by reading aloud this quote from W. E. B. Du Bois’ <i>The Souls of Black Folk</i>: “One ever feels his twoness,—an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body.” • Invite students to explain what this quote means or suggests to them. Recall the concept of double consciousness. • Explain that the quote comes from <i>The Souls of Black Folk</i> by W. E. B. Du Bois, written in 1903, and that they will be reading and analyzing more selections from the text today. • Identify W. E. B. Du Bois a leading Black intellectual and reformer at the turn of the twentieth century. Contrast Du Bois with Washington. • Explain that <i>The Souls of Black Folk</i> is generally acknowledged as the cornerstone of African American thought and identity, having been written in response to the subversion of Black citizenship that occurred in the post-Reconstruction period. • Provide a brief overview of the major themes of the book: double consciousness, the color line, and the struggle between hope and despair in the Black experience. • Advise students that they will be reading four selections and that they will then reflect on how Du Bois attempts to capture the very soul, struggle, and dignity of African Americans at the onset of the twentieth century. • Pose a guiding question, such as: How does Du Bois define the experience of being Black in America through personal reflection and historical context?
Guide	• Distribute copies of the excerpts and read aloud the titles of the selections. Organize students into groups and assign each group one of the selections to read and summarize. Have them note significant claims and evidence used by Du Bois in their selection, and ask groups to relate their selection back to one of the themes—double consciousness, the color line, and the struggle between hope and despair in the Black experience. Call on each group to share their notes. • As a class, discuss “The Forethought” and “Of Our Spiritual Strivings.” Emphasize that double consciousness refers to the “two-ness” that Du Bois says that African Americans feel as they navigate both a Black identity and an American identity in a society that devalues them. Ask questions to unpack the poetic and philosophical language, including: - What does Du Bois mean by “the veil”? - What internal and external tensions does Du Bois detail for Black Americans? • As a class, discuss “Of Alexander Crummell.” Help students track how Du Bois uses biography to show resilience and moral strength despite the racial adversity he endured. • Finally, discuss “The Afterthought.” Guide students to appreciate Du Bois’s conclusions about sorrow, hope and the meaning of Black struggle. • Provide vocabulary support and short historical background when needed to continue the students’ comprehension. • Encourage students to annotate their copies of the selections as they work.

Support for Excerpts from *The Souls of Black Folk* by W. E. B. Du Bois, 1903
(Selections from “The Forethought,” “Of Our Spiritual Strivings,” “Of Alexander Crummell,” and “The Afterthought”), continued

Engage	• Personal and Current Connections: Encourage students to draw connections between Du Bois’s reflections and their own lives and current issues. Ask students to create double-entry pages of observations in their Reading Journals in which they reproduce especially significant lines in one column and place their own response or analytical response in the other column. • Concentric Circles Discussion: Arrange students in concentric circles facing each other. Ask: How can Du Bois’s double consciousness be compared to contemporary identity, marginality, and code-switching experiences? Give student pairs a few minutes to discuss their responses. Then, rotate the outer circle one or two students to the left, and repeat. Continue until students have exchanged ideas with several of their peers. • Think-Pair-Share: Pose questions to incite consideration of Du Bois’s criticism of accommodationist responses: - How does Du Bois hold together his sorrow and hope? - What kind of activism or consciousness does he usher in? - How do Du Bois’s ideas contrast with Washington’s thoughts in the Atlanta Exposition Speech?
Wrap Up	• Return to the guiding question and ask students to reflect on what Du Bois’s writing can teach us about the intellectual and emotional burdens of being Black in the United States in the early 1900s. Reinforce how currently applicable Du Bois’s lessons are in contemporary society. • Synthesize the passages you have read that reinforce Du Bois’s overall message about struggle, dignity, and the call to justice. • Use the Exit Ticket Prompt: What does it mean to seek wholeness in a fractured society? Have students write a short personal “afterthought” in the voice of Du Bois in response to the question. • Stress that <i>The Souls of Black Folk</i> is not simply a sociological critique but a profoundly human and prophetic call for justice, self-inquiry, and collective redemption.

Support for Jubilee Singers of Fisk University, 1875

Preview	• Frame the source from Topic 3.10 and activate student interest by asking: How can a photograph convey messages about the past? How can it reinforce or counter negative stereotypes about people, places, and events in the past? • Begin by giving a brief overview of the post–Civil War Reconstruction period, the origin of Historically Black Colleges and Universities (HBCUs), and the founding of Fisk College (now University) in Nashville, Tennessee in 1866 to educate newly freed African Americans. • Explain that the Jubilee Singers were Fisk students who toured the United States and Europe to perform spiritual music based on enslaved Black traditions as a means of raising funds for the school. • Tell students that a jubilee is a celebration. Ask: Why do you think Fisk University’s Jubilee Singers took that name? What were they celebrating? • Inform students know they will be deconstructing an official group photograph from 1875 to discuss how African Americans used education, culture, and music to communicate dignity, strength, and hope in the face of systemic racism.
Guide	• Display a copy of the 1875 photograph. Give students a minute to study the image. Tell them to examine such things as clothing, stance, expression, and composition. Encourage them to jot down notes about that they see and about what the image conveys to them about the singers and Black Americans at the time. Invite students to share what they notice and what the photograph conveys to them. • Discuss how various elements of the photograph work together to purposefully depict the singers as serious, educated, and respectable people. Ask: How does this image contrast with typical racist caricatures and other depictions of Black people in the late nineteenth century? • Offer further background on the Jubilee Singers’ spiritual performances, focusing on the religious and culture meaning of their performances and emphasizing how their tours generated global buzz for Black musical heritage and obtained funds desperately needed by Fisk to support higher education opportunities for Black students. Ask students to reflect on the Jubilee Singers’ dual responsibility as both cultural ambassadors and social activists.

Support for Jubilee Singers of Fisk University, 1875, continued

Engage	• Group Discussion: Have students think about the power of an image and how it shapes public opinion. Organize students into groups to discuss the following questions: - How does this photo depict dignity and purpose? - Why was it a significant act in 1875? • Class Project: Vote on whether to work as a class to make a class documentary, website, or book about the Jubilee Singers. Then, challenge student groups to research one tour or stop on a tour undertaken by the singers. Have them learn as much as they can about where they went, for whom they performed, what they sang, what they wrote, and how audiences responded. Encourage them to locate copies of primary source images, playbills, and song lyrics or musical scores. Have each group use what they learned to prepare a portion of the final project, such as a segment of the documentary, a page on the website, or a section or chapter in the book. Advise students to work together to arrange the group contributions in a logical—most likely chronological—order. The final project should include a unifying element, such as an interactive map that shows the tours' routes and stops. • Countering False Narratives: Expand on group discussions by examining racist portrayals and images from the era (e.g., minstrel advertisements and caricatures) with students. You may want to use the images on the “Blackface: The Birth of An American Stereotype” page from the National Museum of African American History & Culture. Ask students to think about how the different portrayals of Black people were used to influence public opinion. Draw a connection to the modern era in discussing why blackface depictions, costumes, and performances are considered offensive today. • Modern Connection: Have individual students locate a modern performance group that uses their platforms to promote social justice reform, to counter stereotypes and misconceptions, and to bridge cultural, class, religious, or other racial divides. Instruct them to find a comparable image of the group they select and to present the image to the class, explaining how it reflects the purposes of the group shown.
Wrap Up	• Recall that the photograph was both a tool for raising funds and a declaration of Black humanity and excellence. • If time permits, view “Jubilee Singers: Chapter 1” from Jubilee Singers: Sacrifice and Glory, from PBS’ American Experience, or skip to 1:50 of the video to hear a sample of what the singers might have sounded like. Discuss what impact their performances might have had on diverse audiences in the United States and in Europe. (Alternatively, you might introduce the source by first viewing this clip.) • Emphasize that the photograph is not simply a photograph but a rejection of racist stereotypes and a statement of cultural identity and pride. • Use Exit Ticket Prompt: What does this photo tell us about Black resilience, culture, and self-representation in the post-slavery era? How did the Jubilee Singers resist racial stereotypes and achieve racial uplift?

Connections to the Individual Student Project

For students interested in using this chapter's content for their AP Individual Student Project (ISP), below is some guidance to support their research. Advise students to continue with their research journal. They should choose at least one topic from the chapter that they would be interested in researching for their ISP. Have them come up with one source that they could use to start their research. Sources can be scholarly works as well as student-focused texts, such as graphic novels.

- **Self-Help Challenges to Racial Status Quo.** A good research project for this period could examine the question: In what ways did African American self-help organizations and leaders advance community empowerment and challenge racial inequality from 1880 to 1916? The student can examine the founding of Black schools, mutual aid societies, churches, banks, settlement houses, and businesses as ways in which Black communities responded to and navigated exclusion from economic, political, and social access and participation.
- **Philosophies of Racial Uplift:** Students might examine the views of prominent Black figures such as Booker T. Washington, W. E. B. Du Bois, and Mary Church Terrell, analyzing primary sources writings to assess how their philosophies about racial uplift presented different responses to what was an ethos of institutionalized racism. They might conduct a deep analysis of the views of one individual or compare and contrast the perspectives of multiples persons.
- **Black Women's Clubs:** Students may examine the dynamic contributions of Black women's clubs and organizations to Black resilience and resistance during this period. who were needed to grapple with the intersectionality of a racialized and gendered spaces for Black women. They might focus on the work of the National Association of Colored Women or that of regional and local clubs. They might also investigate particular women leaders within the clubs and their efforts.
- **"I am because we are."** Students may examine how Black efforts during this period demonstrated that self-help was not about individual achievement but about collective consciousness and power in an exclusionary and repressive society. They can use primary document sources such as speeches, newspaper editorial articles, and minutes of relevant organizations to explore how Black undertakings during this time reflected the Ubuntu philosophy "I am because we are."
- **Black Settlement Houses.** Settlement houses like Hull House in Chicago and their resident-workers were often considered the vanguard of the mainstream progressive movement. Traditional narrative focus largely on houses founded by White reformers like Jane Addams and Ellen Gates Starr. However, numerous Black reformers, mainly women, established settlement houses in urban and rural areas across the nation to provide comparable services to Black neighbors. Students might explores the work of one Black settlement house founder, one settlement house, the Black settlement houses in a particular city or state, or the relationship between Black and White settlement houses and their workers.

Skills Focus

This chapter focuses on the following AP Course Skill:

Skill 2A: Identify and explain a source's claim(s), evidence, and reasoning.

Skills Category 2 covers skills through which students evaluate written and visual sources. These skills require students to examine and analyze primary and secondary sources, including documents and other texts, photographs, artwork, maps, charts, and artifacts. Often this skill requires students to apply existing knowledge to interpret and assess the significance of source content.

Skill 2A asks students to identify and explain a source's claims, evidence, and reasoning. Reasoning refers to the overall argument made based on logic and evidence. Claims are specific assertions or statements that can be argued and must be supported by evidence. Evidence comprises facts, examples, ideas, and opinions derived from various sources to support particular claims. For this skill, when a question is paired with a stimulus, such as the excerpt from Mary Church Terrell on page 539 of the student text, students must consider what the source argues, or tries to persuade the reader to believe, about past people, events, ideas, and conditions.

1. Ask students to determine what the source is as well as who created it, when, where, and why: The excerpt is from *The Progress of Colored Women: An address delivered before the National American Women's Suffrage Association at the Columbia Theater, Washington, D.C., February 18, 1898, on the occasion of its Fiftieth Anniversary*, by Mary Church Terrell. Terrell was a Black club woman, suffragist, and civil rights activist. She cofounded and served as the first president of the National Association of Colored Women (NACW). She was also a teacher and a journalist.
2. Tell students to review what the question, or stem, wants them to do: The question asks students to identify the statement that best explains the claim that Terrell makes regarding the role of the NACW.
3. Have students read the answer choices to determine what kind of information they are looking for: The answer choices describe potential roles, purposes, and acts of the NACW, so students must choose the correct claim, or the one that reflects the purpose served and the actions taken by the NACW as described in the excerpt.
4. Advise students to consider what they have learned about the NACW as they reread the answer choices to identify the correct explanation: Students should remember that the NACW arose from the Black women's club movement and focused on racial uplift. The NACW's motto was "Lifting As We Climb." It raised funds to aid Black communities and combatted segregation, lynching, and other racial injustices. Each answer choice reflects potential roles played by the NACW, so students must next rule out answer choices that do not accurately reflect the NACW's functions or the excerpt's content.
 - A is incorrect because the NACW was not a legislative body nor does the excerpt suggest that it was.
 - B is incorrect because the NACW undertook myriad efforts at both assistance and reform, as reflected in the excerpt.

- D is incorrect because the NACW did not consider financial assistance the primary means of achieving racial equality nor does the excerpt suggest that it did.
- **The correct answer is C, because the excerpt describes how the NACW focused on combatting social injustices.**

EL English Learner Support

Use the following scaffolded instruction to support English Learners in applying the chapter AP Skill.

Skill 2A: Identify and explain a source's claim(s), evidence, and reasoning.

Scaffolded EL Instruction

Beginning	• Help English Learners identify and explain claims, supporting evidence, and reasoning in historical sources from this era (e.g., Washington's Atlanta Exposition speech, Du Bois's essays, and Wells's anti-lynching reports). • Provide a short, simplified excerpt (2–3 sentences) from one primary source (e.g., Booker T. Washington's Atlanta Exposition Address). Include a portrait of the speaker and symbolic images to guide comprehension (e.g., a school to represent education). • Provide students with sentence frames: - The speaker is _____. (author, creator) - He says _____. (claim) - He gives an example: _____. (evidence) - He wants people to _____. (reason/purpose)
Intermediate	• Have students read a slightly longer excerpt (e.g., a paragraph from Du Bois's <i>The Souls of Black Folk</i>). Pre-teach academic vocabulary (e.g., <i>claim</i>, <i>evidence</i>, <i>argument</i>, <i>prove</i>, <i>support</i>). • Provide students with a graphic organizer with three columns: - Column 1: Claim - Column 2: Evidence (quote) - Column 3: Reasoning (why the evidence is used) • Use scaffolded questions to guide students in finding the information, such as: - What does Du Bois want people to believe? - What proof does he give? - Why does this matter?
Advanced	• Have students select a primary source from the chapter (e.g., a letter by Ida B. Wells or a critique by Du Bois). Have students work in small groups to: - Identify the central claim. - Locate 2–3 pieces of supporting evidence. - Explain the author's reasoning. • Have students write a short paragraph response or engage in a structured academic discussion using phrases like: - The author argues that ... - To support this, they mention ... - This evidence is important because...

Key Advice

Highlight the debate between Booker T. Washington and W. E. B. Du Bois to spark student discussion about different strategies for advancement and their relevance today. Focus on the contributions of Black women as leaders of racial uplift and self-help campaigns, particularly through the work of Black women's clubs.

Teaching Strategies

Use these strategies to introduce and help students navigate the chapter.

Optional Guided Instruction

Preview	• Prior to class prepare several notecards or sheets of paper with quote and excerpts from key figures in the chapter. Be sure to include the sources listed below. Distribute copies to volunteers. - “Atlanta Exposition Speech” or <i>Up from Slavery</i>, by Booker T. Washington (excerpt) - “I Am an American!” by Alice Dunbar-Nelson (full poem or excerpt) - “The Progress of Colored Women,” by Mary Church Terrell (excerpt) - “The Talented Tenth” or <i>The Souls of Black Folk</i>, by W. E. B. Du Bois (excerpt) - “We Wear the Mask,” by Paul Laurence Dunbar (full poem or excerpt) • Hook students’ interest by having the student volunteers read aloud their texts. Ask: What do these sources tell you about the experiences and perspectives of Black citizens in the late nineteenth century and early twentieth century? What do you expect to learn from this chapter?
Guide	• Let students know that this is one of the longest chapters in the text. Advise them to review some of the tips for reading college-level texts provided them. They may want to chunk the text or work with other students to read and review the chapter. • Write the names of key individuals and groups (e.g., Booker T. Washington, W. E. B. Du Bois, Mary Church Terrell, Anna Julia Cooper, Ida B. Wells, Madam C. J. Walker, T. Thomas Fortune, Reverend Reverdy Ransom, William Monroe Trotter, HBCUs, NACW, Tuskegee Institute, Niagara Movement) on the board. Tell students to watch for information on these people and groups, and advise them to record these and other key people, groups, places, and events in their notes with one or more details as they read. • Read the chapter overview text together and model annotating or taking notes on key details. Invite students to share the questions they have or notes that they made. • Organize students into five groups and assign each group one of the Focus On or Thematic Connection features in the chapter. Have each group read, summarize, and answer the question for their feature. Then call on each group to share what they learned from their features with the class, or jigsaw the groups and have members take turns sharing.

Optional Guided Instruction, continued

Engage	- On large sheets of paper, write each of the five Reflections questions from the main sections of the chapter. Have students count off 1-2-3-4-5 to determine what question they should answer first. Call on students to take turns reading the questions and writing brief responses. Then call on the 1s to select one of the other sheets. Direct them to read the question and then read and write a response to another student's answer. Repeat with the 2s, 3s, 4s, and 5s. Leave the sheets up for students to peruse throughout the chapter instruction. - Assign individual students one of the key figures or groups from the chapter. Tell each student to research and make a profile for their assigned subject that includes key details about their activities during this time and at least one image and one primary source quote. Call on students to introduce their person or group to the class. - List the relevant Lesson Objectives (or Essential Knowledge items) for the chapter on the board. Have each student choose one of the objectives on which to focus. Instruct them to mine the chapter for details related to this objective and then to use appropriate primary and secondary resources to research their objective further based on what they have learned. Challenge them to turn the objective into a research question to which they must write a short paper or make a slideshow in response.
Wrap Up	- Conclude by reviewing the Key Takeaways and Revisiting AP Themes together. Ask: Why do you think this chapter is so important understanding the coming Civil Rights Movement? How does it enhance our understanding of the development and growth of the United States? - Challenge each student to write down something that surprises them from the chapter, something that dispelled a misconception that they had, or something that they found particularly interesting and want to learn more about. Have students share what they wrote down in groups or with the class. - Note that this chapter concludes just before World War I. Ask students to make predictions about how they think the war will impact Black citizens and communities, race relations, and state and federal policies regarding Black persons.

Chapter 14 Student Edition Answer Key

Focus On : Historically Black Colleges and Universities (HBCUs), Connect to

Today How does underfunding of land-grant HBCUs still impact those institutions and the communities they serve today? (LO 3.10.A, LO 3.10.B, Skill 1C)

Possible Answer: Answers may vary but should note that a 2023 White House reported indicated that HBCUs have been underfunded by \$13 billion over the past thirty years. This underfunding impacts the institutions' ability to keep tuition costs down and provide financial aid, to expand research capabilities and upgrade facilities, and to provide comprehensive student support. It also impacts hiring and faculty and staff salaries and wages as well as interactions with and contributions to their communities.

Reflections 1 How did Black Americans engage in self-help and philanthropy to protect themselves against racial discrimination? (LO 3.8.A, LO 3.9.A, LO 3.10.A, LO 3.10.B, EK 3.11.A.1, Skill 1B)

Possible Answer: Answers may vary but should describe examples of Black self-help and philanthropy such as the “New Negro” movement, support for Black education, the development of institutions like HBCUs. Students may discuss Black and White philanthropy as well as the contributions of key individuals and groups, such as W. E. B. Du Bois and the Talented Tenth, Alexander Crummell, the Jubilee Singers of Fisk University, Booker T. Washington, and Julius Rosenwald and the Rosenwald Fund.

Window in Time: Booker T. Washington’s Speech, Source Analysis Describe the context and purpose of Booker T. Washington’s speech. (EK 3.8.A.1, EK 3.8.A.2, Skill 2B)

Possible Answer: Answers may vary but should explain that Booker T. Washington was a prominent African American leader and educator who strongly advocated for industrial education and self-help among Black persons. He emphasized the need for Black people to focus on economic self-sufficiency rather than social equality in order to avoid agitation. Though he financially support court cases challenging segregation, he generally exhorted Black citizens to follow segregation laws and cooperate with White authorities to maintain peace. He wanted Black people to become an indispensable part of the New South economy and to earn greater rights and equality through their work, and he founded Tuskegee Institute to help train Black persons in a variety of vocational, agricultural, and industrial fields. Students may note that Washington’s ideas clashed with other civil rights leaders, and in this address, he exerts his position that it is not enough to complain about or oppose laws and policies; he argues instead that Black people must take constructive action through labor, business, and education to demonstrate their merit and achieve change.

Focus On: Ida B. Wells and Black Women’s Fight for Suffrage, Connect to Today How do voting rights advocates today carry forward Wells’ legacy? (EK 3.8.B.1, Skill 1C)

Possible Answer: Answers may vary but should note that modern voting rights advocates carry on Wells’ tradition of grassroots organizing, legal advocacy, education and information dissemination, and public pressure. They may cite specific examples of lawsuits filed against unjust or questionable laws, monitoring of elections to ensure fair access, and other means of challenging restrictive voting laws, such as door-to-door outreach and campaigns and protests individually and through groups like Black Votes Matter. They might also describe community based efforts such as offering rides to polls and holding voter registration drives.

Thematic Connections: The Souls of Black Folk: One’s Twoness, Connect to Today How do concepts like “double consciousness” and “the Veil” help explain the emotional toll of racism today? (EK 3.7.A.1, EK 3.7.A.3, EK 3.7.A.4, Skill 1C)

Possible Answer: Answers may vary but should explain that “the Veil” from Du Bois’ *The Souls of Black Folk* represents the inability of Black persons to participate fully in society because of discriminatory policies and practices that separate them while

“double consciousness” refers to inner turmoil or conflict experienced by marginalized groups in oppressive societies. Du Bois explains that Black people have dual identities as both Black and American that creates a sort of cognitive and emotional discord. Students should explain that these ideas reflect an enduring psychological impact of race slavery and discrimination.

Reflections 2 Explain the differing paths to racial equality that African Americans advocated for during the era of self-help. (EK 3.8.A.1, EK 3.8.A.2, LO 3.8.B, LO 3.9.A, Skill 1B, Skill 1C)

Possible Answer: Answers may vary but should describe the ideas, arguments, and strategies of the following individuals and groups: Booker T. Washington and the Bookerites, T. Thomas Fortune, W. E. B. Du Bois and Niagaraites, Ida B. Wells-Barnett, and William Monroe Trotter. Students may also discuss important corresponding events, such as the Atlanta Compromise speech in 1895 and the formation of the Niagara Movement in 1905. Students may also discuss “two classes of Negroes” as described by Reverend Reverdy Ransom.

Focus On: Black Medical Schools, Connect to Today What impact do you think new Black medical schools will have on their communities? (LO 4.20.B, EK 4.20.B.2, Skill 3A)

Possible Answer: Answers may vary but should describe how new Black medical schools are not only like to bring valuable medical services to their communities but also to provide enhanced opportunities for Black students and professionals and to train doctors and other medical professionals who are more likely to serve in marginalized and underserved communities. They may also encourage the development of community-based healthcare and lead to an enhanced focus on illness, disease, and associated issues of concern to Black populations.

Reflections 3 What were the economic and social successes and challenges of African Americans during this period? (EK 3.8.B.2, EK 3.8.B.3, EK 3.9.A.1, EK 3.9.A.3, EK 3.9.A.4, EK 3.9.A.5, Skill 1B)

Possible Answer: Answers may vary but should describe economic and social successes and challenges, including the Black exodus from the South, Black innovations and businesses, efforts to combat racist imagery, the work of Black women entrepreneurs, the establishment of Black banks, the role of Black churches and mutual benefit societies, the contributions of organizations like the YMCA and YWCA, and the work of individuals like Henry McNeal Turner, Henry Ossawa Turner, Madame C. J. Walker, and Maggie Lena Walker.

Window in Time: Mary Church Terrell, Source Analysis Explain the significance of Mary Church Terrell’s speech. What purpose and perspective does she express? (EK 3.8.B.2, EK 3.8.B.3, Skill 2B, Skill 2C)

Possible Answer: Answers may vary but should explain that Terrell is speaking to the National Association of Colored Women (NACW), which signified a merger between two prominent Black women’s federations, the Colored Women’s League and the National Federation of Afro-American Women. These organizations, run by Black women, were focused on moral lift, and reflected the work of Black feminists who sought to address the intersections of gender and race and encourage

self-help. Students may note that the motto of the group was “Lifting as We Climb,” which appears in Terrell’s speech. Terrell calls out the injustice of segregation in public transportation as well as of convict leasing and argues that Black women must continue to strive to do better, responsibly, in pursuit of equal justice and opportunity.

Reflections 4 Explain the role of key individuals and organizations in the struggle of Black women for racial and gender equality. (EK 3.8.B.2, EK 3.8.B.3, Skill 1B)

Possible Answer: Answers may vary but should explain the roles of Black women’s clubs and federations, the National Association of Colored Women (NACW), the work of urban settlement houses, women’s work with Black churches, and the efforts of individuals like Frances Ellen Watkins Harper, Ida B. Wells-Barnett, Anna Julia Cooper, and Mary Church Terrell. Students may also discuss types of gender and racial discrimination that affected Black women.

Thematic Connections: The Struggles of Black Women Leaders, Connect to Today What similarities can we see between the activism of Black women in the early 1900s and today? (LO 3.8.B, Skill 1C)

Possible Answer: Answers may vary but should reflect the idea that Black women today, as in the past, still struggle to center Black voices in ongoing public policy discussions and movements. Students may discuss how Black women today still confront intersectionality, or combined effects of gender, race, and class discrimination. They also still use grassroots organizing, community care, strategic planning, and various forms of resistance to advance their causes and steer public discussion.

Reflections 5 What were important intellectual and cultural works by African Americans during this period? How did their collective work support and connect to the concepts of self-help and uplift? (LO 3.8.A, EK 3.8.A.4, EK 3.8.B.3, EK 3.10.B.2, EK 3.11.A.2, EK 4.19.A.1, EK 4.19.A.2, EK 4.19.B.1, Skill 1B)

Possible Answer: Answers may vary but should describe examples of important intellectual and cultural works by African Americans, such as Pan-Negroism; scholarly and literary works like *Up From Slavery* (1900), *History of the Negro Race in America from 1619 to 1880* (1883), and *A Red Record* (1895); important sporting events like Jack Johnson’s heavyweight championship (1910); and the work and contributions of individuals like Alexander Crummell, W. E. B. Du Bois, Anna Julia Cooper, Ida B. Wells-Barnett, Charles W. Chestnutt, Paul Lawrence Dunbar, Alice Dunbar Nelson, and John W. “Bud” Fowler. Students may explain how these works reflect efforts at self-help as well as promote racial uplift by bolstering Black pride and agency, combating racial stereotypes, and helping break down racial barriers. Students may also note that HBCUs created spaces that fostered Black cultural pride, intellectualism, and letters while the New Negro movement encouraged Black arts and a Black aesthetic.

Past to Present What are some contemporary examples of self-help and what is its importance today? Are there limitations to self-help? (LO 3.8.A, LO 3.9.A, LO 3.10.B, Skill 1C)

Possible Answer: Answers may vary but should demonstrate that students understand the philosophy of self-help, or the idea that Black communities should organize, build, and support institutions and systems independent of White-dominated structures in an effort to meet their own social, educational, economic, cultural, and other needs. Students may discuss modern efforts to support and expand Black institutions and systems, such as HBCUs, community centers, churches, women's clubs, social welfare agencies, and more as well as efforts to start, support, and sustain Black-owned businesses, farms, banks, and other enterprises.

Chapter 14 AP Exam Practice

Multiple Choice

1. The excerpt provides evidence to support which of the following statements?
 - a. **Crummell modeled the New Negro ideals of resilience, dignity, and agency.***
 - b. Crummell failed to understand the debilitating effects of racial discrimination.
 - c. Crummell found it difficult to overcome the social barriers of a racial caste system.
 - d. Crummell and the Talented Tenth deflected funds from more practical efforts.(EK 3.8.A.4, 3.11.A.1, EK 3.11.A.2, Skill 2A, Skill 3B)
2. Which of the following best describes the metaphor of the Veil?
 - a. The Veil demonstrates economic inequities that prevent Black Americans from obtaining equal status in society.
 - b. **The Veil represents social barriers between Black and White America that prevent Black Americans from achieving full equality.***
 - c. The Veil signifies the dual personas that many Black Americans adopt in navigating Black and White social spheres.
 - d. The Veil symbolizes disunity within Black communities resulting from the loss of African cultural traditions during enslavement.(EK 3.7.A.1, Skill 2A)
3. Which of the following best describes Du Bois' concept of "double consciousness"?
 - a. **the inner discord experienced by Black Americans living in an oppressive society***
 - b. an ongoing effort to blend traditional Black African practices with Europeanderived ideals
 - c. the often-conflicting economic interests of Black Americans in rural vs. urban areas
 - d. a two-pronged approach to uplift taken by middle-class and working-class Black Americans(EK 3.7.A.3, Skill 1B)
4. Which of the following best describe the significance of the Niagara Movement?
 - a. It refocused efforts on economic uplift by emphasizing vocational training and self-reliance for African Americans.
 - b. **It marked a turning point by advocating for immediate Black civil rights and an end to segregation policies.***
 - c. It distracted from Black social justice campaigns by promoting industrial and agricultural education programs.
 - d. It depended on alliances with White leaders to fund business opportunities and charitable works for African Americans.(EK 3.8.A.2, LO 3.8.A, Skill 1B)
5. Based on the excerpt above, Booker T. Washington
 - a. advocates immediate desegregation of southern schools and workplaces.
 - b. believes Black southerners should migrate north and west for better economic opportunities.
 - c. wants Black Americans to focus on artistic and cultural achievements to gain equality.
 - d. **means to achieve racial harmony by fostering Black economic growth and practical progress.***(EK 3.8.A.1, EK 3.8.A.2, Skill 2B)

6. Which of the following best describes how White audiences received Washington's message?
- a. **White audiences generally received Washington's message in a positive light, earning him the goodwill of several influential White citizens.***
 - b. White audiences largely rejected Washington's message as they felt it threatened the existing racial hierarchy.
 - c. White audiences largely disregarded Washington's message as irrelevant to more pressing political issues unrelated to race relations.
 - d. White audiences generally supported Washington's call for immediate desegregation and political equality as essential for economic growth.
- (EK 3.8.A.2, Skill 1C)
7. Which of the following best describes the relationship between Washington and industrial giants such as Rockefeller and Carnegie?
- a. Washington rejected the influence of industrialists, believing their support would compromise his educational mission.
 - b. Industrial giants were critical of Washington's conciliatory approach as they preferred more direct activism to promote racial equality.
 - c. Washington's relationship with industrialists was characterized by mutual respect as they refrained from directly funding his initiatives.
 - d. **Washington cultivated relationships with industrial giants, who then provided financial assistance to Tuskegee Institute and other projects.***

(EK 3.8.A.1, EK 3.8.A.2, Skill 1C)

8. Which of the following best compares the philosophies of Washington and Du Bois?
- a. Washington and Du Bois both prioritized economic self-reliance as the key to achieving racial equality.
 - b. Washington supported full political participation for African Americans, while Du Bois believed in maintaining segregation to avoid conflict.
 - c. **Washington emphasized vocational training and gradual progress, while Du Bois advocated for higher education and immediate civil rights.***
 - d. Washington focused on political reform, while Du Bois supported a cultural renaissance as the primary means to equality.

(EK 3.8.A.2, Skill 1C)

Short Answer

- A.** Explain ONE way Black women challenged racial and gender stereotypes in the late 19th century. (EK 3.8.B.1, EK 3.8.B.2, EK 3.8.B.3, EK 3.9.A.5, Skill 1C)

Examples that earn this point include the following:

- Women participated in clubs like the National Association of Colored Women (NACW), advocating for suffrage, racial justice, and social reform.
- Black women writers (fiction and nonfiction) and journalists emphasized Black uplift, societal reform, and women's rights and reported on issues of importance to Black communities.
- Black women started and oversaw community institutions like urban settlement houses and sought to influence public policy debates and formation.
- Black businesswomen and women innovators developed products that highlighted the beauty of Black people and fostered Black economic advancement.

- B.** Describe ONE important cultural or political function of Black women and their role in the church. (EK 3.8.A.3, EK 3.8.B.3, EK 3.9.A.4, Skill 1B)

Examples that earn this point include the following:

- African American women organized church events that provided spaces for community building and political mobilization.
- Women led missionary societies that supported literacy, education, and social reforms.
- Figures like Nannie Helen Burroughs used their church roles to advocate for women's empowerment and civil rights.

- C.** Using a specific example, explain ONE social or cultural contribution of Madame C. J. Walker. (EK 3.9.A.5, Skill 1B)

Examples that earn this point include the following:

- Walker built a successful beauty empire that provided jobs and economic empowerment to African American women.
- By breaking societal barriers for Black women in business, Walker served as an inspiration to other Black women.
- Walker incorporated self-help ideology through her beauty system, the Walker System.

- D.** Using a specific example, describe Ida B. Wells' efforts to speak out against racial violence. (EK 3.5.B.2, EK 3.5.B.3, Skill 1B)

Examples that earn this point include the following:

- Wells investigated and exposed the realities of lynching through her writings, such as *Southern Horrors* and *The Red Record*.
- Her public speaking and journalism campaigns brought international attention to the issue of lynching, including in Britain.
- While living in Chicago, Wells produced protest pamphlets.