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"LIFTING THE VEIL"

Learning Activities for Students Grades 2-3

"Lifting the Veil" is a unit of activities designed to help students learn about Booker T. Washington's life as a free man.

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Students will become familiar with the terms used in activities and on their trip.

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12. Kite Poems

Students will write a kite poem.

13. What Freedom Means to Me

Students will draw a picture of what freedom means to them.

Pre-Visit Activity

VOCABULARY

Objective: Students will become familiar with terms that they will hear on their trip to Booker T. Washington National Monument.

SOL Objectives: English: 2.2, 2.3, 2.4, 2.5, 2.10, 2.11,
3.1, 3.2, 3.3, 3.4, 3.8, 3.10

History: 2.3, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12,
3.7, 3.8, 3.9, 3.10, 3.11, 3.12

Science: 2.8

Materials: Vocabulary list

Procedure: Use the following list to familiarize students with terms that will be used on their trip.

1. "big house": the house where the owners of the plantation lived
2. civil rights: rights granted to the citizens of the United States of America by the Constitution
3. civil war: a period of conflict between parts/people of the same nation.
4. Constitution: the supreme law of the federal government since 1789; the blueprint of the government of the United States.
5. emancipation: freedom, especially of the slaves in the United States. Abraham Lincoln issued the Emancipation Proclamation, which provided freedom to slaves in the Confederate States in 1862. It was not effective until after the Union won the Civil War.
6. freedom: the absence of restraints
7. planter: the owner or manager of a plantation
8. privilege: a right granted to a person or group of persons that is not enjoyed by others
9. property: a thing or things that are owned
10. rights: things a human being is entitled to

11. slave: a person who is owned by another person by capture, birth, or purchase and must work for the owner with no pay
12. slavery: the institution of ownership of slaves
13. plantation: a large farm with more than 20 slaves
14. amendment: a change for the better – The 13th amendment abolished slavery. The 14th provided citizenship to everyone born in the U.S. The 15th provided the right to vote to African American men.
15. Reconstruction: a period in time (1865 – 1877) in which the United States worked to readmit the former Confederate states into the Union after the Civil War
16. agrarian: relating to land and its ownership, cultivation and tenure
17. industrial: pertaining to the commercial production and sale of goods and services

Suggested Activities and Strategies

1. Flash cards
2. Trace cards
3. Jeopardy
4. Who Wants to be A Millionaire
5. Paragraph Writing

Pre-Visit Activity

MAP ACTIVITY

Objective: Students will label a map of the Southeastern United States emphasizing places important to Booker T. Washington.

SOL Objectives: English: 2.2, 2.5, 2.11, 3.2, 3.5, 3.10

History: 2.5, 2.6, 3.4, 3.5, 3.6

Materials: Pencil, crayons, map, vocabulary

Procedure:

1. The teacher will hand out copies of the attached Southeastern United States map.
2. The students will label all states on the map.
3. The students will locate the state where Booker T. Washington was born. (Virginia)
The students will color this state green.
4. The students will locate the state that Washington and his family moved to after they received their freedom. (West Virginia) The students will color this state yellow.
5. The students will locate the state in which Booker T. Washington established the Tuskegee Institute. (Alabama) The students will color this state red.
6. After your visit to the park, have students take out the map and discuss in more detail Washington's story.

ADDITIONAL VOCABULARY:

Hales Ford, VA

Malden, West Virginia

Tuskegee, Alabama

Hampton, Virginia

Atlanta, Georgia

Pre-Visit Activity

EDUCATION

Objective: Students will compose a class poem.

SOL Objectives: English: 2.1, 2.2, 2.3, 2.4, 2.6, 2.8, 2.9, 2.10, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8,

History: 2.10, 2.12, 3.10, 3.11, 3.12

Materials: Pencil, paper, chart

Procedure:

1. The students will discuss education and what it means to different individuals.

The following can be done individually, as a whole class, or in small groups.

2. The students will write phrases/sentences "Education is..." and fill in what they believe.
3. The students will select the one phrase/sentence he/she feels is best.
4. The teacher will compose student ideas on a chart in the following form:
"Education is" ... List 3 phrases.
"Our education is important."
"Education is" ... List 3 phrases.
"Our education is guaranteed."
"Education is" ... List 3 phrases.
"Our education is precious."
"Education is" ... List 3 phrases.
"Our education must be protected."
"Education is" ... List 3 phrases.
"Education is our right."
5. The students will discuss their goals in education.
6. The students will ask their family members how important they feel education is.
7. The students will interview others to see what their education goals are or were.

Pre-Visit Activity

VENN DIAGRAM

Objectives: Students will compare the school life of Booker T. Washington to the school life that they enjoy today.

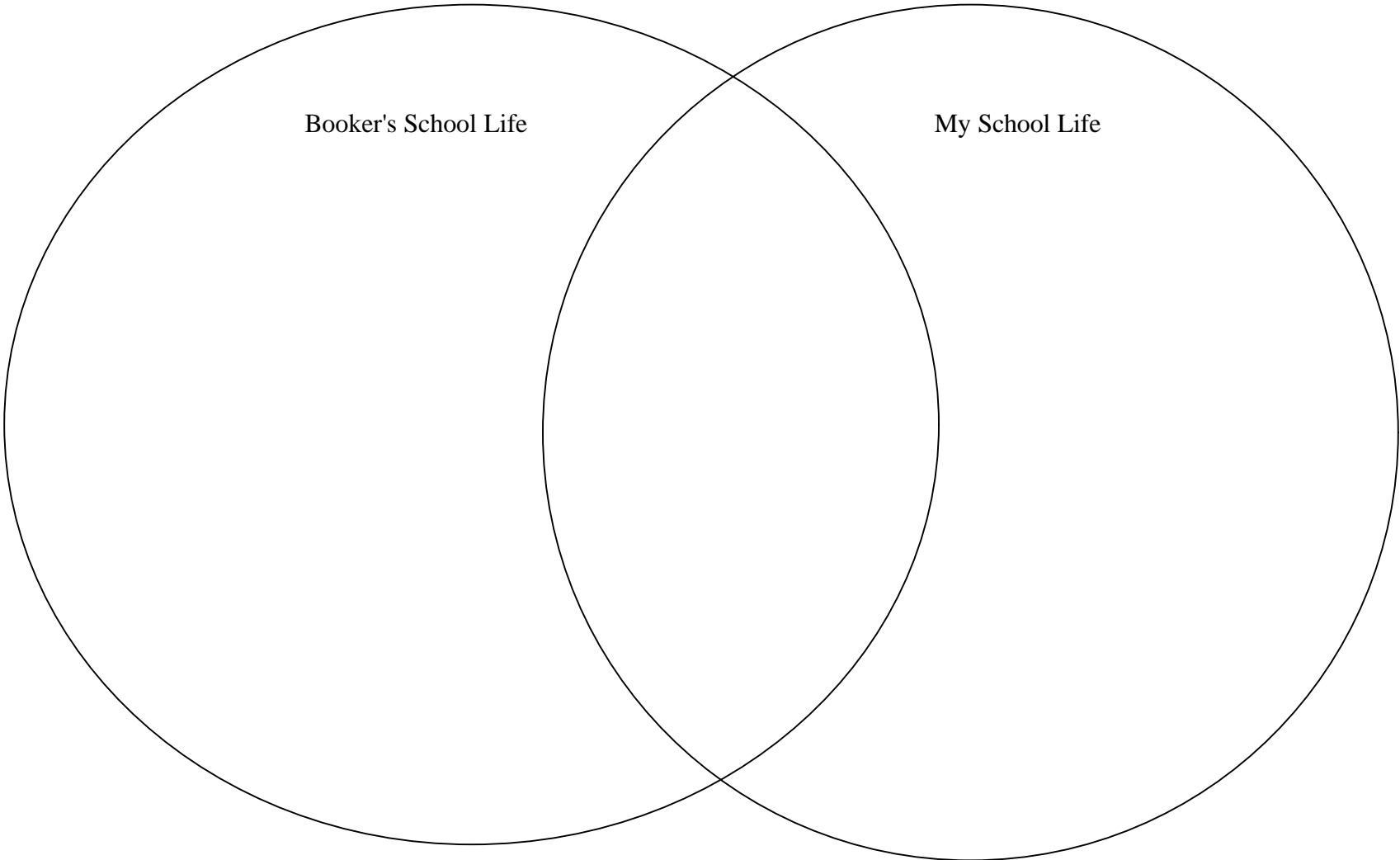
SOL Objectives: English: 2.1, 2.2, 2.3, 2.5, 2.9, 2.10, 2.11, 3.1, 3.2, 3.5, 3.6, 3.7, 3.8, 3.10

History: 2.3, 2.10, 2.11, 2.12, 3.10, 3.11, 3.12

Materials: Paper and pencil, diagram

Procedure:

1. The students will define and discuss school life.
2. The students will draw/use a Venn diagram.
3. The students will list the experiences that Booker had as a child in school.
4. The students will list the experiences that students have today in school.
5. The students will compare/contrast the two by placing them on the Venn diagram.
6. The students will discuss the diagram and the reasons why there are differences and possibly similarities.



Booker's School Life

My School Life

Pre-Visit & Post Visit Activity

CHOICES

Objective: Students will collect and compile data, construct a Venn Diagram, and construct a bar graph showing results.

SOL Objectives: English: 2.1, 2.2, 2.3, 2.5, 2.9, 2.10, 2.11,
3.1, 3.2, 3.5, 3.6, 3.7, 3.8, 3.10

History: 2.3, 2.10, 2.11, 2.12,
3.10, 3.11, 3.12

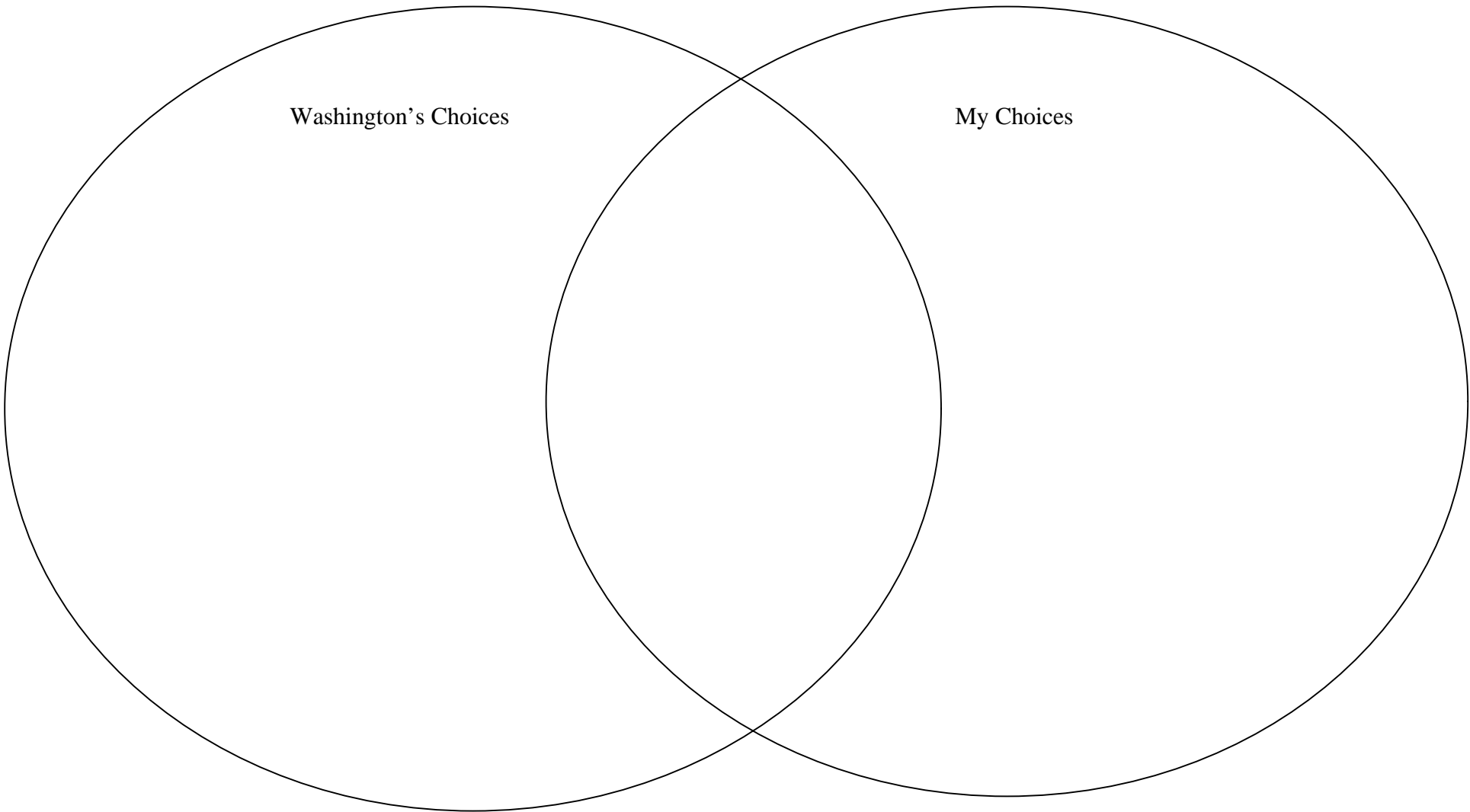
Science: 2.1, 3.1

Math: 2.21, 3.21, 3.22

Materials: Pencil, paper, graph paper, colored pens or crayons, Venn Diagram

Procedures:

1. (PRE-VISIT) The students will identify the types of choices they are allowed to make. Examples: What they wear? What they eat? What they watch on television?
2. (POST-VISIT) The students will identify the choices Washington was allowed to make.
3. The students will fill in the Venn Diagram, making comparisons and contrasts.
4. The students will prioritize the importance of each choice for both students and Washington.
5. The students will construct a bar graph showing the results for which choices the students felt were most important.



Washington's Choices

My Choices

Pre-Visit and Post-Visit Activity

DEAR PRESIDENT LINCOLN

Objective: Students will write a postcard/letter to President Lincoln telling him how it feels to be a newly freed slave.

SOL Objectives: English: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10,
3.1, 3.2, 3.3,3.4, 3.5, 3.6, 3.7, 3.8, 3.9

History: 2.10, 2.11, 2.12, 3.10, 3.11, 3.12

Materials: postcard, writing paper, pen, or pencil

Procedure:

1. The students will discuss the word emancipation and the Emancipation Proclamation.
2. The students will discuss how students would feel after emancipation if they were slaves.
3. The students will write a message to President Abraham Lincoln on a postcard telling how it feels to be free.

Other options:

(PRE-VISIT) The students will write a letter to your principal telling him/her why he/she would want you in his/her school.

(POST-VISIT) The students will pretend to be Booker T. Washington and write a letter to Miss Mary Mackie telling her why she should allow you to enter Hampton Institute.

(POST-VISIT) The students will pretend to be Booker T. Washington writing a letter to his mother about his experiences at school.

(POST-VISIT) The students will pretend to be Booker T. Washington writing a letter to a friend encouraging him/her to come to school or get an education and why it's important.

(POST-VISIT) The students will pretend to be a person in Washington's time looking for a job at Tuskegee Institute. The students will write Washington a letter asking him to hire you, telling why you would be a good employee at his Institute.

Post-Visit Activity

TIMELINE

Objective: Students will construct a timeline of Booker T. Washington's life.

SOL Objectives: English: 2.3, 2.8, 2.9, 2.10, 2.11,
3.1, 3.2, 3.5, 3.6, 3.7, 3.8

History: 2.11, 3.11

Science: 2.1, 3.1

Math: 2.5, 2.12, 2.21, 2.22, 3.3, 3.14, 3.21, 3.22, 3.24, 3.25

Materials: unlined paper and pencil

Procedure:

1. The students will discuss what you learned during your trip to Booker T. Washington National Monument.
2. The teacher will list on the board any important dates or events that you want the students to remember.
3. The students will construct a time line with these important dates and events.
4. The following are events that can be placed on the time line:

1856 – Booker is born on Burroughs farm in Hale’s Ford, Virginia.

1865 – Booker and family are emancipated and moves to Malden, West Virginia.

1865 – 1870 Booker chooses his full name to be Booker T. Washington.

1872 – Booker T. Washington leaves Malden for Hampton.

1875 – Booker T. Washington graduates from Hampton.

1881 – Booker T. Washington founds Tuskegee Institute

1881 – 1915 Booker T. Washington is a leader in education, a famous speaker,
and an advisor to three Presidents of the United States.

1895 – Booker T. Washington delivers the Atlanta Address Speech.

1899 – Booker T. Washington has tea with Queen Victoria of England.

1901 – Booker T. Washington has a controversial dinner at the White House.

1915 – Booker T. Washington dies in Tuskegee, Alabama.

Post-Visit Activity

DIORAMA

Objective: To construct a diorama about Washington and report to the class about the project.

SOL Objectives: English: 2.3, 3.2

History: 2.10, 2.11, 2.12, 3.10, 3.11, 3.12

Materials: Shoebox, paints, clay, cloth, pipe cleaners, basically any material students wish to use

Procedure:

A diorama is a scene in a box. This project can be done individually or as a group activity.

1. The students will think of a scene from Booker T. Washington's life that they would like to illustrate.
2. The students will turn a shoebox on its side and construct a scene out of various materials.
3. The students will find as much information as they can about this part of Washington's life. Teachers could expand this beyond what was given at the monument.
4. The students will share their dioramas and report their findings in front of the class.

Post-Visit Activity

BOOKER T. WASHINGTON'S STORY

Objective: Students will create a project about important moments in Washington's life after slavery.

SOL Objectives: English: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11

History: 2.10, 2.11, 2.12, 3.10, 3.11, 3.12

Science: 2.1, 3.1

Math: 2.19, 3.20

Materials: Pencil, paper, construction paper, drawing pens or crayons, staples, project materials, etc.

Procedures:

1. The students will discuss your visit to Booker T. Washington National Monument with students emphasizing Washington's story after slavery and the longing he had for an education.
2. The students will decide which three/four parts of Washington's life as a free man they would like to do a project about.
3. The students will construct a four-sided pyramid. Each side is to contain an illustration of Washington's life as a free man. Below each picture students will write a caption on notebook paper that describes each illustration. It should be one or two sentences in length.

Other ways to publish:

Newspaper article
Pop-up book
Poster
Puppet show
Photo album
Biography
Mobile

possibly why they chose those names.

2. The students will come up with “new” middle/last names for themselves, telling why they chose those names.
3. Share with the group/class.

Post-Visit Activity

MORE THAN ANYTHING ELSE

Objective: Students will become familiar with Booker's life in Malden, West Virginia.

SOL Objectives: English: 2.1, 2.2, 2.3, 3.1,

History: 2.12, 3.11

Materials: Book: More Than Anything Else by Marie Bradby

Procedure:

1. The teacher will read the book to the students.
2. The students will discuss:
 - What kind of work Booker did?
 - What is a cooper?
 - What does Booker want to do more than anything else? Why?
 - What does Booker's mother give him?
 - Who helps Booker learn to read?

☆ Be sure to inform students that this story happened after Booker left the Burroughs plantation. When he was a slave, Booker was not allowed to learn to read.

Post-Visit Activity

KITE POEMS

Objective: Students will write a kite poem.

SOL Objectives: English: 2.3, 2.10, 3.8, 3.9

History: 2.10, 2.11

Materials: Paper, pencil, and crayons

Procedure:

1. The students will discuss Booker and what his life was like on the Burroughs plantation.
2. The students will brainstorm. Think of words that describe Booker.
3. The students will write a "kite" poem using the following format:

Line 1: Booker (first name)

Line 2: two adjectives that describe Booker

Line 3: three verbs with -ing endings that describe Booker's actions

Line 4: two adjectives that describe Booker

Line 5: Washington (last name)

EXAMPLE:

BOOKER
YOUNG, SMART
WORKING, HELPING, LEARNING
SELF-RELIANT, DEPENDABLE
WASHINGTON

☆ The final draft could be written inside an outline of a kite to symbolize how high Booker's character took him.

Post-Visit Activity

WHAT FREEDOM MEANS TO ME

Objective: Students will write a paragraph about what freedom means to them.

SOL Objectives: English: 2.1, 2.2, 2.3, 3.1, 3.7, 3.9

History: 2.11, 3.10, 3.11

Materials: Drawing paper, markers, and crayons

Procedure:

1. The students will discuss Booker's life as a slave emphasizing the fact that he had few choices.
2. The students will compare Booker's life as a slave with your students' lives. How are they alike? How are they different?
3. The students will discuss how Booker's life changed when he was freed at the end of the Civil War.
4. The students will discuss the types of freedom that we have as Americans.