**Instructor Resource Manual**

Different versions of this chapter have been tried out in live classes and works well. However, students are often so shocked by their first encounter with the blatant racism and violence that they immediately flock to the “negative” side of the question about progress in this time period. One may need to play devil’s advocate on the side of progress for the sake of encouraging critical thinking.

***Where to start: Black Leaders on Progress***

Starting with the section Black Leaders on Progress has many advantages. This is a good way to teach students about how to take the past on its own terms. Instead of only thinking about the current criteria of progress, students can look at how African American leaders at the time defined progress. There are multiple ways to break this section down.

**- Group Work**. Students could be broken into groups in class and each group given one of the essays to break down. Then each group could give a short report on what their essay said and what they think. A larger class discussion could then compare the different positions. Ultimately students should be encouraged to critically evaluate each author and decide which one is most convincing.

**- Single Focus**. Students could individually focus on one leader (Terrell, Washington, Du Bois, or Chesnutt) and choose one other primary document cluster (education, work, lynching, politics) to compare with that leader’s position. Students could report in class or write a short essay on whether the documents support or undermine that leader’s position.

**- Women’s perspective**. Compare Mary Church Terrell’s areas of concern with DuBois’s and Booker T. Washington’s. What overlaps? What doesn’t? Have students work in groups for each essay, and then put on the board in a Venn diagram. Then they could draw conclusions about why women had some separate concerns from men.

Note – many students do not understand the coded language Terrell uses when she talks about sexual assault and the stereotype that black women are more promiscuous. You may need to walk them through that and explain the roots in antebellum slavery.

**- Check the Facts**. Ask students to use the Data on Black Life to fact check Washington’s and DuBois’s claims. This could also easily be a group exercise. Give each group one or two charts and have them work through Washington or Du Bois’s essays and compare the claims with the reality. Then have a larger class discussion on what each group found. Maybe keep a running list on the board of truths and falsehoods. Ultimately try to decide which leader made the most accurate assertions.

Overall, students will be better able to make sense of the other documents if they already have a framework about progress from one of these four. One of the most important dividing lines for answering the big picture is Terrell’s point (originally from Douglass) that progress can be measured either by where African Americans are at the time relative to whites, or how far they have come from emancipation from slavery. This is often the key for students to decide how to answer the Big Question.

***Classroom Exercises***

**- Debate with Data**. Divide the class in half, with one side “yes” to the Big Question and the other side “no.” Have each side find trends in the Data on Black Life that support their position. Be sure to ask them to consider change over time.

**- Compare the arguments**. Put students in groups and give each one a pair of documents that has one white supremacist and one black rebuttal: Thomas Dixon, Jr. vs. Kelly Miller, Thomas Nelson Page vs. Mary Church Terrell, Jane Addams vs. Ida B. Wells, and Theodore Roosevelt vs. Rev. McPherson. Ask students to go point by point and see what kind of case white writers made, and how black writers counter-argued. Ask them whether the counter-argument was convincing. Additionally, ask them to tie their debate into the Big Picture. Does the strength of racism undermine the Progressive Era, or do the vigorous rebuttals of African American intellectuals show progress in battling white supremacy?

***Homework Enhanced Class***

- **Desk Selfie**. Ask students to bring in or send in a Desk Selfie – either from their dorm room or whereever they study. Ideally do this before they see the documents. Then put some of the student selfies up on the overhead next to “Cadet Studying” and compare the similarities and differences. What is at stake in the Jim Crow era for a black student? What is he trying to convey? What are your students’ priorities when they take a selfie?

- **Current Events Comparison**. Each student could pick or be assigned one cluster such as Education, Work, Violence, or Politics. They could read the documents in their cluster, and then find a reputable news source for current events in that area and see how much continuity or change has occurred. For example, a student could compare lynching in the Progressive Era with the Black Lives Matter activism. Or they could compare political party platforms in the past and in the present.

***Potential Assessments***

- **Cluster Questions**. It is certainly worthwhile to do a straightforward assignment of a cluster of documents and the questions. Once students have worked through the questions they are more ready for a class discussion on the Big Picture.

- **Why ­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_ was right!** Ask students to pick one of the opening four (Terrell, Washington, Du Bois, and Chesnutt) and have them argue why they are the most persuasive. Require students to draw on at least 4 other documents to support their position.

**- The Big Question**. Ask students to answer the Big Question in a persuasive essay and draw on at least two clusters to develop their argument.