

# Cobblestone™

## IDA B. WELLS-BARNETT: FIGHTER FOR TRUTH AND JUSTICE

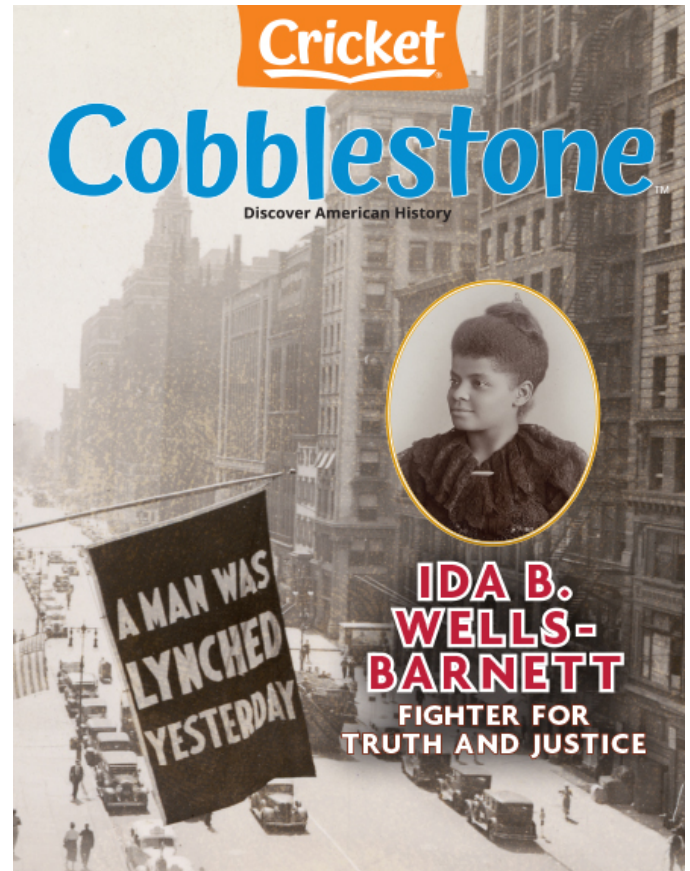
Use the articles, lessons, and activities in this Teacher Guide to help students learn about Ida B. Wells-Barnett and her contributions to United States history.

### CONVERSATION QUESTION

How was Ida B. Wells-Barnett's work important in shaping the history of the United States?

### TEACHING OBJECTIVES

- Students will learn about Ida B. Wells-Barnett's life.
- Students will read and analyze nonfiction text.
- Students will explore how Wells-Barnett's life led the way for significant historical changes.
- Students will explain how an individual's perspective shapes the historical sources they create.
- Students will identify different types of nonfiction writing.
- Students will explain how people's perspectives relate to the historical context of that time.
- Students will conduct research.
- Students will create a timeline depicting events of the Reconstruction.
- Students will create a poster supporting women's suffrage.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

### SELECTIONS

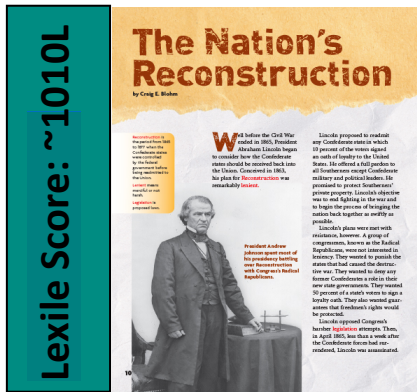
- **The Fight for Women's Rights**  
Expository Nonfiction, ~1020L
- **The Nation's Reconstruction**  
Expository Nonfiction, ~1010L
- **From Teacher to Journalist**  
Expository Nonfiction, ~950L

# Cobblestone® Teacher Guide: February 2023

## The Nation's Reconstruction

pp. 10–13, Expository Nonfiction

Use this article about the Reconstruction era of U.S. history to learn how the era was connected to people's perspectives at that time.



## RESOURCES

Compare and Contrast

## OBJECTIVES

- Students will read and analyze nonfiction text.
- Students will explain how an individual's perspective shapes the historical sources they create.
- Students will create a timeline depicting events of the Reconstruction.

## KEY VOCABULARY

- **Confederate** (p. 10) a supporter of the Confederate States of America, which broke away from the United States in 1861
- **secede** (p. 11) to formally withdraw from an organization such as a political group
- **supremacist** (p. 12) a person who believes that a particular group, especially of a certain race, religion, or sex, is superior and should dominate society

## ENGAGE

**Conversation Question:** How was Ida B. Wells-Barnett's work important in shaping the history of the United States?

Ask students if they have learned about the Civil War and if they know what Reconstruction was. Have them imagine that they are on the Union side of the war, and how they would feel about the outcome of the war. Then have them imagine being on the Confederate side of the war. How would they feel about the outcome of the war then? What might each side want to have happened after the war was over? After reading the article, have them discuss the Reconstruction era and explain that what happened was partly the result of these two different perspectives.

## INTRODUCE VOCABULARY

Define each word with students. Then arrange students in small groups and have them practice using two or even three of the words in a single sentence. Finally, tell students to look for these words as they read the story.

## READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. Why did President Lincoln want to pardon Southerners?
2. Why were Lincoln's plans met with resistance?
3. What might be a reason that Andrew Johnson did not support the rights of formerly enslaved people?
4. How did Johnson believe the Reconstruction should be handled?
5. Why was life for African Americans under the Black Codes similar to their previous lives as enslaved people?
6. Explain the 14th and 15th Amendments.

## CONCEPT/SKILL FOCUS: Historical Viewpoints

**INSTRUCT:** Explain to students that this article partly describes the two different perspectives of the Union and Confederate sides of the Civil War, and how they contributed to the events of Reconstruction.

**ASSESS:** After reading the article, have students complete the *Compare and Contrast* worksheet, listing each of the events discussed in the article according to whether it was created because of a Union or Confederate perspective. Have students share their completed list with the class.

## EXTEND

**Social Studies:** Have students create a timeline depicting the time period from 1865 to 1877, the era in American history known as the Reconstruction. Instruct students to refer to the article and to use additional resources to place at least ten events or occurrences that shaped the time period onto the timelines. Remind students that timelines must include dates, events and labels, and a title.

**Compare and Contrast**

Comparing and contrasting events can help us see the perspectives of the different groups involved in those events. The events and attitudes of groups during the Reconstruction era reflected society at that time, and also the different perspectives of the North and South at the end of the Civil War. For each attitude or event discussed in the article “The Nation’s Reconstruction,” decide whether it was created because of a North (Union) or South (Confederate) perspective.

North (Union)	South (Confederate)
Required voters to sign a loyalty oath	Creation of Black Codes

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## From Teacher to Journalist

pp. 14–16, Expository Nonfiction

Ida B. Wells-Barnett's journalism career was shaped by her position in life and the plight of her people. Readers will discover how she used her pen to speak for her people.



## OBJECTIVES

- Students will learn about Ida B. Wells-Barnett's life.
- Students will explore how Wells-Barnett's life shaped significant historical changes.
- Students will identify different types of nonfiction writing.

## KEY VOCABULARY

- **outlet (p. 16)** a method for expressing emotions, energy, or abilities
- **periodical (p. 16)** a magazine or newspaper that is published at regular intervals
- **influential (p. 16)** having great influence on someone or something

## ENGAGE

**Conversation Question:** How was Ida B. Wells-Barnett's work important in shaping the history of the United States?

Ask students if they have ever seen, read, or heard an editorial (an essay that gives the author's opinion). Explain that editorials can be printed in a newspaper or magazine, spoken on television, or posted to the internet. Read students a brief example of an editorial and a standard news article. What are the differences between the two pieces of writing? Does the editorial relate to a current event or an issue that the writer finds to be important? Is it based on facts or an opinion?

## INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Have students work with a partner to create a word search puzzle using at least 15 words, including the three vocabulary words. Pairs will switch puzzles with another team and complete each other's puzzles.

## READ & DISCUSS

Have students answer these questions after reading the article.

1. What were some of the events and issues that Wells-Barnett wrote about in her articles?
2. Why did Wells-Barnett accept the challenge to write for the "Living Way"?
3. What kinds of responses did she receive from the people who read her articles? What effect did the responses show?
4. In what specific way did Wells-Barnett write so her articles would be appealing?

## SKILL FOCUS: Compare and Contrast

**INSTRUCT:** Ida B. Wells-Barnett became a journalist who wrote about the issues that were important to her and those around her. She attempted to encourage changes through her writing by expressing her opinion, rather than writing in an objective way. Today many journalists who write articles based on their opinions also write articles that are objective. Remind students that objective articles simply report fact-based information. Allow students time to access computer or printed resources. Have them find an example of an editorial/opinion piece of writing, and an objective article, possibly by the same author.

**ASSESS:** Students will compare and contrast the articles, using the graphic organizer provided. They will then use the information on the diagram to write a paragraph summarizing the similarities and the differences.

## EXTEND

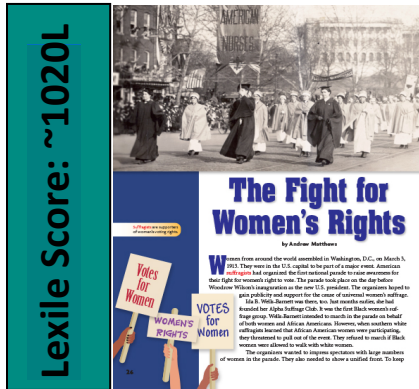
**English:** Have students write their own editorial based on an issue or event that is very important to them, and share it with the class.

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## The Fight for Women's Rights

pp. 26–27, Expository Nonfiction

Use this article about Ida B. Wells-Barnett's involvement in the Women's Suffrage movement to learn how individuals can shape historical change.



### OBJECTIVES

- Students will conduct research.
- Students will learn about the suffrage movement.
- Students will explain how people's perspectives relate to the historical context of that time.
- Students will create a poster supporting women's suffrage.

### KEY VOCABULARY

- **inauguration** (p. 26) a ceremony officially putting someone into a position or office
- **delegation** (p. 27) a group of people who represent a larger group
- **spectator** (p. 26) a person who watches an event

### ENGAGE

**Conversation Question:** How was Ida B. Wells-Barnett's work important in shaping the history of the United States?

Activate prior knowledge by asking students what they know about women's rights before the passage of the 19th Amendment in 1920, which gave women the right to vote. What were some reasons that it was important for women to be able to vote? Then have students consider African American women. Why would it be important for them to participate in the suffrage movement?

### INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Have students write a sentence for each word demonstrating their understanding of the term. Students should underline the sentences in the article that contain the vocabulary words.

### READ & DISCUSS

Have students answer these questions after reading the article.

1. What was the reason that the organizers of the march wanted African American women to march separately at the back?
2. Read the definition of *optics* in the article. Why would organizers be concerned about the optics of the march?
3. According to other historical sources, when Wells-Barnett quietly joined the Illinois delegation, two white suffragists moved to stand on either side of her. Why was this important?

### SKILL FOCUS: Cause and Effect

**INSTRUCT:** Suffragists marched in Washington in 1913 because they wanted women to have the right to vote. It took many years, but they succeeded. Not only could women vote, but they realized they could create change. Since then, women have fought for additional rights or for certain causes, using methods like protests, marches, occupations, writing, art, and even songs. Working in pairs, have students access computer or printed resources and research the women's rights movement. Have each pair identify a particular event or form of protest that women have used to gain rights or protest issues.

**ASSESS:** Have students share their findings. Pose the question: What circumstances are modern artists, songwriters, poets, and protesters trying to bring attention to? Do these tactics work? Explain.

### EXTEND

**Art:** Have students create a suffragette poster. Prints and posters were a relatively new instrument of mass communication at the time and a powerful medium for delivering political ideas quickly. (Students can view original posters online.) Posters should be direct and state a message in addition to being neat and colorful. Display in classroom.