

# HISTORICAL ANALYSIS – Comparing / Contrasting ...Washington & DuBois

**From the 2015 Revised Framework:**

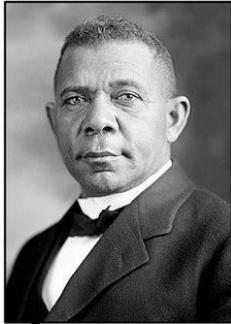
**COMPARE & CONTRAST...**

1. Compare diverse perspectives represented in primary and secondary sources in order to draw conclusions about one or more historical events.
2. Compare different historical individuals, events, developments, and/ or processes, analyzing both similarities and differences in order to draw historically valid conclusions. Comparisons can be made across different time periods, across different geographical locations, and between different historical events or developments within the same time period and/ or geographical location.

**Key Concept 6.3:** The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

- II. Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.
- A) The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government.
  - B) Many women sought greater equality with men, often joining voluntary organizations, going to college, promoting social and political reform, and, like Jane Addams, working in settlement houses to help immigrants adapt to U.S. language and customs.
  - C) The Supreme Court decision in *Plessy v. Ferguson* that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, **African American reformers** continued to fight for political and social equality.

**Directions:** Consider the prompt below, read the notes on the second page, review the notes provided on the Venn, and complete the Venn diagram by adding three specific similarities, then review the plans on the next page. **Prompt: Compare and contrast the goals, strategies, and viewpoints of Booker T. Washington and W.E.B. DuBois.**



**Booker T. Washington**

- 1856, born a slave in Virginia
- Educated at the Hampton Institute, Virginia
- Taught at Hampton
- Founded Tuskegee Institute, Alabama; industrial and normal school; served as its Principal
- Proposed The Compromise of 1895: Atlanta Compromise Speech (given at the Cotton States and International Exposition to a large white audience... the first African American to speak to such a large southern, white audience about the racial issue)
- Advised presidents, worked with whites and blacks, nationally recognized leader of Blacks
- 1901, published *Up From Slavery*
- 1915, died (his last years focused on asserting his approach and criticizing Du Bois approach)



**W.E.B. Du Bois**

- 1868, born free in Massachusetts
- Graduated from Fisk, then Ph.D. in history from Harvard in 1895
- Conducted sociological studies of blacks in the south
- Professor of economics and history at Atlanta University
- 1903, published *The Souls of Black Folk*
- 1905, founded the Niagara Movement
- 1909, one of the founders the NAACP
- Editor of *The Crisis* (NAACP journal)
- 1910s, challenged eugenics and encouraged racial intermixing
- 1940s, FBI identified him as a socialist
- 1950, led Peace Information Center in NY (FBI said it was a front for Communism), ran for senator of NY (American Labor Party, received 4% of the votes), put on trial as a communist and acquitted
- 1959, passport revoked by U.S. and received Lenin Peace Prize in USSR
- 1963, died at 95 in Ghana where he had become a citizen after renouncing his American citizenship and joining the Communist Party out of bitterness

Are there more similarities or differences? (circle one)

To what extent were they similar/different? \_\_\_\_\_

On the third page of this activity, write your thesis (see writing guidelines if you do not have the formula memorized). Include your analysis of their differences in your thesis/introduction.

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Consider the significance of their differences and hypothesize how their different backgrounds impacted their viewpoints on race. **Highlight the top three pieces of evidence** you would incorporate into your essay.

## GRADUAL ECONOMIC PLAN – Booker T. Washington

Peaceful, gradual steps toward political power and social equality by first gaining economic opportunity and wealth... while proving their importance to the economy (majority approach 1895-1915). In general... whites were comfortable with this plan, many philanthropists funded education and provided jobs, many saw it as a way to reach peace between the races. Others disliked it because it seemed to designate Blacks permanently to an inferior status.

- a. **Accept/Accommodate what is acceptable to whites:**
  - i. Segregation/"Separate but Equal"
    - Accepted ruling *Plessy v. Ferguson*, 1896, just wanted education provided for blacks
    - "In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress."
  - ii. Discrimination/Racism
    - Accepted racism as a current reality and urged blacks to "trust" white paternalism
    - Claimed blacks must "earn" opportunity rather than claim to be equal or claim to deserve it
- b. Focused on helping/encouraging blacks gain vocational skills and jobs, to save money, and buy property
- c. **THE COMPROMISE**... Urged whites to hire blacks and provide education... in exchange for blacks giving up their fight for civil rights and suffrage... Urged blacks to seek economic independence and respect of white population
  - i. **Up From Slavery** → rags to riches story, popular theme of the era, reinforced approach
  - ii. Acted politically on behalf of blacks, but urged the black population not to get political (not to protest, for example)
  - iii. Expressed thankfulness to the white population for each gain in black opportunity
  - iv. Blamed negroes for their situation... they must change their behavior in order to improve their life, focus on getting an education rather than protesting...helping themselves rather than blaming whites for their misfortune, stop fighting for right to vote and instead seek jobs

## GRADUAL POLITICAL PLAN – W.E.B. Du Bois

Fight for the right to vote and civil rights... once that is gained, then economic opportunity would follow (small group at first, but gained momentum later in the 1900s) At first, Du Bois supported Washington's approach. He said his Compromise Speech was "a word rightly spoken." But, later he changed his mind... saying "It startled the nation to hear a Negro advocating such a program after many decades of bitter complaint; it startled and won the applause of the South, it interested and won the admiration of the North; and after a confused murmur of protest, it silenced if it did not convert the Negroes themselves."

- a. Wanted more blacks to gain a liberal arts education... to much focus on vocation
- b. **The Souls of Black Folk** urged blacks to stand against Washington's accommodationist approach  
He believed that Washington's policies had directly or indirectly resulted in three trends:
  - the disfranchisement of the Negro,
  - the legal creation of a distinct status of civil inferiority for the Negro,
  - steady withdrawal of aid from institutions for the higher training of the Negro.
- c. **Demanded for all black citizens**
  - 1) the right to vote now,
  - 2) civic equality now, and
  - 3) liberal arts education of Negro youth according to ability.
- d. Asserted the "**talented tenth**" of the black community (liberal/college educated elite) would rise up and lead blacks to true opportunity and cultural elevation by protesting disenfranchisement, which they began to do with the **Niagara Movement** (dissolved in 1910 due to lack of funding)
- e. **NAACP formed by radical whites and blacks following race riot in Springfield, IL. The goal was to remove legal barriers to the enforcement of the 14<sup>th</sup> and 15<sup>th</sup> Amendments and to end segregation**
- f. 1932, supported birth control movement and encouraged blacks to have fewer children and focus on raising "quality" not "quantity"

**Both men believed eventual equality would occur, they just had differing approaches and philosophies.**

# **HISTORICAL ANALYSIS – Comparing / Contrasting ...Washington & DuBois**

**Prompt: Compare and contrast the goals, strategies, and viewpoints of Booker T. Washington and W.E.B. DuBois.**

**Use the formula!**

**Compare and Contrast: LC. X. However, A & B. Therefore, Y.**

What similarities and differences are there between the two things, are there more similarities or differences, and why, account for those similarities or differences?

LC=local context, set the scene

X = more similar or different, your counter-argument – linked to a theme or organizational category which will also be topic of first body paragraph

A, B = similarities or differences between the two things linked to your Y, broken up into organizational categories (topics of your 2<sup>nd</sup> and 3<sup>rd</sup> body paragraphs)

Y = your assertion statement

