

Crispus Attucks Museum Unit #1: Madam C.J. Walker

Grades: Grade 4	Subject: Indiana History	Teacher:
Duration: 30 minutes (each)	Day(s) 1	Lesson #: 1 of 3
Standards: 4.1.9 Give examples of Indiana’s increasing agricultural, industrial, political and business development in the Nineteenth century. 4.4.1 Give examples of the kinds of goods* and services* produced in Indiana in different historical periods. 4.4.7 Identify entrepreneurs* who have influenced Indiana and the local community 4.1.17 Construct a brief narrative about an event in Indiana history using primary and secondary sources.		
Objectives: <ul style="list-style-type: none">• Students <u>understand</u> of key details of Madam C.J. Walker’s life, especially in connection with Indiana• Students will be able to <u>identify</u> Madam C.J. Walker’s business ideas and how they made her a successful entrepreneur, especially in connection with Indiana• Students will <u>analyze</u> the lasting <u>impact</u> Madam C.J. Walker made to Indiana’s history and the nation – her philanthropy, social advocacy and legacy – through writing a <u>persuasive argument</u>• Students will connect Madam C.J. Walker’s entrepreneurial skills with successful entrepreneurs today through <u>independent research</u>		
Vocabulary <ul style="list-style-type: none">• Students identify and define key learning terms:<ul style="list-style-type: none">○ Entrepreneur, goods, services, profit, market, risk, cosmetics, advertise, innovation, philanthropy, social advocate, W.E.B. Dubois, Booker T. Washington, NAACP, National Equal Rights League, millionaire, legacy, primary source, secondary source		

Types Differentiation/Student Choice/Instructional Level

- ✓ Materials and questions are to be checked through teacher facilitated review
- ✓ Review materials will be directly related to all assessment materials
- ✓ Student preparation for most assessment pieces are done through student collaborative groups and are appropriately modeled based on various student learning styles (visual, kinesthetic, logical-mathematical, intrapersonal, interpersonal, musical, linguistic)
- ✓ Materials are differentiated as is deemed appropriate to grade level

Modifications and Adaptations:

- ✓ Use positive reinforcements
 - ✓ Use frequent checks for understanding
 - ✓ Use clues and prompts
 - ✓ Display written directions when giving them verbally
 - ✓ Make use of peer tutors
 - ✓ Create vocabulary files
 - ✓ Provide guides in distinct, shorter steps
 - ✓ Modify reading materials to lower reading level as needed
 - ✓ Use manipulatives and visuals to illustrate concepts
 - ✓ Create model examples of assessment outcomes
- Provide easy-to-use rubrics

Resources:

- Identify instructional materials and technology to be used.

Walker Compared to J.C. Penny

<http://www.nps.gov/nr/twhp/wwwlps/lessons/walker/walker.htm>

The African Americans

<http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/100-amazing-facts/madam-walker-the-first-black-american-woman-to-be-a-self-made-millionaire/>

Madam C.J. Walker: The Hair Care Millionaire

http://www.pbs.org/wgbh/roadshow/fts/kansascity_201307A06.html

Madam C.J. Walker: How America's First Self-Made Millionaire Built Her Fortune. Time Magazine.

<http://time.com/3641122/sarah-breedlove-walker/>

Anticipatory Set in Museum (*Prior knowledge, Tie in, Hook*)

Show two pictures of Madam C.J. Walker's hair products goods and services on video screen:

Vocabulary:

Consumer
Advertising
Product
Goods
service

Essential Question: What is the difference between a good and a service?

Anticipatory Set in Museum:



1)

Initial Question: By looking at her photo image, how would you describe Madam C.J. Walker's product? Why did Madam Walker include her image with her advertisement?

Deeper Connection: Name three things that might interest consumers in Madam C.J. Walker's hair products based on the package advertising

Extension Question:

What information or idea do you look for on the package of a product? Give an example.

Modeled Learning in Museum (*I do it, you watch*)

Instructional Steps:

1. Students are asked if they can describe a "good." Students are then asked to describe a "service." (Provide concrete examples with example objects or images)
2. The facilitator points out a number of goods on display in the museum activity area at centers (various tables)
3. The facilitator points out that a good is something that you can touch and take home from a store. They have value which is most often indicated by a

price. Whereas a service is something someone can do for you. Its value is also indicated by price. (students will look at these differences more deeply in classroom lesson)

Shared Learning in Museum (*We do it together*)

Instructional Steps:

1. Ask students to take the collection of goods at each center and place them on paper numbered 1 through 5. The good placed on the 1 has the highest value (to the students) and goods placed on descending numbers have less value
2. Students share out their results and explain why – ask students to assign prices to these items and support their prices based on the value of the product.
3. This is a good point for the teacher to emphasize how entrepreneurs find ideas for goods that the market demands and consumers value

Independent Learning in the Museum (*You do it on your own*)

Instructional Steps:

The facilitator repeats the essential question: What is the difference between a good and service? How did

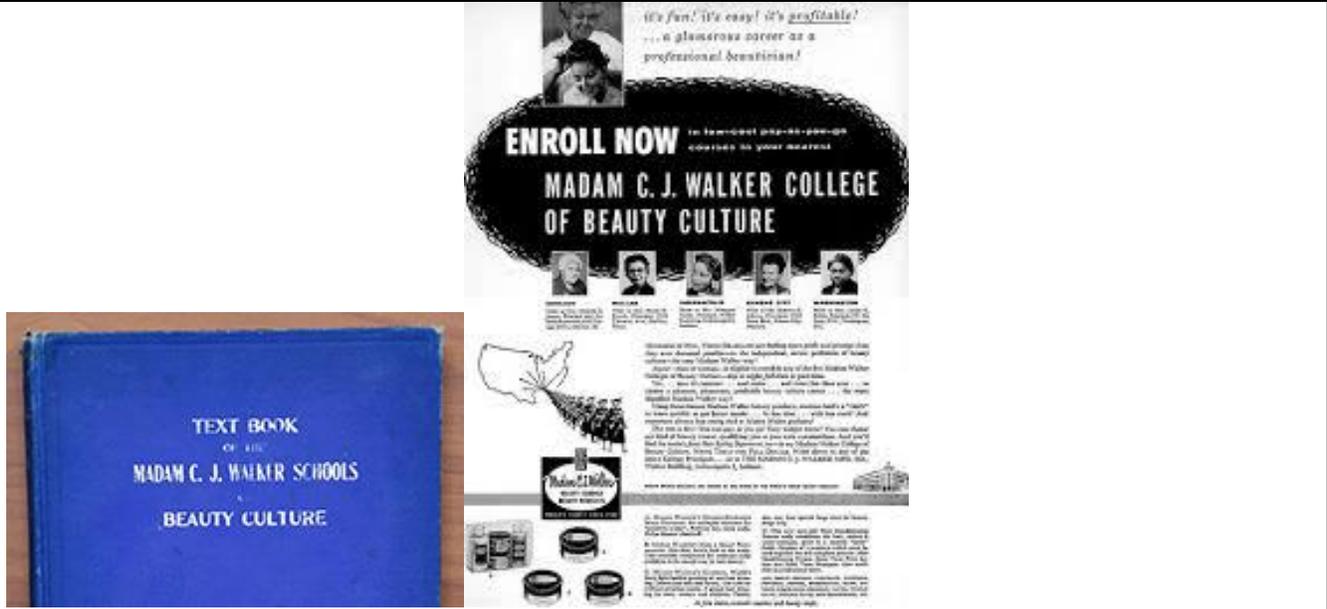
1. In a paragraph, write down the important differences between a good and a service. Remind students to connect how price reflects the value of a good or service.

Duration: 30 minutes (each)	Day(s) 1	Lesson #: 2 of 3
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Anticipatory Set in Classroom (*Prior knowledge, Tie in, Hook*)

Show two pictures of Madam C.J. Walker’s hair products goods and services on video screen:

Essential Question: How can an entrepreneur be successful?



Initial Question: Why would Madam C.J. Walker create a “text book” or “college” for beauty?

Deeper Connection: Which of the products above may be best described as a “good” and which is best described as a “service”

- Reiterate the difference between good and service
- Explore descriptors that match each visual example to the category or good or service (use a t-chart to organize these descriptors with ‘text book’ one side and ‘beauty college’ on the other side)
- Have students place each product in the correct category and explain why using evidence from T-chart.

Extension Question: How did Madam Walker use her knowledge of good and services to create products that consumers wanted to use?

Modeled Learning in Classroom (*We do it together*)

Instructional Steps:

1. View short video that describes what an entrepreneur does for review:

<http://www.econedlink.org/interactives/index.php?iid=212>

2. What do these words mean in a context of video? Review the meaning by letting students create their own definition from context

- Entrepreneur
- Profit
- Market(ing)
- Risk
- Innovation
- Inland
- Hair culturist
- Hair products

2. Create a frayer word model or word concept web of **entrepreneur**
(Note to teacher: *Depending on the style of diagram, leave some portions blank so students can complete it during shared learning*)

Find vocabulary diagrams here:
<http://www.readingquest.org/>

3. It may be a good idea to add these diagrams to a word wall with the essential question (Note to teacher: *refer to the word wall during guided learning and independent work below*)

Shared Learning in the Classroom (*You do it, I watch*)

Guided Reading

Pre-reading Question: What steps did Madam C.J. Walker take to become a successful entrepreneur?

1. Madam CJ Walker – The Entrepreneur – guides students through reading by chunking the reading selection below and asking student pairs to read and annotate important information and terms that help students understand how Madam C.J. Walker was a successful entrepreneur.

2. Focus of reading (pre-reading question) should be projected on screen or written on board. Teacher should also key vocabulary as well.

3. Teacher should consider adapting reading to different reading levels. Shortening sentence length, simplifying vocabulary and shortening overall length of the passage can help.

Find reading notes diagrams here:
<http://www.readingquest.org/>

Document Set 1 (paired reading)

Sarah Breedlove was an entrepreneur who built her empire by developing and selling hair products for black women. During the 1890s, she began to suffer from a scalp ailment that caused her to lose most of her hair. She experimented with many homemade remedies and store-bought products, including those made by Annie Malone, another black woman entrepreneur. In 1905 Sarah moved to Denver as a sales agent for Malone, then married her third husband, Charles Joseph Walker, a St. Louis newspaperman. After changing her name to "Madam" C. J. Walker, she founded her own business and began selling 'Madam Walker's Wonderful Hair Grower,' a scalp conditioning and healing formula, which she claimed had been revealed to her in a dream.

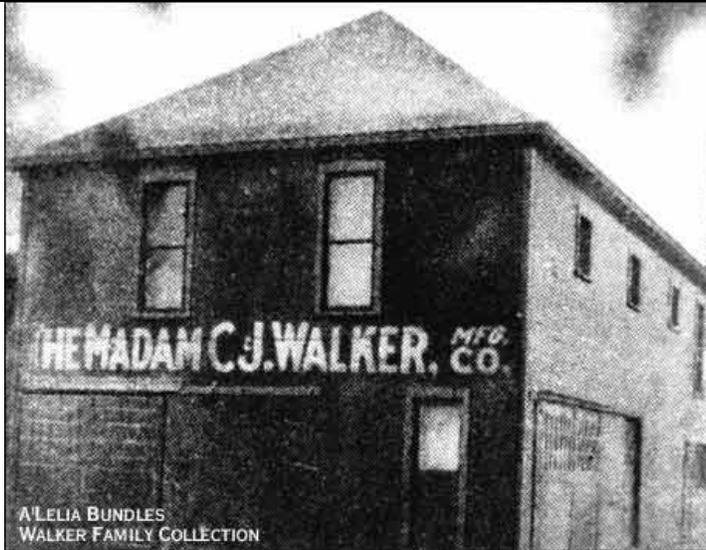
To promote her products, the new "Madam C.J. Walker" traveled for a year and a half throughout the South and Southeast, selling her products door to door, demonstrating her scalp treatments in churches and lodges, and creating sales and marketing strategies. In 1908, she temporarily moved her office to Pittsburgh where she opened Lelia College to train Walker "hair culturists."

Madam Walker visited Indianapolis in 1910, then the nation's largest inland manufacturing center. She liked the city so much she decided to make it her national headquarters of her business. The city had eight major railway lines for shipping and was home to a big African-American community. She built a factory there that employed local African-American men and women. She also opened hair and manicure salons and another training school. Less than a year after her arrival, Walker grabbed national headlines in the black press when she contributed \$1,000 to the building fund of the "colored" YMCA in Indianapolis.

She was an inspiration to many black women. At the time of her death she was considered to be the wealthiest African-American woman in America and known to be the first African-American woman millionaire. Her daughter, Lelia, followed her as president of the C. J. Walker Manufacturing Company.



Image A: Map of the city of Indianapolis at time of Madam Walker's life
Photo A: Madam CJ Walkers product factory in Indianapolis



Comprehension Questions

1. Why did Sarah Breedlove change her name to ‘Madam C.J. Walker’?

Answers may vary: got married, wanted to promote product with exotic name, etc.

2. How did Madam Walker use the skills of an entrepreneur and ‘invent’ a new product?

She innovated identifying a problem (scalp ailment), developing a solution (her products) and then creating new ways to sell (demonstration and developing “hair culturists”) the solution to consumers

2. What characteristics did Indianapolis have that made it a good ‘market’ for Madam Walker’s business? (see reading and map)

It was the manufacturing capital of the U.S. with many railroad lines going to other markets around the nation.

3. Locate and circle where Indiana Avenue and West Street meet (West runs next to Military Park). This area was the center of Indianapolis's African-American community at the time. It was lined with cafes, offices, and other thriving businesses. Why did Madam Walker plan to build her headquarters in this community?

The African-American community was growing in Indianapolis. It was a good source for workers and potential consumers for her beauty products.

4. What risks did Madam Walker take as she created her business?

Madam Walker was a big risk taker. However, she took “calculated” risks. She invented her own product (risk 1), but she knew there was a strong demand for that kind of product. She created a door-to-door sells system (risk 2), but she knew people were more apt to buy something that was demonstrated to them. She moved her business to Indianapolis (risk 3), but she knew it was perfect for manufacturing, shipping and had many potential students-sales people and consumers for her product.

5. Why was Madam Walker’s \$1,000.00 contribution to the YMCA important?

It is very helpful to the community. It also gave Madam Walker more respect in the community as an independent female African-American entrepreneur.

Guided Learning in the Classroom (You do it, I watch)

You Be the Entrepreneur! – Brainstorm your own business with partners

Instructional Steps:

1. Ask students think of a good or service that they would like to sell to consumers
2. Create a brief description/illustration of the good or service you are planning to sell
3. Decide how you will convince others to want to buy your good or service
4. Identify the risks you may taking in starting your business (*use the reasoning construction from comprehension question #4 above to help students argue why they can “manage” the risk of their business*)
5. Estimate how much profit you will make in the first year of business (*make students aware that many businesses are not profitable in their first year of business because of start-up costs*)

Assessment:

Students should present their ideas in format that encourages them to share, compare their ideas and get feedback they understand (rubric is suggested).

- Entrepreneur Fair
- Simulated “Shark Tank” episode
- Create a role for a bank loan officer and allow entrepreneur groups to pitch their idea for their business

Independent Learning in the Classroom (You do it on your own)

Instructional Steps:

1. Students will write from their own perspective to the essential question below.

Essential Question: How can an entrepreneur be successful?

Suggestion: Ask students write a one-paragraph response to this essential question and use information they have learned from Madam C.J. Walker's life and guided learning activity to support their reasons.

Duration: 30 minutes (each)	Day(s) 1	Lesson #: 3 of 3
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Anticipatory Set in Classroom (*Prior knowledge, Tie in, Hook*)

Vocabulary:

- Philanthropy (philanthropist)
- Cultural center
- Performing arts
- Rent
- Historical site
- millionaire

Essential Question: How can entrepreneurs make a community better through philanthropy?

Anticipatory Set: What has Oprah Winfrey done to help her community?



Make a list a list with partner – 2 minutes

(Explain that some successful entrepreneurs give back to the community which supported them by giving money toward important causes or improvements. Make sure students understand that philanthropy should benefit a community and not necessarily the entrepreneur.)

Extension questions:

What other famous people have given back to their community? Make a list.

How can we decide who makes the most important contributions?

Modeled Learning in the Classroom (*I do it, you watch*)

Clarifying Vocabulary

Initial Question: What is philanthropy? What is not philanthropy?

1. Add philanthropy to a word wall and/or define it in a frayer word diagram

2. Point out that philanthropy does not involve profit. Rather it's a gesture of appreciation and community building. Entrepreneurs, however, do gain support

from these acts that can help their business in the long term!

Shared Learning in the Classroom (*You do it, I watch*)

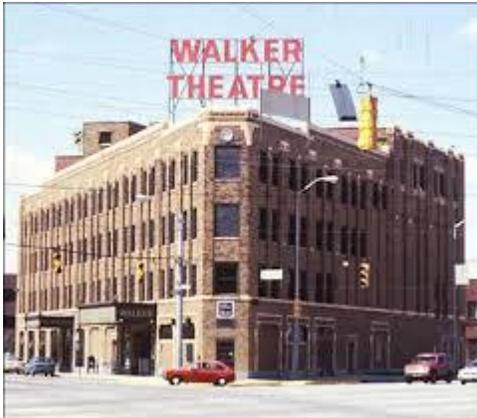
Pre-read (guiding) Question: Do you think Madam Walker was a good philanthropist? Why?

Document Set 2

Instructional steps:

Photo B: Madam C.J. Walker's Walker Theatre, Indiana Avenue, Indianapolis.

1. Teacher reads the following text describing the legacy of Madam C.J. Walker in Indianapolis.
2. Focus of reading should be written in a journal or reading notes sheet. Teacher should also highlight key vocabulary as well, asking students to use pre-reading skills and context clues as they read.
3. While reading, student is collecting information explaining why Madam Walker was a good philanthropist.



This building was planned by Madam Walker but built by her daughter after her mother's death. Originally, this building was not only the “Madam C. J. Walker Manufacturing Company”, the building also had the Walker Theater, Walker Drug Store, Walker Casino, Walker Beauty Shop, a ballroom, and a coffee shop. African-American doctors, lawyers, and other business owners who

could not find space to rent could place their offices here. The building served as a center for the African-American community. It was restored in the late 1980s. Although the Walker Manufacturing Company is no longer located here, it is now preserved as a national historical site and performing arts center.

Guided Learning in Classroom (*You do it, I watch*)

In groups think through and provide answer for the following post-reading questions connected to the above reading (these may also be done

independently if they are completed outside of the guided reading stations):

Post-Reading Questions:

1. How would you describe this building? How is this building different from Madam Walker's factory (see photo A)

Madam Walker's factory served the purpose of making beauty products for her company so she could earn a profit. The "Madam Walker Theatre" and its surrounding property was built to creating cultural and business opportunities for a community which was segregated and not allowed full access to resources.

2. Did the building, based on its description, help the community it was located near? How?

It did. The building offered many services and uses. Plus the building rented space to new entrepreneurs in the neighborhood. This was important, because they often were denied rental space in other parts of the city.

3. Why is it important to preserve this building as a national historical site?

It's a great example of Madam C.J. Walker's legacy of philanthropy. Her contribution really helped start a cultural movement in Indianapolis in the years afterward

Independent Learning in the Classroom (You do it on your own)

Deeper Connection: Find connections in the news or in your community of some type of philanthropy:

- It can be a fundraiser at a school, church or big event where money is donated
- I could be a building with the name of someone that helped build it with philanthropy
- Have students think back to the previous lesson on Madam C.J. Walker and see if they can remember her philanthropy to the Y.M.C.A. Did that help the community? How? Did that help Madam Walker? How?

1. With these points in mind, ask students to think about someone today that is a 'philanthropist'

2. Ask the student to create a presentation on that entrepreneur – allow

students to present this person in various mediums

3. Stress for all student presentations to give background details, but also to analyze what "impact" they had on their community.

4. For a deeper connection to the history of Madam Walker, encourage students to make one comparison between their chosen philanthropist and the accomplishments of Madam Walker.

Assessments:

How will you check the level of student understanding?

- Anticipatory Set Questions
- Guided Reading Pre-reading question
- Guided Reading Post-reading questions
- Independent Research/Presentation Activity for Entrepreneur (Deeper Connection)

INSPECT & REFLECT / CLOSURE: (Designing student assessments)