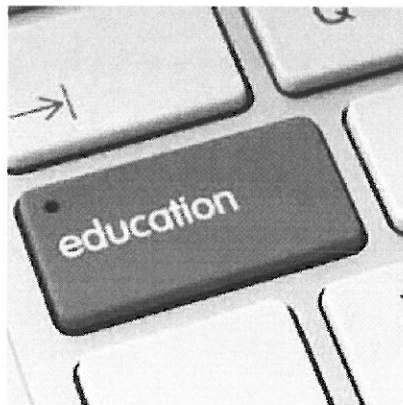


POST-SECONDARY EDUCATION TOUR

3RD QUARTER: ENLIGHTENMENT

James N. Gamble Montessori Middle School



Teacher Information

Community _____

Will You Be Ready? College and Career Readiness

3rd Quarter: Enlightenment



"The essential reform is this: to put the adolescent on the road to achieving economic independence."

"But, above all it is the education of adolescents that is important, because adolescence is the time when the child enters on the state of manhood and becomes a member of society." - Dr. Maria Montessori

When you were younger, or even recently, you may have been asked, "What do you want to be when you grow up?" And, likely, you had an answer. Over time, your answer may have changed or doubts have crept into your mind about your career path. Maybe you have been discouraged by parental fears, your home life, or confusion of what you see or hear on the television or social media. Or, it may seem so far off, or maybe there are so many options that it is overwhelming.

Adolescence is a significant time of growth – not just physically, but mentally, academically, and socially. It is a time where you gain new information and analyze, critique, and synthesize it in meaningful ways. You use your environment – school, home, neighborhood, extracurricular activities, etc. – to make meaning of the newly analyzed information. This new information helps enhance your knowledge of the world around you. Thanks to the newly acquired knowledge, you are capable of making better decisions for yourself.

During this quarter of Enlightenment, in the spirit of the Cincinnati Public Schools *My Tomorrow Initiative*, we will be exploring what it means to be college and career ready and what career paths you may choose. Together, we will examine what is required in order to successfully reach your career goal. We'll analyze speeches delivered by W.E.B. DuBois and Booker T. Washington, as well as other text. Furthermore, we will have the opportunity to visit different colleges – a liberal, 4-year college or university and a vocational school.

Guiding Questions

- What is the point of post-secondary education?
- What kind of experience and knowledge do 4-year colleges provide?
- What kind of experience and knowledge do vocational programs?
- How have historical influences impacted your family's perception of post-secondary education?

What You Will Learn

- The educational ideas of prominent African American scholars during the late 19th and early 20th centuries

Name _____ Date _____ Binder Location _____

- How educational ideas and philosophies shaped the quest for equity in American society
- Career path possibilities
- Admittance and other necessary requirements of chosen career path
- Colleges or programs that offer the major or program of your choice
- Skills to help you gain access to post-secondary (after high school) education

What You Will Do

- Analyze text of the Washington and DuBois
- Participate in seminar discussions
- Choose a career path to study
- Research your chosen career
- Research a college or program
- Develop interview questions
- Interview elder family members about their post-secondary ideas, thoughts, perceptions
- Actively listen to guest speakers
- Visit a vocational program and liberal college

January 4, 2017

Dear Parents / Guardians:

This quarter, eighth grade students will be conducting research on careers and colleges. They will spend roughly 45 classroom minutes each week to work on their research projects, participate in seminars, and hear guest speakers. They will, however, need support from you. Part of their project requires that they find a printed reference - a library book, encyclopedia, newspaper articles (not from the Internet), etc. They also will need to interview you or an elder member of your family. More information will be coming soon, but we hope you'll consider assisting your child in this way.

Our culminating experience will be a trip to Northern Kentucky University and Diamond Oaks on March 1st and 2nd. The permission slip will be coming home soon.

Each child has a natural talent and ability, and it would be quite depressing for them if they were not able to choose the path their heart desires. Therefore, it is important that our students are exposed to both liberal arts and vocational / technical education programs so they can see how their gifts and talents could lead to increased happiness and a living wage. Furthermore, post-secondary education programs are within reach, particularly with the availability of scholarships and grants to first generation college students and minorities.

Twenty-five years ago, there was a stigma against those in vocational education programs. Many, erroneously, thought these students were not able to learn or were not cut out for college preparatory programs. Over time, we have learned that both types of programs can lead to better job stability, higher income, and healthier lives due to access to better health care. Now it is better understood that blue collar workers such as plumbers, electricians, cosmetologists, computer programmers, and dental hygienists, are just as important societal members as the bank CEO, teacher, nurse, or lawyer.

I am very excited to implement this unit and hope you will join us for the students gallery walk on March 9th from 2:30-3:30 p.m. During this time, you will have the opportunity to visit with your child, enjoy their work, and see other students' visual displays.

Please feel free to contact me at ButtsRo@cps-k12.org if you have any questions or concerns. Thank you for entrusting your child with us.

Warm Regards,

Rosalyn Butts

Opening Ceremony - January 4, 2017

Materials Needed:

5.5" x 8" colored paper (the questions could be already printed on paper), writing utensils, 8" yarn (to tie scrolls), skein of yarn (to hang scrolls in room)

Gather students and have them sit in meeting formation. Request that students take a few deep, mindful breaths to calm them down. When the students are relaxed, read the following poem (The Voice by Shel Silverstein):

*There is a voice inside of you
that whispers all day long,
'I feel that this is right for me,
I know that this is wrong.'
No teacher, preacher, parent, friend
or wise man can decide
what's right for you - just listen to
the voice that speaks inside.*

Pass out colored paper (5.5" x 8") and yarn (~8"). Have students respond to the following questions:

1. If you could be anything you want or enter any profession you want (no matter how much it costs or whether you think you can do it), what would it be?
2. What caused you to make that choice?
3. Do you think you can do it? Why or why not?
4. What do you plan on doing after high school?

After students have completed writing their thought, have them write their name on the bottom of the opposite side of the paper. Have them roll the paper like a scroll so their name is visible. Have each student tie a string around their scroll. Collect the scrolls and hang them prominently in the room. This will be used in the closing ceremony, also. Be sure to complete this activity with students that are absent on this day.

Community Building

By third quarter, the students have gotten a chance to get to know each other and may have even formed very significant bonds. However, with this experience, students will not be able to pick their best buddies, but will have to learn to work with other students and provide appropriate coaching and encouragement. The community building activity is called the Human Knot.

Human Knot

Usually, best with 8-10 people. Have students form a circle and put their hands in the middle, and grab 2 random hands. Make sure you are grabbing the hands of two different people. Without letting go of anyone's hand, try to reform the circle by untying the Human Knot.

Closing Ceremony - 3/9/17

Materials needed: Scrolls from opening ceremony

Gather students and have them sit in meeting formation. Request that students take a few deep, mindful breaths to calm them down. When the students are relaxed, read the following poem (The Unknown by Michael LoMonaco):

*The unknown is like a blank jigsaw,
Solving a puzzle with no picture.*

*The world is full of mysterious riddles,
One that doesn't offer a roadmap.*

*We rely on our logical judgement,
Guiding us through the maze of life.*

*Destiny can lead to any path,
As fear creeps up in the soul.*

*Live in the present mind frame,
While preparing for the unclear trail.*

Have students pair up. Remind students of the grace and courtesy they should show to one another. Students exhibit good listening skills, compassion, kindness, encouragement, and other positive character traits as they are working with their partner. Pass out the scrolls from the opening ceremony to the students. Allow students to read the scrolls (they can read privately or to their partner). Have students take time to discuss with their partner any **changes** they have had about their initial thoughts. Students may ask more probing questions: Do you still want to be what you said? Why or why not? Are your thoughts about post-secondary education the same or different? Why? How do you feel about post-secondary education? Why?

After students have had time to discuss their thoughts, ask if anyone would like to share. Part with the following encouraging words as you stand in a circle with hands on each others' shoulder: "Always remember that you are a source of strength for each other. Sometimes, you will need support - look to your community members. Maybe you see that someone is in need of support - be there for them. Over time, you will encounter new people and make new friends, but always remember that we are a community and will always be there for each other." *My initial thought was to go from this closing ceremony into the gallery walk where students would visit each other's visual display.

Travel Logistics

March 1, 2017 - 2 buses, 55 students and 4 staff per bus
Upstairs communities: ZC and UL to Diamond Oaks
Downstairs communities: LA and CoOL to NKU

March 2, 2017 - 2 buses, 55 students and 4 staff per bus
Upstairs communities: ZC and UL to NKU
Downstairs communities: LA and CoOL to Diamond Oaks

Diamond Oaks Schedule

9:30 - Buses leave Gamble
9:55 - Arrive at Diamond Oaks
10:00 - Meet with tour guide
10:10-11:15 - Tour 1
11:15-11:55 - Interview 1
12:00-12:30 - Lunch (switch tour guides)
12:30-12:45 - Clean up area
12:50-1:55 - Tour 2
1:55-2:35 - Interview 2
2:40 - Buses leave Diamond Oaks
3:05 - Arrive at Gamble

Northern Kentucky University Schedule

9:15 - Buses leave Gamble
10:00 - Arrive at NKU
10:05 - Meet with tour guide
10:10-11:55 - Tour
12:00-12:30 - Lunch
12:30-12:45 - Clean up area
12:50-1:30 - Interview
1:30-2:25 - Tour
2:30 - Buses leave NKU
3:10 - Arrive at Gamble

R. Butts

**Booker T. Washington's "Atlanta Compromise" Speech
18 September 1895**

African American Booker T. Washington (1856–1915) increased his fame in 1895 after delivering the following speech commonly referred to as the "Atlanta Compromise." A former slave who was committed to the education of African Americans, Washington worked as a teacher and principal at schools such as the Tuskegee Institute. Believing that Reconstruction failed by offering African Americans too much too soon, he stressed industrial education to his pupils; similarly, he felt that African Americans should become productive citizens and property owners before pursuing careers in politics. Washington expressed these beliefs in the following address he delivered at an exposition held in Atlanta, Georgia, where he was asked to speak by Southern leaders in an attempt to show the North the progress they had made in terms of racial relations. His speech received a positive reaction from the press and primarily white crowd with many African Americans accepting his beliefs as well. Delivered in an era of deep racial prejudice, this speech has been seen as accepting the principle of "separate but equal" that the U.S. Supreme Court would articulate the next year. —Renata Fengler

Bibliography: Samuel R. Spencer, Jr., *Booker T. Washington and the Negro's Place in American Life* (Boston: Little, Brown and Co., 1955), 14, 48–52, 102–105.

Mr. President, Gentlemen of the Board of Directors and Citizens:

[1] One third of the population of the South is of the Negro race. No enterprise seeking the material, civil or moral welfare of this section can disregard this element of our population and reach the highest success. I but convey to you, Mr. President and Directors, the sentiment of the masses of my race, when I say that in no way have the value and [manhood] of the American Negro been more fittingly and generously recognized, than by the managers of this magnificent Exposition at every stage of its progress. It is a recognition which will do more to cement the friendship of the two races than any occurrence since the dawn of our freedom.

[2] Not only this, but the opportunity here afforded will awaken among us a new era of industrial progress. Ignorant and inexperienced, it is not strange that in the first years of our new life we began at the top instead of the bottom, that a seat in Congress or the State Legislature was more sought than real-estate or industrial skill, that the political convention, or stump speaking had more attractions [than] starting a dairy farm or truck garden.

[3] A ship lost at sea for many days suddenly sighted a friendly vessel. From the mast of the unfortunate vessel was seen the signal: "Water, water, we die of thirst." The answer from the friendly vessel at once came back, "Cast down your bucket where you are."... The captain of the distressed vessel, at last heeding the injunction, cast down his bucket and it came up full of fresh, sparkling water from the mouth of the Amazon River. To those of my race who depend on bettering their condition in a foreign land, or who underestimate the importance of cultivating friendly relations with the Southern white man who is their next door neighbor, I would say cast

down your bucket where you are[;] cast it down in making friends in every manly way of the people of all races by whom we are surrounded.

[4] Cast it down in agriculture, in mechanics, in commerce, in domestic service and in the professions. And in this connection it is well to bear in mind that whatever other sins the South may be called upon to bear, that when it comes to business pure and simple, it is in the South that the Negro is given a man's chance in the commercial world, and in nothing is this Exposition more eloquent than in emphasizing this chance.

[5] Our greatest danger is, that in the great leap from slavery to freedom we may overlook the fact that the masses of us are to live by the productions of our hands, and fail to keep in mind that we shall prosper in proportion as we learn to dignify and glorify common labor and put brains and skill into the common occupations of life... No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin and not the top. Nor should we permit our grievances to overshadow our opportunities.

[6] To those of the white race who look to the incoming of those of foreign birth and strange tongue and habits for the prosperity of the South, were I permitted, I would repeat what I say to my own race. "Cast down your bucket where you are." Cast it down among the 8,000,000 Negroes whose habits you know, whose loyalty and love you have tested in days when to have proved treacherous [meant] the ruin of your firesides.

[7] Cast it down among these people who have without strikes and labor wars tilled your fields, cleared your forests, builded your railroads and cities, and brought forth treasures from the bowels of the earth and helped make possible this magnificent representation of the progress of the South. Casting down your bucket [among] my people, helping and encouraging them as you are doing on these grounds, and to [the] education of head, hand, and heart, you will find that they will buy your surplus land, make blossom the waste places in your fields, and run your factories.

[8] While doing this you can be sure in the future, as you have been in the past, that you and your families will be surrounded by the most patient, faithful, law-abiding and unresentful people that the world has seen. As we have proven our loyalty to you in the past, in nursing your children, watching by the sick bed of your mothers and fathers, and often following them with tear dimmed eyes to their graves, so in the future in our humble way, we shall stand by you with a devotion that no foreigner can approach, ready to lay down our lives, if need be, in defense of yours, interlacing our industrial, commercial, civil and religious life with yours in a way that shall make the interests of both races one. 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.

[9] There is no defense or security for any of us except in the highest intelligence and development of all. If anywhere there are efforts tending to curtail the fullest growth of the Negro, let these efforts be turned into stimulating, encouraging and making him the most useful and intelligent citizen. Effort or means so invested will pay a thousand per cent interest. These efforts will be twice blessed—"Blessing him that gives and him that takes."

[10] Nearly sixteen millions of hands will aid you [in] pulling the load upwards, or they will pull against you the load downwards. We shall constitute one third and much more of the ignorance and crime of the South or one third [of] its intelligence and progress, we shall contribute one third to the business and industrial prosperity of the South, or we shall prove a veritable body of death, stagnating, depressing, retarding every effort to advance the body politic.

[11] The wisest among my race understand that the agitation of questions of social equality is the [extremist] folly and that progress in the enjoyment of all the privileges that will come to us, must be the result of severe and [constant] struggle, rather than of artificial forcing... It is important and right that all privileges of the law be ours, but it is vastly more important that we be prepared for the exercise of these privileges. The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera house.

Discussion Questions:

1. What was Washington urging African Americans to do? What was he urging white Americans to do?
2. What statements in this address made this speech appropriate for a white audience? Explain.
3. What were Washington's long-term goals for African Americans?

SOURCE: B.T. Washington, *Atlanta Exposition Speech* (Sept. 18, 1895). Retrieved January 5, 2006 from the Library of Congress' *African American Odyssey* database on the World Wide Web: <http://memory.loc.gov/ammem/aaohhtml/exhibit/aopart6.html#0605>. Paragraph numbers have been added.

[This text was created by Renata Fengler as part of the "Documenting American History" project, supervised by Professor David Voelker at the University of Wisconsin-Green Bay. This project had support from UWGB's Research Council.]



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4. How do you think Washington's ideas formed your family's opinion about ^{post}secondary education?
5. Do you agree with the viewpoints of Washington? Explain.



from *The Talented Tenth*
 W.E.B. DuBois
 1903

The Negro race, like all races, is going to be saved by its exceptional men. The problem of education, then, among Negroes must first of all deal with the Talented Tenth; it is the problem of developing the Best of this race that they may guide the Mass away from the contamination and death of the Worst, in their own and other races. Now the training of men is a difficult and intricate task. Its technique is a matter for educational experts, but its object is for the vision of seers. If we make money the object of man-training, we shall develop money-makers but not necessarily men; if we make technical skill the object of education, we may possess artisans but not, in nature, men. Men we shall have only as we make manhood the object of the work of the schools — intelligence, broad sympathy, knowledge of the world that was and is, and of the relation of men to it — this is the curriculum of that Higher Education which must underlie true life. On this foundation we may build bread winning, skill of hand and quickness of brain, with never a fear lest the child and man mistake the means of living for the object of life...The Talented Tenth rises and pulls all that are worth the saving up to their vantage ground...

How then shall the leaders of a struggling people be trained and the hands of the risen few strengthened? There can be but one answer: The best and most capable of their youth must be schooled in the colleges and universities of the land. We will not quarrel as to just what the university of the Negro should teach or how it should teach it — I willingly admit that each soul and each race-soul needs its own peculiar curriculum. But this is true: A university is a human invention for the transmission of knowledge and culture from generation to generation, through the training of quick minds and pure hearts, and for this work no other human invention will suffice, not even trade and industrial schools...

...Do you think that if the leaders of thought among Negroes are not trained and educated thinkers, that they will have no leaders? On the contrary a hundred half-trained demagogues will still hold the places they so largely occupy now, and hundreds of vociferous busy-bodies will multiply. You have no choice; either you must help furnish this race from within its own ranks with thoughtful men of trained leadership, or you must suffer the evil consequences of a headless misguided rabble...

I am an earnest advocate of manual training and trade teaching for black boys, and for white boys, too. I believe that next to the founding of Negro colleges the most valuable addition to Negro education since the war, has been industrial training for black boys. Nevertheless, I insist that the object of all true education is not to make men carpenters, it is to make carpenters men; there are two means of making the carpenter a man, each equally important: the first is to give the group and community in which he works, liberally trained teachers and leaders to teach him and his family what life means; the second is to give him sufficient intelligence and technical skill to make him an efficient workman; the first object demands the Negro college and college-bred men — not a quantity of such colleges, but a few of excellent quality; not too many college-bred men, but enough to leaven the lump, to inspire the masses, to raise the Talented Tenth to leadership; the second object demands a good system of common schools, well-taught, conveniently located and properly equipped...

The truth of this has been strikingly shown in the marked improvement of white teachers in the South. Twenty years ago the rank and file of white public school teachers were not as good as the Negro teachers. But they, by scholarships and good salaries, have been encouraged to thorough normal and collegiate preparation, while the Negro teachers have been discouraged by starvation wages and the idea that any training will do for a black teacher. If carpenters are needed it is well and good to train men as carpenters. But to train men as carpenters, and then set them to teaching is wasteful and criminal; and to train men as teachers and then refuse them living wages, unless they become carpenters, is rank nonsense....

Men of America, the problem is plain before you. Here is a race transplanted through the criminal foolishness of your fathers. Whether you like it or not the millions are here, and here they will remain. If you do not lift them up, they will pull you down. Education and work are the levers to uplift a people. Work alone will not do it unless inspired by the right ideals and guided by intelligence. Education must not simply teach work — it must teach Life. The Talented Tenth of the Negro race must be made leaders of thought and missionaries of culture among their people. No others can do this work and Negro colleges must train men for it. The Negro race, like all other races, is going to be saved by its exceptional men.

Discussion Questions

Directions: *On a separate sheet of paper answer the following questions.*

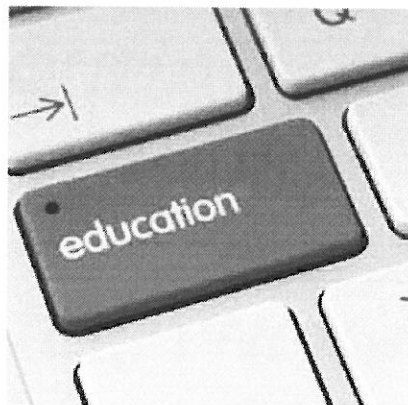
1. According to DuBois who are the Talented Tenth and what is their task?
2. According to DuBois what should be the object of schooling?
3. According to DuBois where should the training of the Talented Tenth take place?
4. According to Dubois, what would happen if the Black community is not led by the Talented Tenth?
5. Explain the differences, cited by Dubois, between black and white teachers?
6. Although the *Talented Tenth* was an explanation of possible black leadership within the Black community, why do you think Dubois addressed this document to white readers?
7. What arguments might critics of Dubois raise in opposition to his concept of Black leadership.
8. Do you agree with Dubois and his view of the Talented Tenth? Explain.

9. How do you think DuBois' ideas impacted you family's view/opinion of post-secondary education?

POST-SECONDARY EDUCATION TOUR

3RD QUARTER: ENLIGHTENMENT

James N. Gamble Montessori Middle School



Student Name _____

Community _____

Will You Be Ready? College and Career Readiness

3rd Quarter: Enlightenment



"The essential reform is this: to put the adolescent on the road to achieving economic independence."

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When you were younger, or even recently, you may have been asked, "What do you want to be when you grow up?" And, likely, you had an answer. Over time, your answer may have changed or doubts have crept into your mind about your career path. Maybe you have been discouraged by parental fears, your home life, or confusion of what you see or hear on the television or social media. Or, it may seem so far off, or maybe there are so many options that it is overwhelming.

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Guiding Questions

- What is the point of post-secondary education?
- What kind of experience and knowledge do 4-year colleges provide?
- What kind of experience and knowledge do vocational programs?
- How have historical influences impacted your family's perception of post-secondary education?

What You Will Learn

- The educational ideas of prominent African American scholars during the late 19th and early 20th centuries

Name _____ Date _____ Binder Location _____

- How educational ideas and philosophies shaped the quest for equity in American society
- Career path possibilities
- Admittance and other necessary requirements of chosen career path
- Colleges or programs that offer the major or program of your choice
- Skills to help you gain access to post-secondary (after high school) education

What You Will Do

- Analyze text of the Washington and DuBois
- Participate in seminar discussions
- Choose a career path to study
- Research your chosen career
- Research a college or program
- Develop interview questions
- Interview elder family members about their post-secondary ideas, thoughts, perceptions
- Actively listen to guest speakers
- Visit a vocational program and liberal college

QUARTER 3: ENLIGHTENMENT

Name _____

Post-Secondary Education Tour

CHECKLIST: Please be sure to pace yourself and get worked checked in by the teacher by the due date.

Assignment	Due Date	Complete ?	Teacher Initials	Points Earned
Opening Ceremony	1/4/17			/5
Research project				
-- Choose career	1/11/17			/5
-- Career research	1/25/17			/20
-- Program / School research	2/8/17			/20
Elder interview	1/18/17			/10
Seminar - Washington	2/2/17			/10
Seminar - DuBois	2/9/17			/10
Seminar - Responses / Summary	2/16/17			/10
Seminar - Equity in America	2/23/17			/10
On-Site Interview Questions Written	2/22/17			/5
On-Site Visit - Vocational Program (folder)	3/1/17			/20
On-Site Visit - Liberal College (folder)	3/2/17			/20
Visual Display of Program/School Research	3/9/17			/30
Total Points Earned				/175

Career Research

After you have chosen your career, you will complete a research project. This project is designed to help you understand more about the field. It will also give you a better idea if this truly a direction in which you want to go.

Your research will include the following topics:

- About the job / job description (In your own words, write down several (3 or more) things that someone in this job does.)
- Other names or related job titles
- Why I selected this job and what personal qualifications / skills do I possess
- Education and training (include high school courses)
- Common college majors (possible course work)
- Locations (Can this job be found in certain locations? Is it global? Does it need to be in certain geographical areas?)
- Hours and Conditions (How many hours will you work? Day or night? Will you work in an office building, hospital, factory, etc.?)
- Salary (range and mean) and Benefits (Will you get medical or dental insurance? Paid time off and sick days?)
- Future outlook and Advancement (Will the demand for the job continue to increase, decrease, or stay the same? Is there room for promotion? How quickly can you move into managerial roles and/or administrative?)
- How well I match with this job (Is this job what you expected? Do you have the personality for this type of job? There are many other things you could say. Just be sure to be honest and completely thorough in your justification.)

You will need to have at least three (3) sources, one (1) of which will need to be of printed form (a book, encyclopedia, library reference material). This means you will need to go to the library, on your own time, to find your printed resource. A bibliography of these sources is required. The bibliography will be in APA style. You may use www.citationmachine.net to format your bibliography.

You can find career research websites at <http://www.seaford.k12.ny.us/Page/1386> or you may use <http://www.cacareerzone.org/>.

Name _____ Date _____ Checked _____

Career Choice _____

<p><u>About the Job / Job Description</u></p>	<p><u>Other Names or Related Job Titles</u></p>
<p><u>Why I selected this job / Personal qualifications/skills</u></p>	<p><u>Education and Training</u></p>

Name _____ Date _____ Checked _____

Career Choice _____

<u>Common College Majors</u>	<u>Locations</u>
<u>Hours and Conditions</u>	<u>Salary and Benefits</u>

Name _____ Date _____ Checked _____

Career Choice _____

<u>Future Outlook and Advancement</u>	<u>How well I match with this job</u>

Post-secondary Education Research

Now that you have completed your career research, it is time for you to research a college that offers a program that will lead to your career choice. It may be easier to think your broader needs (location) and work your way down to specific needs (major). For instance, Jae always wanted to live in Florida, so she chooses to research schools and programs there. Jae is very aware that it costs more to go to college out-of-state, but she decided to research it anyway in hopes of being able to qualify for scholarships and financial assistance. As a result, she found 3-4 schools that seemed interesting; however, only one school had the major she was interested in. So, she decided to research that school.

You may be curious about several schools or programs, but for this research project, you will only research one (1). Maybe, in the future, you will opt to research another school; this time you will know how to effectively research your school or program. ;-)

The following topics will be included in your research:

- Name of school / program
- Location (Rural? Urban? If the school / program is out-of-state, tell how far from home it is, the mode of transportation you would use to get there, and approximate cost of travel.)
- Size (attendance)
- Tuition (in-state and out-of-state)
- Type of housing for freshmen and cost (room and board)
- College / program admission (GPA, SAT, ACT, ASVAB, etc. scores, essays, recommendations)
- Course requirements to get into major / specific program
- Support (academic, behavioral, social, health/medical)
- Scholarships / Financial Aid (How many people receive scholarships or financial aid? What is the award amount?)
- Extra-curricular activities / clubs / fraternities / sororities
- Sports

Your best starting point is the school or program's website. Another good website for colleges is <http://www.collegedata.com/> (it takes a while to load - be patient). Just type the name of the college in the search space on the upper right hand of the page.

Again, you will need to provide a bibliography in APA style (www.citationmachine.net).

Name _____ Date _____ Checked _____

<u>Name of school / program</u>	<u>Location</u>
<u>Size</u>	<u>Tuition</u>

Name _____ Date _____ Checked _____

<u>Type of freshman housing</u>	<u>College / program admission</u>
<u>Course requirements to get into major / program</u>	<u>Support</u>

Name _____ Date _____ Checked _____

<u>Scholarship / financial aid</u>	<u>Extra-curricular activities</u>
<u>Sports</u>	

R. B. Smith

Booker T. Washington's "Atlanta Compromise" Speech 18 September 1895

African American Booker T. Washington (1856–1915) increased his fame in 1895 after delivering the following speech commonly referred to as the "Atlanta Compromise." A former slave who was committed to the education of African Americans, Washington worked as a teacher and principal at schools such as the Tuskegee Institute. Believing that Reconstruction failed by offering African Americans too much too soon, he stressed industrial education to his pupils; similarly, he felt that African Americans should become productive citizens and property owners before pursuing careers in politics. Washington expressed these beliefs in the following address he delivered at an exposition held in Atlanta, Georgia, where he was asked to speak by Southern leaders in an attempt to show the North the progress they had made in terms of racial relations. His speech received a positive reaction from the press and primarily white crowd with many African Americans accepting his beliefs as well. Delivered in an era of deep racial prejudice, this speech has been seen as accepting the principle of "separate but equal" that the U.S. Supreme Court would articulate the next year. —Renata Fenger

Bibliography: Samuel R. Spencer, Jr., *Booker T. Washington and the Negro's Place in American Life* (Boston: Little, Brown and Co., 1955), 14, 48–52, 102–105.

Mr. President, Gentlemen of the Board of Directors and Citizens:

[1] One third of the population of the South is of the Negro race. No enterprise seeking the material, civil or moral welfare of this section can disregard this element of our population and reach the highest success. I but convey to you, Mr. President and Directors, the sentiment of the masses of my race, when I say that in no way have the value and [manhood] of the American Negro been more fittingly and generously recognized, than by the managers of this magnificent Exposition at every stage of its progress. It is a recognition which will do more to cement the friendship of the two races than any occurrence since the dawn of our freedom.

[2] Not only this, but the opportunity here afforded will awaken among us a new era of industrial progress. Ignorant and inexperienced, it is not strange that in the first years of our new life we began at the top instead of the bottom, that a seat in Congress or the State Legislature was more sought than real-estate or industrial skill, that the political convention, or stump speaking had more attractions [than] starting a dairy farm or truck garden.

[3] A ship lost at sea for many days suddenly sighted a friendly vessel. From the mast of the unfortunate vessel was seen the signal: "Water, water, we die of thirst." The answer from the friendly vessel at once came back, "Cast down your bucket where you are."... The captain of the distressed vessel, at last heeding the injunction, cast down his bucket and it came up full of fresh, sparkling water from the mouth of the Amazon River. To those of my race who depend on bettering their condition in a foreign land, or who underestimate the importance of cultivating friendly relations with the Southern white man who is their next door neighbor, I would say cast

down your bucket where you are[;] cast it down in making friends in every manly way of the people of all races by whom we are surrounded.

[4] Cast it down in agriculture, in mechanics, in commerce, in domestic service and in the professions. And in this connection it is well to bear in mind that whatever other sins the South may be called upon to bear, that when it comes to business pure and simple, it is in the South that the Negro is given a man's chance in the commercial world, and in nothing is this Exposition more eloquent than in emphasizing this chance.

[5] Our greatest danger is, that in the great leap from slavery to freedom we may overlook the fact that the masses of us are to live by the productions of our hands, and fail to keep in mind that we shall prosper in proportion as we learn to dignify and glorify common labor and put brains and skill into the common occupations of life... No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin and not the top. Nor should we permit our grievances to overshadow our opportunities.

[6] To those of the white race who look to the incoming of those of foreign birth and strange tongue and habits for the prosperity of the South, were I permitted, I would repeat what I say to my own race. "Cast down your bucket where you are." Cast it down among the 8,000,000 Negroes whose habits you know, whose loyalty and love you have tested in days when to have proved treacherous [meant] the ruin of your firesides.

[7] Cast it down among these people who have without strikes and labor wars tilled your fields, cleared your forests, builded your railroads and cities, and brought forth treasures from the bowels of the earth and helped make possible this magnificent representation of the progress of the South. Casting down your bucket [among] my people, helping and encouraging them as you are doing on these grounds, and to [the] education of head, hand, and heart, you will find that they will buy your surplus land, make blossom the waste places in your fields, and run your factories.

[8] While doing this you can be sure in the future, as you have been in the past, that you and your families will be surrounded by the most patient, faithful, law-abiding and unresentful people that the world has seen. As we have proven our loyalty to you in the past, in nursing your children, watching by the sick bed of your mothers and fathers, and often following them with tear dimmed eyes to their graves, so in the future in our humble way, we shall stand by you with a devotion that no foreigner can approach, ready to lay down our lives, if need be, in defense of yours, interlacing our industrial, commercial, civil and religious life with yours in a way that shall make the interests of both races one. 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.

[9] There is no defense or security for any of us except in the highest intelligence and development of all. If anywhere there are efforts tending to curtail the fullest growth of the Negro, let these efforts be turned into stimulating, encouraging and making him the most useful and intelligent citizen. Effort or means so invested will pay a thousand per cent interest. These efforts will be twice blessed—"Blessing him that gives and him that takes."

[10] Nearly sixteen millions of hands will aid you [in] pulling the load upwards, or they will pull against you the load downwards. We shall constitute one third and much more of the ignorance and crime of the South or one third [of] its intelligence and progress, we shall contribute one third to the business and industrial prosperity of the South, or we shall prove a veritable body of death, stagnating, depressing, retarding every effort to advance the body politic.

[11] The wisest among my race understand that the agitation of questions of social equality is the [extremist] folly and that progress in the enjoyment of all the privileges that will come to us, must be the result of severe and [constant] struggle, rather than of artificial forcing... It is important and right that all privileges of the law be ours, but it is vastly more important that we be prepared for the exercise of these privileges. The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera house.

Discussion Questions:

1. What was Washington urging African Americans to do? What was he urging white Americans to do?
2. What statements in this address made this speech appropriate for a white audience? Explain.
3. What were Washington's long-term goals for African Americans?

SOURCE: B.T. Washington, *Atlanta Exposition Speech* (Sept. 18, 1895). Retrieved January 5, 2006 from the Library of Congress' *African American Odyssey* database on the World Wide Web:
<<http://memory.loc.gov/ammem/aahtml/exhibit/aopart6.html#0605>>. Paragraph numbers have been added.

[This text was created by Renata Fengler as part of the "Documenting American History" project, supervised by Professor David Voelker at the University of Wisconsin-Green Bay. This project had support from UWGB's Research Council.]



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4. How do you think Washington's ideas formed your family's opinion about ^{post}secondary education?
5. Do you agree with the viewpoints of Washington? Explain.

R. Butts



from *The Talented Tenth*
W.E.B. DuBois
1903

The Negro race, like all races, is going to be saved by its exceptional men. The problem of education, then, among Negroes must first of all deal with the Talented Tenth; it is the problem of developing the Best of this race that they may guide the Mass away from the contamination and death of the Worst, in their own and other races. Now the training of men is a difficult and intricate task. Its technique is a matter for educational experts, but its object is for the vision of seers. If we make money the object of man-training, we shall develop money-makers but not necessarily men; if we make technical skill the object of education, we may possess artisans but not, in nature, men. Men we shall have only as we make manhood the object of the work of the schools — intelligence, broad sympathy, knowledge of the world that was and is, and of the relation of men to it — this is the curriculum of that Higher Education which must underlie true life. On this foundation we may build bread winning, skill of hand and quickness of brain, with never a fear lest the child and man mistake the means of living for the object of life... The Talented Tenth rises and pulls all that are worth the saving up to their vantage ground...

How then shall the leaders of a struggling people be trained and the hands of the risen few strengthened? There can be but one answer: The best and most capable of their youth must be schooled in the colleges and universities of the land. We will not quarrel as to just what the university of the Negro should teach or how it should teach it — I willingly admit that each soul and each race-soul needs its own peculiar curriculum. But this is true: A university is a human invention for the transmission of knowledge and culture from generation to generation, through the training of quick minds and pure hearts, and for this work no other human invention will suffice, not even trade and industrial schools...

...Do you think that if the leaders of thought among Negroes are not trained and educated thinkers, that they will have no leaders? On the contrary a hundred half-trained demagogues will still hold the places they so largely occupy now, and hundreds of vociferous busy-bodies will multiply. You have no choice; either you must help furnish this race from within its own ranks with thoughtful men of trained leadership, or you must suffer the evil consequences of a headless misguided rabble...

I am an earnest advocate of manual training and trade teaching for black boys, and for white boys, too. I believe that next to the founding of Negro colleges the most valuable addition to Negro education since the war, has been industrial training for black boys. Nevertheless, I insist that the object of all true education is not to make men carpenters, it is to make carpenters men; there are two means of making the carpenter a man, each equally important: the first is to give the group and community in which he works, liberally trained teachers and leaders to teach him and his family what life means; the second is to give him sufficient intelligence and technical skill to make him an efficient workman; the first object demands the Negro college and college-bred men — not a quantity of such colleges, but a few of excellent quality; not too many college-bred men, but enough to leaven the lump, to inspire the masses, to raise the Talented Tenth to leadership; the second object demands a good system of common schools, well-taught, conveniently located and properly equipped...

The truth of this has been strikingly shown in the marked improvement of white teachers in the South. Twenty years ago the rank and file of white public school teachers were not as good as the Negro teachers. But they, by scholarships and good salaries, have been encouraged to thorough normal and collegiate preparation, while the Negro teachers have been discouraged by starvation wages and the idea that any training will do for a black teacher. If carpenters are needed it is well and good to train men as carpenters. But to train men as carpenters, and then set them to teaching is wasteful and criminal; and to train men as teachers and then refuse them living wages, unless they become carpenters, is rank nonsense....

Men of America, the problem is plain before you. Here is a race transplanted through the criminal foolishness of your fathers. Whether you like it or not the millions are here, and here they will remain. If you do not lift them up, they will pull you down. Education and work are the levers to uplift a people. Work alone will not do it unless inspired by the right ideals and guided by intelligence. Education must not simply teach work — it must teach Life. The Talented Tenth of the Negro race must be made leaders of thought and missionaries of culture among their people. No others can do this work and Negro colleges must train men for it. The Negro race, like all other races, is going to be saved by its exceptional men.

Discussion Questions

Directions: *On a separate sheet of paper answer the following questions.*

1. According to DuBois who are the Talented Tenth and what is their task?
2. According to DuBois what should be the object of schooling?
3. According to DuBois where should the training of the Talented Tenth take place?
4. According to Dubois, what would happen if the Black community is not led by the Talented Tenth?
5. Explain the differences, cited by Dubois, between black and white teachers?
6. Although the *Talented Tenth* was an explanation of possible black leadership within the Black community, why do you think Dubois addressed this document to white readers?
7. What arguments might critics of Dubois raise in opposition to his concept of Black leadership.
8. Do you agree with Dubois and his view of the Talented Tenth? Explain.

9. How do you think DuBois' ideas impacted you family's view/opinion of post-secondary education?

Name _____ Date _____ Checked _____

Interview - Day 1

Name & Role of Person Interviewed _____

Create ten (10) thoughtful interview questions. During the interview session, try your best to get your questions answered. Be sure to listen carefully to others' questions as they may be asking the same questions you have. Write your questions and notes in the space below.

1. _____

a. _____

2. _____

a. _____

3. _____

a. _____

4. _____

a. _____

5. _____

a. _____

6. _____

Name _____ Date _____ Checked _____

a. _____

7. _____

a. _____

8. _____

a. _____

9. _____

a. _____

10. _____

a. _____

Other notes

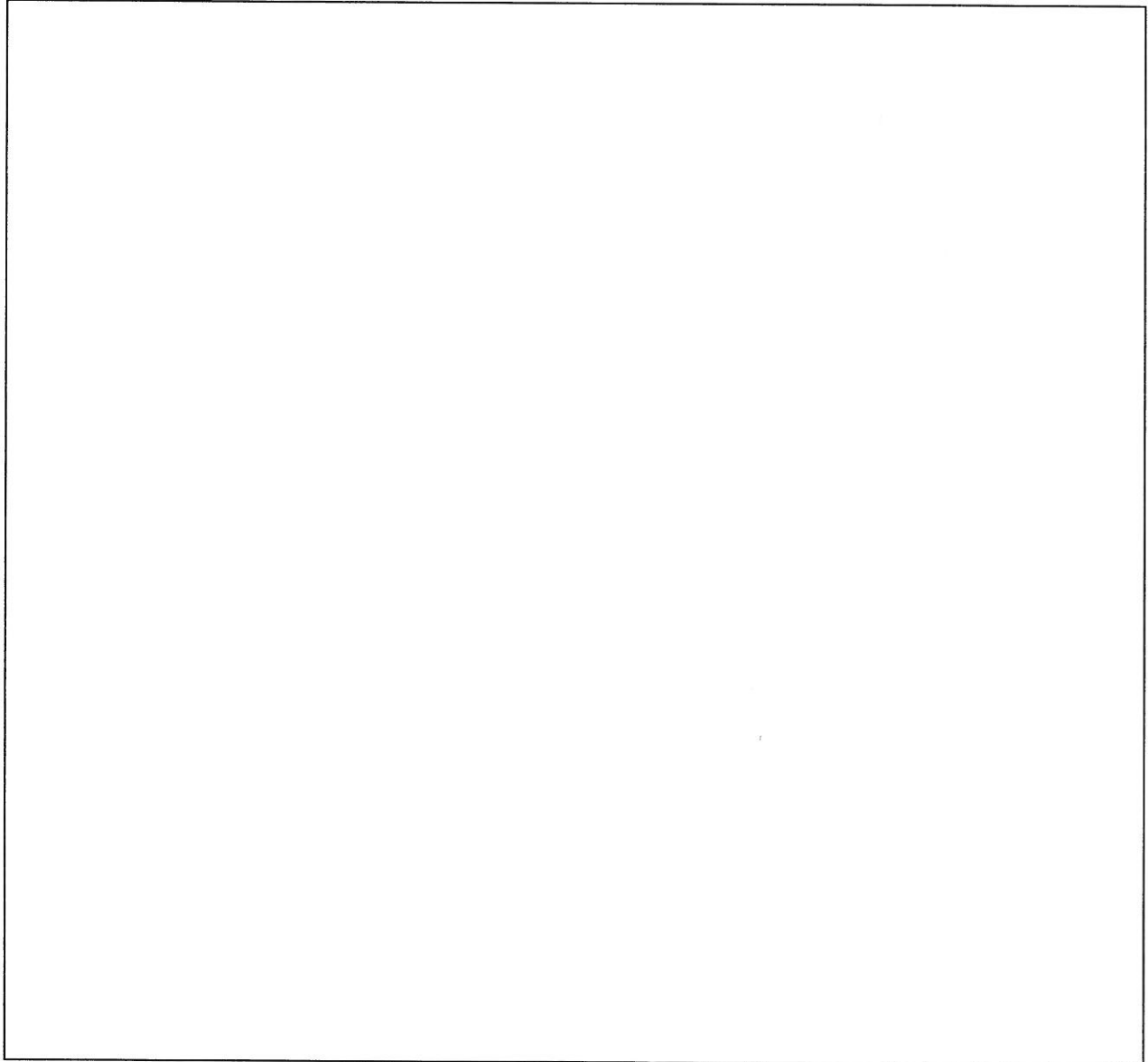
Name _____ Date _____ Checked _____

Sketch - Day 1

Choose an object, scene, or event that impacted you and sketch it. Your sketch should be as real as possible (scale, sized, color) and take up the entire space. Be sure to completely color your sketch. (Fyi: if you draw stick figures, make sure it has clothes on!)

This is a sketch of _____.

I chose this because _____.



Leadership Rubric - Day 1

Complete the following evaluation to the best of your ability and provide justification for the score you gave yourself. (4 = Always, 3 = Mostly, 2 = Sometimes, 1 = rarely, 0 = not at all)

Attitude

I maintained a positive attitude even when frustrated, irritated, or disappointed.

0 1 2 3 4

Comment

Cooperation / Participation

I was fully engaged in the lesson, speaker, and work, and maintained SLANT during class time.

0 1 2 3 4

Comment

Consideration

I was mannerable and considerate of others during our work time by keeping my talking and noises to a minimum, sitting in appropriate areas of the room, and keeping my hands, feet, and unsolicited comments to myself.

0 1 2 3 4

Comment

Name _____ Date _____

Support

I encouraged others to do their best work and helped others when asked.

0 1 2 3 4

Comment

Show safety / Follow directions

I followed directions the first time they were given and maintained a safe work environment.

0 1 2 3 4

Comment

Hard Work

I utilized my time wisely, gave my best effort, and completed my work on time.

0 1 2 3 4

Comment

Day 1

Reflection

- I wrote this reflection from my heart.
- My writing is thoughtful and thoroughly discusses how today impacted me.
- My writing is neat and legible.

Sketch

- My sketch is complete and drawn to the best of my ability.
- My sketch is neatly colored and in colors of its natural state.
- My sketch is of something that impacted me today.

Interview

- I was prepared for my interview session.
- I listened intently and accurately recorded my answers.
- At least two of my original questions have been answered and recorded.

As a whole, today's work was (circle one):

High Quality

Average Quality

Low Quality

Incomplete/Missing

Justification

Name _____ Date _____ Checked _____

Interview - Day 2

Name & Role of Person Interviewed _____

Create ten (10) thoughtful interview questions. During the interview session, try your best to get your questions answered. Be sure to listen carefully to others' questions as they may be asking the same questions you have. Write your questions and notes in the space below.

11. _____

a. _____

12. _____

a. _____

13. _____

a. _____

14. _____

a. _____

15. _____

a. _____

16. _____

Name _____ Date _____ Checked _____

a. _____

17. _____

a. _____

18. _____

a. _____

19. _____

a. _____

20. _____

a. _____

Other notes

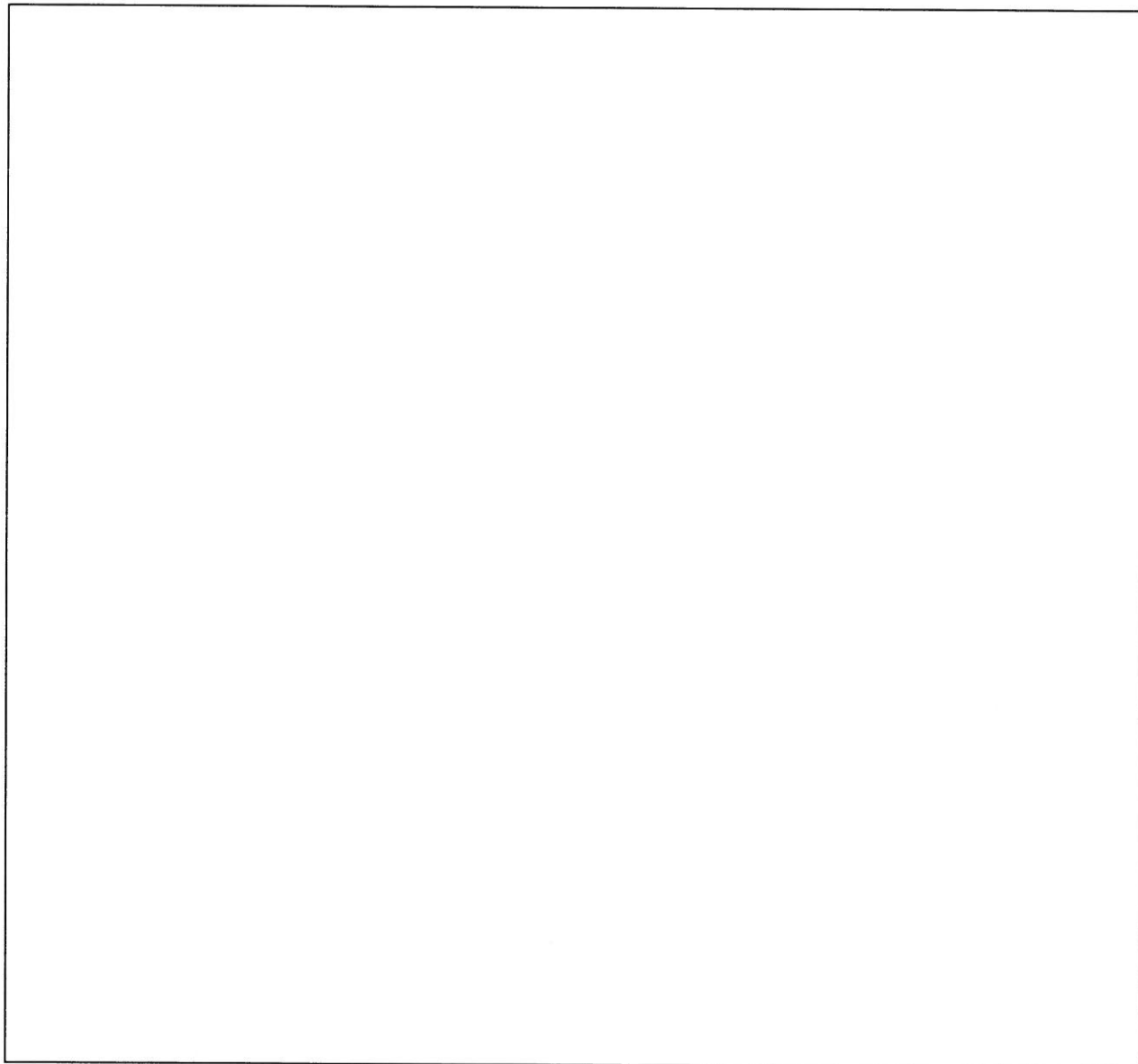
Name _____ Date _____ Checked _____

Sketch - Day 2

Choose an object, scene, or event that impacted you and sketch it. Your sketch should be as real as possible (scale, sized, color) and take up the entire space. Be sure to completely color your sketch. (Fyi: if you draw stick figures, make sure it has clothes on!)

This is a sketch of _____.

I chose this because _____.



Day 2

Reflection

- I wrote this reflection from my heart.
- My writing is thoughtful and thoroughly discusses how today impacted me.
- My writing is neat and legible.

Sketch

- My sketch is complete and drawn to the best of my ability.
- My sketch is neatly colored and in colors of its natural state.
- My sketch is of something that impacted me today.

Interview

- I was prepared for my interview session.
- I listened intently and accurately recorded my answers.
- At least two of my original questions have been answered and recorded.

As a whole, today's work was (circle one):

High Quality

Average Quality

Low Quality

Incomplete/Missing

Justification

Leadership Rubric - Day 2

Complete the following evaluation to the best of your ability and provide justification for the score you gave yourself. (4 = **Always**, 3 = **Mostly**, 2 = **Sometimes**, 1 = **rarely**, 0 = **not at all**)

Attitude

I maintained a positive attitude even when frustrated, irritated, or disappointed.

0 1 2 3 4

Comment

Cooperation / Participation

I was fully engaged in the lesson, speaker, and work, and maintained SLANT during class time.

0 1 2 3 4

Comment

Consideration

I was mannerable and considerate of others during our work time by keeping my talking and noises to a minimum, sitting in appropriate areas of the room, and keeping my hands, feet, and unsolicited comments to myself.

0 1 2 3 4

Comment

Name _____ Date _____

Support

I encouraged others to do their best work and helped others when asked.

0 1 2 3 4

Comment

Show safety / Follow directions

I followed directions the first time they were given and maintained a safe work environment.

0 1 2 3 4

Comment

Hard Work

I utilized my time wisely, gave my best effort, and completed my work on time.

0 1 2 3 4

Comment

Name _____ Date _____ Checked _____

Self Evaluation

	STUDENT Circle one: (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree)	TEACHER Circle one: (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree)	Teacher Initials
I thought deeply about my concerns and ideas.	5 4 3 2 1	5 4 3 2 1	
My sentences are complete.	5 4 3 2 1	5 4 3 2 1	
My subjects and verbs agree.	5 4 3 2 1	5 4 3 2 1	
I have fixed my spelling errors.	5 4 3 2 1	5 4 3 2 1	
I have corrected my punctuation errors.	5 4 3 2 1	5 4 3 2 1	
My thoughts are understandable, logical, and organized.	5 4 3 2 1	5 4 3 2 1	
I have neatly handwritten or typed my formal letter.	5 4 3 2 1	5 4 3 2 1	
My letter contains all of the parts - heading, date, inside address, salutation, body, closing, signature.	5 4 3 2 1	5 4 3 2 1	