

Lesson Plans: SS AHIS LPQ1 026 Madame CJ Walker: First African American Female Millionaire

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Grade Level : Grade 11

Subject : Reading - Middle, Social Studies - High

Standards/Assessed
Benchmarks: Florida STATE FL Social Studies Standard (2008)

Grades: 9-12

Florida Sunshine State Standards

American History

3: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.

SS.912.A.3.5 Identify significant inventors of the Industrial Revolution including African Americans and women.

Description/Abstract
of Lesson: The student will:

- trace the life of Madame C.J. Walker as an example of entrepreneurship in American society.
- develop a basic understanding of supply and demand, and the goals of suppliers and consumers.

Technology
Connections and
Teacher Materials: Images of Madame CJ Walkers' beauty product advertisements from:
<http://inventors.about.com/od/photogallery/ig/Madame-CJ-Walker-Photographs-/Portrait-of-Madame-CJ-Walker-.--tH.htm>

Vocabulary: **beautician** One who takes care of hair in terms of maintenance and styling.
entrepreneur A person who organizes, operates, and assumes the risks for a business.
pomade Specially made oil or perfumed ointment to straighten thick hair **permeate** (verb) To spread or flow throughout **trailblazer** One who sets a precedent or a way to success for others to follow. **zeal** determination and endurance with enthusiasm.

Steps to Deliver
Initial Instruction: At the outset of the lesson, read to students the following biography of Madame CJ Walker and view images from: <http://inventors.about.com/od/photogallery/ig/Madame-CJ-Walker-Photographs-/Portrait-of-Madame-CJ-Walker-.--tH.htm>

Madame CJ Walker

Madame CJ Walker was born Sarah Breedlove in 1867 in Delta, Louisiana. She was the daughter of former slaves. Orphaned at the age of six, she was raised by an elder sister and married to "Mr. McWilliams" at age 14 in Vicksburg. When her husband died, she and her daughter, A'Leila Walker, moved to St. Louis, Missouri. There Sarah McWilliams became a washerwoman and attended school at night. In 1905 she invented a method for straightening African American hair. However, this invention was not enough to overcome the hair loss Sarah experienced during this time. One night Sarah had a dream. She dreamed about a cure for her hair loss. Sarah found the ingredients to create a mixture that would perhaps eliminate hair loss for African American women. Finally, she had succeeded. Sarah went from house to house selling her fabulous pomade. Around 1905, her business permeated to Denver, Colorado, where she met and married a newsman named Charles Walker. She began calling herself Madame CJ Walker and has been known by that name ever since. Madame CJ Walker was not only a successful business woman in Colorado, she promoted her method and products by traveling about the country giving lecture-demonstrations. By 1908, Walker opened an office in Pittsburgh and left it in the charge of her daughter. In 1910, Madame Walker established the headquarters of Madame CJ Walker Laboratories to manufacture cosmetics and train her sales beauticians. Over 5,000 African American women were employed as "Walker agents." These agents traveled throughout the African American communities in the United States and the Caribbean proclaiming Walker's philosophy of "cleanliness and loveliness" as aids to the advancement of African American women. Not only did she organize clubs and conventions

which encouraged hair and beauty care product sales, Walker was also an active community leader. She was a philanthropist who supported the Tuskegee Institute, the NAACP, and other African American charities. She also donated funds to the Mary McLeod Bethune School, now known as Bethune-Cookman College in Daytona Beach, Florida. Because of her remarkable zeal and extraordinary faith in her dream, Madame CJ Walker became America's first African American female millionaire. In 1919, Madame CJ Walker died in her New York mansion. At the time of her death, Walker was the sole owner of an estate that valued over two million dollars! One third of the estate went to her daughter who became a great supporter of the Harlem Renaissance. Walker left behind an unprecedented legacy for all aspiring African American entrepreneurs. Thanks to trailblazers like Madame CJ Walker, African Americans in today's societies and for future generations have the opportunity to aid others with self-esteem and achieve personal goals.

- Use the biography and images to introduce the term "entrepreneur" and the life of Madame CJ Walker.
 - Questions to Ask:
 - Who was the subject of the biography?
 - What were some of the accomplishments of this person?
 - Was she successful? Why do you think so?
 - What was the occupation of this person? How did you know this?
 - This introduction should lead to a discussion of the term "entrepreneur."

Guided Practice with Feedback:

- Pass out the "Entrepreneur" graphic organizer. As a class fill in the definition and characteristics portions only.
- Open the official Madame CJ Walker Website and go over some key events from the timeline.
 - Revolving Biography: Pass out the Madame CJ Walker bios and images of Madame CJ Walker's advertisements for beauty products. Students read the highlight and label the portions that cover the following areas:
 - Childhood
 - Business Ventures
 - Activism
 - Characteristics
 - On the classroom walls, have 4 sheets of chart paper hanging with the aforementioned area with one area written on each. Split the class into groups of 4, and have them rotate in 5 minute increments adding information to each of the areas until they are back at their starting point. Have each group discuss what is on their chart paper.

Differentiated Instruction / Small Groups:

- After the revolving biography activity, divide students into small groups to complete their "Entrepreneur" graphic organizer by thinking of modern day examples of female entrepreneurs. If they do not name them, provide them with the four female entrepreneurs listed in the objectives (**Debbi Fields, Martha Stewart, Oprah Winfrey, and Coco Chanel**) and show the class one of their products.
- Each group should create an advertising press release describing a new invention that will solve a problem for the late 19th Century. The press release should include:
 - at least 3 paragraphs
 - a drawing of the product or service to be sold
 - an explanation of the problem and how this new product or service will help resolve it
 - must be appropriate to middle or late 19th Century

ESE/ESOL Accommodations & ESE/ESOL Strategies:

- Introduce new vocabulary with clear definitions and repeat those new words as frequently as possible.
- Present new information to students in small sequential steps, allowing the student

to concentrate on one thing at a time.

- Use questioning techniques and student activities appropriate to developmental language stage of the LEP student.
- Utilize outlines, charts, graphic organizers and advance organizers during class presentation.

Lesson Closure/Review: Each group should present their product to the class. Classmates should be encouraged to ask questions, especially about the historical context of the product or service that would be appropriate for middle or late 19th Century.

**Assessment with
Clear & Compelling
Product Standards:**

- Students will be assessed on:
 - Their research of Madame CJ Walker and the hair care product industry. They will include a timeline on any significant events in Walker's life.
 - How well their basic understanding of supply and demand in business is as well as the perks and pitfalls of owning a business.
 - Their determining of personal qualities needed to run a successful business.

Creator : Middle SS Content Team

File Attachments: entrepreneur graphic organizer.pdf

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