

Up From Slavery

Booker T. Washington

What does Washington learn by traveling before deciding what Tuskegee should teach?

TOTAL TIME

PASSAGE

30 minutes	Education begins with actual needs
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FIND THE ANCHOR TEXT

Use the Anchor Text Table of Contents in the Enhanced Reader to open the START anchor. Then use the dropdown to select the END anchor.

SECTION / LOCATION	Chapter VIII
START	I confess that what I saw during my month of travel and investigation left me with a very heavy heart.
END	I saw more clearly than ever the wisdom of the system which General Armstrong had inaugurated at Hampton.
PASSAGE ID	sec-ufs-02

THE MOVE

Revise a model after observation contradicts it

WHY THIS PASSAGE

Washington travels before designing Tuskegee’s program because assumptions about what students need are not enough. Conditions he sees in homes and communities force him to connect education with sanitation, industry, habits, and practical improvement.

MARK

Underline Washington’s observations during the trip. Circle the details that surprise or discourage him. Then star the point where those observations change what he thinks the school must teach.

NOTICE

- What educational model might Washington have used if he had not traveled first?
- Which observed needs do not fit a narrow classroom-only definition of education?
- How does field observation change the relationship between curriculum and community?

THINK

Answer provisionally: What does Washington learn by traveling before deciding what Tuskegee should teach? Choose the strongest interpretation you can defend from this passage alone.

WRITE

Write a short evidence-based response to: What does Washington learn by traveling before deciding what Tuskegee should teach? Use at least two details from the assigned passage and explain how they support your interpretation.

CLOSE

Name the single detail that most changed or sharpened your interpretation, and explain why.

STRONG ANSWER	Travel shows Washington that education cannot be designed from abstract assumptions alone. Observing actual homes and communities makes him connect schooling with sanitation, industry, habits, and practical needs.
EVIDENCE	Use observations from the trip and the conclusion that a narrow book-only model would not fit the conditions he saw.
WATCH FOR	Do not answer merely that he learns people are poor. Show how observation changes what he thinks the school must teach.
SOLO	Read the exact passage independently.
SUPPORTED	Use narration and sentence highlighting while reading the same passage.
LISTENING	Listen to the exact passage; visual following is optional. Same question and evidence demand.

STUDENT PAGE · SAME PASSAGE, SAME THINKING

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START ANCHOR	I confess that what I saw during my month of travel and investigation left me with a very heavy heart.
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OPEN THE MARKED PASSAGE IN TUMBLELIT

SOLO: read independently. SUPPORTED: use narration + highlighting. LISTENING: listen to the exact passage. The question and evidence task stay the same.

1. MARK - Underline Washington's observations during the trip. Circle the details that surprise or discourage him. Then star the point where those observations change what he thinks the school must teach.
2. NOTICE - What educational model might Washington have used if he had not traveled first? Which observed needs do not fit a narrow classroom-only definition of education? How does field observation change the relationship between curriculum and community?
3. THINK - Answer provisionally: What does Washington learn by traveling before deciding what Tuskegee should teach?
4. WRITE - Write a short response using at least two pieces of evidence from this passage.

Use evidence from the assigned passage. Show what you noticed and how the text supports your interpretation.