

GUIDED PRACTICE

PRACTICE Read the following passage from beginning to end. Then, read and answer the questions in the strategies column.

STRATEGIES

Booker T. Washington and W. E. B. Du Bois

1. How did Washington spend his early childhood years? Underline the sentence that tells you.
 2. What did Washington believe blacks should do to get ahead? Underline the sentences that tell you.
 3. What was Washington's approach to fighting discrimination? Underline the sentence that answers this question.
- 1 Although the Thirteenth Amendment to the U.S. Constitution officially freed enslaved African Americans in 1865, the struggle for equal rights was not over. Racism and discrimination still existed in the United States despite the passing of the new law. Many African Americans looked to black leaders like Booker T. Washington for guidance on how to better their lives. Born in 1856, nine years before the Thirteenth Amendment was passed, Washington had spent his early childhood as a slave. Once he was free, he learned to read and write, went to school, and became a teacher.
 - 2 Washington believed that the best way for African Americans to get ahead was to become financially independent. He advised African Americans to work hard at being farmers, tradespeople, and workers in industry. "The individual who can do something that the world wants done will, in the end, make his way regardless of his race," Washington counseled. To help educate blacks, he founded the Tuskegee Normal and Industrial Institute, which specialized in teaching practical skills such as farming, carpentry, and shoemaking.
 - 3 Washington also counseled blacks not to fight discrimination outright and to accept their second-class status, at least temporarily. This approach, sometimes called "accommodationist" because it accommodated, or fit in with, the wishes of many whites, won Washington the admiration and support of Southern whites. In front of an all-white audience, Washington declared his acceptance of continued racial separation, but predicted that segregation would one day come to an end. He stated, "In all things social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress. No race that has anything to contribute to the markets of the world is long in any degree ostracized."
 - 4 Not all African Americans agreed with Washington's approach to civil rights. A new generation of leaders emerged, and they took a harder line toward civil rights. One of those leaders was W. E. B. Du Bois. Unlike Washington, Du Bois had never known slavery. He was born three years after the passage of the Thirteenth Amendment,

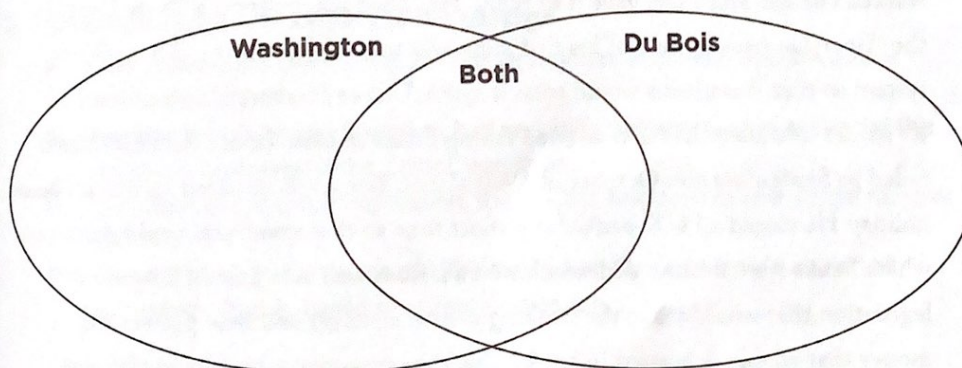
and he spent his early years not in slavery but in school. By age twenty, Du Bois had a bachelor's degree from Fisk University, an all-black school in Nashville, Tennessee, and by age twenty-seven, he had earned a PhD in history from Harvard. After further studies in Europe, Du Bois taught sociology, history, and economics at Atlanta University.

5 Du Bois's civil-rights strategy was straightforward. He believed that African Americans could effect social change only through a combination of political action and protest. Without aggressively pushing for civil rights, Du Bois concluded, nothing would happen. This philosophy put Du Bois in direct opposition to accommodationist black leaders like Booker T. Washington. Du Bois disagreed with Washington's approach to education as well. Though both men deeply believed in the importance of education, Du Bois believed that blacks should receive a classical liberal arts education—the kind that he himself had received—rather than an education that focused on practical skills.

6 To promote political action, Du Bois secretly met in 1905 with a handful of black businessmen and black intellectuals in Niagara Falls, Ontario, Canada. There, the group issued this manifesto: "We want full manhood suffrage and we want it now. . . . We are men! We want to be treated as men. And we shall win." The meeting in Niagara grew into the Niagara Movement, a forerunner of the National Association for the Advancement of Colored People (NAACP).



GED PRACTICE Use the Venn diagram to compare and contrast Washington and Du Bois. Where the circles overlap, write at least two ways in which the men were similar. In each outer circle, write at least two ways in which the men were different.



4. How was Du Bois's childhood different from Washington's? Underline the sentences that tell you.

5. What two differences between Washington and Du Bois are presented in this paragraph? Underline them.

GED APPLICATION

PRACTICE Read the passage. Answer the questions that follow.

Herbert Hoover and Franklin Delano Roosevelt

- 1 Herbert Hoover had bad luck. Just months after he was elected president, the stock market crash of 1929 occurred. What followed was the worst economic depression in U.S. history. Thousands of banks failed, wiping out people's life savings. Businesses filed for bankruptcy. Unemployment rates soared. Like many people, Hoover believed that the depression was temporary and that the nation would soon recover. His main goal was to try to restore Americans' faith in the economy and in the U.S. banking system. He opposed direct government aid to the people. Handouts, Hoover believed, would lead to a weakening of American morale and character. People needed to help themselves—and their neighbors. "The basis of successful relief in national distress is to mobilize and organize the infinite number of agencies of self help in the community," Hoover told the press in 1931. "That has been the American way of relieving distress among our own people, and the country is successfully meeting its problem in the American way today."
- 2 As time passed and the depression deepened, however, it became clear that more action was needed. Hoover responded in several ways, including setting up the Reconstruction Finance Corporation (RFC). Modeled after the War Finance Corporation of World War I, the RFC gave about \$2 billion in aid to state and local governments and made loans to banks and other businesses. However, it was too little, too late. By the end of Hoover's presidency, economic recovery had not occurred, and Hoover was very unpopular with the American people.
- 3 Franklin D. Roosevelt (FDR) won the presidency in 1932 by a landslide. People wanted change, and FDR gave it to them. He called his program a "New Deal" for the American people. One of his first steps was to help reform the U.S. banking system so that Americans would trust it again. Unlike Herbert Hoover, who had let nature take its course and allowed failing banks to close (more than 800 banks failed in September and October of 1930 alone), Roosevelt declared an official bank holiday. He closed all U.S. banks for a short time so that examiners could determine which banks were healthy and which weren't. Roosevelt also asked Congress for legislation that would make the banking system stronger and help protect the money that people deposited in banks. Congress responded, healthy banks were allowed to reopen, and people's confidence in banks began to grow.

- 4 Roosevelt's response to relief for the poor was also different from Hoover's. Roosevelt started a number of new government programs of direct aid. For example, the Federal Relief Administration provided assistance in the form of housing, food, and other basic necessities; and the Civilian Conservation Corps (CCC) created jobs for young men who conserved and developed natural resources on government owned land. "We are clearly enhancing the value of our natural resources and second, we are relieving an appreciable amount of actual distress," FDR explained. Other steps included improving a vast area in the Tennessee Valley, granting half a billion dollars to the states, and passing laws to help people who were having trouble paying back their home loans. The New Deal did not end the problems caused by the Great Depression, but it did help. Slowly, the country began to recover.



GED PRACTICE Circle the letter of the option that correctly answers each question.

1. **Which is a similarity between Hoover and Roosevelt?**
 - A. Both opposed direct government aid to poor people.
 - B. Both were popular presidents with high approval ratings.
 - C. Both wanted to restore Americans' faith in the U.S. banking system.
 - D. Both believed the economy would improve without government help.
2. **Which is a difference between Hoover and Roosevelt?**
 - A. Roosevelt started a number of government programs that created new jobs; Hoover didn't.
 - B. Roosevelt's actions ended the Great Depression; Hoover's actions caused the Great Depression.
 - C. Roosevelt let nature take its course and allowed failing banks to close; Hoover worked to keep banks open.
 - D. Roosevelt believed relief should come from private charities; Hoover believed it should come from the government.
3. **What is the overall main idea of the passage?**
 - A. During the Great Depression, the conservation of American land became a national priority.
 - B. Presidents Hoover and Roosevelt had very different approaches to solving the economic problems of the Great Depression.
 - C. As a result of the Great Depression, the U.S. banking system underwent massive reforms.
 - D. With the stock market crash of 1929, the United States entered a period of economic difficulty called the Great Depression.

Answers and explanations start on page 76.