

ALBUM [MAGGIE L. WALKER](#)

Album Description

To deepen my understanding of Maggie L. Walker, I would like to research her legacy as a Black businesswoman, her achievements as the first African American woman to lead a bank, and how her identity as a Black woman intersected with her leadership roles. Additionally, I want to explore themes of resilience, empowerment, and adversity throughout her life. This album will be shared with late elementary school learners to help them explore social justice and Virginia history.

[MaggieWalker](#) [3 - 5](#) [Social Studies/History](#)

RICHMOND PLANET. [VOLUME], FEBRUARY 08, 1930, ILLUSTRATED FEATURE SECTION,



Teaching Notes:

3 - 5 maggiewalker Richmondplanet

To analyze this Richmond Planet newspaper article, I would use the Think-Pair-Share strategy. Students will be assigned a paragraph or two of the article and will then be prompted to think about the question(s): What can we learn from this article about Maggie Walker? What does this article suggest about the challenges she faced? Students will jot down their thoughts about these questions, as well as anything else in their section of the article that they had questions about or found surprising. Students will then talk with their table and share their answers, comparing their observations, and making a list of everything they learned from the article. Lastly, each table will share what they learned by reading out their list to the whole class and as a class, common themes and key ideas will be identified.

3 - 5 MaggieWalker Richmondplanet
Newspaper Social Studies/History

Reference Link: <https://chroniclingamerica.loc.gov/lccn/sn84025841/1930-02-08/ed-1/seq-11/#date1=1777&index=4&rows=20&words=Bank+Luke+Penny+Savings+St&searchType=basic&sequence=0&sta>

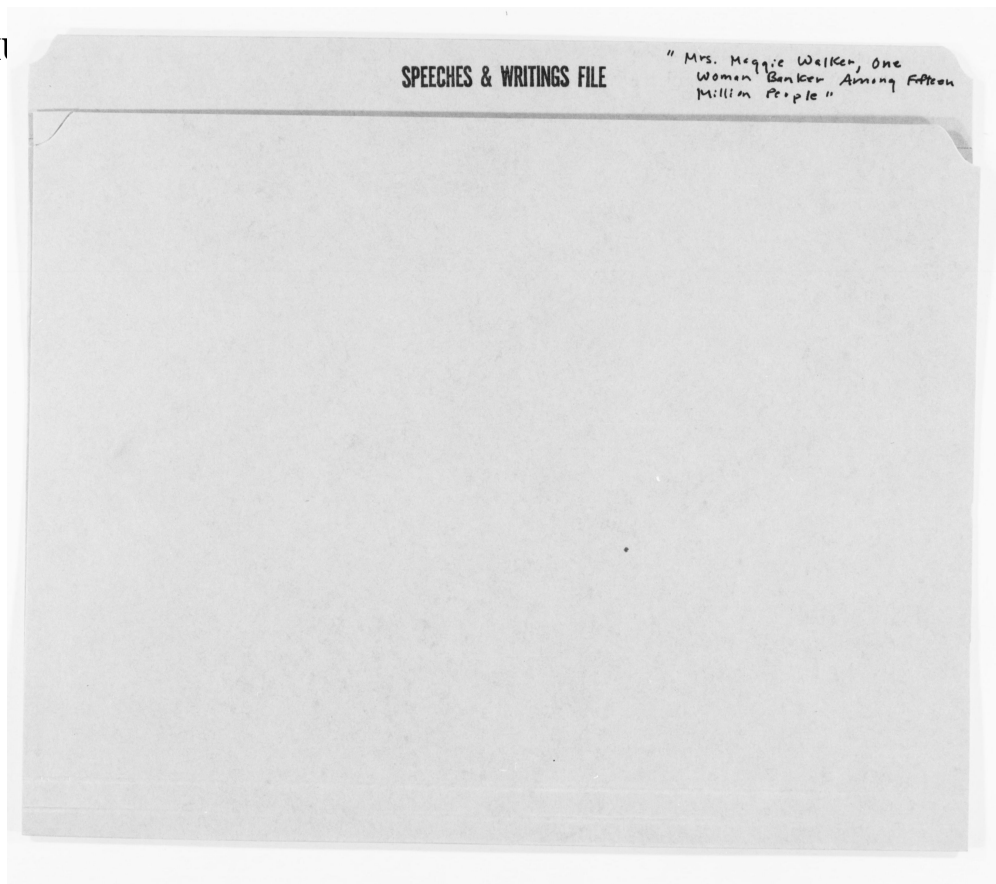
Newspaper: Richmond planet. [volume] (Richmond, Va.) 1883-1938

Newspaper Link: <https://chroniclingamerica.loc.gov/lccn/sn84025841/1930-02-08/ed-1/seq-11/#date1=1777&index=4&rows=2...>

Image provided by: Library of Virginia; Richmond, VA

PDF Link: <https://chroniclingamerica.loc.gov/lccn/sn84025841/1930-02-08/ed-1/seq-11.pdf>

MARY CHI



UNDATED;

Teaching Notes:

To analyze this speech, I would use the Think-Pair-Share strategy. Students will be read aloud the entire speech, then will re-read and analyze selected passages. While reading, students will be asked to consider the question: What achievements of Maggie Walker are highlighted in this speech? Why are these achievements important? Students will then discuss their thoughts and reflect what achievements they noticed in the speech. Students will make a list of Walker's accomplishments, and choose one in particular that they want to discuss. [3 - 5](#) [speech](#) [Social Studies/History](#) [MaggieWalker](#)

Reference Link: <http://www.loc.gov/item/mss425490593/>

Created / Published

- 1866 - 1953

Genre

- Manuscripts

Repository

- Manuscript Division



Digital Id

- <http://hdl.loc.gov/loc.mss/ms009311.mss42549.0593>

THE TIMES

IMAGE 68



Teaching Notes:

To analyze this Times Dispatch article about St. Luke, students will write down as many questions as they can in groups regarding “who, what, when, where, why, and how” based on the article (questions may include: Who is Maggie Walker? How long has she been in charge? What is St. Luke? Where is St. Luke? How big is St. Luke? etc.) Students will then pick a few of their favorite questions that they are interested in and write them on a poster. Students will then complete a gallery walk to see what questions other tables had. Students will then have time to revisit this article, as well as other sources to try to answer some questions.

[3 - 5](#) [MaggieWalker](#) [Newspaper](#) [TimesDispatch](#) [Social Studies/History](#)

Reference Link: <https://chroniclingamerica.loc.gov/lccn/sn85038615/1911-05-14/ed-1/seq-68/#date1=1756&index=2&rows=20&words=MAGGIE+Maggie+WALKER+Walker&searchType=basic&sequence=1>

Newspaper: The times dispatch. [volume] (Richmond, Va.) 1903-1914

Newspaper Link: <https://chroniclingamerica.loc.gov/lccn/sn85038615/1911-05-14/ed-1/seq-68/#date1=1756&index=2&rows=2...>

Image provided by: Library of Virginia; Richmond, VA

PDF Link: <https://chroniclingamerica.loc.gov/lccn/sn85038615/1911-05-14/ed-1/seq-68.pdf>

RICHMOND PLANET. [VOLUME], FEBRUARY 08, 1930, ILLUSTRATED FEATURE SECTION,

A Woman's Daughter Becomes a Successful Bank President

Year Profits How To Only His

Everyone admires the woman who has beautiful hair!

Pluko HAIR DRESSING

St. Joseph's G.F.P.

The Woman's Journal

Reference Link: <https://chroniclingamerica.loc.gov/lccn/sn84025841/1930-02-08/ed-1/seq-12/#date1=1756&index=3&rows=20&words=Maggie+Walker&searchType=basic&sequence=0&state=&date2=196>

Newspaper: Richmond planet. [volume] (Richmond, Va.) 1883-1938

Newspaper Link: <https://chroniclingamerica.loc.gov/lccn/sn84025841/1930-02-08/ed-1/seq-12/#date1=1756&index=3&rows=2...>

Image provided by: Library of Virginia; Richmond, VA

PDF Link: <https://chroniclingamerica.loc.gov/lccn/sn84025841/1930-02-08/ed-1/seq-12.pdf>



MAGGIE WALKER, C. 1905-1910

Teaching Notes:

To analyze this photo of Maggie Walker, I would have students complete an activity similar to what we did in class, where they “meet” the photo, observe it, and try to make sense of it. In the first stage, students are asked to briefly scan the photo, and note what jumps out at them. In the second stage, students are asked to observe the objects in the photo, as well as writing one sentence to summarize this photo. Lastly, students will try to make sense of the image, by thinking about why this photo may have been taken. [3 - 5](#)

[MaggieWalker](#) [Social Studies/History](#)



MAGGIE WALKER

Teaching Notes:

To analyze this photo of Maggie Walker, I would have students complete a see, think, wonder activity. I would prompt students by asking them to work in groups, and jot down their thoughts on a piece of poster paper. First, I'd ask students to record what they see/notice in the photo. Next, I would ask students to make educated guesses on what they think might be happening in this photo. Lastly, I would ask students to note any questions they have, or something they might be curious about based on this photo. Students would then do a gallery walk, to see other groups' observations. [3 - 5](#) [Social Studies/History](#) [MaggieWalker](#)

Teaching Notes:

To analyze this letter from Maggie Walker, I would have students complete a “Mystery Mingle Activity”, similar to what we did in class, before reading the letter. In this activity, I would choose important sentences from the letter, and give one “sentence strip” to each student. Students must travel around the room, reading their sentence strip to classmates, and listening to others sentences. As they share and listen, students should be encouraged to think about any commonalities or overarching themes. After talking to at least 4 other classmates, students will return back to their tables and discuss their ideas. As a group, students will write a prediction, stating “We think this reading will be about... because”, as well as listing at least 3 questions they have about the letter. I will then read the letter out loud to students, and we will look back on predictions. [3 - 5](#) [Social Studies/History](#) [MaggieWalker](#)



WOMAN AT THE SEPULCHRE

Teaching Notes:

To analyze Maggie Walker's speech, "Woman at the Sepulchre," I would use the Four Reads Strategy, where students will read the speech for origins and context, then read for meaning, then read for argument, and lastly read like a historian. This process will allow students to look at this empowering speech in-depth, and be able to understand the messages shared in the speech. [3 - 5](#) [speech](#) [Social Studies/History](#)
[MaggieWalker](#)



SPEECH TO SE FEDERATION OF NEGRO WOMEN'S CLUB

Teaching Notes:

To analyze Maggie Walker's speech, "Speech to SE Federation of Negro Women's Club," I would use the Four Reads Strategy, where students will read the speech for origins and context, then read for meaning, then read for argument, and lastly read like a historian. This process will allow students to look at this speech in-depth, and be able to understand the messages shared in the speech. [3 - 5](#) [speech](#) [MaggieWalker](#)
[Social Studies/History](#)



Teaching Notes:

To analyze this image of St. Luke Penny Savings Bank, I would do a compare and contrast activity with the following image of “Maggie Walker’s St. Luke Penny Savings Bank”, in which I would have students, on a poster board, complete a poster in which they note similarities and differences between the two photos, as well as a see, think, wonder activity, to note additional observations. [3 - 5](#) [MaggieWalker](#) [Social Studies/History](#)

Reference Link: <https://www.nps.gov/articles/000/st-luke-penny-savings-bank.htm>



Teaching Notes:

To analyze this image of “Maggie Walker’s St. Luke Penny Savings Bank”, I would do a compare and contrast activity with the following image of “St. Luke Penny Savings Bank”, in which I would have students, on a poster board, complete a poster in which they note similarities and differences between the two photos, as well as a see, think, wonder activity, to note additional observations. [3 - 5](#) [Social Studies/History](#) [MaggieWalker](#)

Reference Link:

https://www.nps.gov/museum/exhibits/maggie_walker/exb/economic%20empowerment/b%20st%20luke%20bank/m



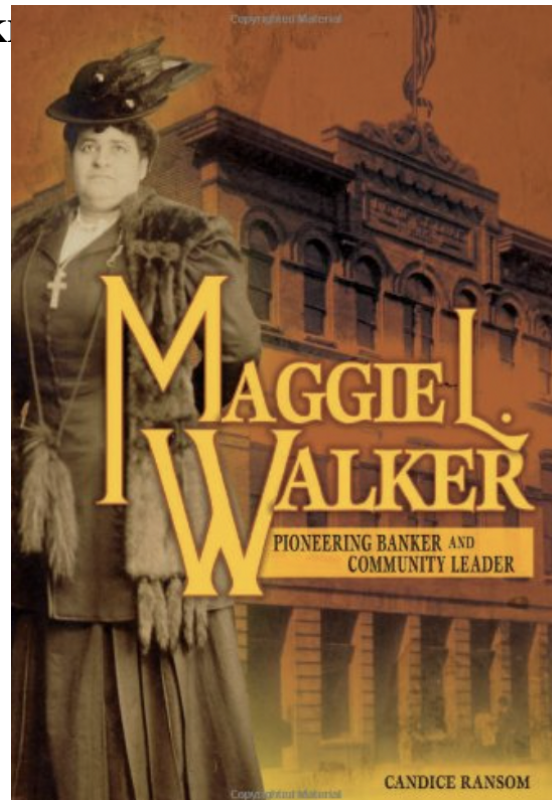
MAGGIE L. WALKER (VIRGINIA, MY STATE BIOGRAPHIES)

Teaching Notes:

This biography talks about Maggie Walker's life and her many accomplishments, including the many challenges she faced as a black woman. While this book highlights many of Mrs. Walker's accomplishment, it focuses on her commitment to receiving an education (and for all those around her to receive a similar quality of education), her ability to be financially independent, and how she was able to give back to those around her, specifically through her work with St. Luke, to promote business ownership and self-reliance among African Americans. I like the engaging images used throughout the book, which makes the book more engaging and easier to understand for younger readers. I would use this book as a read-aloud, where students could fill out an anticipation guide before reading to help them prepare and look out for some important content. [3 - 5](#) [Social Studies/History](#) [MaggieWalker](#)

MAGGIE L. WALKER

COMMUNITY LEADER



Teaching Notes:

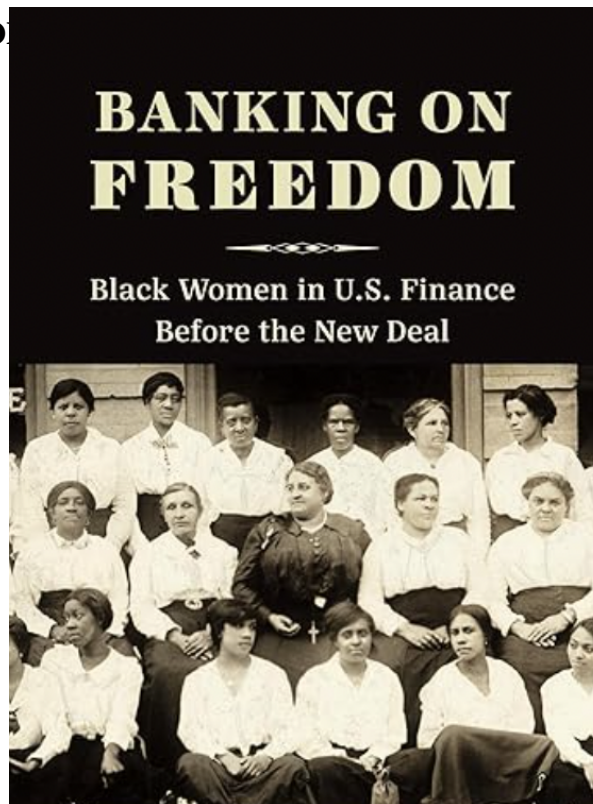
This book tells the story of Maggie Walker, starting with her childhood, being raised by formerly enslaved poor parents in Virginia, and ending up the first Black woman to serve as president of the St. Luke Bank. The book highlights Ms. Walker's numerous achievements, including her work with education, women's rights, civil rights and her tireless work to improve living in black communities. This book includes lots of detailed descriptions to help the reader get to know Mrs. Walker better, as well as discussing key concepts such as the importance of economics and civic engagement. I would use this book as both a take-home homework assignment and a class read, as it is a bit longer, and breaking it up in class and at home may help students absorb Mrs. Walker's story bit by bit. [3 - 5](#) [MaggieWalker](#) [Social Studies/History](#)

Reference Link: <https://www.amazon.com/Maggie-Walker-Pioneering-Trailblazer-Biographies/dp/0822566117>

<https://www.amazon.com/Maggie-Walker-Pioneering-Trailblazer-Biographies/dp/0822566117>

BANKING ON FREEDOM

BEFORE THE NEW DEAL



Teaching Notes:

This book covers some of the important history of Black women's leadership positions in finance, specifically focusing on Maggie Walker and her role in leading St. Luke's bank. The book discusses how women of color were able to come from humble beginnings and make their way to the top, using their leadership roles to promote community empowerment and create a platform for civil rights, and the importance of these women taking these roles and challenging racial discrimination and gender inequality. This book is meant for a little bit of an older audience and uses some complex language, so it may be better utilized as a read-aloud in classrooms, which students can later reflect on. [3 - 5](#) [Social Studies/History](#)
[MaggieWalker](#)

<https://www.amazon.com/Banking-Freedom-Finance-Columbia-Capitalism/dp/0231183917>