

11.2.1

Lesson 18

Introduction

In this lesson, students are introduced to Booker T. Washington's "Atlanta Compromise Speech" and read and analyze paragraphs 1–2 (from "Mr. President and Gentlemen of the Board of Directors and Citizens" to "starting a dairy farm or truck garden"). In these paragraphs, Washington begins to explore the important role he believes African Americans play in the future success of the South. Students analyze how Washington establishes his point of view in the opening paragraphs of his speech. Student learning is assessed via a Quick Write at the end of the lesson: How does Washington establish his point of view in paragraphs 1–2?

For homework, students preview paragraphs 3–4 of Washington's "Atlanta Compromise Speech," box unfamiliar words, and look up their definitions. Additionally, students respond in writing to two focus questions.

- ① Questions and activities in this unit are designed to explore the purpose and argument in Washington's speech. It is not necessary for students to read or hear a summary of the historical context of this speech before beginning their analyses.
- ① Throughout this module, Washington's speech at the Atlanta Exposition in 1895 is referred to by the name it came to be known as most widely, the "Atlanta Compromise Speech," although Washington himself did not give the speech this title.

Standards

Assessed Standard(s)	
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Addressed Standard(s)	
W.11-12.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of

	constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]").
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> How does Washington establish his point of view in paragraphs 1–2?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Use evidence from paragraphs 1–2 to determine how Washington establishes his point of view (e.g., Washington’s description of those who started “at the top instead of at the bottom” as “[i]gnorant and inexperienced” (par. 2) suggests that Washington believes African Americans have taken the wrong approach since their legal freedom from slavery. The words “top” and “bottom” (par. 2) imply that Washington believes there to be different levels of social participation in Southern society, with land, business, and entrepreneurship at the “bottom” and politics at the “top” (par. 2). His description of African Americans’ choice to “beg[i]n at the top instead of at the bottom” as “ignorant and inexperienced” (par. 2) reveals his opinion that African Americans should participate in businesses, like “starting a dairy farm or truck garden,” instead of participating in politics by seeking a “seat in Congress or the state legislature” (par. 2).).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> enterprise (n.) – a project undertaken or to be undertaken, especially one that is important or difficult or that requires boldness or energy welfare (n.) – the good fortune, health, happiness, prosperity, etc., of a person, group, or organization; well-being Exposition (n.) – a large-scale public exhibition or show stump speaking (n.) – giving a speech that is made many times by a politician who is traveling to

different places during a campaign for an election
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • cement (v.) – to make (something) stronger • industrial (adj.) – of or relating to the process of making products by using machinery and factories
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> • board (n.) – a group of people who manage or direct a company or organization • civil (adj.) – of or relating to the people who live in a country • moral (adj.) – concerning or relating to what is right and wrong in human behavior • disregard (v.) – to ignore (something) or treat (something) as unimportant • convey (v.) – to make (something) known to someone • sentiment (n.) – an attitude or opinion • masses (n.) – large numbers of people • Congress (n.) – the group of people who are responsible for making the laws of a country in some kinds of government • legislature (n.) – a group of people with the power to make or change laws • sought (v.) – to have searched for someone or something • convention (n.) – a large meeting of people who come to a place for usually several days to talk about their shared work or other interests or to make decisions as a group

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RI.11-12.6, W.11-12.9.b, L.11-12.5 • Text: “Atlanta Compromise Speech” by Booker T. Washington, paragraphs 1–2 (Masterful Reading: paragraphs 1–10) 	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 35%
4. Reading and Discussion	4. 35%
5. Quick Write	5. 10%
6. Closing	6. 5%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 11.2.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.6. In this lesson, students are introduced to Booker T. Washington's "Atlanta Compromise Speech." Students analyze how Washington begins to establish his point of view in the first two paragraphs of his speech.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Preview and annotate paragraphs 1–2 of Washington's "Atlanta Compromise Speech." Box any unfamiliar words

and look up their definitions. Choose the definition that makes the most sense in context and write a brief definition above or near the word in the text.) Instruct students to talk in pairs about the annotations they made for the homework assignment.

💬 Student annotation may include:

- A star next to “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” (par. 1). This is how Washington begins his speech, so it is an important idea.
- A question mark next to “Mr. President and Directors” (par. 1). To whom is Washington speaking?
- An exclamation point next to “reach the highest success” (par. 1) and “a new era of industrial progress” (par. 2). The idea of “industrial progress” (par. 2) seems to connect to the idea of the “highest success” (par. 1).

① This focused annotation supports students’ engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.

Instruct students to share and discuss the vocabulary words they identified and defined in the previous lesson’s homework.

💬 Students may identify the following words: *enterprise, welfare, Exposition, stump speaking*.

① Definitions are provided in the Vocabulary box in this lesson.

Activity 3: Masterful Reading

35%

Have students listen to a masterful reading of paragraphs 1–10 of Washington’s “Atlanta Compromise Speech” (from “Mr. President and Gentleman of the Board of Directors and Citizens” to “a new heaven and a new earth”). Instruct students to pause once during the speech (after paragraph 5) to write down their initial questions and reactions to the text.

▶ Students follow along, reading silently.

- ① **Differentiation Consideration:** Consider pausing more frequently during the masterful reading to allow students to write down their initial questions and reactions to the text.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding questions to support students in their reading throughout this lesson:

To whom is Washington speaking? Where is he speaking?

Lead a brief class discussion of students' initial reactions and questions. Remind students that as they analyze the text throughout the next several lessons, they answer many of these initial questions.

🗣 Student responses may include:

- What kind of a “President” and “Board of Directors” (par. 1) is Washington speaking to? Is he speaking to the President of the United States? Or is he speaking to the president of a company?
 - It seems Washington is speaking in the South, Atlanta specifically. What is this “Exposition” (par. 1)?
 - Washington thinks this *Exposition* is a good opportunity for African Americans and white Americans to become better friends.
 - Washington seems to be speaking for African Americans, or “[his] race” (par. 1, 3, 5, 9, 10). Why is he speaking for them? What authority does he have?
 - Washington’s language seems old-fashioned and formal. When was this speech written?
 - Washington seems to be speaking after slavery ended because he says “since the dawn of our freedom” (par. 1).
 - Does Washington’s use of “our” in the phrase “since the dawn of our freedom” (par. 1) indicate that he was a former slave?
 - Why does Washington choose to tell a story about “[a] ship lost at sea” (par. 3)? What does this have to do with Southern progress?
 - Washington seems to want African Americans and white people to work together. What sorts of jobs does he want each race to do?
- ① Consider recording questions and observations on the board or on chart paper for students to refer to throughout the unit, and encourage students to respond and add to these questions as they continue to analyze the text.
- ① Some students may have initial reactions and questions about Washington’s speech in relation to Du Bois’s “Of Our Spiritual Strivings.” Encourage students to make these connections.
- ① Washington uses the word “Negro” to describe African Americans throughout this speech. As with their exploration of W.E.B. Du Bois’s “Of Our Spiritual Strivings,” students should use Washington’s language when reading or citing textual evidence, but should avoid using the word “Negro” in discussion when they are not directly quoting Washington.

Activity 4: Reading and Discussion

35%

Instruct students to form pairs. Post or project each set of questions below for students to discuss. Instruct students to continue to annotate the text as they read and discuss.

- ① This annotation supports students' engagement with W.11-12.9.b, which addresses the use of textual evidence in writing

Instruct student pairs to read paragraph 1 (from "Mr. President and Gentleman of the Board of Directors and Citizens" to "any occurrence since the dawn of our freedom") and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *board* means "a group of people who manage or direct a company or organization," *civil* means "of or relating to the people who live in a country," *moral* means "concerning or relating to what is right and wrong in human behavior," *disregard* means "to ignore (something) or treat (something) as unimportant," *convey* means "to make (something) known to someone," *sentiment* means "an attitude or opinion," and *masses* means "large numbers of people."
- Students write the definitions of *board*, *civil*, *moral*, *disregard*, *convey*, *sentiment*, and *masses* on their copies of the text or in a vocabulary journal.

Which details in the first paragraph establish the audience and setting of Washington's speech?

☞ Student responses may include:

- Washington addresses his speech to a "President," the "Gentlemen of the Board of Directors," and "Citizens" (par. 1), which indicates that he is talking to an important person in charge of something (a "President"), significant men who have decision-making powers ("Gentlemen of the Board of Directors"), and everyday people ("Citizens") (par. 1).
- Washington tells the "managers of this ... Exposition" that he speaks for "the masses of [his] race" (par. 1). This statement suggests that Washington's race is different from the race of the "managers of this ... Exposition" (par. 1). Washington goes on to speak of how the managers have "recognized" the worth of the "American Negro" (par. 1). This statement suggests that the managers are white, and therefore that Washington is African American.
- Washington speaks of "this magnificent Exposition" (par. 1), which indicates that he is speaking at a public show or exhibition.
- Washington compliments the "managers of this magnificent Exposition" (par. 1), which indicates that he is also talking to the people who organized this event.
- Washington's use of the word "magnificent" (par. 1) suggests that this Exposition is important and impressive.

- This “Exposition” is in Atlanta because the title of the speech says Atlanta and the “population of the South” (par. 1) is the subject of Washington’s first sentence: “One-third of the population of the South is of the Negro Race” (par. 1).

① **Differentiation Consideration:** If students struggle to determine the audience and setting of Washington’s speech, consider posing the following scaffolding questions:

To whom does Washington address his speech?

- 💬 Washington addresses his speech to a “President,” the “Gentlemen of the Board of Directors,” and “Citizens” (par. 1).

Why is the word *Exposition* capitalized?

- 💬 The word *Exposition* is capitalized in the phrase “this magnificent Exposition” (par. 1) because Washington refers to the specific event at which he is speaking.

How does Washington describe the “Exposition” (par. 1)? What does this description suggest about this “Exposition” (par. 1)?

- 💬 Washington describes the Exposition as “magnificent” (par. 1). This description suggests that the Exposition is impressive and important.

What does Washington’s opening sentence suggest about the subject of his speech?

- 💬 In his opening sentence, Washington emphasizes the importance of African Americans in the South by explaining that “the Negro race” (par. 1) makes up a large percentage, or “one-third of the population” (par. 1). This emphasis on the number of African Americans in the South suggests that “the Negro race” (par. 1) in the South might be the subject of the speech.

How does the subject of the speech clarify the meaning of “this section” and “this element” (par. 1)?

- 💬 Because the subject of Washington’s opening sentence is “the Negro race” (par. 1) in the South, “this section” (par. 1) refers to the South, and “this element” (par. 1) refers to African Americans.

What claim does Washington make about “our population” (par. 1) in the second sentence? What does this claim suggest about Washington’s point of view?

- 💬 Student responses should include:
 - Washington claims that “this element of our population” (par. 1), or African Americans in the South, cannot be ignored in any project or undertaking that tries to improve the

“material, civil, or moral welfare” (par. 1) of the South if they are to “reach the highest success” (par. 1).

- This claim suggests that Washington believes that African Americans are essential members of Southern society and that a widespread understanding of African Americans as essential citizens of the South is necessary if the South is to prosper.

① **Differentiation Consideration:** If students struggle, consider posing the following scaffolding questions:

What does Washington “convey” to the “President and Directors” (par. 1)?

💬 Washington conveys “the sentiment of the masses of [his] race” (par. 1).

What is the “sentiment of the masses” (par. 1) to which Washington refers?

💬 The “sentiment of the masses” (par. 1) to which Washington refers is the feeling widely held by African Americans that they have been treated well because their “value and manhood” has been “fittingly and generously recognized” by the managers of this event (par. 1).

How does the word “my” in the phrase “masses of my race” (par. 1) develop Washington’s point of view?

💬 By using the word “my” (par. 1), Washington aligns himself with large numbers of “the Negro Race” (par. 1). By saying that he speaks for “the masses of [his] race” (par. 1), Washington establishes his point of view as someone who voices the thoughts and concerns of the majority of African Americans.

What will “cement the friendship of the two races” (par. 1)? How does this statement further develop Washington’s claim about what is necessary for the South to “reach the highest success” (par. 1)?

💬 Student responses should include:

- Washington says that the “recognition” of “the value of the American Negro” will “cement the friendship of the two races” (par. 1), indicating that he believes that the managers of the Exposition have treated African Americans respectfully, and that continued respectful relations like this will strengthen the friendship of the two races.
- Washington uses this statement to develop his claim that the South must not ignore the importance of African Americans if it is to prosper, by stating that the South must recognize “the value” (par. 1) of African Americans so that the two races can join together in “friendship” (par. 1).

- ① **Differentiation Consideration:** Consider encouraging students to analyze Washington’s use of figurative language by posing the following question:

What is the meaning of the word *cement* in the phrase “cement the friendship” (par. 1)?

💬 *Cement* is a substance that makes items stick together, therefore Washington uses the word *cement* in the phrase “cement the friendship” (par. 1) figuratively to mean solidify or strengthen.

- ① Consider drawing students’ attention to their work with L.11-12.4.a as they determine the meaning of a word through context.
- ① **Differentiation Consideration:** Consider providing students with an explanation of *cement* as a substance that is used to make items stick together, or a grey powder that is mixed with water and other substances to make concrete.

What words and phrases clarify the meaning of “dawn of our freedom” in this context?

💬 The phrases “Negro Race” and “the American Negro” (par. 1) and Washington’s reference to “the South” all suggest that “dawn of our freedom” (par. 1) refers to Emancipation, or the end of legal slavery in the South.

- ① Consider drawing students’ attention to their work with L.11-12.5 as they determine the meaning of figurative language through context.
- ① **Differentiation Consideration:** Consider posing the following optional extension question to deepen students’ understanding:

How does the phrase “dawn of our freedom” further develop Washington’s point of view?

💬 By using the word “our” in the phrase “dawn of our freedom,” Washington includes himself in the many people who have recently been freed from slavery (par. 1).

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read paragraph 2 (from “Not only this, but the opportunity here afforded” to “starting a dairy farm or truck garden”) and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *Congress* means “the group of people who are responsible for making the laws of a country in some kinds of government,” *legislature* means “a group of people with the power to make or change laws,” *sought*

means “to have searched for someone or something,” and *convention* means “a large meeting of people who come to a place for usually several days to talk about their shared work or other interests or to make decisions as a group.”

- ▶ Students write the definitions of *Congress*, *legislature*, *sought*, and *convention* on their copies of the text or in a vocabulary journal.

To what “opportunity” does Washington refer in the phrase “the opportunity here afforded” (par. 2)? How does this phrase develop his point of view?

💬 Student responses may include:

- In the phrase “the opportunity here afforded” (par. 2), Washington refers to the chance “to cement the friendship of the two races” (par. 1). This suggests that Washington believes that the chance to encourage respectful and friendly interactions between African Americans and white Southerners will result in the growth of industry.
- In the phrase “the opportunity here afforded” (par. 2), Washington refers to the chance to recognize “the value and manhood of the American Negro” (par. 1). This suggests that Washington sees the Exposition as a space in which to appreciate the importance and strength of African Americans, which will result in the growth of industry.
- In the phrase “the opportunity here afforded” (par. 2), Washington refers to “this magnificent Exposition” (par. 1), which suggests that he sees this event as ushering in “a new era of industrial progress” (par. 2), or economic and material prosperity.

How does the idea of “industrial progress” (par. 2) build upon ideas introduced in paragraph 1?

💬 Student responses may include:

- The idea of “a new era of industrial progress” (par. 2) builds upon the idea of the “highest success” in paragraph 1, because it suggests that the growth of industry is necessary for the prosperity of the South, and that all Southerners will play an important role in this growth.
- In paragraph 1, Washington introduces the idea of “cement[ing] the friendship” between the “two races.” In paragraph 2, Washington suggests that “industrial progress,” or economic prosperity, will result from solidifying this friendship.

① **Differentiation Consideration:** If students struggle with this analysis, consider posing the following scaffolding question:

What words and phrases can help you to make meaning of “industrial” (par. 2) in this context?

- 💬 Du Bois’s descriptions of “starting a dairy farm or a truck garden” suggest that *industrial* refers to businesses, or making or manufacturing goods or products such as food.

- ① Consider drawing students' attention to their work with L.11-12.4.a as they determine the meaning of a word through context.

To whom does the phrase “we began at the top” (par. 2) refer? Cite evidence from the text to support your response.

- 💬 “We” in paragraph 2 refers to African Americans. Washington’s reference to “the first years of our new life” (par. 2) connects to his statement about the “dawn of [the] freedom” of the “American Negro,” in which he includes himself, in paragraph 1.

How does Washington explain the meaning of the phrase “we began at the top instead of at the bottom” (par. 2)?

- 💬 Washington associates “the top” with “a seat in Congress or the state legislature” and “the political convention or stump speaking,” and he associates “the bottom” with “real estate or industrial skill” and “starting a dairy farm or truck garden” (par. 2).

What might the phrase “ignorant and inexperienced” suggest about Washington’s opinion of “beg[inning] at the top instead of at the bottom” (par. 2)?

- 💬 Washington’s description of those who started at the top as “ignorant and inexperienced” suggests that Washington believes that African Americans “began at the top” (par. 2) because of a lack of education, knowledge, and experience. This suggests that Washington believes African Americans have taken the wrong approach “in the first years of [their] new li[ves]” (par. 2). Washington’s description reveals that he believes African Americans’ participation in industry or business is preferable to their participation in politics if the South is to “reach the highest success” (par. 1).

Lead a brief whole-class discussion of student responses.

Activity 5: Quick Write

10%

Instruct students to respond briefly in writing to the following prompt:

How does Washington establish his point of view in paragraphs 1–2?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary whenever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt using evidence from the text.
- 🗨 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read paragraphs 3–4 of the “Atlanta Compromise Speech” (from “A ship lost at sea for many days” to “permit our grievances to overshadow our opportunities”). Direct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in context and write a brief definition above or near the word in the text.

Additionally, instruct students to respond briefly in writing to the following questions:

What is the problem in the story that Washington tells in paragraph 3? What is the solution?

Why might the “unfortunate” ship repeat their distress signal a second, “third and fourth” time after receiving a response from the “friendly” ship “at once”?

- ▶ Students follow along.

Homework

Read paragraphs 3–4 of the “Atlanta Compromise Speech” (from “A ship lost at sea for many days” to “permit our grievances to overshadow our opportunities”). Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in context and write a brief definition above or near the word in the text.

Additionally, respond briefly in writing to the following questions:

What is the problem in the story that Washington tells in paragraph 3? What is the solution?

Why might the “unfortunate” ship repeat their distress signal a second, “third and fourth” time after receiving a response from the “friendly” ship “at once”?