

11.2.1

Lesson 19

Introduction

In this lesson, students read and analyze paragraphs 3–4 of Booker T. Washington’s “Atlanta Compromise Speech” (from “A ship lost at sea for many days” through “permit our grievances to overshadow our opportunities”). In these paragraphs, Washington tells the story of “a ship lost at sea” to further develop his point of view that African Americans should participate in the economic development of the South in order to improve their circumstances. Students explore Washington’s use of rhetoric in these paragraphs in order to analyze how his style and content contribute to the persuasiveness of his speech, and record their analyses on their Rhetorical Impact Tracking Tools. Student learning is assessed via a Quick Write at the end of the lesson: How does Washington’s use of rhetoric contribute to the persuasiveness of this excerpt?

For homework, students preview paragraph 5, box unfamiliar words, and look up their definitions. Additionally, students add at least two new ideas introduced in the first four paragraphs of Washington’s speech to their Ideas Tracking Tools.

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	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]”).</p>

L.11-12.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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's use of rhetoric contribute to the persuasiveness of this excerpt?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify at least one example of rhetoric that contributes to the persuasiveness of this excerpt (e.g., Washington uses the allegory of a captain "lost at sea" (par. 3) who listens to the advice of another captain to "[c]ast down [his] bucket where [he] [is]" and finds "fresh, sparkling water" (par. 3).). Analyze how this rhetoric contributes to the persuasiveness of this excerpt (e.g., The allegory of the "ship lost at sea" (par. 3) contributes to the persuasiveness of this excerpt because it conveys complex ideas to African Americans using the characters and events from the story. Washington uses this story as a simple and straightforward way to persuade African Americans that if they stay where they are, develop friendships with white Southerners, and take advantage of economic opportunities "in the commercial world" (par. 4) like the passengers on the lost ship, they will find what they need to achieve stability and prosperity.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> cast (v.) – to throw or fling with great force cultivating (v.) – furthering, encouraging

- heeding (v.) – giving careful attention to
- injunction (n.) – a command, order; an order from a court of law that says that something must be done or not done
- proportion (n.) – comparative relation between things as to size, quantity, number, etc.
- superficial (adj.) – shallow; not of deep meaning or thorough
- substantial (adj.) – important, essential
- gewgaws (n.) – small things that have little value
- tilling (v.) – preparing (soil, a piece of land, etc.) for growing crops
- grievances (n.) – feelings of having been treated unfairly

Vocabulary to teach (may include direct word work and/or questions)

- None.

Additional vocabulary to support English Language Learners (to provide directly)

- sighted (v.) – to have seen someone or something
- vessel (n.) – a ship or large boat
- mast (n.) – a long pole that supports the sails of a boat or ship
- distressed (adj.) – feeling or showing extreme unhappiness or pain
- bettering (v.) – making (something) higher in quality
- underestimate (v.) – to think of (someone or something) as being lower in ability, influence, or value than that person or thing actually is
- relations (n.) – the way in which two or more people, groups, countries, etc. talk to, behave toward, and deal with each other
- surrounded (adj.) – the condition of having (someone or something) on every side of you
- bear in mind (idiom) – to remember
- bear (v.) – to assume or accept (something, such as cost or responsibility)
- eloquent (adj.) – clearly showing feeling or meaning
- emphasizing (v.) – giving special attention to (something)
- prosper (v.) – to become very successful usually by making a lot of money

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.11-12.4.a, L.11-12.5 Text: “Atlanta Compromise Speech” by Booker T. Washington, paragraphs 3–4 (Masterful Reading: paragraphs 1–4) 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Masterful Reading Reading and Discussion Quick Write Closing 	<ol style="list-style-type: none"> 5% 25% 5% 50% 10% 5%



Materials

- Student copies of the Ideas Tracking Tool (refer to 11.2.1 Lesson 2)—students may need additional copies
- Student copies of the Rhetorical Impact Tracking Tool (refer to 11.2.1 Lesson 6)—students may need additional copies
- Student copies of the Short Response Rubric and Checklist (refer to 11.2.1 Lesson 1)

① Consider providing blank copies of the Ideas Tracking Tool and the Rhetorical Impact Tracking Tool since this is a new text in the module.

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 assessed standard for this lesson: RI.11-12.6. In this lesson, students explore Washington's use of rhetoric in paragraphs 3–4 in order to analyze how his style and content contribute to the persuasiveness of his speech.

- Students look at the agenda.

Activity 2: Homework Accountability

25%

Instruct students to form pairs and share the vocabulary words they identified and defined in the previous lesson's homework. (Read paragraphs 3–4 of the "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.)

- Students may identify the following words: *cast, cultivating, heeding, injunction, proportion, superficial, substantial, gewgaws, tilling, grievances*.

 Definitions are provided in the Vocabulary box in this lesson.

Instruct students to discuss their responses to the homework questions in pairs. (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"?)

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

- The problem in the story is that the "distressed" ship is "lost at sea" (par. 3) and the people on the ship are in need of water because they are "'d[ying] of thirst'" (par. 3). The solution in this story is that the "friendly" ship tells the "distressed" ship to "'[c]ast down [their] bucket where [they] are'" (par. 3) in order to find what they need. The "distressed" ship finally does cast down the bucket and finds "fresh, sparkling water" (par. 3).

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" (par. 3)?

- “[T]he unfortunate vessel” repeats its signal because it does not understand “[t]he answer from the friendly vessel” (par. 3), or does not believe this answer is helpful. It does not make sense to the “unfortunate vessel” to throw “down [their] bucket where [they] are” (par. 3) because they think they will only pull up useless salt water.

- ① **Differentiation Consideration:** Consider explaining that the “sea” (par. 3) is a body of salt water that is not safe for drinking, while a “river” (par. 3) is a body of fresh water that is safe for drinking. The “mouth of the Amazon River” (par. 3) describes the point at which the freshwater river flows into the saltwater sea.

Lead a brief whole-class discussion of student responses.

Post or project the questions below for students to discuss. Instruct student pairs to answer the following questions before sharing out with the class.

How does Washington’s use of repetition in the story of the “lost” (par. 3) ship impact the meaning and tone of the story?

- Student responses may include:
 - The repetition of the phrase “[w]ater, water” emphasizes the urgency and desperation of the “distressed” (par. 3) ship.
 - The repetition of the phrase “[c]ast down your bucket where you are” emphasizes the distrust, confusion, or doubt of the “unfortunate vessel” (par. 3), because they do not immediately understand or follow the advice of the “friendly vessel” (par 3).
 - The repetition of “[c]ast down your bucket where you are” emphasizes the strength of the belief of the “friendly vessel” that this is the correct “answer” (par. 3) to the lost ship’s distress.

What larger idea might the phrase “[c]ast down your bucket where you are” (par. 3) represent in the story?

- Student responses may include:
 - The phrase “[c]ast down your bucket where you are” might represent the idea that what you are looking for can be found right in front of you.
 - The phrase “[c]ast down your bucket where you are” might represent the idea that when you are in need it is best to consider what is available around you.

- ① Consider drawing students’ attention to their work with L.11-12.5, as they demonstrate understanding of figurative language.

Activity 3: Masterful Reading

5%

Instruct students to take out and review their notes of their initial reactions and questions from the masterful reading in the previous lesson. Have students listen to a masterful reading of paragraphs 1–4 (from “Mr. President and Gentleman of the Board of Directors” through “permit our grievances to overshadow our opportunities”).

- ▶ Students follow along, reading silently.

- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students throughout this lesson:

How does Washington persuade his audience that African Americans should “[c]ast down [their] bucket where [they] are” (par. 3)?

Activity 4: Reading and Discussion

50%

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.

Distribute blank copies of the Rhetorical Impact Tracking Tool to students. Remind students to track Washington’s use of rhetoric on the tool as they read and analyze the text.

Instruct student pairs to read paragraph 3 (from “A ship lost at sea for many days” to “all races by whom we are surrounded”) and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *sighted* means “to have seen someone or something,” *vessel* means “a ship or large boat,” *mast* means “a long pole that supports the sails of a boat or ship,” *distressed* means “feeling or showing extreme unhappiness or pain,” *bettering* means “making (something) higher in quality,” *underestimate* means “to think of (someone or something) as being lower in ability, influence, or value than that person or thing actually is,” *relations* means “the way in which two or more people, groups, countries, etc. talk to, behave toward, and deal with each other,” and *surrounded* means “the condition of having (someone or something) on every side of you.”

- ▶ Students write the definitions of *sighted*, *vessel*, *mast*, *distressed*, *bettering*, *underestimate*, *relations*, and *surrounded* on their copies of the text or in a vocabulary journal.

How does Washington relate the story of the ship to the ideas he introduces in paragraphs 1 and 2?

- 🗣 In paragraph 3, Washington uses the phrase “[c]ast down your bucket” (par. 3) to advise African Americans to remain in the South and seek what they need “where [they] are” through strengthening “friendly relations” (par. 3) with the white Southerners who live nearby, rather

than searching somewhere else. This relates to the idea of strengthening the “friendship of the two races” in paragraph 1, which Washington believes will result in economic prosperity, or “a new era of industrial progress” (par. 2).

What is the impact of Washington’s use of rhetoric in the story of the lost ship?

💬 Student responses may include:

- The story of the “ship lost at sea” (par. 3) contributes to the persuasiveness of Washington’s speech because the simple characters and events in this story represent more complex ideas that Washington conveys about contemporary events. Washington uses the story of a ship with desperately thirsty passengers that “[c]ast[s] down [its] bucket where [it] [is]” and finds “fresh, sparkling water” (par. 3) as a simple and accessible way of supporting his own opinion that African Americans should “cultivat[e] friendly relations with the Southern white man” (par. 3) rather than seeking what they need “in a foreign land” (par. 3).
- Through the story of the lost ship and the repetition of the plea “[w]ater, water; we die of thirst!” (par. 3), Washington communicates the desperate condition of African Americans.
- Washington offers a solution for African Americans’ condition through his repetition of the simple advice of the ship’s captain to “[c]ast down your bucket where you are” (par. 3), or stay where they are and develop friendships with white Southerners.

Explain to students that the story of the two ships is an allegory. Explain that *allegory* means “a story in which the characters and events are symbols that stand for ideas about human life or for a political or historical situation.” Instruct students to write down this definition on their Rhetorical Impact Tracking Tools.

- ▶ Students write the definition of *allegory* on their Rhetorical Impact Tracking Tools.

Lead a brief whole-class discussion of student responses. Instruct students to use their Rhetorical Impact Tracking Tools to record the rhetoric discussed.

- ▶ Students record the rhetoric discussed on their Rhetorical Impact Tracking Tools.

- ① Remind students of their work with rhetoric in the first half of 11.2.1 while analyzing W.E.B. Du Bois’s “Of Our Spiritual Strivings.” If necessary, review the definitions and examples of rhetorical devices on the Rhetorical Impact Tracking Tools from earlier in the unit.

Instruct student pairs to read paragraph 4 (from “Cast it down in agriculture, mechanics, in commerce” to “permit our grievances to overshadow our opportunities”) and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *bear in mind* means “to remember,” *bear* means “to assume or accept (something, such as cost or responsibility),” *eloquent* means “clearly showing feeling or meaning,” *emphasizing* means “giving special attention to (something),” and *prosper* means “to become very successful usually by making a lot of money.”

- ▶ Students write the definitions of *bear in mind*, *bear*, *eloquent*, *emphasizing*, and *prosper* on their copies of the text or in a vocabulary journal.

How does Washington refine the meaning of the phrase “where you are” (par. 3) in paragraph 4?

- 💬 In paragraph 3, Washington uses the phrase “where you are” to refer to the South when he advises African Americans against traveling to “a foreign land.” Washington expands this meaning to include the idea that African Americans should put their energy into improving skills they already have through engaging in agricultural and industrial labor rather than participating in occupations that differ greatly from those with which they are familiar.
- ① Consider drawing students’ attention to their work with L.11-12.5, as they demonstrate an understanding of figurative language.

What “chance” does Washington claim “the Negro is given” “in the South” (par. 4)?

- 💬 Washington claims that despite the “sins” (par. 4) of slavery, the South offers African Americans unique economic opportunities “in the commercial world” (par. 4) to improve their condition.
- ① **Differentiation Consideration:** If students struggle with this analysis, consider posing the following scaffolding question:

How might the phrases “dawn of our freedom” (par. 1) and “the first years of our new life” (par. 2) clarify the meaning of the “sins” of the “South” (par. 4) to which Washington refers?

- 💬 The phrases “dawn of our freedom” (par. 1) and “the first years of our new life” (par. 2) refer to the end of legal slavery in the South. Therefore, the “sins” of the South might refer to atrocities committed during slavery.

What words or phrases clarify the meaning of “the productions of our hands” in paragraph 4?

- 💬 Student responses may include:
 - Washington’s advice at the beginning of paragraph 4 to “[c]ast it down in agriculture, mechanics, in commerce, in domestic service, and in the professions” suggests that “the productions of our hands” refers to manual labor like farming, fixing machinery, and housework.

- Washington's reference to "the commercial world" (par. 4) suggests that "the productions of our hands" is related to the process of making or selling goods.
- Washington's reference to "common labour" and "the common occupations of life" (par. 4) indicates that "the productions of our hands" is work that is done by many people, or jobs that are widespread and typical.
- Washington's reference to "tilling a field" suggests that the "productions of our hands" refers to physical work like farming (par. 4).

① Consider drawing students' attention to their application of standard L.11-12.4.a through the process of using context as a clue to determine the meaning of a phrase.

What does Washington regard as the "greatest danger" in the transition "from slavery to freedom" (par. 4)?

- 💬 Washington believes that the "greatest danger" in the "great leap from slavery to freedom" (par. 4) is that African Americans will not value "common labour" (par. 4) and will wish to begin "at the top" (par. 2) instead of "put[ting] brains and skill into the common occupations of life" such as "agriculture" and "mechanics" (par. 4).

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

To what does "the great leap from slavery to freedom" (par. 4) refer?

- 💬 "[T]he great leap from slavery to freedom" (par. 4) refers to the transition from slavery to freedom, or "the first years" (par. 2) after the end of legal slavery.

What is the impact of the contrasts Washington establishes in paragraph 4?

- 💬 Student responses may include:
 - Washington contrasts "the superficial" with "the substantial" and "the ornamental gewgaws of life" with "the useful" (par. 4). These contrasts develop Washington's point of view that "the common occupations of life" (par. 4), like farming, housework, and industry, are not only meaningful but they are essential for African Americans' livelihood. These contrasts contribute to the persuasiveness of Washington's point of view that African Americans should focus on commercial pursuits, because Washington frames other types of work as insignificant or superficial in comparison.
 - Washington contrasts "tilling a field" with "writing a poem" (par. 4). This contrast develops Washington's view that farming is just as important, or more so at this point in time, than academic or artistic pursuits for African Americans. Framing the occupation of farming in

this way supports Washington's opinion that African Americans should focus on manual labor or economic pursuits as they transition "from slavery to freedom" (par. 4).

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

What contrasts does Washington set up in paragraph 4?

💬 Student responses may include:

- In paragraph 4, Washington contrasts the act of "tilling a field," which he describes as "the bottom of life," with "writing a poem," which he describes as the "the top."
- In paragraph 4, Washington contrasts "writing a poem," which he associates with the "ornamental gewgaws" and "the superficial" elements of life, with the act of "tilling a field," which he associates with the "the substantial" and "the useful" elements of life.

Inform students that the contrasts they identified are examples of the rhetorical strategy of juxtaposition. Explain that *juxtaposition* means "an act or instance of placing close together or side by side, especially for comparison or contrast." Instruct students to write down this definition on their Rhetorical Impact Tracking Tools.

- ▶ Students write the definition of *juxtaposition* on their Rhetorical Impact Tracking Tools.

How does Washington's use of parallel structure in paragraph 4 contribute to the persuasiveness of this excerpt?

💬 Student responses should include:

- Washington uses parallel structure in paragraph 4 to make a connection between the phrase "we shall prosper in proportion as we learn to dignify and glorify common labour" and the phrase "shall prosper in proportion as we learn to draw the line between the superficial and the substantial."
- This structural choice contributes to the persuasiveness of this excerpt because it emphasizes that these two ideas are interrelated.

How does Washington's use of parallel structure and repetition clarify the meaning of "prosper in proportion" (par. 4) in this context?

- Washington's use of parallel structure and repetition clarifies that the phrase "prosper in proportion" (par. 4) means that the success and well-being of African Americans will increase gradually as they begin to see that the work that they do in "the common occupations of life" (par. 4) is honorable and worthy of respect.

- ① Consider drawing students' attention to their application of standard L.11-12.4.a through the process of using context as a clue to determine the meaning of a phrase.
- ① **Differentiation Consideration:** Consider encouraging students to deepen their analysis of Washington's use of rhetoric in paragraph 4 with the following optional extension question:

What is the rhetorical impact of Washington's repetition of "shall prosper in proportion as we learn" (par. 4)?

- 💬 Washington uses this repetition to emphasize the importance of "dignify[ing] and glorify[ing] common labour" and "draw[ing] the line between the superficial and the substantial" (par. 4) elements of life. This repetition contributes to the persuasiveness of Washington's speech by emphasizing his point of view that African Americans will thrive if they focus on the honorable work of "common labour" (par. 4) like farming,

What is the purpose of Washington's reference to "our grievances" (par. 4)?

- 💬 Washington's reference to the painful history of slavery as past "sins" and current "grievances" (par. 4) reminds the white members of his audience of the responsibility they bear for the wrongs committed against African Americans in the recent past, while simultaneously acknowledging the inheritance of discrimination and oppression that African Americans must carry.
- ① If students struggle with this analysis, consider posing the following scaffolding question:

What does Washington's reference to the "sins" of the "South" suggest about the meaning of the phrase "our grievances" (par. 4)?

- 💬 Washington's reference to the "sins" of the "South" earlier in this paragraph suggests that "our grievances" (par. 4) refers to the human rights violations that African Americans experienced because of slavery.
- ① Consider drawing students' attention to their application of standard L.11-12.4.a through the process of using context as a clue to determine the meaning of a phrase.

How does the final sentence of paragraph 4 further refine Washington's point of view?

- 💬 Although Washington acknowledges the pain of slavery in his mention of current "grievances" (par. 4), he advises African Americans against letting this history of oppression prevent them from taking advantage of future "opportunities" (par. 4) for progress and prosperity in the South. Washington's belief that African Americans should "[c]ast down [their] bucket" (par. 3) amongst those who "sin[ned]" (par. 4) against them requires putting aside their painful past in order to focus on a better future.

Lead a brief whole-class discussion of student responses. Instruct students to record the rhetoric discussed on their Rhetorical Impact Tracking Tools.

- ▶ Students record the rhetoric discussed on their Rhetorical Impact Tracking Tools.
- 🗨 See the Model Rhetorical Impact Tracking Tool.

Activity 5: Quick Write

10%

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

How does Washington’s use of rhetoric contribute to the persuasiveness of this excerpt?

Instruct students to look at their annotations and their Rhetorical Impact Tracking Tools to find evidence. Ask students to use this lesson’s vocabulary wherever 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%

Distribute blank copies of the Ideas Tracking Tool to each student. Display and distribute the homework assignment. For homework, instruct students to preview paragraph 5 of the “Atlanta Compromise Speech” (from “To those of the white race who look” to “in all things essential to mutual progress”). 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, students should add at least two ideas introduced in the first four paragraphs of this text to their Ideas Tracking Tools.

- ▶ Students follow along.

Homework

Preview paragraph 5 of the “Atlanta Compromise Speech” (from “To those of the white race who look” to “in all things essential to mutual progress”), and 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, add at least two ideas introduced in the first four paragraphs of this text to your Ideas Tracking Tool.

Model Rhetorical Impact Tracking Tool

Name:		Class:		Date:	
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Directions: Use this tool to track the rhetorical devices you encounter in the text, as well as examples of these devices and their definitions. Be sure to note the rhetorical effect of each device in the text.

Text:	"Atlanta Compromise Speech" by Booker T. Washington
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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.

- **Rhetoric:** The specific techniques that writers or speakers use to create meaning in a text, enhance a text or a speech, and in particular, persuade readers or listeners.
- **Point of View** (an author's opinion, attitude, or judgment):
- **Purpose** (an author's reason for writing):

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Rhetorical effect (power, persuasiveness, beauty, point of view, purpose)
Allegory: a story in which the characters or events are symbols that stand for ideas about human life or for a political or historical situation	From "A ship lost at sea for many days" to "water from the mouth of the Amazon River" (par. 3)	The allegory of the lost ship contributes to the persuasiveness of Washington's text because the characters and events in this story represent Washington's opinion that the "those of [his] race" should "cultivat[e] friendly relations with the Southern white man" rather than seeking what they need "in a foreign land" (par. 3).

Repetition: the act of saying or writing something again	<p>“Cast down your bucket where you are” (par. 3)</p> <p>“Cast it down” (par. 3–4)</p>	The repetition of the phrase “[c]ast down your bucket where you are” (par. 3) and the related phrase “[c]ast it down” (par. 4) emphasizes the power and importance of Washington’s opinion that African Americans can only improve their situation by staying in the South, developing friendships with white Southerners, and developing the skills they already have in “the common occupations of life” (par. 4).
Repetition and parallel structure	<p>“shall prosper in proportion as we learn” (par. 4)</p>	Washington’s use of parallel structure and repetition clarifies that the phrase “prosper in proportion” (par. 4) means that the success and well-being of African Americans will increase gradually. This reinforces Washington’s point of view that African Americans will progressively improve their circumstances when they begin to see the work that they do in “the common occupations of life” (par. 4) is honorable and worthy of respect.
Juxtaposition: an act or instance of placing close together or side by side, especially for comparison or contrast	<p>“dignify and glorify common labour” (par. 4)</p> <p>“the superficial” with “the substantial” (par. 4)</p> <p>“the ornamental gewgaws of life” with “the useful” (par. 4)</p> <p>“tilling a field” with “writing a poem” (par. 4)</p>	<p>This juxtaposition of the words “dignify and glorify” and “common” (par. 4) develops Washington’s point of view that “common labour” (par. 4) is something that is honorable and should be celebrated.</p> <p>These contrasts develop Washington’s point of view that “the common occupations of life” (par. 4), like farming, housework, and industry, are not only meaningful but also essential for African Americans’ livelihood. These contrasts contribute to the persuasiveness of Washington’s point of view that African Americans should focus on commercial pursuits, because Washington frames other types of work as insignificant and superficial in comparison.</p>