

11.2.1

Lesson 20

Introduction

In this lesson, students read and analyze paragraph 5 of Booker T. Washington’s “Atlanta Compromise Speech” (from “To those of the white race who look” to “in all things essential to mutual progress”). In this paragraph, Washington addresses “the white race” and advises them to work with African Americans to ensure the success of the South. Students explore how Washington refines the meaning of the phrase “[c]ast down your bucket” in paragraph 5 to further develop his point of view. Student learning is assessed via a Quick Write at the end of the lesson: How does Washington refine the phrase “[c]ast down your bucket” in paragraphs 3–5 to further develop his point of view?

For homework, students preview paragraphs 6–7, box unfamiliar words, and look up their definitions. Additionally, students add at least two ideas introduced in paragraph 5 of Washington’s speech to their Ideas Tracking Tools and determine one central idea.

Standards

Assessed Standard(s)	
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
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</p>

	works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).
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.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Assessment

Assessment(s)

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.

- How does Washington refine the phrase “[c]ast down your bucket” in paragraphs 3–5 to further develop his point of view?

High Performance Response(s)

A High Performance Response should:

- Determine how Washington refines the phrase “[c]ast down your bucket” in paragraphs 3–5 (e.g., In paragraphs 3–4, Washington introduces the phrase “[c]ast down your bucket” (par. 3) to encourage African Americans to improve their circumstances in the South by “cultivating friendly relations with the Southern white man” (par. 3) and by participating in the business opportunities available in the South. In (par. 5), Washington repeats the phrase “[c]ast down your bucket” to advise white Southerners to work alongside their African American neighbors in order to ensure commercial and industrial success for the South.).
- Analyze how the refinement of this phrase further develops Washington’s point of view (e.g., By giving the same advice to both races, Washington develops a point of commonality amongst white and African American Southerners. This develops Washington’s point of view that “the prosperity of the South” (par. 5) is dependent upon African Americans and white Southerners building a cooperative relationship. The South can only prosper if African Americans and white Southerners turn to each other and work together, even though they might distrust each other.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> treacherous (adj.) – not able to be trusted law-abiding (adj.) – obedient to law
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> fidelity (n.) – the quality of being faithful or loyal to a country, organization, etc. mutual (adj.) – shared between two or more people or groups
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> tongue (n.) – language proved (v.) – to have turned out to have been firesides (n.) – homes strikes (n.) – periods of time when workers stop work in order to force an employer to agree to their demands bowels (n.) – the deep inner parts of something representation (n.) – something (such as a picture or a symbol) that stands for something else grounds (n.) – reasons for doing or thinking something surplus (adj.) – more than the amount that is needed unresentful (adj.) – not showing a feeling of anger or displeasure about someone or something unfair humble (adj.) – showing that you do not think of yourself as better than other people interlacing (v.) – joining together (narrow things, such as strings or branches) by crossing them over and under each other

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.11-12.4, RI.11-12.6, W.11-12.9.b, L.11-12.4.a, L.11-12.5.a Text: “Atlanta Compromise Speech” by Booker T. Washington, paragraph 5 	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 65%
5. Quick Write	5. 10%
6. Closing	6. 5%

Materials

- Student copies of the Ideas Tracking Tool (refer to 11.2.1 Lesson 2)—students may need additional blank copies
- Student copies of the Rhetorical Impact Tracking Tool (refer to 11.2.1 Lesson 6)—students may need additional blank copies
- 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 assessed standards for this lesson: RI.11-12.4 and RI.11-12.6. In this lesson, students explore how Washington refines the meaning of the phrase “[c]ast down your bucket” in paragraph 5 to further develop his point of view.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to form pairs and share the additions they made to their Ideas Tracking Tools for the previous lesson's homework. (Add at least two ideas introduced in the first four paragraphs of this text to your Ideas Tracking Tool.)

- ▶ Students discuss the additions they made to their Ideas Tracking Tools in pairs.
- 🗨 See the Model Ideas Tracking Tool at the end of this lesson.

Instruct student pairs to share the vocabulary words they identified and defined in the previous lesson's homework. (Preview paragraph 5 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: *treacherous*, *law-abiding*.

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

Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of paragraph 5 (from "To those of the white race who look" to "in all things essential to mutual progress"). Ask students to listen for details on how Washington further develops his point of view in this paragraph.

- ▶ Students follow along, reading silently.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students throughout this lesson:

How has the meaning of the phrase "[c]ast down your bucket" changed in paragraph 5?

Activity 4: Reading and Discussion

65%

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.

Instruct student pairs to read the first half of paragraph 5 (from "To those of the white race who look" to "the waste places in your fields, and run your factories") and annotate the first half of paragraph 5 for repeating phrases.

- ▶ Students annotate their text for repeating phrases.

Student annotations may include:

- “Cast down your bucket where you are” (par. 5).
- “Cast it down among the eight millions of Negroes whose habits you know” (par. 5).
- “Cast down your bucket among these people” (par. 5).
- “Casting down your bucket among my people” (par. 5).

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

① **Differentiation Consideration:** Consider providing students with the following definitions: *tongue* means “language,” *proved* means “to have turned out to have been,” *firesides* means “homes,” *strikes* means “periods of time when workers stop work in order to force an employer to agree to their demands,” *bowels* means “the deep inner parts of something,” *representation* means “something (such as a picture or a symbol) that stands for something else,” *grounds* means “reasons for doing or thinking something,” and *surplus* means “more than the amount that is needed.”

- Students write the definitions of *tongue*, *proved*, *firesides*, *strikes*, *bowels*, *representation*, *grounds*, and *surplus* on their copies of the text or in a vocabulary journal.

Instruct student pairs to answer the following questions before sharing out with the class. Remind students to track Washington’s use of rhetoric on their Rhetorical Impact Tracking Tools as they read and analyze the text.

What words and phrases in the text clarify whom Washington addresses in this paragraph?

Student responses may include:

- The phrase “[t]o those of the white race” indicates that Washington addresses the “white” members of his audience.
- The phrase “who look to the incoming of those of foreign birth and strange tongue and habits for the prosperity of the South” clarifies that Washington speaks “[t]o those of the white race” who look to immigrants to help the South prosper.
- The phrase “[he] would repeat what [he] say[s] to [his] own race” clarifies that Washington now speaks to people who are not of “[his] own race.”

What is the impact of Washington’s shift in address?

- Washington shifts from speaking “[t]o those of [his] race” (par. 3), African Americans, to addressing “those of the white race” (par. 5). With this shift, Washington establishes that the message of his speech is necessary for both races. Although he is not a member of “the white race” (par. 5), Washington believes he has valuable knowledge and advice to offer.

What advice does Washington give “[t]o those of the white race” (par. 5)? How does this relate to the advice he gave “[t]o those of [his] race” in (par. 3)?

☞ Student responses should include:

- Washington repeats the same advice that he gives to African Americans “[t]o those of the white race” advising them to also “[c]ast down [their] bucket[s] where [they] are” (par. 5). Instead of “look[ing] to the incoming of those of foreign birth” (par. 5), or immigrants, Washington urges white Southerners to rely upon the many African Americans they already know to help rebuild the South.
- This advice echoes the advice Washington gave “[t]o those of [his] race” in paragraph 3 to develop friendships with white Southerners instead of “bettering their condition in a foreign land.” In both instances, Washington advises Southerners, white and African American, to look to each other in order to achieve progress, rather than leaving or turning to outsiders.

What is the effect of Washington’s repetition of advice in paragraphs 3 and 5?

- ☞ By repeating the phrase “[c]ast down your bucket where you are” (par. 5) to white Southerners in addition to “[his] own race” (par. 5), Washington creates a sense of unity, similarity, or shared experience between the two races because he offers the same advice to everyone.

How does Washington’s specific word choice in his description of “those of foreign birth” contribute to the persuasiveness of his speech?

- ☞ Washington describes “those of foreign birth” as having “strange tongue[s] and habits.” Washington’s choice of the word “strange” emphasizes the familiarity, comfort, and safety of “the eight millions of Negroes whose habits [they] know.” Washington’s suggestion that working with African Americans is a safe and comfortable alternative to working with unfamiliar and “strange” foreigners supports his point of view that white Southerners should rely upon African Americans whom they already know, rather than take the chance on those they do not know.

① **Differentiation Consideration:** Consider providing the following optional extension question to deepen students’ understanding:

Why might white Southerners prefer to rely upon “those of foreign birth”?

- ☞ White Southerners might prefer to rely upon “those of foreign birth” because they are afraid of working with those that they had recently enslaved.

What words and phrases develop the meaning of *fidelity* in this context?

- Washington pairs the word “fidelity” with the word “love,” both of which white Southerners “tested,” which suggests that *fidelity* means a strong love or faithfulness that has continued despite difficult challenges or tests.

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 word.

What relationship does Washington establish between African Americans and “the white race”?

- Student responses may include:
 - Washington establishes that African Americans feel a sense of steadfast loyalty to “the white race.”
 - Washington establishes that the “fidelity” of African Americans toward “the white race” has been “tested,” which indicates that the loyalty of African Americans to white Southerners has not always been returned.
 - Washington establishes that although African Americans have chosen to be loyal to “the white race,” if they had chosen otherwise, it could have resulted in “the ruin” or destruction of the homes of white Southerners.

How does the idea of *fidelity* impact the persuasiveness of Washington’s advice to “the white race”?

- The idea of the “fidelity” of African Americans strengthens the persuasiveness of Washington’s advice, because it demonstrates that African Americans are trustworthy and reliable, because they have shown only “fidelity and love” to white Southerners even in the face of opposition.

What is the impact of Washington’s description of the work African Americans did in the past? How does this description support Washington’s ideas about the “future”?

- Student responses should include:
 - In his description of the work African Americans did in the past, Washington emphasizes both the importance and amount of the work African Americans produced for white Southerners—including “till[ing] [their] fields,” constructing infrastructure, and mining the land.
 - By choosing to focus on the extensive contributions African Americans made to the South during their enslavement, Washington conveys how much they can contribute to the future “prosperity of the South” as free men and women.

How does Washington further develop his advice to “[c]ast down your bucket” in the sentence beginning with “Casting down your bucket among my people”?

- In this sentence, Washington clarifies that “[c]asting down your bucket” means that “those of the white race” should “help[] and encourag[e]” African Americans by supporting them in their pursuit of “education” or job training, because educated African Americans will in turn support white Southerners by buying and working their “land” and “run[ning] [their] factories.”

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

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

Instruct student pairs to reread the second half of paragraph 5 (from “While doing this, you can be sure” to “in all things essential to mutual progress”) and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *unresentful* means “not showing a feeling of anger or displeasure about someone or something unfair,” *humble* means “showing that you do not think of yourself as better than other people,” and *interlacing* means “joining together (narrow things, such as strings or branches) by crossing them over and under each other.”
- ▶ Students write the definitions of *unresentful*, *humble*, and *interlacing* on their copies of the text or in a vocabulary journal.

What is the rhetorical effect of the imagery in Washington’s description of the “loyalty” African Americans “proved ... in the past”?

- Washington describes this “loyalty” through images of African Americans caring for white Southerners and their families, such as “nursing” the “children” of white Southerners, “watching by the sick-bed of [their] mothers and fathers,” and “following” white Southerners “with tear-dimmed eyes to their graves.” This imagery contributes to the persuasiveness of Washington’s point of view, because it suggests that African Americans can truly be trusted, since their “loyalty” or fidelity comes from a personal, emotional, or familial connection and love for white Southerners.

How does Washington refine the idea of loyalty through his description of the “devotion” of African Americans? How does this contribute to the persuasiveness of his advice?

- Student responses should include:

- Washington refines the idea of loyalty by describing the “devotion” of African Americans as both self-sacrifice, or a willingness “to lay down [their] lives” for white Americans, and as a willingness to adopt the “interests” of white Americans.
- Washington makes his advice more persuasive by demonstrating that African Americans are so loyal to white Americans that they are willing to put aside their own interests for those of white Americans. This is intended to assure white Southerners that African Americans will continue to act in their interests even though slavery has ended.

① **Differentiation Consideration:** Consider encouraging students to deepen their analysis by posing the following extension question:

What idea does Washington express through the use of the word “interlacing” in the phrase “interlacing our industrial, commercial, civil, and religious life with yours”?

- ☞ Because interlacing involves joining various elements together by crisscrossing them, Washington expresses that when joined together, specific interests of African Americans and specific interests of white Southerners come together as “one” and reinforce each other equally.

How does Washington use figurative language to clarify his view on what is “essential” for “mutual progress”?

- ☞ Washington uses the image of a hand with separate fingers to create a distinction between the “industrial, commercial, civil, and religious” and “all things ... purely social.” Washington’s use of figurative language clarifies that his vision for Southern progress does not require that African Americans be integrated in white social life. Rather, progress requires that African American and white Southerners establish a working relationship in their “industrial, commercial, civil, and religious life” in order to jointly improve the economic condition of the South.
- ① Consider drawing students’ attention to their work with L.11-12.5.a, as they use context to determine the meaning and role of figurative language in this text.

What does Washington mean by “mutual progress”?

- ☞ Washington describes “mak[ing] the interests of both races one” and being “one as the hand.” Therefore, mutual progress means shared progress.
- 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 word.

Lead a brief whole-class discussion of student responses. Instruct students to record the examples of 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 refine the phrase “[c]ast down your bucket” in paragraphs 3–5 to further develop his point of view?

Instruct students to look at their annotations and Rhetorical Impact Tracking Tools 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 preview paragraphs 6–7 of the “Atlanta Compromise Speech” (from “There is no defense or security for any” to “retarding every effort to advance the body politic”). Instruct 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 paragraph 5 of this text to their Ideas Tracking Tools and determine one central idea introduced in the speech thus far.

- Students follow along.

Homework

Preview paragraphs 6–7 of the “Atlanta Compromise Speech” (from “There is no defense or security for any” to “retarding every effort to advance the body politic”). 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 paragraph 5 of this text to your Ideas Tracking Tool and determine one central idea introduced in the speech thus far.

Model Ideas Tracking Tool

Name:		Class:		Date:	
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Directions: Identify the ideas that you encounter throughout the text. Trace the development of those ideas by noting how the author introduces, develops, or refines these ideas in the text. Cite textual evidence to support your work.

Text:	"Atlanta Compromise Speech" by Booker T. Washington
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Paragraph #	Ideas	Notes and Connections
1–2	The recognition of "the value and manhood of the American Negro" (par. 1) will result in "industrial progress" (par. 2) in the South.	Washington introduces this idea by stating that the recognition of the "value and manhood of the American Negro" will "cement the friendship of the two races" (par. 1), and that this "will awaken among us a new era of industrial progress" (par. 2).
2	In the first years after slavery ended, African Americans pursued goals that they should have waited to pursue.	Washington introduces this idea through the phrase "in the first years of our new life we began at the top instead of at the bottom" (par. 2). This phrase suggests that African Americans should have focused on economic rather than political pursuits.
3	African Americans should "better[] their condition" by making friends "with the Southern white man" (par. 3).	Washington introduces this idea through the allegory of the lost ship that "[c]ast down [its] bucket where [it] [was]" (par. 3) and drew up fresh water. Through this allegory, Washington emphasizes that just like the "ship lost at sea" (par. 3), African Americans should try to improve their circumstances by investing time and energy into the South, rather than "in a foreign land" (par. 3).
4	African Americans need to start "at the bottom" (par. 4) by engaging in labor and commerce.	Washington introduces this idea by refining the phrase "[c]ast down your bucket where you are" (par. 3) when he states "[c]ast it down in agriculture, mechanics, in commerce, in domestic service, and in the professions" (par. 4).

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)
Repetition: the act of saying or writing something again	<p>"Cast down your bucket where you are" (par. 5)</p> <p>"Cast it down" (par. 5)</p> <p>"Cast down your bucket among these people" (par. 5)</p> <p>"Casting down your bucket among my people" (par. 5)</p>	Washington repeats the same advice that he gives to African Americans "to those of the white race" (par. 5). Instead of "look[ing] to the incoming of those of foreign birth" (par. 5), or immigrants, Washington urges white Southerners to rely upon the many African Americans they already know and have worked with to help rebuild the South. By repeating the advice to white Southerners,

		Washington develops his point of view that Southerners, white and African American, should look to each other in order to achieve "prosperity" (par. 5), rather than leaving or turning to outsiders. Through repetition, Washington creates a sense of unity, similarity, or shared experience between the two races.
Imagery	"in nursing your children, watching by the sick-bed of your mothers and fathers, and often following them with tear-dimmed eyes to their graves" (par. 5)	Washington uses this imagery to describe the "loyalty" (par. 5) of African Americans to white Southerners. This imagery establishes African Americans as crucial members of white families who serve these families because they care. This imagery contributes to the persuasiveness of Washington's point of view because it suggests African Americans can truly be trusted, since their "loyalty" (par. 5) or fidelity comes from a personal or emotional connection and love for "those of the white race" (par. 5).