

11.2.2

Lesson 21

Introduction

In this lesson, students read and analyze paragraphs 6–7 of Booker T. Washington’s “Atlanta Compromise Speech” (from “There is no defense or security for any” to “retarding every effort to advance the body politic”). In this excerpt, Washington explores the relationship between the “development” (par. 6) of African Americans and Southern progress. Student analysis focuses on Washington’s word choice and use of rhetoric, and how each contributes to the power or persuasiveness of his text. Student learning is assessed via a Quick Write at the end of the lesson: How does Washington’s rhetoric in paragraphs 6–7 contribute to the persuasiveness or power of the text?

For homework, students preview paragraphs 8–9 of the “Atlanta Compromise Speech,” box unfamiliar words, and look up their definitions. Additionally, students add at least two ideas from paragraphs 6–7 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	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.11-12.4.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.

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| | 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. |
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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's rhetoric in paragraphs 6–7 contribute to the persuasiveness or power of the text?

High Performance Response(s)

A High Performance Response should:

- Identify examples of rhetoric from paragraphs 6–7 (e.g., Washington uses the imagery of “sixteen millions of hands” in paragraph 7 to emphasize the important role African Americans play in the prosperity of the South.).
- Explain how this rhetoric contributes to the persuasiveness or power of Washington's speech (e.g., Washington's description of the African American population of the South as “sixteen millions of hands” (par. 7) contributes to the persuasiveness of his speech because it reminds his predominately white audience of the important role African Americans play in the “progress” and “prosperity” (par. 7) of the South. The number “sixteen million” (par. 7) emphasizes that African Americans are important because they make up a huge part of the South's population, while the image of “hands” (par. 7) brings to mind the integral role African Americans play in “common labour” (par. 4), or physical jobs.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- stimulating (v.) – rousing to action or effort, as by encouragement or pressure
- oppressor (n.) – someone who treats (a person or group of people) in a cruel or unfair way
- oppressed (n.) – someone who is treated in a cruel or unfair way
- abreast (adv.) – side by side; beside each other in a line
- veritable (adj.) – being truly or very much so
- stagnating (v.) – stopping development, growth, progress, or advancement

- retarding (v.) – making slow; delaying the development or progress of (an action, process, etc.); hindering or impeding
- body politic (n.) – a group of persons politically organized under a single governmental authority

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

- curtail (v.) – to cut short; reduce; diminish
- constitute (v.) – to compose; form

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

- security (n.) – the state of being free from anxiety or worry
- invested (v.) – gave your time or effort in order to do something or make something better
- interest (n.) – the money paid by a borrower for the use of borrowed money
- blessed (adj.) – very welcome, pleasant, or appreciated
- blessing (v.) – providing with something good or desirable
- fate (n.) – the things that will happen to a person or thing; the future that someone or something will have

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 • Text: “Atlanta Compromise Speech” by Booker T. Washington, paragraphs 6–7 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Reading and Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 15% 3. 5% 4. 60% 5. 10% 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 the assessed standard for this lesson: RI.11-12.6. In this lesson, students read and analyze paragraphs 6–7 of the “Atlanta Compromise Speech” and consider how Washington’s use of rhetoric contributes to the persuasiveness or power of his speech.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

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 paragraph 5 to your Ideas Tracking Tool, and determine one central idea introduced in the speech thus far.)

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

Instruct student pairs to share a central idea introduced in the speech thus far.

- ▶ Students discuss a central idea introduced in the speech thus far.
- 🗣 Student responses may include:
 - African Americans and white Southerners need to work together and look to each other in order for the South to prosper.
 - “[M]utual progress” (par. 5) requires that both races be united in their political, religious, and commercial interests, but remain separate socially.

Instruct student pairs to share the vocabulary words they identified and defined in the previous lesson’s homework. (Preview paragraphs 6–7 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: *stimulating*, *oppressor*, *oppressed*, *abreast*, *veritable*, *stagnating*, *retarding*, *body politic*.

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

Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of 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 follow along in their texts.

- ▶ Students follow along, reading silently.

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

How can African Americans help or hurt the South?

Activity 4: Reading and Discussion

60%

Instruct students to form small groups. 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 groups to read paragraph 6 (from “There is no defense or security for any” to “And close as sin and suffering joined We march to fate abreast”), and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *security* means “the state of being free from anxiety or worry,” *invested* means “gave your time or effort in order to do something or make something better,” *interest* means “the money paid by a borrower for the use of borrowed money,” *blessed* means “very welcome, pleasant, or appreciated,” *blessing* means “providing with something good or desirable,” and *fate* means “the things that will happen to a person or thing; the future that someone or something will have.”

- ▶ Students write the definitions of *security*, *invested*, *interest*, *blessed*, *blessing*, and *fate* on their copies of the text or in a vocabulary journal.

Instruct students to reread the last sentence of paragraph 5 beginning “In all things that are purely social” before they answer the following question.

How does the first sentence in paragraph 6 further refine an idea introduced in paragraphs 3–5?

- 💬 In paragraphs 3–5, Washington introduces the idea of cooperation or “mutual progress” (par. 5) for Southern economic prosperity. The first sentence in paragraph 6 further refines this idea by aligning white Southerners and African Americans in the need for the “development of all” (par. 6) people. Washington suggests that in order for both African American and white Southerners to have a strong and stable economic foundation, both need the “highest intelligence and development” (par. 6).

What does Washington believe should happen to the “efforts ... to curtail the fullest growth of the Negro” (par. 6)?

- 💬 Washington believes these “efforts” (par. 6) should be transformed into support and opportunities that “encourag[e]” African Americans to be “useful and intelligent citizen[s]” (par. 6).

Which words or phrases clarify the meaning of *curtail*?

- 💬 Washington uses the phrase “making him the most useful and intelligent citizen” as a contrast to “efforts tending to curtail the fullest growth of the Negro” (par. 6). This contrast demonstrates that *curtail* is the opposite of “stimulating” and “encouraging” (par. 6), and suggests that *curtail* means to discourage, reduce, or diminish.

- 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 is the result of investing “[e]ffort or means” (par. 6)?

🗨 Student responses may include:

- Washington implies that if white Southerners invest “[e]ffort or means” (par. 6) into helping African Americans become “useful and intelligent citizen[s]” (par. 6) they will get back more than they invested, “a thousand per cent interest” (par. 6). The beneficial results of aiding and “encouraging” (par. 6) African Americans will be significantly greater than the “[e]ffort” (par. 6) expended to develop them.
- Both African Americans—“him that takes”—and white Southerners—“him that gives”—benefit, or are “twice blessed” (par. 6) by white Southerners’ investment in African Americans.

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

How is investment in “the Negro” “twice blessed” (par. 6)?

🗨 The investment blesses “him that gives”—white Southerners, and “him that takes”—African Americans (par. 6).

How does the phrase “will pay a thousand per cent interest” (par. 6) advance Washington’s purpose?

🗨 Student responses may include:

- By discussing African Americans as a valuable resource or investment, Washington advances his purpose of convincing white Southerners to help, rather than hinder, African Americans’ attempts to better themselves (par. 6).
- Washington uses exaggeration in the phrase “will pay a thousand per cent interest” (par. 6) to demonstrate that spending time and energy to help African Americans will provide a tremendous payoff for white Southerners.

Inform students that Washington’s use of exaggeration in this phrase is an example of a rhetorical device called *hyperbole*. Provide students with the following definition: *hyperbole* means “obvious and intentional exaggeration.”

Instruct students to write down this example and definition of hyperbole on their Rhetorical Impact Tracking Tools.

- ▶ Students write this example and definition of hyperbole on their Rhetorical Impact Tracking Tools.

Explain to students that the lines “The laws of changeless justice bind Oppressor with oppressed; / And close as sin and suffering joined We march to fate abreast...” (par. 6) are from a poem written by a poet named John Greenleaf Whittier.

What relationship does Washington develop between the “Oppressor” and the “oppressed” (par. 6)?

- The relationship between “Oppressor” and “oppressed” is that their fate is “inevitabl[y]” (par. 6) the same or “joined” (par. 6). Therefore, Washington suggests that in wronging others and making them suffer, the oppressor ultimately suffers too.

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

To whom do “sin and suffering” (par. 6) belong?

- “[S]in” belongs to the “Oppressor” (par. 6), the one who control others. “[S]uffering” belongs to the “oppressed” (par. 6), those who are controlled by the “Oppressor” and his “sin” (par. 6).

What is “the inevitable” (par. 6)?

- “[T]he inevitable” (par. 6) is something that cannot be escaped and refers to “[t]he laws of changeless justice” (par. 6). These laws determine that both “Oppressor” and “oppressed” share the same “fate” (par. 6).

How does this allusion further develop Washington’s point of view?

- Washington uses the allusion to the poem to develop his point of view that because of the past history of “grievances” (par. 4) or oppression through slavery, white Southerners and African Americans’ fates are “inevitabl[y]” (par. 6) linked, and so they must work together if the South is to prosper.

Instruct students to write down this example of allusion on their Rhetorical Impact Tracking Tools.

- ▶ Students write this example of allusion on their Rhetorical Impact Tracking Tools.

Lead a brief whole-class discussion of student responses.

Instruct student groups to read paragraph 7 (from “Nearly sixteen millions of hands will aid you” through “retarding every effort to advance the body politic”) and answer the following questions before sharing out with the class.

How does the image of “[n]early sixteen millions of hands” (par. 7) further develop Washington’s point of view?

- The phrase “millions of hands” (par. 7) creates the image of an enormous or powerful collective resource that needs to be empowered in a productive way to “pull[] the load” or economic development of the South “upward” instead of “downward” (par. 7). This image further develops Washington’s point of view by demonstrating the impact African Americans can have on the South either in a positive or negative way depending on the choice white Southerners make.

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

What impact can “[n]early sixteen millions of hands” (par. 7) have on the South?

- “Nearly sixteen millions of hands” (par. 7) represent a power that can be used one of two ways to affect the “progress” and “prosperity” (par. 7) of the South. African American hands will either “pull[] the load” of the South’s development “upward” or “pull against [the South] the load downward” (par. 7). This implies that African Americans have a lot of power to impact the “progress” (par. 7) of the South.

What is the effect of Washington’s repetition of the phrase “one-third” (par. 1) in paragraph 7?

- In the first sentence of Washington’s speech, he refers to “[o]ne-third of the population of the South” being “of the Negro race” (par. 1). The repetition of this fraction twice in paragraph 7 further highlights the large number of African Americans that comprise the population of the South, as well as the potential significance of their contributions to the future of the South as either a resource for “progress” or a force that prevents it (par. 7).

Instruct students to write this example of repetition on their Rhetorical Impact Tracking Tools.

- ▶ Students write this example of repetition on their Rhetorical Impact Tracking Tools.

What words or phrases clarify the meaning of *constitute* in this context?

- Washington’s repetition of the fraction “one-third,” combined with his image of “[n]early sixteen millions of hands” (par. 7), indicate that *constitute* is synonymous with “make up” or “comprise” when used in the phrase “[w]e shall constitute one-third and more of the ignorance and crime” (par. 7).

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 is the impact of Washington’s use of rhetoric in the final sentence of paragraph 7?

🗨 Student responses may include:

- In the final sentence of paragraph 7, Washington juxtaposes “ignorance and crime” with “intelligence and progress,” and “business and industrial prosperity” with a “stagnating ... body politic” to persuade his audience to see African Americans as a resource for growth and prosperity. The alternative is that the South does not progress or evolve, becoming “a veritable body of death” (par. 7).
- In the final sentence of paragraph 7, Washington repeats the fraction “one-third.” This repetition emphasizes the potential power of African Americans to contribute either positively to the “intelligence and progress” of the South, or negatively to the “ignorance and crime” (par. 7) of the South.
- In the final sentence of paragraph 7, Washington uses parallel structure to build a pattern of repetition that emphasizes the crucial role African Americans play in Southern prosperity. The repetition of the phrase “we shall” (par. 7), and of the idea that African Americans will either help or harm the South, reinforces the importance and inevitability of the outcomes Washington foresees, and therefore strengthens his advice to white Southerners to act in ways that would bring about the prosperity of the South, rather than its decline.

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

- ▶ Students record examples of rhetoric on their Rhetorical Impact Tracking Tools.

Activity 5: Quick Write**10%**

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

How does Washington’s rhetoric in paragraphs 6–7 contribute to the persuasiveness or power of the text?

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.

Students will revise their responses to this lesson's Quick Write in the following lesson's assessment.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to preview paragraphs 8–9 of the “Atlanta Compromise Speech” (from “Gentlemen of the Exposition, as we present to you” to “the opportunity to spend a dollar in an opera-house”). 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 paragraphs 6–7 to their Ideas Tracking Tools.

- Students follow along.

Homework

For homework, preview paragraphs 8–9 of Washington’s “Atlanta Compromise Speech” (from “Gentlemen of the Exposition, as we present to you” to “the opportunity to spend a dollar in an opera-house”). 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 paragraphs 6–7 to your Ideas Tracking Tool.

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
5	White Southerners should "[c]ast down [their] bucket" (par. 5) and look to African Americans for Southern prosperity.	Washington argues that white Southerners should work alongside African Americans instead of "those of foreign birth" (par. 5) to bring about economic prosperity in the South.
5	"[M]utual progress" (par. 5) requires that both races be united in their political, religious, and commercial interests but remain separate socially.	Washington introduces this idea by describing African American and white Southerners as "one as the hand in all things essential to mutual progress" but "as separate as the fingers" when it comes to "all things purely social" (par. 5).

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)
Hyperbole: obvious and intentional exaggeration	“Effort or means so invested will pay a thousand per cent interest” (par. 6).	Washington uses hyperbole in the phrase “[e]ffort or means so invested will pay a thousand per cent interest” (par. 6) to demonstrate that helping African Americans will result in a tremendous payoff for white Southerners.

Allusion: an implied or indirect reference	“The laws of changeless justice bind Oppressor with oppressed; / And close as sin and suffering joined We march to fate abreast...” (par. 6)	Washington’s use of an allusion contributes to the power of his speech because he uses the poetic lines as a way to strengthen his argument that the “fate” of African Americans and the South are “inevitabl[y]” (par. 6) bound together.
Imagery: the use of figurative language or vivid descriptions to make pictures in the reader’s mind	“Nearly sixteen millions of hands” (par. 7)	Washington uses imagery of “sixteen millions of hands” in paragraph 7 to highlight the huge impact that the African-American population will have on the development of the South in either a positive or negative way. This contributes to the persuasiveness of his opinion that white Americans should support African Americans through education and job training, so that African Americans can contribute positively to the South’s economy.
Juxtaposition: an act or instance of placing close together or side by side, especially for comparison or contrast	“Nearly sixteen millions of hands will aid you in pulling the load upward, or they will pull against you the load downward” (par. 7). “ignorance and crime” with “intelligence and progress” (par. 7) “business and industrial prosperity” with “a veritable body of death, stagnating, depressing, retarding every effort to advance the body politic” (par. 7)	Washington uses juxtaposition to be persuasive, as he projects what the future of the South might look like. Washington tells his audience that not only will they miss out on “intelligence and progress” and “business and industrial prosperity” (par. 7) if they do not let African Americans strengthen the South, but that any potential “prosperity” (par. 7) African Americans might contribute to will instead go towards “retarding every effort to advance the body politic” (par. 7).
Repetition: the act of saying or writing something again	“One-third of the population of the South is of the Negro race” (par. 1). “We shall constitute one-third and more”; “we shall	Washington’s use of repetition contributes to the power of his speech because it serves as a quantitative reminder of how many African Americans there are who can contribute to or hinder Southern “progress” and “prosperity” (par. 7).

	contribute one-third” (par. 7)	The repetition of the phrase “we shall” contributes to the power of his speech because it emphasizes the importance and inevitability of the outcomes Washington proposes—African Americans will undoubtedly either help or hurt the South.
Parallel structure: using the same pattern of words to show that two or more ideas are equally important	“We shall constitute one-third and more of the ignorance and crime of the South, or one-third [of] its intelligence and progress; we shall contribute one-third to the business and industrial prosperity of the South, or we shall prove a veritable body of death, stagnating, depressing, retarding, every effort to advance the body politics” (par. 7).	Washington uses parallel structure to build a pattern of repetition that emphasizes the crucial role African Americans play in Southern prosperity. The repetition of the phrase “we shall” (par. 7), and of the idea that African Americans will either help or harm the South, reinforces the importance and inevitability of the outcomes Washington foresees, and therefore strengthens his advice to white Southerners to act in ways that would bring about the prosperity of the South, rather than its decline.