

## 11.2.1

## Lesson 22

## Introduction

In this lesson, students read and analyze paragraphs 8–9 of Booker T. 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”). In this excerpt, Washington speaks about the difficult path of Southern progress, as well as how “Southern states” and “Northern philanthropists” (par. 8) have helped African Americans. Students continue to analyze how Washington’s use of rhetoric contributes to the power and persuasiveness of his speech. Students also discuss the importance of using precise language, domain-specific vocabulary, and techniques such as metaphor, simile, or analogy when writing about complex ideas (W.11-12.2.d).

Student learning is assessed via a Quick Write revision at the end of the lesson: Revise and rewrite your Quick Write response from 11.2.1 Lesson 21, using precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to explain how Washington’s use of rhetoric contributes to the power and persuasiveness of the text. Include additional evidence from paragraphs 8–9.

For homework, students add at least one idea from paragraphs 8–9 of the “Atlanta Compromise Speech” to their Ideas Tracking Tools. Additionally, students continue to read their Accountable Independent Reading (AIR) texts and prepare for a 3–5 minute discussion on how they applied a focus standard of their choice to their texts.

## 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.
W.11-12.2.d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. d. Use precise language, domain-specific vocabulary, and techniques such as

	metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>Addressed Standard(s)</b>	
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>

## Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write revision activity. Students revise and rewrite their Quick Write responses from 11.2.1 Lesson 21, based on the following prompt:</p> <ul style="list-style-type: none"> <li>Revise and rewrite your Quick Write response from 11.2.1 Lesson 21, using precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to explain how Washington’s use of rhetoric contributes to the power and persuasiveness of the text. Include additional evidence from paragraphs 8–9.</li> </ul> <p>① Student responses are evaluated using the relevant portion of the 11.2.1 End-of-Unit Text Analysis Rubric (W.11-12.2.d) and the Short Response Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Refine and develop the original Quick Write by including additional evidence from paragraphs 8–9 (see example below).</li> <li>Refine and develop the original Quick Write by using precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to discuss the impact of Washington’s use of rhetoric (see example below).</li> </ul> <p>The High Performance Response is a revised version of the High Performance Response from the 11.2.1 Lesson 21 Quick Write. Both the original High Performance Response and the Revised High Performance Response are included below:</p>

Original High Performance Response from 11.2.1 Lesson 21:

- 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 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.

Revised High Performance Response:

- Washington uses the imagery of "sixteen millions of hands" (par. 7) to describe the African American population of the South. This imagery 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 a crucial resource for progress, because they make up a large fraction of the South's population, while the related image of "hands" (par. 7) suggests the integral role of African Americans in industrial progress through "common labour" (par. 4), or physical jobs. Washington reinforces his claim that African Americans are crucial to the success of the South through his strategic repetition of the fraction "one-third" (par. 7), which reiterates the idea that as a large portion of the population, African Americans have the collective power to positively or negatively impact the South, depending on their choices and the choices of white Southerners. Like a coach before a big game, Washington uses rhetoric to inspire his audience and convince both African Americans and white Americans that they have power to influence the future of the South.

## Vocabulary

### Vocabulary to provide directly (will not include extended instruction)

- implements (n.) – any articles used in some activity, especially instruments, tools, or utensils
- statuary (n.) – a collection of figures usually of a person or animal that is made from stone, metal, etc.
- trodden (v.) – formed by the action of walking or trampling
- thistles (n.) – any of various prickly plants
- philanthropists (n.) – wealthy people who give money and time to help make life better for other people

- agitation (n.) – persistent urging of a political or social cause or theory before the public
- folly (n.) – foolish action, practice, idea, etc.
- ostracized (v.) – excluded, by general consent, from society, friendship, conversation, privileges, etc.
- infinitely (adv.) – immeasurably great

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

- None.

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

- miscellaneous (adj.) – many things of different kinds
- thorns (n.) – sharp points on the stem of some plants
- privileges (n.) – rights or benefits that are given to some people but not others
- exercise (n.) – the use of an ability or power

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>• Standards: RI.11-12.6, W.11-12.2.d, W.11-12.5, W.11-12.9.b</li> <li>• Text: “Atlanta Compromise Speech” by Booker T. Washington, paragraphs 8–9</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Reading and Discussion</li> <li>4. Writing Instruction</li> <li>5. Quick Write Revision</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 40%</li> <li>4. 15%</li> <li>5. 25%</li> <li>6. 5%</li> </ol>

## Materials

- 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 Ideas Tracking Tool (refer to 11.2.1 Lesson 2)—students may need additional blank copies
- Student copies of the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist (refer to 11.2.1 Lesson 5)
- 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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 standards for this lesson: RI.11-12.6, W.11.12.2.d, and W.11-12.5. Students read paragraphs 8–9 and continue to analyze how Washington’s use of rhetoric contributes to the power or persuasiveness of his speech. Students also discuss how to use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to discuss complex ideas in their writing. Students apply their learning in this lesson’s Quick Write revision.

- ▶ 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 paragraphs 8–9 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. Additionally, add at least two ideas introduced in paragraphs 6–7 to your Ideas Tracking Tool.) Instruct students to form pairs and share the additions they made to their Ideas Tracking Tools for the previous lesson’s homework.

- 💬 See the Model Ideas Tracking Tool at the end of this lesson.

Instruct student pairs to share and discuss the vocabulary words they identified and defined in the previous lesson's homework.

- Students may identify the following words: *implements*, *statuary*, *trodden*, *thistles*, *philanthropists*, *agitation*, *folly*, *ostracized*, and *infinitely*.

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

### Activity 3: Reading and Discussion

**40%**

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.
- ① If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for this lesson.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

**According to Washington, in what ways will African Americans contribute to Southern prosperity?**

Instruct student groups to read paragraph 8 (from "Gentlemen of the Exposition, as we present to you" to "who have made their gifts a constant stream of blessing and encouragement") and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider asking students to annotate paragraph 8 for pronoun usage to support comprehension of how Washington addresses his audience on behalf of African Americans.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *miscellaneous* means "many things of different kinds" and *thorns* means "sharp points on the stem of some plants."
  - Students write the definitions of *miscellaneous* and *thorns* on their copies of the text or in a vocabulary journal.

**How does the first sentence of paragraph 8 contribute to Washington's purpose?**

- Washington begins paragraph 8 with the address "Gentlemen of the Exposition," and states that his purpose is to share with them "our humble effort at an exhibition of our progress." Therefore, Washington's purpose is to communicate to the white managers of the Exposition

that African Americans have contributed a lot to the Exposition, which in turn demonstrates how the progress they made has helped the entire South to prosper. Washington also reassures these men that this display of progress is accompanied by a sense of humility and respect toward white Southerners.

**What does “the path” (par. 8) to which Washington refers represent? What does this image suggest about his point of view?**

💬 Student responses should include:

- The path refers to economic progress of African Americans “[s]tarting thirty years ago” (par. 8) at the time of Emancipation. It describes how over time, African Americans moved towards greater levels of “ownership” beginning with small-scale ownership of items from “miscellaneous sources,” to larger responsibilities such as “inventions and production” and “management of drug stores and banks” (par. 8).
- Washington’s choice to describe this process as a “path” (par. 8) implies that he believes that progress is a slow and steady journey, or that progress comes gradually, not immediately.

① Consider reminding students of their analysis of the metaphor of “the mountain path to Canaan” (Du Bois, par. 8) and the ideal of education in “Of Our Spiritual Strivings” from *The Souls of Black Folk*. Remind students that they may draw upon their previous analysis of Du Bois’s text as they analyze Washington’s ideas and use of rhetoric in his “Atlanta Compromise Speech.”

**What is the rhetorical effect of the figurative language that Washington uses to describe “the path” (par. 8)?**

- 💬 Washington uses the imagery of “thorns and thistles” (par. 8) to show the difficulty of economic progress for African Americans in a post-Emancipation South, because “thorns and thistles” (par. 8) are painful and prevent people from walking a path easily. This imagery is an appeal to pathos because it sways the emotions of the audience by evoking the pain that those trying to improve their economic circumstances experienced.

Instruct students to add this example of imagery to their Rhetorical Impact Tracking Tools.

- ▶ Students add this example of imagery to their Rhetorical Impact Tracking Tools.

**How does Washington describe “constant help” (par. 8) and its impact on the progress of African Americans?**

💬 Student responses may include:

- Washington explains that although African Americans are proud of what they have done independently, they know that they could not have lived up to the “expectations” (par. 8) of the audience if they had not received “constant help” from “the Southern states, and from Northern philanthropists” (par. 8).
- Both Southerners and Northerners have helped African Americans in their “educational li[ves]” (par. 8) in transitioning from slaves to freed men, through “a constant stream of blessing and encouragement” (par. 8).
- Washington makes a distinction between the help that African Americans have received from “Southern states” and from “Northern philanthropists” (par. 8). Washington uses the word “especially” (par. 8) to highlight how much the individuals from the North have helped with their “blessing[s] and encouragement” (par. 8).

### How does Washington advance the purpose of his speech in paragraph 8?

🗨 Student responses may include:

- In paragraph 8, Washington reminds his audience of the contributions of African Americans, like “inventions and production” (par. 8) since Emancipation and the Civil War. These reminders advance Washington’s purpose of convincing white Southerners to help African Americans succeed, by demonstrating that African Americans can contribute to Southern prosperity.
- Washington identifies how difficult the journey towards industrial progress has been for all African Americans using the imagery of a “path” full of painful “thorns and thistles” (par. 8). This imagery advances Washington’s purpose by showing that even in times of difficulty, African Americans have overcome hardships in order to improve their economic status (par. 8).
- Washington thanks his audience for the “constant help that has come to our educational life” (par. 8), which has benefitted African Americans. This show of thanks furthers Washington’s purpose by displaying humility, which indicates the eagerness of African Americans to collaborate with white Southerners.

Lead a brief whole-class discussion of student responses.

---

Instruct student groups to read paragraph 9 (from “The wisest among my race understand that the agitation” to “the opportunity to spend a dollar in an opera-house”) and answer the following questions before sharing out with the class.



① **Differentiation Consideration:** Consider providing students with the following definitions: *privileges* mean “rights or benefits that are given to some people but not others” and *exercise* means “the use of an ability or power.”

- ▶ Students write the definitions of *privileges* and *exercise* on their copies of the text or in a vocabulary journal.

**How does Washington further develop his point of view in the first sentence of paragraph 9?**

- 💬 Washington places “[t]he wisest” African Americans in a category, “[t]he wisest among my race” (par. 9), as a way to distinguish them from those he criticizes, who might commit “the extremest folly” (par. 9) of constantly pushing for or trying to force “social equality” (par. 9). This develops Washington’s point of view that African American and white Southerners do not need to be social equals in order for both races to prosper.

**How does Washington describe “the enjoyment of all the privileges” (par. 8), and how does this description relate to images in paragraph 8?**

- 💬 Washington describes privileges as the “result of severe and constant struggle,” not “artificial forcing” by questioning “social equality” (par. 9). This idea parallels the imagery of “thorns and thistles” (par. 8) that paved the path of Southerner’s industrial progress post-Emancipation and reinforces the idea that African Americans have to “struggle” in order to enjoy “the privileges” (par. 9) of progress.

**How does Washington’s description of those who “contribute to the markets of the world” (par. 9) further refine an idea previously discussed in the speech?**

- 💬 Student responses may include:
  - Washington explains that if African Americans learn how to contribute through “the productions of our hands” (par. 4) or through labor and commerce, then they will no longer be “ostracized” (par. 9) and questions of social equality can begin to be raised.
  - Washington explains that African Americans have to “struggle rather than ... artificial[ly] forc[e]” or push to attain “social equality” (par. 9), and they have to do this through economic progress, or by “contribut[ing] to the markets of the world” (par. 9).

**How does Washington believe African Americans will come to be “prepared for the exercise” of “all privileges of the law” (par. 9)? Consider ideas introduced earlier in the speech.**

- 💬 Student responses may include:
  - African Americans will be “prepared” for “all the privileges of the law” (par. 9) by working in the areas of “agriculture, mechanics, and commerce, in domestic service, and in the

- professions” (par. 4) that Washington describes in paragraph 4, because these jobs represent economic opportunities for African Americans “in the commercial world” (par. 4).
- Washington’s idea of being able to “exercise ... privileges” (par. 9) contrasts with his description of people who persistently pursue “social equality” (par. 9). He uses this contrast to describe how African Americans need to prove themselves before exercising privileges that are their “right,” instead of trying to attain “social equality” (par. 9).

**How does Washington’s use of juxtaposition in the last sentence of paragraph 9 contribute to the persuasiveness of his speech?**

- 💬 Washington juxtaposes “[t]he opportunity to earn a dollar in a factory” with “the opportunity to spend a dollar in an opera-house” (par. 9) as way to remind his audience that African Americans know they need to work hard before they are able to attain “social equality,” or earn the same “privileges” (par. 9) that white Southerners possess. This reminder is persuasive because it reassures Washington’s predominately white Southern audience that African Americans and white Southerners can be “separate as the fingers” socially, but “one as the hand” in areas of “industrial, commercial, civil, and religious life” for “mutual progress” (par. 5). Washington’s use of juxtaposition contributes to a vision of progress that does not require a drastic or immediate change, and therefore could be less frightening to those who fear the changes Washington describes.

Instruct students to add this example of juxtaposition to their Rhetorical Impact Tracking Tools.

- ▶ Students add the example of juxtaposition to their Rhetorical Impact Tracking Tools.

**How do ideas in paragraph 9 further develop Washington’s point of view?**

- 💬 Student responses should include:
  - Washington’s point of view is that African Americans need to “prepare[]” for the “privileges of the law” (par. 9) by working in labor and industry, rather than trying to achieve “social equality” (par. 9) immediately.
- 💬 Student responses may include:
  - This idea of struggle further develops Washington’s point of view that African Americans must be content to start “at the bottom of life ... not at the top” (par. 4). They must earn money “in a factory” (par. 9) before they are ready to spend money, or exercise the privilege of “spend[ing] a dollar in an opera-house” (par. 9).
  - Washington argues that it is both “important and right” that African Americans have “all the privileges of the law” (par. 9), but he also explains that it is more important to be prepared to “exercise ... these privileges” (par. 9). This sentence further develops Washington’s point

of view that investing in African Americans through “constant help” (par. 8) is a worthwhile endeavor, because he suggests that African Americans are more interested in earning money than spending it.

Lead a brief whole-class discussion of student responses.

## Activity 4: Writing Instruction

**15%**

Distribute or instruct students to take out the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist. Direct students to examine the substandard W.11-12.2.d portion of the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist. Inform students that they are going to discuss how to use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy in their own writing as an effective way to discuss complex ideas.

- ▶ Students examine substandard W.11-12.2.d on the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist.
- ① If necessary, consider reminding students that domain-specific vocabulary refers to words that are unique to a certain content area or subject.
- ① Students were introduced to W.11-12.2.d in 11.1.2 Lesson 20.

Post or project each set of questions below for students to discuss in a whole-class discussion.

### Which of the following examples most effectively uses precise language? Why?

1. Washington uses the imagery of a “path” (par. 8) to show the things that they have been able to do in the past thirty years.
  2. Washington uses the imagery of a “path” (par. 8) to show the progress that the South has made, from small-scale industry to large-scale “inventions and productions” (par. 8), over the course of the past thirty years.
- ☞ Example 2 uses precise language most effectively. Although Example 1 uses the term *imagery*, the response is generic or vague because it describes the imagery as showing the “things” the South was able to accomplish in the past thirty years. Example 2 is more effective, because it is more specific in its description of Southern progress, and as a result, demonstrates the writer’s use of the word *imagery* more successfully.

### Which of the following examples most effectively uses domain-specific vocabulary? Why?

1. Washington uses the imagery of a “path” to show the gradual progress that African Americans have made, from small-scale ownership to larger “inventions and productions” (par. 8), over the course of the past thirty years.

2. Washington uses a “path” (par. 8) to describe how long and difficult the journey for Southern economic progress has been in the past thirty years.

💬 Example 1 uses domain-specific vocabulary most effectively because Example 2 mentions the path, but does not identify it as imagery and does not include the figurative language of “thorns and thistles,” which helps further develop the image of a difficult path.

**Which of the following examples most effectively uses techniques such as metaphor, simile, or analogy to discuss a complex idea? Why?**

1. Washington is good at using rhetoric.
2. Like a coach before a big game, Washington uses rhetoric to inspire the audience and convince them that they have the power to affect the future of the South.

💬 Example 2 uses literary techniques to discuss a complex idea most effectively. While Example 1 makes a straightforward statement, Example 2 uses a metaphor to describe Washington’s style and intended effect.

### Activity 5: Quick Write Revision

**25%**

Distribute or instruct students to take out their Quick Write responses from 11.2.1 Lesson 21. Post or distribute the 11.2.1 Lesson 21 Quick Write prompt:

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

Explain that students are going to revise their 11.2.1 Lesson 21 Quick Write responses for this lesson’s assessment. Instruct students to review the W.11-12.2.d portion of the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist, and annotate their 11.2.1 Lesson 21 Quick Write responses to identify places where they might strengthen their writing by using precise language, domain-specific vocabulary, or techniques such as metaphor, simile, and analogy to discuss complex ideas.

- ▶ Students examine the W.11-12.2.d portion of the 11.2.1 End-of-Unit Text Analysis Rubric and annotate their 11.2.1 Lesson 21 Quick Write responses in preparation for the lesson assessment.

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

**Revise and rewrite your Quick Write response from 11.2.1 Lesson 21, using precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to explain how Washington’s use of rhetoric contributes to the power and persuasiveness of the text. Include additional evidence from paragraphs 8–9.**

Instruct students to look at their tools and annotations to find evidence. Remind students to use the W.11-12.2.d portion of the 11.2.1 End-of-Unit Text Analysis 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 Quick Write revision.

- ▶ 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 add at least one idea introduced in paragraphs 8–9 to their Ideas Tracking Tools. Also for homework, students should continue to read their AIR texts through the lens of a focus standard of their choice, and prepare for a 3–5 minute discussion of their texts based on that standard.

- ▶ Students follow along.

## Homework

Add at least one idea introduced in paragraphs 8–9 to your Ideas Tracking Tool.

Also, continue reading your Accountable Independent Reading text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

## Model Rhetorical Impact Tracking Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
--------------	--	---------------	--	--------------	--

**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.

<b>Text:</b>	"Atlanta Compromise Speech" by Booker T. Washington
--------------	---

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)
Appeal to pathos: efforts to sway a reader's or listener's opinion by depicting issues in a way that	"the path ... has not been trodden without contact with thorns and thistles" (par. 8)	Washington uses the imagery of a "path" and "thorns and thistles" (par. 8) to show that economic prosperity of African Americans in the post-Emancipation South is a long and difficult journey, rather than immediate success. This imagery is an appeal to pathos because it sways the emotions of the audience by evoking the pain that those

sways their feelings about an issue		trying to improve their economic circumstances experienced.
Juxtaposition: an act or instance of placing close together or side by side, especially for comparison or contrast.	“The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera-house.” (par. 9)	<p>Washington juxtaposes “the opportunity to earn a dollar in a factory” with “the opportunity to spend a dollar in an opera-house” (par. 9) as a way to remind his audience that African Americans know they need to work hard before they are able to attain “social equality,” or earn the “privileges” (par. 9) that white Southerners possess.</p> <p>This reminder is persuasive because it reassures Washington’s predominately white Southern audience that progress does not require a drastic or immediate change. This more moderate vision of progress might be less frightening to those who are afraid of the changes Washington describes.</p>

## Model Ideas Tracking Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
--------------	--	---------------	--	--------------	--

**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.

<b>Text:</b>	"Atlanta Compromise Speech" by Booker T. Washington
--------------	---

Paragraph #	Ideas	Notes and Connections
6	African Americans represent an investment that promises a return of "a thousand per cent interest."	Washington describes "the Negro" (par. 6) as a valuable resource for the prosperity of the South. In doing so, Washington again confirms that he is concerned with Southern advancement, or "mutual progress" (par. 5), not in issues that are "purely social" (par. 5).
7	The "fate" of Southern progress hinges upon the "fate" of African Americans.	Washington uses a powerful image of "sixteen millions of hands" (par. 7) to convey that African Americans are a significant collective and powerful resource that should be empowered in a productive way to "pull[] the load," or economic progress of the South, "upward" instead of "downward" (par. 7). Southerners have the power to determine the future "progress" and "prosperity" (par. 7) of the South based on how they choose to treat African Americans.