

## 11.2.1

## Lesson 23

## Introduction

In this lesson, students read and analyze paragraph 10 of Booker T. Washington’s “Atlanta Compromise Speech” (from “In conclusion, may I repeat that nothing in thirty years” to “a new heaven and a new earth”). In this passage, Washington concludes his speech by pledging African Americans’ cooperation in Southern progress. Student analysis focuses on Washington’s development and refinement of two central ideas and how these ideas build on each other to support his purpose. Student learning is assessed via a Quick Write at the end of the lesson: How do two central ideas build on one another to advance Washington’s purpose in this excerpt?

For homework, students begin to make connections between Washington’s speech and W.E.B. Du Bois’s “Of Our Spiritual Strivings,” using their Ideas Tracking Tools from both texts.

## Standards

Assessed Standard(s)	
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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	<p>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.</p> <p>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.</p>
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## 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"> <li>How do two central ideas build on one another to advance Washington’s purpose in this excerpt?</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Identify two central ideas (e.g., Southern economic prosperity is achieved through the mutual efforts of African American and white Southerners, and “higher good” (par. 10) results from economic prosperity).</li> <li>Identify Washington’s purpose (e.g., Washington’s purpose is to encourage “mutual progress” (par. 5) toward economic prosperity that will usher in the “higher good” (par. 10), or a relationship of peace and unity between the races).</li> <li>Explain how the two central ideas build on one another to advance Washington’s purpose (e.g., Washington credits “the Exposition” with “draw[ing] [African Americans] so near ... the white race” (par. 10), and he connects African American and white Southerners using a metaphor of an “altar” (par. 10) to further explain their mutual struggle and sacrifice. In each of these examples, Washington illustrates the central idea of African Americans and white Americans uniting to improve the South. The idea that African Americans and white Southerners have worked together effectively in the past advances Washington’s purpose by showing his audience the “mutual progress” (par. 5) that has already been established between the two races. Washington builds upon these examples of economic progress to advance his purpose, by acknowledging first the importance of “much good” (par. 10) that will come from their efforts, and then explaining the progression of Southern prosperity as the “higher good” that will be “far above and beyond material benefits” (par. 10) that results from economic cooperation).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>altar (n.) – a raised place on which sacrifices and gifts are offered in some religions</li> <li>intricate (adj.) – having many interrelated parts or facets; entangled or involved</li> <li>blotting (v.) – wiping out; destroying</li> <li>sectional (adj.) – local or regional rather than general in character</li> <li>animosities (n.) – strong feelings of dislike or hatred</li> <li>mandates (n.) – authoritative orders or commands</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>None.</li> </ul>
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> <li>represents (v.) – is a sign or symbol of (someone or something)</li> <li>pledge (v.) – to formally promise to give or do (something)</li> <li>patient (adj.) – able to remain calm and not become annoyed when waiting for a long time or when dealing with problems or difficult people</li> <li>sympathetic (adj.) – feeling or showing concern about someone who is in a bad situation</li> <li>suspicious (n.) – feelings that something bad is likely or true</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RI.11-12.2, RI.11-12.6, W.11-12.9.b, L.11-12.4.a</li> <li>Text: “Atlanta Compromise Speech” by Booker T. Washington, paragraph 10</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Reading and Discussion</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>55%</li> <li>15%</li> <li>15%</li> </ol>

## Materials

- Student copies of Ideas Tracking Tools for W.E.B. Du Bois’s “Of Our Spiritual Strivings” and Booker T. Washington’s “Atlanta Compromise Speech” (refer to 11.2.1 Lesson 2)
- 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.11-12.2 and RI.11-12.6. In this lesson, students identify two central ideas from Washington’s “Atlanta Compromise Speech,” and determine how these ideas build on one another to develop his purpose. For homework, students begin making connections between Washington’s “Atlanta Compromise Speech” and W.E.B. Du Bois’s “Of Our Spiritual Strivings” using the Ideas Tracking Tools for both texts.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their focus standard to their AIR texts. Lead a brief share out on the previous lesson’s AIR homework assignment. Select several students (or student pairs) to explain how they applied a focus standard to their AIR texts.

- ▶ Students (or student pairs) discuss and share how they applied a focus standard to their AIR texts from the previous lesson’s homework.

Instruct student pairs to discuss the additions they made to their Ideas Tracking Tools for the previous lesson's homework. (Add at least one idea introduced in paragraphs 8–9 to your Ideas Tracking Tool).

- ▶ Student pairs discuss an idea they added to their Ideas Tracking Tools.

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

### Activity 3: Reading and Discussion

**55%**

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

**How does Washington further develop a central idea in this paragraph?**

Instruct student groups to read from “In conclusion, may I repeat that nothing in thirty years” to “the patient, sympathetic help of my race” (par. 10) and answer the following questions before sharing out with the class.

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

Provide students with the following definitions: *altar* means “a raised place on which sacrifices and gifts are offered in some religions” and *intricate* means “having many interrelated parts or facets; entangled or involved.”

- ▶ Students write the definitions of *altar* and *intricate* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *represents* means “to be a sign or symbol of (someone or something),” *pledge* means “to formally promise to give or do (something),” *patient* means “able to remain calm and not become annoyed when waiting for a long time or when dealing with problems or difficult people,” and *sympathetic* means “feeling or showing concern about someone who is in a bad situation.”
- ▶ Students write the definitions of *represents*, *pledge*, *patient*, and *sympathetic* on their copy of the text or in a vocabulary journal.

**What do Washington’s comments about the “opportunity offered by the Exposition” suggest about its role in the relationship between African Americans and white Americans?**

- Washington’s statement that “nothing in thirty years has given us more hope and encouragement, and drawn us so near to you of the white race,” emphasizes that the Exposition is symbolic in furthering the relationship between African Americans and white Southerners.

**How does Washington use the word “altar” in this excerpt?**

- The “altar” is a metaphor for the Exposition and its exhibits that demonstrate Southern economic progress. Because an altar is a religious object used to place gifts and sacrifices on, Washington uses the word figuratively in this context to note that since the Civil War, both races have sacrificed (or given) through their economic “struggles.”

**How does the phrase “both starting practically empty-handed three decades ago” advance Washington’s purpose?**

- The statement advances Washington’s purpose by further aligning white Southerners and African Americans by suggesting that they all started economically in the same place, “practically empty-handed” (par. 10), after the Civil War. This statement creates a bridge between their shared past and their shared future of “mutual progress” (par. 5) that Washington advocates for.

**How does Washington develop the idea of “the great and intricate problem”?**

- Student responses may include:
  - Washington develops “the great and intricate problem” by placing control and responsibility for the problem in the hands of white Southerners when he says “in your effort to work out the great and intricate problem.”
  - Washington places African Americans in a supporting role with respect to the “problem,” emphasizing their willingness to cooperate with white Southerners by offering “the patient, sympathetic help of [his] race.”
  - Washington implies that this is a problem God wants or requires Southerners to solve when he says the problem is one that “God has laid at the doors of the South.” Referring to the will of God in this way emphasizes the significance and importance of this “problem.”

Lead a brief, whole-class discussion of student responses. Instruct students to take out their Ideas Tracking Tools and record relevant ideas and notes from this excerpt.

- ▶ Student record relevant ideas and notes on their Ideas Tracking Tools.

Instruct student groups to read the remainder of paragraph 10 (from “only let this be constantly in mind” to “a new heaven and a new earth”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *blotting* means “wiping out; destroying,” *sectional* means “local or regional rather than general in character,” *animosities* means “strong feelings of dislike or hatred,” and *mandates* means “authoritative orders or commands.”

- ▶ Students write the definitions of *blotting*, *sectional*, *animosities*, and *mandates* on their copies of the text or in a vocabulary journal.

① **Differentiation Consideration:** Consider providing students with the following definition: *suspensions* means “feelings that something bad is likely or true.”

- ▶ Students write the definition of *suspensions* on their copy of the text or in a vocabulary journal.

### What situation might the word “problem” describe in this text?

💬 Student responses may include:

- The word “problem” could describe race relations in the South, because Washington mentions “sectional differences and racial animosities and suspicions.”
- “[P]roblem” could refer to the issue of economic progress in the South, because Washington follows his reference to the problem with a discussion of the “material benefits” on display at the Exposition.
- “[P]roblem” could describe the struggle of African Americans after Emancipation, because Washington states that “nothing in thirty years has given us more hope and encouragement.” suggesting that in the years after Emancipation, African Americans have been in need of optimism and support.

① Students may begin to make connections between Washington’s use of the word “problem” (par. 10) and Du Bois’s repeated use of this same term in “Of Our Spiritual Strivings.” Students have the opportunity to further explore these connections as they read across both texts in Lessons 24 and 25.

### How does Washington develop the idea of the “higher good”?

💬 Washington introduces the “higher good” by explaining that it is “far above and beyond material benefits” such as those represented at the Exposition. Washington describes the “higher good” as a time in the future when both races will coexist without “sectional differences and racial animosities,” where “absolute justice” will be applied to everyone, and all classes of people will have to follow the “mandates of law.”

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

### What does Washington mean by the “higher good”?

- The “higher good” is unrelated to wealth or possessions or “material benefits.” Rather, Washington uses this phrase to refer to a future time of peace between African Americans and white Americans, and when “justice” is universal.

### How does the idea of the “higher good” connect to other ideas in the text?

- Washington establishes the idea of economic progress as a means to achieve the “higher good.” He does this by listing the economic benefits that result from the cooperation between African Americans and white Americans, such as “product of field, of forest, of mine, of factory.” He then transitions to the idea that this cooperation will result in more than economic gains, using the phrase “yet far above and beyond material benefit will be that higher good.”

### How does Washington’s explanation of the “higher good” advance his purpose?

- Washington’s purpose is to encourage mutual work toward economic prosperity that will usher in the “higher good.” His explanation of the “higher good” advances his purpose by explaining that prosperity will bring much more than “material benefits”—he hopes it will bring a time of equal and fair treatment “among all classes” of people.
- ① **Differentiation Consideration:** If students struggle with comprehension of this paragraph, provide the following scaffolding question:

### What will be “coupled with ... material prosperity”?

- According to Washington, “material prosperity” will be “coupled with” racial, social, and legal equality to bring “a new heaven and a new earth” to the South.

### What is the impact of Washington’s use of the word “our” in the last sentence of this excerpt?

- The phrase “our beloved South” implies joint ownership of the South, and communicates that both African American and white Southerners are responsible for the South’s prosperity.

### How does the phrase “a new heaven and a new earth” advance Washington’s purpose?

- Student responses may include:
  - This phrase suggests that if African American and white Southerners work together to bring material prosperity and the “higher good” to the South, both races will have a “new” society.
  - Washington’s use of the word “heaven” provides his audience with a familiar ideal of perfection, implying that their “beloved South” will be a place of peace and happiness for everyone if both races work together towards economic prosperity.



- ① Consider informing students that Washington’s use of the phrase “new heaven and a new earth” is a Biblical reference to the Book of Revelation.

Lead a brief whole-class discussion of student responses. Instruct students to add relevant information from this excerpt to their Ideas Tracking Tools.

- ▶ Students record relevant ideas and notes on their Ideas Tracking Tools.

### Activity 4: Quick Write

**15%**

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

**How do two central ideas build on one another to advance Washington’s purpose in this excerpt?**

Instruct students to look at their annotations and Ideas 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 5: Closing

**15%**

Explain to students that in the next lesson they will engage in a whole-class discussion about W.E.B. Du Bois’s “Of Our Spiritual Strivings” and Booker T. Washington’s “Atlanta Compromise Speech” in order to further their analysis of each text’s central ideas. Explain to students that to prepare for this discussion, students will do a homework assignment in which they annotate for connections between the two texts.

Display and distribute the homework assignment. For homework, instruct students to review their Ideas Tracking Tools from both texts and annotate them with the annotation code (the exclamation point) to indicate words, phrases, or ideas that are related or similar in the “Of Our Spiritual Strivings” and the “Atlanta Compromise Speech.” Inform students that they should write a brief note next to the annotation code, explaining how the ideas or events developed in the text connect with the other text. Instruct students to be prepared to share their findings in a whole-class discussion in the following lesson.

- ▶ Students follow along.

Review with students the annotation code for making connections between ideas:

- Use an exclamation point (!) to signify connections between ideas, or ideas that strike or surprise you in some way, and provide a brief note explaining the connections.
  - ▶ Students follow along.

Provide the following example as a model for students:

- Exclamation points by:
  - Du Bois’s statement that “He would not Africanize America, for America has too much to teach the world and Africa. He would not bleach his Negro soul in a flood of Americanism, for he knows that Negro blood has a message for the world” (par. 4).
  - Washington’s discussion of “interlacing our industrial, commercial, civil, and religious life with yours in a way that shall make the interests of both races one. In all things that are purely social we can be as separate as the fingers” (par. 5).
- Explanation:
  - Both authors address the idea that African Americans are a part of America, yet are on some level separated from the white race.
- ▶ Students follow along.

## Homework

Review your Ideas Tracking Tools from Washington’s “Atlanta Compromise Speech” and W.E.B. Du Bois “Of Our Spiritual Strivings” and annotate each text with the exclamation point annotation code to indicate words, phrases, or ideas that are related or similar in the two texts. Write a brief note next to the annotation code, explaining how the ideas or events developed in the text connect with the other text. Come to the next lesson prepared to share your findings during a whole-class discussion.

## Model Ideas Tracking Tool

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

<b>Text:</b>	"Atlanta Compromise Speech" by Booker T. Washington
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Paragraph #	Ideas	Notes and Connections
8	"[T]he path" of economic development for African Americans has been full of hardship.	Washington introduces this idea through the metaphor of a "path ... with thorns and thistles" (par. 8). With this statement he acknowledges that the journey or "path" (par. 8) towards progress that African Americans have taken post Emancipation has been a difficult one.
9	African American "progress" cannot be forced and has to be the result of hard work that contributes to their economic prosperity.	Washington says that African Americans have to "struggle," rather than "artificial[ly] forc[e]" or push to attain "social equality" (par. 9). Washington believes that this struggle should focus on the outcome of economic progress, or "contribut[ing] to the markets of the world" (par. 9).
10	White Southerners are responsible for "work[ing] out the great and intricate problem."	Washington references "the great and intricate problem" as something that "God has laid at the doors of the South" (par. 10). Though white Southerners need to put forth "effort" to "work out the ... problem," Washington "pledge[s]" the "patient, sympathetic help of [his] race" (par. 10) to white Southerners.
10	The "higher good" will come from economic prosperity.	Washington explains the "higher good" as a time in the future when both races will coexist without "racial animosities and suspicions", where "justice" will be applied to everyone, and all classes of people will have to follow the "mandates of law" (par. 10).