

Lesson Plan

THE LEADERSHIP AND IMPACT OF BOOKER T. WASHINGTON

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Grade: 11

Subjects: English, Poetry

Time Required: 5-8 class periods



PRIMARY SOURCES & MATERIALS USED

- [African American Odyssey: The Booker T. Washington Era](#)
- Photographs of Washington:
 - [\[Booker T. Washington, half-length portrait, standing, against white background\]](#)
 - [Booker T. Washington 1859-1915](#)
 - [\[Booker T. Washington standing on a sidewalk by an automobile\].](#)
 - [\[Booker T. Washington standing on a stage before large crowd in Lakeland\]](#) [see image above]
- Washington's speech:
 - [Pamphlet Excerpt: from "An Address Delivered at the Opening of the Cotton States and International Exposition"](#) [audio clip with transcription]
 - ["Atlanta Exposition Speech," September 18, 1895.](#) [original typescript]
 - [Address of Booker T. Washington, principal of the Tuskegee Normal and Industrial Institute, \[...\] MR. WASHINGTON'S ADDRESS.](#) [digital transcript]
- Responses to Washington's speech:
 - [Address of Booker T. Washington, principal of the Tuskegee Normal and Industrial Institute, \[...\] Editor Atlanta Constitution, September 19, 1895.\]](#)
 - [Booker T. Washington's Speech](#) [from the Cleveland Gazette, November 2, 1895]
 - [Address of Booker T. Washington, principal of the Tuskegee Normal and Industrial Institute, \[...\] Untitled Section](#) [letter from Grover Cleveland]
- Worksheets (Microsoft Word):
 - [Comparing Photographs of Booker T. Washington worksheet](#)
 - [Atlanta Exposition sound clip graphic organizer](#)
 - [Atlanta Exposition speech graphic organizer](#)
 - [Reactions to Washington worksheet](#)
 - [Drafts of Langston Hughes's poem "Ballad of Booker T.," 30 May-1 June 1941.](#)

TN Curriculum Standards: See page 3.

OVERVIEW

This lesson explores the life and impact of the Booker T. Washington. The students will examine images of Washington, the sound of his voice, his most famous speech, and responses to his speech and life.

UNDERSTANDING GOAL

Booker T. Washington was an eloquent leader who had a tremendous impact on America in the late 1800s and early 1900s.

OBJECTIVES

- The student will learn about the 1870-1914 time period.
- The student will examine photographs of Booker T. Washington as well as listen to his voice to gain an understanding of this historical figure.
- The student will read and analyze one of Washington's most famous speeches—the Atlanta Exposition Speech.
- The student will analyze several reactions to Washington's speech and his impact on America.

INVESTIGATIVE QUESTION

How do the photographs and speeches of Booker T. Washington explain his legacy to education and the Civil Rights movement?

PROCEDURE

- Step 1 Wonder** Explore the historical context of the time period of Booker T. Washington (roughly 1870-1914). Use the Library of Congress resource entitled "The Booker T. Washington Era" from *African American Odyssey* to build an understanding of the broad historical forces at work.
- Step 2 Construct** Construct an image of Washington in your mind by comparing three photographs from the Library of Congress resources. Examine the purpose and message of each photo as a visual media. Use the [Comparing Photographs of Booker T. Washington worksheet](#) organizer to compare the photographs.
- Step 3 Construct** Further construct the figure of Booker T. Washington by listening to an excerpt from his Atlanta Exposition Speech. Locate the Library of Congress [sound clip](#). Play the clip several times. The first time listen to just the sound of the voice. In subsequent playbacks, listen for the meaning. Complete the [Atlanta Exposition sound clip graphic organizer](#).
- Step 4 Investigate** Read the full text of Washington's Atlanta Exposition Speech. Try to use the images of the original typescript from Library of Congress to read the speech. When you encounter difficulty, use the full-text digital transcription. Read the speech slowly and carefully for its meaning, and then complete the [Atlanta Exposition speech graphic organizer](#). Links to both versions are provided under "Primary Sources & Materials Used."
- Step 5 Express** Read the three responses to Washington's Atlanta Exposition Speech: from the editor of the Atlanta Constitution, an unnamed staffer on the Cleveland Gazette, and President Grover Cleveland. Analyze the meanings, methods, and motives by completing the [Reactions to Washington worksheet](#). Links to all responses are provided under "Primary Sources & Materials Used."

EVALUATION

As a final project, read and review the five drafts of Langston Hughes's poem entitled "Ballad of Booker T." The link to this Library of Congress source is listed in the "Primary Sources and Materials" section. Taking into consideration the changes that Hughes made in the first four drafts, but especially focusing on the final draft, write an essay that examines Hughes's treatment of Washington. What does Booker T. Washington mean to Hughes and to the African-American population in general? How does Hughes's reaction to Booker T. Washington's impact compare to the three reactions to the speech you examined earlier? How does Hughes's poem allude to the Atlanta Exposition Speech? Synthesize all you have learned into a concise analysis of the poem. Use quotations from at least three of the primary sources (in addition to the poem), and cite them properly.

TN CURRICULUM STANDARDS

English III

- Standard 1- Language:
 - 3003.1.4.: Be aware of the power of language well-used as a reflection and change agent of its time and culture (e.g., political correctness, ethnic identity, persuasion).
- Standard 3- Writing:
 - SPI 3003.3.11: Determine the writer's purpose in a writing sample.
 - SPI 3003.3.12.: Identify a statement that reveals the writer's attitude.
 - SPI 3003.3.13: Identify the targeted audience for a selected passage.
- Standard 5- Logic:
 - CLE 3003.5.4: Analyze the logical features of an argument.
- Standard 7- Media:
 - CLE 3003.7.2: Examine the agreements and conflicts between the visual (e.g., media images, painting, film, graphic arts) and the verbal.
 - CLE 3003.7.3: Recognize how visual and sound techniques or design (e.g., special effects, camera angles, music) carry or influence messages in various media.
 - ✓3003.7.2: Identify, analyze, and evaluate the effectiveness of the relationship between visual elements (e.g., media images, painting, film, and graphic arts) and verbal messages in virtually any media, emphasizing the cultural context, audience, and purpose.
 - SPI 3003.7.3: Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
 - SPI 3003.7.4.: Infer the mood represented in a non-print medium.
- Standard 8- Literature:
 - CLE 3003.8.4.: Analyze works of American literature for what they suggest about the historical period in which they were written.