

11.2

Module Overview

“There is within and without the sound of conflict”: How do authors use figurative language or rhetoric to advance their point of view or purpose?

Texts	<p>Unit 1: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings”; “Atlanta Compromise Speech” by Booker T. Washington</p> <p>Unit 2: “An Address by Elizabeth Cady Stanton”; “From the House of Yemanjá” by Audre Lorde</p>
Number of Lessons in Module	42 (including Module Performance Assessment)

Introduction

In this module, students read, discuss, and analyze literary and informational texts, focusing on how authors use word choice and rhetoric to develop ideas and advance their points of view and purposes. The texts in this module represent varied voices, experiences, and perspectives, but are united by their shared exploration of the effects of prejudice and oppression on identity construction. Each of the module texts is a complex work with multiple central ideas and claims that complement the central ideas and claims of other texts in the module. All four module texts offer rich opportunities to analyze authorial engagement with past and present struggles against oppression, as well as how an author’s rhetoric or word choices strengthen the power and persuasiveness of the text.

This module builds upon key protocols and routines for reading, writing, and discussion established and developed in Module 11.1. Although these protocols are introduced in the ninth and tenth grade modules and spiral through the first eleventh grade module of this curriculum, this module provides sufficient support for teachers who are implementing these routines for the first time.

Module 11.2 is comprised of two units referred to as Unit 11.2.1 and Unit 11.2.2. In Unit 11.2.1, students analyze “Of Our Spiritual Strivings,” the first chapter of W.E.B. Du Bois’s *The Souls of Black Folk*, followed by Booker T. Washington’s “Atlanta Compromise Speech.” Student analysis focuses on how each author uses rhetoric to strengthen and develop his argument about the role of African Americans in post-

Emancipation America. Read side by side, these texts offer students the opportunities to analyze the diverse ways in which rhetorical strategies contribute to persuasive writing, and to strengthen their own informative/explanatory writing skills as they consider how Washington and Du Bois develop strong arguments.

In Unit 11.2.2, students broaden their exploration of struggles against oppression in America to include issues of gender and sexism. Students read and analyze “An Address by Elizabeth Cady Stanton,” a foundational speech in the women’s rights movement, in which Cady Stanton argues for women’s right to vote. Student analysis focuses on determining Cady Stanton’s point of view and purpose, and analyzing how her style and content contribute to the power and persuasiveness of the text. Students conclude this module with an analysis of the role of imagery and figurative language in Audre Lorde’s contemporary poem, “From the House of Yemanjá.” Although a departure in form from the other module texts, Lorde’s exploration of how a daughter’s identity is influenced by her complex relationship with her mother forms an intersection between the complex dynamics of race and gender that pervade the nuanced arguments in this module.

In the End-of-Unit Assessment for 11.2.2, students are given the opportunity to place the module texts in conversation with each other, as they compare the approaches of two authors of their choosing in developing a similar or related central idea. The assessments throughout this module scaffold to the Module Performance Assessment, in which students develop and present a claim about how a new text, Sherman Alexie’s poem “How to Write the Great American Indian Novel,” relates to at least two of the texts they have analyzed in this module.

Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Delineate evidence and reasoning in an argument
- Engage in productive evidence-based discussions about text
- Determine meaning of unknown vocabulary from context
- Independently preview text in preparation for supported analysis
- Paraphrase and quote relevant evidence from a text
- Practice key informative/explanatory writing skills
- Collect and organize evidence from texts to support analysis in writing
- Track rhetoric and how it advances the author’s purpose or point of view in the text
- Track ideas and their refinement or development over the course of the text

- Generate and respond to questions in scholarly discourse

English Language Arts Outcomes

Yearlong Target Standards

These standards embody the pedagogical shifts required by the Common Core State Standards and will be a strong focus in every English Language Arts module and unit in grades 9–12.

CCS Standards: Reading—Literature	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS Standards: Reading—Informational Text	
RI.11-12.1.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(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.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS Standards: Writing	
W.11-12.9.a, b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). 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]”).
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCS Standards: Speaking & Listening	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
CCS Standards: Language	
L.11-12.4.a- d	<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> <ol style="list-style-type: none"> 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Module-Specific Assessed Standards

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

College and Career Readiness Anchor Standards for Reading	
CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCS Standards: Reading—Literature	
RL.11-12.2	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
CCS Standards: Reading—Informational Text	
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.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
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.
CCS Standards: Writing	
W.11-12.2.a-f	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.

	<ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance 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.

CCS Standards: Speaking & Listening

SL.11-12.1a, c	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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CCS Standards: Language

L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.5.a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>
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Addressed Standards

These standards will be addressed at the unit or module level, and may be considered in assessment, but will not be the focus of extended instruction in this module.

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading – Literature	
None.	
CCS Standards: Reading – Informational Text	
None.	
CCS Standards: Writing	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.9.a, b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11-12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").</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>
CCS Standards: Speaking & Listening	
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCS Standards: Language	
L.11-12.3.a	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
L.11-12.4.a, b	<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> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p>

Module Performance Assessment

Prompt

In this two-day performance task, students develop and present a claim in response to the following prompt:

Develop and present a claim about how Sherman Alexie’s poem “How to Write the Great American Indian Novel” relates to central ideas and/or points of view developed in at least two of the four texts in this module. Support your claim with evidence and reasoning.

Lesson 1

Students reread and annotate Sherman Alexie’s “How to Write the Great American Indian Novel,” considering how the poem relates to the other module texts. Next, students review their notes, annotations, and any tracking tools associated with the four texts that they analyzed in this module, paying particular attention to statements they have made about how the author of each text develops central ideas and advances his or her point of view. Finally, students prepare for the evidence-based discussion in the next lesson by developing several claims about how “How to Write the Great American Indian Novel” is related to at least two of the other module texts.

Lesson 2

Students form pairs, and collaboratively refine the claims and supporting evidence about which they are most unsure, selecting more relevant evidence if necessary. Students form groups of 3-4 and engage in an evidence evidence-based discussion, in which each student shares at least one claim about how Alexie’s “How to Write the Great American Indian Novel” relates to a central idea or point of view in two of the other module texts, using multiple pieces of text evidence for support. Other students assess the presenter using their 11.2 Performance Assessment Text Analysis Rubric and Checklist. After each presentation, group members engage the student presenter in discussion about the presenter’s claims and evidence using their own claims and evidence as entry points. At the end of class, all students assess their own presentations using the 11.2 Text Analysis Rubric and Checklist.

Texts/Media

Unit 1: “He began to have a dim feeling that, to attain his place in the world, he must be himself, and not another.”
Du Bois, W.E.B. “Of Our Spiritual Strivings.” <i>The Souls of Black Folk</i> . 1903.
Washington, Booker T. “Atlanta Compromise Speech.” 1895.
Unit 2: “I am / the sun and moon and forever hungry”
Lorde, Audre. “From the House of Yemanjá.” 1997. http://www.poetryfoundation.org/poem/171286 .
Cady Stanton, Elizabeth. “An Address by Elizabeth Cady Stanton.” 1848.
Performance Assessment
Alexie, Sherman. “How to Write the Great American Indian Novel.” 1996. http://www.poetryfoundation.org/poem/237270 .

Module-at-a-Glance Calendar

Text	Lessons in the Unit	Literacy Skills and Habits	NYS P12 Assessed and Addressed CCSS	Assessments
Unit 1: “He began to have a dim feeling that, to attain his place in the world, he must be himself, and not another.”				
<i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings” “Atlanta Compromise Speech” by Booker T. Washington	26	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Track rhetoric and analyze its impact on the text Compare authors’ arguments Engage in productive evidence-based discussions about text 	CCRA.R.8 CCRA.R.9 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.6 W.11-12.2.a, b, c, d, f W.11-12.4 W.11-12.5 W.11-12.9.b SL.11-12.1.a,c	Mid-Unit: Students write a multi-paragraph response to the following prompt: Identify a central idea in “Of Our Spiritual Strivings” and analyze how Du Bois uses figurative language or rhetoric to develop this central idea. End-of-Unit: Students write a multi-

		<ul style="list-style-type: none"> Collect and organize evidence from texts to support analysis in writing Independently preview text in preparation for supported analysis Paraphrase and quote relevant evidence from a text Practice key skills from targeted writing standards 	<p>L.11-12.1 L.11-12.2 L.11-12.3.a L.11-12.4.a, b L.11-12.5.a</p>	<p>paragraph essay in response to the following prompt: Consider Du Bois’s “Of Our Spiritual Strivings” and Washington’s “Atlanta Compromise Speech.” Analyze how each author uses rhetoric to advance his point of view, and consider how each author’s use of rhetoric contributes to the power or persuasiveness of the text.</p>
Unit 2: “I am / the sun and moon and forever hungry”				
<p>“From the House of Yemanjá” by Audre Lorde</p> <p>“An Address by Elizabeth Cady Stanton”</p>	14	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Delineate evidence and reasoning in an argument Engage in productive evidence-based conversations about text Determine meaning of unknown vocabulary Independently preview text in preparation for supported analysis Paraphrase and quote relevant evidence from 	<p>CCRA.R.8 CCRA.R.9 RL.11-12.2 RL.11-12.4 RI.11-12.2 RI.11-12.3 RI.11-12.6 W.11-12.2.a-f W.11-12.4 W.11-12.5 W.11-12.9.a, b SL.11-12.1.a SL.11-12.3 L.11-12.1 L.11-12.2 L.11-12.4.a L.11-12.5.a</p>	<p>End-of-Unit:</p> <p>Students write a multi-paragraph essay responding to the following prompt: Consider a central idea in Lorde’s “From the House of Yemanjá” or “An Address by Elizabeth Cady Stanton.” Identify a related or similar central idea in either Du Bois’s “Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i> or Washington’s “Atlanta Compromise Speech” and compare the approaches the authors take in</p>

		<p>a text</p> <ul style="list-style-type: none"> • Practice key informative/explanatory writing skills • Track rhetoric and how it advances the author’s purpose or point of view in the text • Track ideas and their refinement or development over the course of the text 		<p>developing a similar or related central idea. Discuss how each author uses at least one of the following to develop the related or similar central idea: word choice, rhetoric, point of view, or purpose.</p>
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